

WHAT DO VOLUNTARY SECTOR LEADERS DO?

A REPORT ON A JOINT PROJECT OF
THE COALITION OF NATIONAL VOLUNTARY ORGANIZATIONS
AND
THE ASSOCIATION OF CANADIAN COMMUNITY COLLEGES



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Voluntary Sector

Canada

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EXECUTIVE SUMMARY

The Coalition of National Voluntary Organizations and the Association of Canadian Community Colleges are working together to design and set up a National Learning Initiative (NLI) for the voluntary sector.

The vision of the NLI is to

- ❑ promote social development in Canada by setting up a national skills and learning framework for the voluntary sector, and
- ❑ establish the voluntary sector as an employer of choice through a commitment to lifelong learning.

An important part of the vision includes raising the quality of leaders/managers within the voluntary sector. This involves looking at what **leadership** means and how it differs from **management**.

The common set of skills and knowledge that voluntary sector leaders need to have may be called “core competencies”. This term was discussed and defined during 5 workshops held in 5 Canadian cities during the fall of 2002. A total of 58 leaders from the voluntary sector attended the workshops, and 6 others participated through interviews.

Workshop participants talked about 4 areas of skill and knowledge that leaders in the voluntary sector use:

Vision and Alliances: Leaders want to improve life in the community and in the world. Their knowledge and skills help them to make alliances with other groups and organizations to achieve the voluntary sector’s highest hopes, such as peace, freedom, human rights, justice, and an end to poverty and discrimination.

Strategies and Resource Management: The skills and knowledge that leaders have in this area allow for good, ethical management in the day-to-day operations of their organizations.

Relationships: Leaders must be able to work well with people inside and outside their organization. They do this by building relationships. This may involve empowering others and helping people work together.

Complexity: Leaders must be able to deal with a complex world that changes quickly. Turmoil exists on all levels: social, political, organizational and institutional.

A ‘culture of learning’ needs to be developed in the voluntary sector. Participants at the workshops had a strong sense that learning was very important to the sector and that there needs to be change within the sector so that this can take place. Without a ‘culture of learning’, those who want to learn will not have the time or the money needed to participate in college courses, other kinds of training, or adult education.

REPORT ON THE NATIONAL LEARNING INITIATIVE FOR THE VOLUNTARY SECTOR PROJECT

1. AN OVERVIEW OF THE PROJECT

The purpose of the project was to find out what kinds of skills and knowledge leaders in the voluntary sector need to have, so they can do their jobs well. We decided that the best way to get this information was to ask leaders to tell us about the work they do. The “asking” and “telling” took place at 5 workshops held in the fall of 2002.

Ottawa	October 3 and 4
Winnipeg	October 18 and 19
Vancouver	October 21 and 22
Halifax	October 28 and 29
Montreal	November 7 and 8

Who organized the workshops?

Two organizations delivered the workshops (with a team of consultants to guide the process).

1. **The Coalition of National Voluntary Organizations (NVO)** represents 135 national voluntary sector organizations. In taking on this project, NVO and its members recognize that education and training are very important to the voluntary sector in Canada. NVO is pleased to be working closely with ACCC on this project.
2. **The Association of Canadian Community Colleges (ACCC)** represents the interests of community colleges, institutes of technology, CEGEPs, and university colleges across Canada. Although the mandates of ACCC’s members vary, all of them share the goal of responding to the needs of diverse sectors. Through this project, ACCC and its members are pleased to serve the needs of the voluntary sector and to be partners with NVO.

Who attended the workshops?

Voluntary sector participants were nominated from organizations across the country. A total of 100 people were invited to the workshops. Of these, 58 leaders attended. They came from: British Columbia, Alberta, Saskatchewan, Manitoba, Yukon, Nunavut, Ontario, Quebec, Nova Scotia, New Brunswick and Newfoundland/Labrador. Six other leaders were interviewed, and contributed their insights to the process. (See **Appendix A** for a full list of participants.)

