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### Developing a Small Youth Nonprofit Board of Directors to Support Fundraising and Volunteer Engagement

Blayre C. Penn

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# **Consultancy Project & Report**

Organization:	Gardner-Webb University College of Education
Project Title:	DEVELOPING A SMALL YOUTH NONPROFIT BOARD OF DIRECTORS TO SUPPORT FUNDRAISING AND VOLUNTEER ENGAGEMENT
Candidate:	Blayre C. Penn
Consultancy Coach:	Dr. Elizabeth Jones
Defense Date:	October 24, 2022
Authorized by:	Elisa Wiah/Founder of Girls Like Me, Inc.

## Approval

This consultancy project was submitted by Blayre C. Penn under the direction of the persons listed below. It was submitted to Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dr. Elizabeth Jones, Faculty Advisor  
Gardner-Webb University

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Date

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Elisa Wiah, Site Advisor  
Founder, Girls Like Me, Inc.

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Date

## **Acknowledgements**

All glory be to God! I come before you with gratitude and thanksgiving to have made it to this accomplishment in my life. Educating future generations about the importance of education is my life's purpose, and as an educator, I have committed to being a lifelong learner. I have always wanted to continue my education after earning my master's degree immediately after graduating undergrad. After graduating undergrad and immediately beginning my career as a classroom teacher, I simultaneously started my master's program. After graduating with my master's degree with 2 years of classroom experience, days turned into months and months into 6 years. I had inevitably settled into my daily routine, yet the desire to continue my education never left despite my hesitance to commit myself to extensive coursework and research while continuing to fulfill the demands and responsibilities of a classroom teacher. Because I serve a God faithful to his promise to give me a future of hope and prosperity, he led me to this program knowing it would align with my beliefs and schedule and serve as a catalyst for my future career goals. It was perfect timing that I would be accepted into the Doctor of Education program to begin classes in January 2020, the spring semester, unbeknownst to anyone that we would be amid a global pandemic in a few months. Though not ideal and one of the most trying times of my professional career adjusting to the effects of COVID-19 on students, the stay-at-home and work-from-home orders allowed me time to become familiar with my new normal as a doctoral student. I remained above water only by God's grace throughout these significant life-altering experiences. I am not perfect and miss the mark quite often, yet God has never left me or allowed me to remain in times of struggle without the reassurance of his steadfast love, and for that, as stated in Psalm 34:1, "I will bless the Lord at all times, and his praise shall continually be in my mouth."

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research assistant the following year. This afforded me opportunities to present scholarly research across the United States. I had the pleasure of working with Dr. Carter during the service-learning experience during my senior year of undergrad, where we traveled to and resided in Kingston, Jamaica, for over a month, teaching children on the campus of Shortwood Teachers College. That experience taught me great perseverance and provided an out-of-the-classroom skillset that has been invaluable. I was fortunate enough to be able to continue nurturing these relationships throughout my undergraduate and graduate studies consecutively at my beloved alma mater, North Carolina Agricultural & Technical State University. Again, thank you for imparting such wisdom and aiding in my early experiences and development as I began my career as an educator.

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## **Abstract**

DEVELOPING A SMALL YOUTH NONPROFIT BOARD OF DIRECTORS TO SUPPORT FUNDRAISING AND VOLUNTEER ENGAGEMENT. Penn, Blayre C., 2022: Consultancy Project, Gardner-Webb University.

Nonprofit organizations that provide services for young people are immense assets within urban communities. These organizations impart mentorship and provide positive activities to enrich the lives of young citizens who may or may not have access to these opportunities provided elsewhere at a cost. However, as noteworthy of a benefit, the management of nonprofits often threatens their sustainability. If the understanding of organizational blind spots regarding volunteer retention, sustainability of funding, and board leadership is lacking, decision-making on strategic planning becomes very difficult (Sand, 2005). This consultancy project explores the best practices for managing a small nonprofit that focuses on empowering young girls to chase their dreams and live without limitations. Recommendations were made through scholarly research, interviews, and quantitative and qualitative data collection specific to the concerns of the partnering organization regarding funding, volunteer engagement, and board development. Recommendations were made to help increase the engagement of the above-mentioned concerns to aid in the organization's annual toy drive and overall effectiveness and sustainability.

*Keywords:* board development, engagement, funding, nonprofit, volunteers, youth

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# **1. Introduction**

## **1.1 Project Purpose**

Nonprofit organizations that provide services for young people are tremendous assets within urban communities. These organizations impart mentorship and provide positive activities to enrich the lives of young citizens who may or may not have access to these opportunities provided elsewhere at a cost. However, as noteworthy of a benefit, the management of nonprofits often threatens their sustainability. If the understanding of organizational blind spots regarding volunteer retention, sustainability of funding, and board leadership is lacking, decision-making on strategic planning becomes very difficult (Sand, 2005). This consultancy project explores the best practices for managing a small nonprofit that focuses on empowering young girls to chase their dreams and live without limitations. Recommendations were made through scholarly research, interviews, and quantitative and qualitative data collection specific to the concerns of the partnering organization regarding funding, volunteer engagement, and board development. Recommendations were made to help increase the engagement of the above-mentioned concerns to aid in the organization's annual toy drive and overall effectiveness and sustainability.