Participants came from international, national, provincial, regional and local voluntary sector organizations. (Municipalities, universities, schools, and hospitals were not represented.) Most of the leaders who took part in the workshops were from local, community-based voluntary sector organizations.

The following kinds of groups were represented at the workshops:

- Rural and urban
- Multicultural, aboriginal, immigrant-serving
- Arts, health, social services
- Volunteer centers, community development organizations
- Community foundations, the United Way
- Overseas development
- Children, youth, seniors, women, families
- Advocacy
- Disability

What happened during the workshops?

The 5 workshops gave leaders in the nonprofit sector a chance to share their thoughts and understanding about the skills and knowledge needed to manage and lead voluntary sector organizations. Each workshop produced

- a description of “core competencies” (see Section 3) for leaders in the nonprofit sector, and
- a set of guidelines for building leadership through learning and development.

To learn more about the project, see www.nvo-onb.ca.

Comments from the workshops

"Leaders in the voluntary sector need opportunities to sit and think of themselves in a controlled environment. This process [the workshop] has been a valuable experience. We need it every two years."

"We need opportunities for tough fun!" [This participant spoke about how hard the workshop was, how much he learned from being part of it, and how much fun he had.]

2. CANADA'S VOLUNTARY SECTOR TODAY

During the workshops, voluntary sector leaders spoke about a major shift that has been happening in the last 10 years. Today's organizations and leaders cannot focus only on their own organizations. Instead, they have an expanded role in leading social change. They must be accountable to many more groups and they must work with other organizations. Relationships are more complex. During the last 10 years, funders have changed their focus and set new priorities.

The men and women who took part in the 5 workshops said that these kinds of changes have forced them to move from **managing** to **leading**.

Today's voluntary sector leaders are often focused **on the community** rather than only on their organization. They must **inspire** rather than **direct** people. Their Boards have a focus that is more **outward** and community focused. Leaders must **balance** their fundraising efforts with the ability of their clients and community to contribute. And they are now helping to build **civil society** and **democracy**, rather than being focused only on **issues**.

How do leaders feel about the way things are?

During the workshops, voluntary sector leaders talked about their beliefs about themselves, their organizations, the communities they work in, and the world. They agreed that their jobs are much more complex than they used to be. Here is a brief summary of what they said.

We believe that a voluntary sector **leader** is

- **An agent for social change.** Someone who is connected and informed. Someone who knows how to make connections and get partners working together. Someone who is creative. Someone with vision who has a mission and works for change in a careful, ethical way.
- **Someone who knows how to care for him/herself.** Someone who looks inward. Someone who can say no, who knows their limits. Someone who is open-minded and flexible.
- **Someone who manages with determination.** Someone who cares for staff. Someone who includes and trusts staff. Someone who can delegate. Someone who can be a mentor.
- **Someone who works hard** and has a lot of knowledge when it comes to the issues.

We believe that an **effective voluntary sector organization** is

- guided by its principles and values
- always accessible
- accountable to the community, although it may need to make global connections to carry out its mandate
- focused on people, looking for new ways to do things, dynamic.

The **beliefs and values** that define the voluntary sector are:

- ◆ Improving life in the community (social responsibility)
- ◆ Working toward self-sufficiency and self-reliance (sustainability)
- ◆ Providing support and inspiration to people at all levels of the sector (building capacity)
- ◆ Upholding honesty, fairness, equity, trust, openness, accountability (ethical and principled behaviour)
- ◆ Including everyone, respecting diversity, working together
- ◆ Being sensitive, compassionate, hopeful, determined, and passionate
- ◆ Having courage

As voluntary sector leaders, we believe that **community** is:

- **The basis of democracy.** It is where we work, play, love, and live.
- **Diverse.** It is a source of wealth and knowledge but may not be aware of all that it has, and does not always welcome marginalized groups.
- **Dynamic and focused on citizens.** It should be a safe place to be heard, a place where active involvement is welcome.
- **A place to grow** personally and as a group.

- **Improved and strengthened** by the work we do as voluntary sector organizations.
- About **relationships**.

As voluntary sector leaders we believe that **the world** is:

- Full of diverse voices, and this diversity builds strength and points of view that can help us solve problems.
- Necessary to our survival.
- Fragile, needs nurturing, and depends on strong voluntary sector leadership.

3. A DEFINITION OF COMPETENCY

The Steering Committee presented a definition of “competency” at the workshops, and participants worked on that definition to arrive at a final, formal definition. (See box on this page.)

In a leader, **competency** refers to a person’s ability to use their knowledge and skills on behalf of Canada’s voluntary sector. Leaders must have certain **basic** (or core) competencies.

At the workshops, leaders came up with a definition of ‘core competencies’ that can be stated as follows:

“Core competencies are the kinds of skills and knowledge that leaders must possess if they are to improve life in the community and in the world. Good voluntary sector leaders use the core competencies in principled and professional ways.

Competencies are the knowledge, skills, abilities, intangible/tangible mindsets and behaviours (*savoir, savoir-faire, et savoir-être*) that lead to improving life in the community and the world through principled actions and professional behaviour in the voluntary sector.

Core competencies are those competencies which are common across the voluntary sector, irrespective of regional or sub-sectoral differences.

Core competencies apply to all voluntary sector leaders in all parts of the country, and to all sectors within the voluntary sector.”

Leaders also need to have other competencies that are specific to their organization’s mission or the communities in which they work.

During the workshops, participants identified certain key abilities that a voluntary sector leader must have. These abilities include

- A high level of self-understanding

- ❑ A commitment to lifelong learning
- ❑ Being very clear about their own personal values, and acting in an ethical way based on those values and principles
- ❑ Wisdom and foresight

4. HOW LEADERS USE THE CORE COMPETENCIES

During the workshops, leaders identified the skills and abilities (the core competencies) they need to do a good job. Later, these skills and abilities were organized into four general areas.

Here is a summary of the four areas. Each summary includes examples provided by workshop participants.

1. VISION AND ALLIANCES

At the workshops people asked themselves, and each other, a variety of questions about this area. The key questions were: Who are we? How do we relate to other organizations, the community and the world? Where we are going? Where is the world going and how can we have an effect on the world? How do changes going on in the world affect our organizations?

Organizations no longer work alone – they must collaborate with other organizations. Doing so is a highly complex job that requires negotiating skills, the ability to manage emotional and trust issues, the patience to manage different (and slower) time lines, and the grace to set aside competition with other organizations.

Leaders no longer manage just their organizations. They must be leaders of real social change at the local, national and global level. This means they must have a new set of skills that includes advocacy, lobbying, government relations and, at times, social activism.

Leaders can no longer work in isolation. Global issues have a big impact on their work. Workshop participants talked about how September 11, 2001 and the world economy affected their organizations. They spoke about how wars and conflicts as far away as Bosnia caused hard times and challenges in their organizations.

What leaders need to succeed in the area of Vision and Alliances

The competencies (knowledge and skills) that leaders have in this core area allow them to **build support for a vision**. They must be able to:

- ❑ Lead effective and innovative **public action**.
- ❑ Play a key role in developing **public policy**.
- ❑ Help to develop and gain support for a **vision**.

- ❑ Lead organizations through a structured decision-making process to **resolve ethical issues**.
- ❑ **Collaborate** with, and **empower** people, organizations and communities.
- ❑ Inspire others to act on **global** issues.
- ❑ Sustain a **culture** of **learning** where new ideas are welcomed and valued.

2. STRATEGIES AND RESOURCE MANAGEMENT

Leaders agreed that developing strategies and managing resources are an important part of the skills and knowledge they bring to their jobs.