## **1.2 Project Qualification**

I expressed interest in working with Girls Like Me, Inc. because it is an organization that aligns with my values. As a small organization, I presumed they might be more receptive to an opportunity to strengthen their organizational effectiveness through organizational consultancy. After conversing with the founder, Elisa Wiah, I understood that the board had not addressed some areas of concern due to limited resources and expertise working as a small nonprofit. Through conversation, the founder told me that the engagement of volunteers and funding efforts was becoming increasingly inconsistent, but the reason for the inconsistency was unknown. This moment was where the creation of the project commenced. I knew the problem needing resolution regarded inconsistent funding and volunteer engagement. After reflecting on conversations with the founder, it became evident that, though this organization had accomplished great opportunities for children within its community, they were not working as efficiently as possible or to their maximum potential due to an undeveloped board. The founder presided over every task and event produced by the organization. That led me to explore expanding the project to include board development as a strategy to help mitigate the problem of the project of identifying best practices to increase funding efforts and volunteer engagement. The project's deliverable became the organizational bylaws regarding board development as a strategy to increase funding and volunteer engagement. To demonstrate leadership, I researched and collected data from board members and volunteers to provide intelligence on blind spots of the organization's operations.

## **1.3 Project Complexity and Impact Assessment**

In addition to using initial conversations with the organization's founder, I answered a series of questions on an "Is this a project" activity to gain insight into an organizational problem and to determine if the project was substantial enough. I also completed the project assessment matrix. This assessment resulted in identifying the project as a



### Project Complexity Matrix

Criteria	Score 1	Score 2	Score 3	Score 4
Delivery Timescale (months) – 10%	1-6	6-12	12-18	> 18
Stakeholders 20%	Internal and within single organizational area	Internal across more than one business area	Mainly external	Internal and external
Operational change 15%	Very minimal	Some new processes and possible some re-training	Significant restructure of processes and work areas	Major change/ large scale restructure, outsourcing
Contract complexity 20%	No new contracts required	Single contract with known supplier	Multiple contracts with known suppliers	Contract(s) with new suppliers(s)
In-house expertise 20%	Have done this before many times	Have done this before once or twice	Have done similar before, but not the same	Have not done anything like this before
Dependencies 15%	Very minimal links with other projects	Links with other projects but little impact	Links with other projects upon which this project depends	Other projects depend upon this project

Project Complexity Matrix Points 10 (5 – 24)

#### 1.3.2 Project Impact

The second component helped to identify the impact level of the project. The criteria included strategic contribution, return on investment, and operational effectiveness. The requirements for strategic contribution and operational effectiveness scored 3 of 5. They both received a score of 3 because of the level of impact the change caused by this project would make on the overall operational effectiveness of the entire organization. The return of investment of 1 to 2 years scored a 4. This summation of criteria resulted in a total impact score of 10 points of a total of 24. See the matrix below.

### Project Impact Assessment Matrix

Criteria	Score 0	Score 1	Score 2	Score 3	Score 4	Score 5
Strategic Contribution	None	Contributes indirectly to the org. mission	Contributes indirectly to >1 strategic themes	Contributes directly to 1 strategic theme	Contributes directly to >1 strategic theme	Very Significant strategic Impact
ROI	>5 years	4-5 years	3-4 years	2-3 years	1-2 years	<1 year
Operational Effectiveness	None	Improves work of a small group of staff < 6	Improves work of a large team of staff > 5	Improves work of whole department	Some improvement across whole organization	Significant improvement across whole organization

Project Impact Assessment Points 10 (0 – 15)

#### 1.4 Project Charter Information

Creating a project charter is among the initial steps to move forward with a project with a partnering organization officially. Kloppenborg et al. (2019) stated, “A project charter is a document issued by the project initiator or sponsor that formally authorizes the existence of a project and provides the project manager with the authority to apply organizational resources to project activities” (p. 20). The project charter created for this consultancy project included me as the project manager; Dr. Elizabeth Jones as the project sponsor on behalf of Gardner-Webb University; and Elisa Wiah, the founder of Girls Like Me, Inc., as the project host. Included in the charter were project participants, purpose, resources, deliverables, and milestones. Also included were SMART objectives, risks, constraints, and the communication strategy. The purpose statement read that the purpose of this project is to increase the engagement of volunteers and donors of Girls Like Me, Inc. to provide a more efficient service to the community of Southwest Philadelphia. Deliverables included the creation of bylaws as a development strategy to accomplish the project goals of fundraising \$2,500 for the toy drive and recruiting five additional volunteers for the toy drive. See Appendix A.

## 2. Project Objectives

### 2.1 Outline of Partnering Organization’s Objectives

#### 2.1.1. Objective

The organization's objective of this project was to gain insight into specific factors that negatively impact volunteer engagement and consistent funding from donors by engaging in board development. These aspects are instrumental to the success of the operational functioning of a nonprofit to continue providing services to children within the community. The founder committed to

participating in this project because she saw the opportunity for consultancy on board development as a needed course of action.

### **2.1.2 Success Criteria**

The initial success criteria were for the organization's founder to agree to this project and garner board member support with data collection through interviews and organization history. The project would also be successful when the board members have a structured set of bylaws to conduct the operations of the nonprofit to strategically plan and implement funding events and volunteer engagement efforts.

## **2.2 Student's Personal Leadership Objectives**

### **2.2.1 Objectives**

The project manager's personal leadership objectives with this project were to demonstrate leadership and show growth in specific areas of assertiveness, providing feedback and collaboration. The skills mentioned above were identified as my weakest skills represented by individual survey assessments completed within my professional leadership development plan during the first semester of the Doctor of Education in Organizational Leadership program.

### **2.2.2 Success Criteria**

The success of my leadership objectives was measured by my ability to lead the partnering organization to work through decision-making based on communicating the results from the data collected from the partnering organization during board meetings.

## **3. Project Scope**

### **3.1 Definitive Scope of Work**

The scope of work for this consultancy project was to explore the causes of inconsistent donor funding and volunteer engagement. Through board development, I worked with the board to create a set of bylaws to aid the organization in using best practices to resolve their problems concerning funding and volunteer engagement. A best practice used to increase volunteer engagement based on the literature review was the practice of allowing volunteers autonomy through volunteerism. Volunteer motivation is believed to be driven by management relinquishing control and providing volunteers the choice to serve rather than forcibly requiring the completion of tasks in exchange for something. Oostlander et al. (2013) exclaimed the self-determination theory suggests motivation is largely influenced by the social environment. Throughout the latter part of the project, the board and I worked to put in place the practice of allowing volunteers choice regarding their duties that would also satisfy their motivation for volunteering. This would help strengthen volunteer retention and future recruitment.