What leaders need to succeed in the area of Strategies and Resource Management

The competencies (knowledge and skills) that leaders have in this core area allow them to **use sound and ethical management practices** in the day-to-day operations of their organizations. Leaders must manage in the best interests of an organization so that it runs well. They must be able to

- ❑ **Raise funds** in ways that are diverse, effective and ethical
- ❑ Ensure sound **financial stewardship**
- ❑ Sustain a **culture** within their organization where new ideas are nurtured and people are inspired to find **creative solutions** to complex problems
- ❑ Inspire new **marketing** and **public relations** processes
- ❑ Make the best use of **information** and **communication technology**
- ❑ Maintain and develop **research**
- ❑ Lead the **planning and evaluation** process in a way that includes everyone and leads to learning.

3. RELATIONSHIPS

Leaders who attended the workshops emphasized the importance of relationships. In the old days, managers used to **direct** their staff. Now, leaders must be able to **inspire** and **empower** people to work in teams and with the community.

Leaders must be able to influence politicians, as well as community and business leaders. They must manage complicated trust issues, and work with people and organizations in partnerships, collaborations and mergers.

The ability to write and speak well is important. This means a leader must know how to use technology and how to negotiate. The leader must be politically sharp, capable of making good public presentations/speeches and able to manage media interviews.

What leaders need to succeed in the area of Relationships

The competencies (knowledge and skills) that leaders have in this core area allow them to **develop capacity at all levels**. This includes helping to empower others, and making the best of what is possible through human interaction. They must be able to

- ❑ Develop and maintain **interpersonal relationships**
- ❑ Develop and maintain **human resources** (staff, volunteers and board members)
- ❑ Foster **team development**
- ❑ Be politically **smart**
- ❑ Be the organization's **public persona**—someone who reflects the interests, ideas and views of the organization
- ❑ Excel at **written and spoken communication**
- ❑ Encourage and build **relationships between people and organizations**, at the community and global level, by developing shared strategies.

4. COMPLEXITY

Leaders in voluntary sector organizations are faced with both local and global situations that did not exist 20 years ago. Federal, provincial and municipal governments have made massive changes. Funders and corporations are competing with the voluntary sector for leadership. Organizations are merging or working together in new and exciting ways.

Leaders have to make decisions on the basis of ethics. These decisions may involve many other groups or organizations, and there may not be enough time to think about all the options before a decision is made. Those who attended the workshop said they had a lot of concerns about this area.

What leaders need to succeed in the area of Complexity

The competencies (knowledge and skills) that leaders have in this core area allow them to **identify the patterns** of relationships, how they are sustained, how they organize themselves and how solutions emerge. To succeed at this balancing act, the leader must be flexible and creative. The game is changing all the time, and leaders have to feel comfortable with paradox and tension. They must be able to

- ❑ Ensure **multiple accountabilities** are met. A leader must be able to foster employee accountability (to a work team, an advisory committee, a management committee, funders, or clients). At the organizational level, a leader must ensure that the organization itself is accountable to funders, clients, partners who are working together, or to the general public.
- ❑ Understand how **all perspectives depend on each other** in a complex system
- ❑ Be **aware of the environment**, by clearly seeing the systems and structures that are operating
- ❑ Sustain a **culture** that honours **creative** decisions and **new** strategies

- ❑ Sustain a **healthy working environment**
- ❑ Excel at both **cooperation** and **competition**, and know when each skill is appropriate
- ❑ Make it possible for people and systems to **change** and **adapt**

5. THE NEED FOR A ‘CULTURE OF LEARNING’ IN THE VOLUNTARY SECTOR

A ‘culture of learning’ needs to be developed in the voluntary sector. Leaders who attended the workshops felt strongly that learning was very important for the sector. They also felt that there must be change *within the sector* for this to happen. Without a ‘culture of learning’, those who want to learn will not have the time or the money they need to attend college courses, training or adult education.

Leaders said that

- There is a need to encourage a culture of lifelong learning in the voluntary sector.
- Boards and communities must see education as an investment and must set aside funds for this purpose.
- Funders (such as the United Way, Foundations, federal and provincial governments) must provide funds so that people can get training or be involved in other kinds of learning.
- There is a need for a system-wide change within the voluntary sector, so that a culture of learning can be put in place.
- There is a need for more funding that will provide for education and training.
- We need to be aware of the big picture, such as employment issues, and the need for leaders in the future.

What is a culture of learning? It still has to be defined. However, it would include the following elements:

- Commitment by Boards of Director, Executive Directors, and funders to providing opportunities for the staff and volunteers of organizations to take courses, or find other ways to develop their skills on the job – even when money is tight
- Funding to allow organizations to make the investment in their staff and volunteers
- Willingness to allow staff to take off-site training during working hours
- Capacity within organizations to allow this to happen, i.e. it is difficult for staff to take off-site training, or go to a conference, if their absence from the office means that the office will be closed
- Vision to see that education, training, and other professional development activities are an investment, rather than an expense
- Openness to making changes within organizations, based on the results of the learning

Comments from the workshops

"There is an urgent need for a life long learning framework in the nonprofit sector."

"The voluntary sector needs a systemic intervention for training that is appropriately funded."

"Do not develop a cookie-cutter approach."

"Literacy and computer literacy and access are issues."

LIST OF WORKSHOP PARTNERS AND PARTICIPANTS

1. THE STEERING COMMITTEE

The National Learning Initiative's (NLI) Steering Committee defined the need for the workshops that took place in the fall of 2002 and helped the consultants develop a format for the workshops. The steering committee includes representatives from the voluntary sector and the college/university/training sector. Here is a complete list of the Steering Committee members:

Michael Anderson, Canadian Society of Association Executives
Dianne Bascombe, Coalition of National Voluntary Organizations
Terry Ann Boyles, Association of Canadian Community Colleges
Paul Brennan, Association of Canadian Community Colleges
Francine Chartrand, Collège Boréal à Sturgeon Falls
Marlene Deboisbriand, The Canada Volunteerism Initiative, Volunteer Canada
Brenda Gainer, York University
Brenda Herchmer, Niagara College
Dinny Holroyd, Kidney Foundation of Canada
Sol Kasimer, Altruvest
Pauline Mantha, Learning Disabilities Association of Canada
Grant MacDonald, Dalhousie University
Wendy MacDonald, Grant MacEwan College
Mike McKnight, Big Brothers Big Sisters of Canada
Agnes Meinhard, Ryerson University
Patrick Merrien, Cégep de Sorel-Tracy
Jim O'Brien, Canadian Diabetes Association
Keith Seel, Mount Royal College
Doug Soo, Langara College
Bev Suderman, Coalition of National Voluntary Organizations
Lynne Toupin, HRVS Initiative and Community Foundations of Canada
Paul Toupin, United Way of Canada-Centraide Canada
Sherman Waddell, Royal Roads University
Michael Weil, YMCA of Canada

2. THE FUNDER

The Voluntary Sector Initiative (VSI), Joint Capacity Table is funding the National Learning Initiative project through Human Resources Development Canada (HRDC).

3. VOLUNTARY SECTOR PARTICIPANTS AND THEIR ORGANIZATIONS

Here is a list of voluntary sector leaders who helped develop the ideas contained in this report.