### **3.2 Project Benefits**

The tangible benefit of this project is the deliverable of the organizational bylaws.

### 3.3 SMART Goals

By December 2022, Girls Like Me, Inc. will strengthen the organization's board of directors' effectiveness to aid in fundraising efforts and volunteer engagement to support their annual toy drive by using best practices. See table below.

<b>SMART Goals (Specific, Measurable, Attainable, Realistic, Timely)</b>	
Goal	Deadline
1. Girls Like Me, Inc. will construct a set of bylaws and approve them with a majority vote to ensure alignment of the nonprofit's policies and practices with its mission.	June 2022
2. Girls Like Me, Inc. will secure five additional volunteers to help with the 2022 annual toy drive.	November 2022
3. By September 2022, Girls Like Me, Inc. will officially begin fundraising to support at least 50 children & their families living in the southwest Philadelphia area with a fundraising goal of \$2,500.	December 2022

## 4. Disciplined Inquiry

### 4.1 Introduction and Theoretical Framework

I identified three common themes through reviewing and analyzing the literature on best practices for increasing volunteer engagement and maintaining sustained funding through developing a board of directors for a nonprofit organization. I have organized these themes to form research questions. The first theme is guided by the question, "What are the significant factors that affect and increase volunteer engagement of nonprofit organizations?" The second theme questions were, "How does funding affect a nonprofit organization's impact," and "What are the best ways to sustain funding?" The third and final theme questions and examines the best practices of how to develop an effective nonprofit board of directors.

#### Theoretical Framework

I chose to use Lewin's Three-Step Change Theory as my theoretical framework because the language within the model aligns with working with systems and groups of people working toward change (Kritsonis, 2004). In the model of Lewin's Three-Step Change Theory, the step of unfreezing the existing situation is the initial phase of introducing the need and preparation for a change in an organization, specifically regarding systems currently in place. The next step in Lewin's Change Model is change. The change plan is introduced within this step with potential new concepts or behaviors. The final step of Lewin's Change Model is refreezing. This step encourages reinforcement of new changes if challenges or reverting to old behaviors have occurred and celebrates sustained changes (Kritsonis, 2004).

The initial stages of change are the most difficult yet provide the most insight into possible success or pushback from organizational members. "When problems occur, and change is required, the first step to enacting change is activating the change. Overcoming resistance to change is the most challenging stage of the process. Change must be

accepted by the people involved” (Schöttle, 2016, para. 1). This gives insight into how receptive the implementation steps will be received and complied with. When I initially began conversations with my partnering organization, I was pleased to hear the founder's positive responses toward change and openness to implementing new strategies with her leadership team. Based on observations of the organization, it is evident that this organization has not firmly set official roles for the leaders within the executive board. Upon more profound examination of the organization to understand the cause of disorganization, it was identified as a lack of committees or subgroups to complete tasks and organize events. All organization leaders consider themselves advisory members while all acting as mentors, volunteers, and board members. The founder has expressed concerns about disorganization within the executive board and everyone all working on the same tasks, ultimately lacking delegation and set expectations. These observations became why creating bylaws as an answer to volunteer engagement and donor funding appeared appropriate as a solution to the organizational problems. Research-based best practices for volunteer retention and increasing funding continuously focused on board development as a significant influence. My observations during board meetings were similar to other underdeveloped boards with a lack of delegation, organized committees, and accountability. The board's underdevelopment was hindering their growth for engagement.

This consultancy project aimed to strengthen the above-mentioned insufficiency to establish structure within the board by creating a set of policies by way of bylaws to help govern the board of directors and maintain the organization. Using Lewin's Change Model, the objectives completed for accomplishing this goal were designed to fit within each step. The first step is unfreezing, recognizing, and determining what needed to change (Kritsonis, 2004). What needed to be changed was confirmed by preliminary conversations between the founder and myself and observations from executive board meetings. Disorganization and waste of human capabilities appeared as everyone working on the same tasks and repeating the same conversations month after month with minimal progress, which led to a lack of efficiency and effectiveness. The needed resources were the leadership team needing an additional 30 minutes aside from monthly meetings to discuss this potential change. The time frame to accomplish this was 2 months. This allowed at least two meeting sessions to examine and acclimate to a likely change in structure.

The next step in Lewin's Change Model is change. Within this step, the change plan introduced possible new concepts or behaviors (Kritsonis, 2004). The corresponding objective for this step was to begin identifying and assigning individuals within the executive board to specific subgroups to begin delegating tasks. This created needed organization among the board and allowed individuals to contribute to the organization using their strengths. For example, individuals with large networks of community influencers were appointed to the fundraising committee. In addition, individuals who processed more effective communication skills and relationship management were assigned to the volunteer committee to focus on volunteer outreach to increase volunteer recruitment and retention. This phase heavily focused on two goals of the project: (a) begin fundraising by September to accomplish the fundraising goal of \$2,500, and (b) recruit five additional volunteers for the annual toy drive. To effectively do this, the

board was encouraged to revisit the organizational mission and vision to ensure the new roles and responsibilities were conducive to accomplishing future organizational goals. In the interest of the research question regarding increasing donor and volunteer engagement, the initial two subgroups will focus on donor engagement and volunteer recruitment and retention. Each of these groups deliberated to develop three specific responsibilities to be monitored and accomplished. The time frame for this step was 5 months. This allowed the subgroups to have five meeting sessions to establish their routine and delegate responsibilities within the subgroup.

The final step of Lewin's Change Model is refreezing. This step encouraged reinforcement of new changes if challenges or reverting to old behaviors had occurred and celebrating sustained changes (Kritsonis, 2004). The final objective of the project to be completed was monitoring the implementation of the change. Both subgroups reported during the monthly organizational meetings to share progress and/or challenges faced while working toward maintaining their responsibilities. The time frame for this step was ongoing. Progress monitoring was a critical tool to aid in implementing change. This allowed the executive board to continuously evaluate the effectiveness of this new change and the value it added to their organization.

## **4.2 Hypothesis**

The development of a board of directors directly affects the success of a nonprofit's fundraising and volunteer engagement.

## **4.3 Research Questions**

1. What are the major factors that affect and increase volunteer engagement of nonprofit organizations?
2. How does funding affect a nonprofit organization's impact, and what are the best ways to sustain funding?
3. What are the best practices for developing an effective nonprofit board of directors?

## **4.4 Literature Review**

Through research and this literature review, I have analyzed the information from various sources related to the guiding questions examining best practices for increasing volunteer engagement and maintaining sustained funding through developing a board of directors for a nonprofit organization. My analysis was based on the research of 18 sources, including scholarly journals, dissertations, books, and research articles. From the resources reviewed, I organized this literature review into three themes. The first theme was guided by the question, "What are the significant factors that affect and increase volunteer engagement of nonprofit organizations?" The second theme questioned how funding affects a nonprofit organization's impact and how to best sustain funding. The third and final theme was to determine best practices for developing an effective nonprofit board of directors. As I found from my research, the best practices for engaging volunteers of nonprofit organizations are (a) to set clear expectations and (b) to invest in opportunities to develop volunteers. Additionally, several attributes contribute to the effectiveness and quality of a board, including a wide range of individuals from diverse backgrounds, religious beliefs, ages, incomes, and positions within the community. See Appendix B.



## 4.5 Methodology

The intended methodology I implemented to conduct this project was a mixed methodology of convergent design. This design entails a researcher collecting qualitative and quantitative data simultaneously within the same phase or time frame of a research period. The desired purpose and intent were that both data sets would be analyzed to identify commonalities and trends that would help address the research questions (Salkind, 2010). The desired intention for using a mixed methodology design of collecting qualitative and quantitative data is to triangulate the data to provide a complete picture of the organization of understandings and ideas from volunteers and board members. This should validate the relevance of the data being collected. I used the findings to determine the most appropriate recommendations to propose to my partnering organization that would answer the research problem.

### Qualitative

The qualitative data I collected were individual interviews with each board member. The intention was to have an informal conversation where board members could candidly express their understanding of their role within the organization and the current state of volunteer and donor engagement. “The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters” (Gill et al., 2008, p. 292). This method of data collection was used because it could help provide more insight into the quantitative data that would also be collected simultaneously. “Many researchers use a mixed method – interviews can be useful as follow-up to certain respondents to surveys, e.g., to further investigate their responses” (Virginia Tech, 2018, Do I have to choose either a survey or interviewing method section, para. 1). This information would either confirm the quantitative data collected or expose that there may be some misinformation or confusion within the organization. In addition, open-ended interviews often provide the why explanation to many of the survey questions used as quantitative data. “Interviews are crucial to getting less measurable data from direct sources. They allow researchers to provide relatable stories and perspectives, and even quote important contributors directly” (Canary, 2019, Why use interviews for qualitative data section, para. 2). The ultimate research goal is to implement findings to answer the problem at hand. The questions posed to each member of the board were as follows:

### Questions About Donors

1. What do you believe is your role in fundraising for your organization?
2. What is your organization’s fundraising engagement strategy for this year?
3. Who are your reoccurring donors and how did they discover your organization?
4. Who are your largest donors and how do they like to be engaged or recognized?

### Questions About Volunteers

1. What is the motivation behind why volunteers participate with your organization?
2. What are the capacities in which a person can volunteer with your organization?
3. Who are your most consistent volunteers and how did they discover your organization?
4. What events/activities solicit the largest turnout for volunteers? Why?

## **Quantitative**

The quantitative data I collected for this consultancy project were the Volunteer Functions Inventory, Denison Culture Survey, and data collection of the previous year's fundraising totals. The individuals who completed the Volunteer Functions Inventory were the organization's four consistent volunteers. "Following an analytical review of existing literature and conducting a series of empirical testing, Clary et al. (1998) designed an instrument, i.e., Volunteer Functions Inventory (VFI) with six motivational functions to assess volunteers' motivation" (Asghar, 2015, p. 53). This survey was critical because it directly related to a significant research question within the project regarding volunteer engagement and was intended to provide much insight into potential recommendations for a future action plan.

In addition to collecting volunteer data, I surveyed the board members. They each completed the Denison Culture Survey (Denison, 2012). The intent was to identify the lowest-scoring competency among adaptability, mission, consistency, and involvement. This provided insight into areas of improvement that could impact the board's development to influence funding and volunteer engagement positively. In addition, this will allow for reevaluation and reflection on development practices to be implemented during the creation of the organizational bylaws. Through various readings, I have learned many moving parts regarding culture and how an organization constructs its idea of success and effectiveness. Denison (2012) stated, "Like all transformation efforts, it is an interesting mix of changes in mindset and systems, structures and behaviors, which combines both the magic and the method of a successful change" (p. 38).

The last quantitative data I collected were fundraising totals within the previous 5 years. This information was used to compare the organization's previous funding totals. Metrics across organizations can show how your organization compares to other organizations. In addition, metrics compared over time within the organization can show trends and changes in data that can and should be used to evaluate what changes need to be made or what successful practices should continue (Tedesco, 2015).