- Jerry Adams, Urban Native Youth
- Marlene Amell, General Council of Winnipeg Community Centres
- Glenn Armstrong, Scouts Canada
- Dianne Bascombe, The Coalition of National Voluntary Organizations
- Lori Baxter, Greater Vancouver Alliance for the Arts & Culture
- Sandra Beckman, Canadian Child Care Federation
- Cindy Blackstock, Caring for First Nations Children
- Marie Corrine Bourque, Aîné(e)s en Marche / Go-Ahead Seniors
- Terry Anne Boyles, Association of Canadian Community Colleges
- Paul Brennan, Association of Canadian Community Colleges
- Annie Baert, Learning Disabilities Association
- Rita Chahal, Employment Projects of Winnipeg
- Toni Cochand, Le Bon Dieu dans la rue
- Conrad Collier, Coast of Bays Economic Development Corp.
- Duane Dahl, Boys and Girls Club
- Sid Davies, Community Health Promotion Network (Atlantic)
- Marc Dolgin, World University Service of Canada
- Diana Drackley, Cambridge Volunteer Bureau
- Lee Dunster, Family Child Care Training Project
- Howard Esbin, HOPE
- Elaine Ferguson, Child Care Connections
- Maggie Fietz, Family Service Canada
- Julie Gelfand, Canadian Nature Federation
- Carol Goddard, Big Brothers Big Sisters
- Marnie Goldenberg, Volunteer Vancouver
- Carine Guidicelli, CSMOESAC (Comité sectoriel de main-d'oeuvre économie sociale et action communautaire)
- Wayne Helgason, Social Planning Council, Winnipeg
- Martin Itzkow, Intersectoral Secretariat on Voluntary Sector Sustainability
- Alexina Kublu, Canadian Association for Suicide Prevention
- Claudette Legault, Metro Immigrant Settlement Association
- Joanne Linzey, United Way of Halifax
- Michael Loewen, United Way of the Central & South Okanagan/Similkameen
- Steve Lurie, Canadian Mental Health Association, Metro Toronto Branch

- Carol Magalis, North End Community Ministry
- Tracey Mann, Volunteer Regina
- Annie McKittrick, Surrey Social Futures
- Eileen McLaughlin, Saint John Volunteer Centre
- Marilyn More, Community Links
- Jeremy Morgan, Saskatchewan Arts Board
- Richard Mulcaster, Vancouver Foundation
- Carl Nicholson, Catholic Immigration Centre
- Shirley Oickle, Harbour House
- Elizabeth O'Neill, Big Brothers Big Sisters of Edmonton
- Claude Perras, Centre CDN d'etudes et cooperation internationale
- Victor Porter, MOSAIC
- Pierre Riley, Fédération des centres d'action bénévole du QC
- Nathalie Roberge, Centre d'action bénévole de Granby
- Ian Ross, Crisis Intervention and Suicide Prevention Centre
- Penny Rowe, Community Services Council of Nfld & Labrador
- Ruth Schneider, CUSO International
- Rhonda Sears, Canadian Parents for French Nova Scotia
- Janet Sutherland, Cumberland YMCA
- Dianne Swinemar, Metro Food Bank
- Paulette Theriault, Northrop Frye Literary Festival
- Yves Trudel, Fédération Acadienne de la Nouvelle-Ecosse
- Rhoda Ungalaq, Canadian Association for Suicide Prevention
- Ruth Warick, National Women's Reference Group on Labour Market Issues
 - Sylvan Williams, Canadian Ethnocultural Council

4. THE CONSULTING TEAM

- Diana Smith, from EcoSol Consulting, Victoria, B.C.
- Chloe O'Loughlin, from WCWH Limited, Vancouver, B.C.
- Lee Anne Johnston, from Educational Consulting Services, Ottawa, Ont.
- Pierre LaCroix, Ottawa, Ont.

DESCRIPTION OF THE WORKSHOPS

During each 2-day workshop, there was time for both individual and group reflection. Leaders who attended the workshops were asked to focus on the basic beliefs and values at the core of leadership. The consultants helped leaders define ‘core competencies’ and invited them to link the *doing* and *being* of leadership.

On the first day, the *essence* of the leaders’ skills, knowledge and beliefs emerged from the dialogue. The second day focused on making the ‘core competencies’ clearer, through a mapping process. There was discussion about the ways that learning can best occur. This provided a rich source of information about the leaders’ learning needs and the approaches to learning that might work best in the voluntary sector.

The information from each workshop was recorded and analyzed by the consultants, who also developed key themes and core ideas. An on-line discussion group gave participants a chance to provide feedback, although few did.