The analysis and recommendations section discusses the results of the previously mentioned data collection.

## **5. Continuous Improvement Systems**

### **5.1 Continuous Improvement Planning**

To address the identified challenge, the partnering organization has implemented the usage of the organizational bylaws. In addition, the board has designated committees and assigned roles and responsibilities to each to be accountable for planning funding events and retaining volunteers.

### **5.2 Continuous Improvement Actions**

Based on my recommendations, the partnering organization has begun collecting donor profile information to create a catalog of previous donors that could potentially become repeat or yearly donors.

### **5.3 Continuous Improvement Feedback**

Feedback systems contingent upon the full implementation of my recommendations in addressing this challenge are the volunteer interest survey and the donor profile survey.

### **5.4 Continuous Improvement Implementation**

Both feedback recommendations, as previously mentioned, would be considered critical to informing the process for future planning for the organization. In addition, both feedback forms will drive the strategy to engage with donors and volunteers to best serve their motivations for giving their time and charitable donations.

## **6. Deliverables**

### **6.1 To Partnering Organization From Candidate**

Organizational bylaws due July 2022. See Appendix C.

### **6.2 Deferred Deliverables**

No deliverables were deferred.

## **7. Communications Plan**

### **7.1 Communications Plan Development**

The purpose of the communications plan is to keep all participants involved and accountable for the tasks for which they were responsible. The most used methods of communication throughout this project were Zoom and email. The founder shared all board members' and volunteers' email addresses and contact information via email at the start of the project. Zoom meetings were used to conduct board meetings and share results from data collection. Also, emails were used to send documents and files concerning the project's progression and pages of the bylaws as they were created. Zoom meetings were usually scheduled as board meetings or one-on-ones with the founder and myself to finalize documents and plans. At the same time, email was used frequently for disseminating data surveys, scheduling interviews, and clarifying questions about the next steps. Zoom and email were viable resources precisely due to COVID-19 hindering most in-person interaction for the majority of the planning and implementation of this project. See Appendix D.

### **7.2 Stakeholder Engagement Plan**

Project stakeholders were instrumental in the project's success and were encouraged to participate and contribute their knowledge and experiences throughout each phase. From the initial set of data collection to analyzing that data and forming recommendations for future productivity, stakeholder feedback was a crucial piece of advisement. See Appendix E.

## 8. Risks

### 8.1 Mitigation and Contingency

The most significant risks of this project were allocating time to discussions concerning effective organizational protocols for the bylaws and COVID-19 regulations hindering regular activity that could cause more decline in volunteer engagement or donor funding due to moving to virtual events. The probability of this risk occurring was medium. If time became a reoccurring problem and the discussion of bylaws was not given adequate discussion, a separate meeting was scheduled each month solely to discuss and develop organizational bylaws. This would put an emphasis on creating and finalizing bylaws to aid in the organization of fundraising efforts. See Appendix F.

### 8.2 Constraints

This organization must abide by 501(c)(3) regulations and maintain precise documentation to ensure its 501(c)(3) status. 501(c)(3) status means a nonprofit organization has been identified as a charitable organization that is tax-exempt by the Internal Revenue Service. An organization considered charitable aims to promote educational, religious, literary, and scientific purposes; conducts safety testing for the public; or prevents animal and child abuse (Internal Revenue Service, 2019).

## 9. Budget

The organization's financial account is discussed monthly during the board meeting. The budget for the annual toy drive and other organizational events is based on the previous year's account balance. The total budget for the project was \$300.00.

Deliverable:

Bylaws copies – \$62.60 (\$12.52 x 5 copies)

The remaining funds in the budget were designated for event rental fee, van rental, and snacks for volunteers while participating in the toy drive in December:

Event flyers – \$46.20 (\$4.62 x 10 copies)

Event rental fee – \$25

Van rental – \$50

Snacks for volunteers – \$100

## 10. Analysis and Recommendations

The data that were collected resulted in identifying a theme of strong organizational ethics and vision along with a lack of corporate systems in place to bring the vision to fruition. The organization has no organizational protocol for fundraising or volunteer recruitment and retention.

The results of the Denison Culture Survey showed that the organization's board understands its mission and values, as the average score for the "core values" set of statements was 82%. The weakest competencies identified were coordination, integration, and capability development. The coordination and integration section of questions focused

on working across the organization. The coordination and integration set of statements received the lowest average score of 69%.

Additionally, board members also engaged in individual interviews where similar feedback was noted. When asked about the organization's fundraising engagement strategy, the consensus was that there was no plan. Responses alluded to the board members simply soliciting donations through their personal networks, and there is no official follow-up or database that houses donors for the next year. When I spoke with the founder about their account balance and how their donations were accounted for, most of their donations were one-time donations. The previous year's fundraising records were as follows: \$1,200 was raised in 2018, and there was a decline in 2019 with \$700 raised; 2020 garnered \$1,100 and \$1,700 was raised in 2021. The organization is fundraising for the toy drive and has raised \$1,900 since July 2022. The project's goal was to raise \$2,500 by December 2022 for the annual toy drive.

The volunteer survey revealed that most of their volunteers feel strongly about volunteer work being an opportunity to learn new skills, strengthen existing skills, and make friends. The highest scoring statements on the volunteer inventory survey were among the following: "Volunteering lets me learn things through direct, hands-on experience," "Volunteering is a way to make new friends," and "I can explore my own strengths." The volunteer survey was conducted on a Likert scale of 1 to 7. These results were used to construct recommendations for future volunteer recruitment and retention as well as fundraising efforts.

### **Recommendations**

The competency of consistency and, specifically, coordination and integration averaging the lowest scores is not surprising, reflecting on observations of the organizational meetings and conversations with board members and the founder. This organization has not firmly set official roles for the leaders within the leadership team. Examining deeper to understand why roles have not been established is based on the organization not yet creating official committees or subgroups to help govern the executive board. Due to the organization being very small, all leaders consider themselves advisory members while all acting as advisors, mentors, and board members. The founder has expressed concerns about disorganization within the executive board and everyone working on the same tasks. This issue was addressed while working on the deliverable of the bylaws. Committees and roles were assigned to individuals to focus on their strengths and share progress at the board meetings. Because there is no system to track donor funding motivation or trends, this organization is missing opportunities for repeat funding from the donors who have given in the past. There is no system for collecting donor or volunteer motivation for engaging with this organization. The results of the data collected show that there is potentially a lack of strategic planning and knowledge of the motivation of their volunteers and donors to retain them for future engagement. Strategic systems and protocols need to be created and followed across the organization.

I recommend the following three next-step solutions to mitigate the problem of inconsistent volunteer and donor engagement.

<b>Objectives/Activity</b>	<b>Timeline</b>	<b>Persons responsible/Resources</b>
Review organizational bylaws for relevance or needed revisions	Annually	Board members Bylaws
Revised feedback plan –Donor profile form	Ongoing	Board members Donor profiles Contact information database
Volunteer interest feedback survey –Provide development sessions based on most preferred service type/skill	Ongoing	Board members Volunteer survey

- 1) First, I recommend the organization continues using strategic operations planning through the protocols and procedures outlined in the organizational bylaws. This will allow continued structure and uniformity across the organization and would alleviate some of the ambiguity around how fundraising should be addressed. The board should also review the bylaws for relevance annually. As a best practice, the board should break apart the bylaws into three manageable sections, as was also done to create the bylaws.
- 2) For the next step, the organization should create and disseminate a donor profile form to collect an accurate database of current donors to utilize as a resource for future fundraising. The data collected from this project revealed a lack of donor database for follow-up and repeat donations as well as an understanding of who their donors are and their motivation for giving. See Appendix G for the donor profile form.
- 3) Lastly, the organization should create and distribute an interest survey to every volunteer who works with them to collect the specific interests and motivation for why each volunteer comes to serve with them. Based on research from the literature review conducted concerning this project, long-term engagement seems more successful when volunteers experience autonomy instead of control and pressure (Oostlander et al., 2013). Allowing volunteers to reflect on their experience and note their preferred availability, communication method, and acts of service to be performed, such as administrative, funding, events, and/or mentoring, will provide a sense of choice and autonomy over the giving of their time. This should drive the development opportunities offered to the volunteers to strengthen their competencies regarding their service to the organization. The data showed that most of their volunteers expected or are interested in receiving development of skills through their volunteerism. See Appendix H for the volunteer feedback form.

## **11. Reflection**

### **11.1 Professional Learning**

Before beginning the DEOL program, I felt my most developed leadership trait was trustworthiness. Now, I would call it dependability after class and individual study sessions of readings. I hold myself to a high standard of ethics and integrity. With any task or responsibility I am given, I try to honor my commitment and complete the task

to the best of my ability based on what I agreed I would do. I feel a sense of pride when I accomplish goals I set for myself personally and professionally, especially when perseverance is needed to overcome them.

After reflecting on the results of the many self-assessments I have taken throughout this program, I identified the following traits as my top five strengths: responsibility, achievement, dependability, conscientiousness/deliberative, and consistency. I identified these traits most often appeared in several self-assessments and feedback exercises. I used these traits as a launching pad to establish credibility with my partnering organization for the consultancy project. While I knew the project's outcome was to conduct research and provide a deliverable at the commencement of the project, I also wanted to use this opportunity to develop my weaker skills that have been identified using these same self-assessments. I wanted to demonstrate leadership growth and strengthen specific competencies of assertiveness, providing feedback, and collaboration. I chose these skills because they appeared the most as the lowest level skills, as well as their importance to the success of my professional leadership. Feedback should be given and received as a means to recognize strengths, identify weaknesses, and support improving those weaknesses through performance development. Without grasping this concept, I could lose out on improving my skills to better my followers. The next leadership need was assertiveness. If I continue only to show my reserved nature, I may be limiting the quality of shared discussions and resources with colleagues and followers. Collaboration is also a bonus benefit if both skills mentioned above are strengthened. Through this project, I was forced to exercise my assertiveness skills by planning meeting agendas and leading meetings with the board of my partnering organization. I also had the opportunity to provide and receive feedback while presenting the results of the collected data to the board and founder, along with hearing their feedback on the recommendations I suggested based on the collected data. Continued collaboration and communication were prevalent throughout the entire project and planning phase of the project. As an emerging leader, I cannot simply remain in my comfort zone if I want to experience growth and continued success. I have to make a conscious effort to exhibit confidence and assertiveness by pushing myself to initiate conversations to request feedback on my professional performance, be more open and collaborative with colleagues, and increase my cognitive flexibility when unexpected changes arise. Leading this consultancy project was, figuratively and literally, the culmination of all the knowledge learned from the leadership theories and attributes studied throughout this entire program. It served as the opportune time to put it all to use.

## **11.2 Personal Development**

Education, the act of acquiring general knowledge, is a person's most significant commitment to themselves. As an educator, I believe my purpose in life is to instill in young people the importance of education. This is reflective of why I choose to continue pursuing my education. My desire to pursue a doctorate in the DEOL program at Gardner-Webb University is because, as an educator, I understand the value of leadership, ethics, and strategic planning in my success in working with

children within the public school system. This knowledge will also aid in developing a future career outside the school system

With nearly 10 years of classroom experience, I believe classroom management is a system created by an educator to ensure the overall productivity of a classroom setting. Effective leadership, high ethical standards, and efficient planning are crucial elements in creating a quality management system.