The following principles guided the methods used in the workshops. They were drafted and agreed upon by the steering and management committees of the National Learning Initiative. The principles include the following:

- We must recognize that leadership is collective. (Leadership includes Boards and volunteers as well as paid staff.)
- The NLI must be accessible (to wider range of organizations and to groups on the margins of the sector.)
- Leadership goes beyond individuals. There is also a need to make organizational capacity stronger.
- The NLI needs to include rural Canada, remote regions, Quebec, and Aboriginal groups.
- Outcomes must be shared broadly within the sector.
- The process must build on the strengths that already exist in the sector.
- The process must be practical and emerge from experiences in the sector.

VOLUNTARY SECTOR INITIATIVE: CAPACITY JOINT TABLE PRODUCTS

The National Learning Initiative for the Voluntary Sector project is one initiative funded by the Government of Canada through the Capacity Joint Table of the Voluntary Sector Initiative (VSI).

The Capacity Joint Table, one of 7 joint tables created to undertake the work of the VSI, undertook projects in four key areas of capacity-building for voluntary organizations.

Research and Information Sharing
Skills Development and Human Resource Management
Policy Capacity
Financial Capacity

These projects have resulted in a multitude of resources that are available to non-profit and voluntary organizations, governments, educational institutions, volunteers and voluntary sector researchers. Many of the products will be released during 2003.

For more information about these projects, the joint tables and the VSI, please check the VSI website at www.vsi-isbc.ca.

This project was supported by funding from the Capacity Joint Table, through the Social Development Partnerships Program of Human Resources Development Canada (HRDC). The views expressed in this publication do not necessarily reflect those of the Government of Canada.

Resources from the Capacity Joint Table

The Capacity Joint Table (CJT) is one of seven voluntary sector-government tables established under the Voluntary Sector Initiative (VSI), a joint undertaking between the voluntary sector and the Government of Canada. The VSI's long-term objective is to strengthen the voluntary sector's capacity to meet the challenges of the future, and to enhance the relationship between the sector and the federal government in order to better serve Canadians.

FINANCIAL CAPACITY

Funding Matters: The Impact of Canada's New Funding Regime on Nonprofit and Voluntary Organizations www.ccsd.ca (June 2003)

Toolbox and Resources for Accountability and Financial Management
www.vsi-isbc.ca (Fall 2003)

Inventory of Best Practices in Financing and Resourcing www.vsi-isbc.ca (Fall 2003)

SKILLS DEVELOPMENT AND HUMAN RESOURCES MANAGEMENT

Developing Human Resources for the Voluntary Sector (HRVS) www.hrvs-rhsbc.ca

National Learning Initiative (NLI): A National Skills and Learning Framework for the Voluntary Sector and Voluntary Sector Leadership Competencies www.nvo-onb.ca

POLICY CAPACITY

Policy Internships and Fellowships Program: Bridging the Policy Dialogue Between Voluntary Organizations and the Federal Government

www.cvsrd.org and <http://publicadmin.uvic.ca/CPSS> (June 2003)

The Public Policy Toolbox www.vsi-isbc.ca (Fall 2003)

RESEARCH AND INFORMATION SHARING

The Capacity to Serve: A Qualitative Study of the Challenges Facing Canada's Nonprofit and Voluntary Organizations www.nonprofitscan.ca

National Survey of Nonprofit and Voluntary Organizations (NSNVO)
www.nonprofitscan.ca (Spring 2004)

National Survey of Giving, Volunteering, and Participating (NSGVP)
www.givingandvolunteering.ca (Fall 2003)

Johns Hopkins Comparative Nonprofit Sector Project www.nonprofitscan.ca (Fall 2004)

These projects are funded by the Government of Canada through the Voluntary Sector Initiative.

For more information, visit www.vsi-isbc.ca
or fax the Capacity Joint Table Secretariat at 819-997-2056

Voluntary Sector

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