Much like the importance of quality management and leadership in an office building or facility, it is the driving force that sets the tone and climate of the working environment. An educator who is strong in classroom management is more likely to help foster a sense of self-control and self-discipline in students. Strong management skills provide students with a clear expectation of acceptable behaviors and interactions. These explicit expectations reveal to everyone their roles, responsibilities, and what should be taking place to create an environment conducive to learning and efficiency. As the leader in my classroom, I am intentional about not barking orders that stifle my students' creative learning processes; instead, I work toward facilitating discussions and guiding students through explorative learning, this way making students accountable for their learning. This is a strategy to increase positive morale and strong teacher-student relationships. Being allowed to learn and grow in these areas while working as a classroom teacher has provided tremendous hands-on learning on how to develop not only my latent competencies but also the competencies of my students and teammates. As a leader, one should be in a constant state of evaluating oneself and the environment for needed change or development. This point is also stated by Williams (2011): "There are times when the people's advancement is dependent on their capacity to develop their latent capabilities and take advantage of new opportunities" (p. 89).

Additionally, this degree has aided my classroom management, and I believe the education received from this program would greatly benefit the continued development of my future career outside of the classroom. Education is a passion of my entire family; with my sister and mother also educators, it has always been my family's dream to own and operate an early education school. We would be responsible for creating a comprehensive curriculum and employing and leading qualified teachers who demonstrate high ethical standards. Through this program, I have learned fundamental strategies to succeed as an effective educational business leader who is driven by strong ethics and professionalism.

My parents have always instilled education and continue to encourage me to gain as much as possible. This is the only thing that cannot be taken away from a person. I believe it is the foundation of a happy and successful future. In this modern world, you either have it or get left behind. It is a harsh reality that too many, still in this day and time, fail to realize. Being within the field of education is one of the most honorable life careers possible, and the ability and desire to motivate, nurture, guide, support, and teach another is life's greatest accomplishment. I feel privileged to have continued my education at a Christ-based university where faith, learning, and



leadership are the core of the university's mission, as they are also core values of mine.

## Appendix A

### Project Charter



1. General Project Information				
Project Title:	DEVELOPING A SMALL YOUTH NONPROFIT BOARD OF DIRECTORS TO SUPPORT FUNDRAISING AND VOLUNTEER ENGAGEMENT			
Project Host(s):	Elisa Wiah			
Project Sponsor (GWU):	Dr. Elizabeth Jones			
Project Manager:	Blayre Penn	Date:	01/25/2021	
Project Description:	<p>Girls Like Me, Inc. is a nonprofit organization with a mission to “encourage &amp; empower girls to go out into the world and live their dreams”. Starting as an interactive online magazine where girls were provided positive images of girls and women like themselves, they extended the organization’s services to the community of Philadelphia, PA physically by hosting their initial annual toy drive. What began as a holiday toy &amp; gift drive for girls &amp; their families in need has expanded in the last ten years to assisting any child of a family in need. After beginning their college prep 101 mentoring group to highschool girls, Girls Like Me, Inc. has continued with their purpose of providing group mentoring and resources that encourages their girls to be productive citizens of their communities and beyond.</p> <p>Unfortunately, engagement of the volunteers and donors has become stagnant and inconsistent. The purpose of this project is to increase the engagement of volunteers &amp; donors of Girls Like Me, Inc. to provide a more widespread service to the community of Southwest Philadelphia. The duration of this project will run from January 10, 2022, through December 3, 2022.</p>			
2. Project Participants and Roles (add or delete lines as needed)				
	Name	Role	Telephone	E-mail
Project Manager:	Blayre Penn	Consultant	336-480-7466	Bpenn1@gardner-webb.edu
Team Members:	Elisa Wiah	Founder	215-292-6063	Girlslikemeinc@gmail.com
3. Stakeholders (e.g., those with a significant interest in or who will be significantly affected by this project)				
Elisa Wiah				
4. Project Purpose Statement				
<b>Project Purpose</b> Describe the need this project addresses				
The purpose of this project is to increase the engagement of volunteers & donors of Girls Like Me, Inc. to provide a more widespread service to the community of Southwest Philadelphia.				

<b>Resources</b> <i>Describe the resources made available by the project host for this project</i>	
The founders and advisory boards time & efforts along with the organizations limited budget	
<b>Project Deliverables</b> <i>List the high-level “products” to be created (e.g., improved xxxx process, employee manual on yyyy)</i>	
1. Organizational bylaws	
<b>Project Milestones</b> <i>Project significant accomplishments anticipated over the life of the project with estimated timeline</i>	
1. Creation of organizational bylaws 2. Annual Toy Drive; December 2022	
<b>Project SMART Objectives</b> <i>Include 3 to 5</i>	
1. Construct a set of bylaws and approve them with a majority vote by board members to ensure alignment of the nonprofit’s policies and practices with its mission by June 2022.	
2. Girls Like Me, Inc. will secure five additional volunteers to help with the 2022 annual toy drive.	
3. By September 2022, Girls Like Me, Inc. will officially begin fundraising to support at least 50 children & their families living in the southwest Philadelphia area with a fundraising goal of \$2,500.	
<b>Major Known Risks (including significant Assumptions)</b> <i>Identify obstacles that may cause the project to fail.</i>	
<b>Risk</b>	<b>Risk Rating (Hi, Med, Lo)</b>
Volunteers and event turnout may be dependent on Covid-19 regulations.	high
<b>Constraints</b> <i>List any conditions that may limit the project team’s options with respect to resources, personnel, or schedule (e.g., predetermined budget or project end date, limit on number of staff that may be assigned to the project).</i>	
Limited budget for advertisement COVID-19 continuing to limit face to face events & meetings and resorting to virtual interactions (digital equity)	
<b>External Dependencies</b> <i>Will project success depend on coordination of efforts between the project team and one or more other individuals or groups? Has everyone involved agreed to this interaction?</i>	
Project success depends on public & private funding of individuals or organizations. Participation of girls being present physically for events occurring at a specific location may depend on parents providing transportation.	

**5. Communication Strategy** *(specify how the project manager will communicate to the Host, Sponsor, Project Team members and Stakeholders, e.g., frequency of status reports, frequency of Project Team meetings, etc.*

Team meetings via zoom, status reports & email

**6. Sign-off**

	Name	Signature	Date (MM/DD/YYYY)
Project Host	Elisa Wiah		01/27/2021
Project Sponsor	Dr. Elizabeth Jones		
Project Manager	Blayre Penn		01/25/2021

## **Appendix B**

### **Professional Literature Review**

Through research and this literature review, I will analyze the information found from various sources related to the guiding questions examining best practices for increasing and maintaining engagement, funding, and developing a board of directors for a nonprofit organization. My analysis is based on the research of 18 sources including scholarly journals, dissertations, books, and research articles. From the resources reviewed, I have organized this literature review into three themes. The first theme is guided by the question, “What are the major factors that affect and increase volunteer engagement of nonprofit organizations?” The second theme questions were, “How does funding affect a nonprofit organization’s impact,” and “What are the best ways to sustain funding?” The third and final theme is based on best practices of how to develop an effective nonprofit board of directors.

#### **Engagement**

The engagement of employees, volunteers, and participants is essentially the reason for an organization’s existence. According to Janina Stankiewicz, University of Zielona Góra, in Poland, “this concept in the English literature is also referred to as commitment or involvement. Commitment refers primarily to the attachment and sense of belonging of an employee to the organization” (Stankiewicz et al., 2019, p. 134). Because volunteers choose to give of their personal time to serve, finetuning engagement is crucial to retention (Alfes et al., 2015). With the nature of volunteerism being an act of service out of choice, the ability to choose with which organization to volunteer can be liberating. However, some are ripped of this spirit of choice when volunteerism becomes a required prerequisite. This vastly affects the volume of volunteers who return to specific organizations.

When nonprofit organizations try to establish long-term relationships with their volunteers, they should be aware that feelings of pressure, deadlines for work completion, or external control have been detected as harmful for continuing engagement (cf. Amabile, DeJong, & Lepper, 1976; Grube & Piliavin, 2000; Musick & Wilson, 2008; Stukas, Snyder, & Clary, 1999). The study of Stukas et al. (1999) on “mandatory volunteerism” programs for students illustrated these findings. The requirement to volunteer to graduate—a strong perception of external control—decreased future intentions to volunteer. Consequently, volunteers’ experience of autonomy—as opposed to control and pressure—appeared to be especially beneficial for a long-term engagement. (Oostlander et al., 2013, p. 870)

Extending the feeling of autonomy and intrinsic motivation to volunteers was an often-mentioned strategy for increasing volunteer engagement as I reviewed the literature.

Through my research on volunteer engagement, there was a theory on motivation that was frequently referenced regarding volunteers. This theory is called the self-determination theory. According to Curran et al. (2016),

Prior research demonstrating increased levels of engagement among volunteers, positively affecting volunteer satisfaction with management, and the subsequent continuation of volunteer activity, illustrates the need for nonprofit organizations to enhance volunteer engagement (Jiménez, Fuertes, & Abad, 2009; Vecina et al., 2012). Multiple studies have explored volunteer motivation and engagement from the self-determination theory (SDT). (p. 1236)

Oostlander et al. (2013) also conducted a study on the self-determination theory. “To study volunteer motivation, the present study utilizes *self-determination theory* (SDT; Deci & Ryan,

2000; Deci & Ryan, 2008b) as a theoretical framework. The focus of SDT lies in the autonomous versus controlled ‘quality’ of motivation” (Oostlander et al., 2013, p.871). Through this framework, volunteer motivation is believed to be driven by management relinquishing control and providing volunteers the choice to serve rather than forcibly requiring the completion of tasks in exchange for something. Oostlander et al. stated, “SDT proposes the social environment (i.e., managerial autonomy support) as a main antecedent of motivation—making it possible to have a closer look at the relationship between management practices and volunteer motivation within an established theoretical framework” (p. 871). Aligned with being provided autonomy of choice, feelings of satisfaction of service are utilized as a factor for volunteer engagement. Engaged volunteers are more likely to be satisfied with an organization and to continue volunteering with it (Vecina et al., 2012). “Consequently, determining satisfaction of volunteers toward management informs the refinement and development of management practice, while also indicating likely rates of volunteer retention” (Curran et al., 2016, p. 1239).

## **Funding**

The guiding questions that were used to research regarding funding were, “How does funding affect a nonprofit organization’s impact,” and “What are the best ways to sustain funding?”

Funding for a nonprofit organization, whether it is within the public or private sector, is a vital source for continuation to help sustain its active role and involvement within the community in which it serves. The act of soliciting and receiving funds is conducted differently based on the leadership and criterion by which the organization is categorized. While reviewing the research and gathering commonalities, I found that there was a thread that linked engagement and funding. This thread was the self-determination theory. Though this theory is a determinant of

increasing engagement, it also plays a role in funding. The willingness of donors to contribute money to charities may promote donors to feel competent, connected, and autonomous, which are identified as three needs in Deci and Ryan's self-determination theory (Stephenson, 2019).

Within the past 20 years, there have been major adjustments in how nonprofits, especially social nonprofits, have been funded (Clausen, 2021). According to Clausen (2021),

This development is caused by two different trends. First, the nonprofit organizations have increasingly taken over functions that have previously been performed by the public sector (Frumkin & Kim 2002; Milbourne 2013; Smith 2018). The second major change is that foundations and investors now use new instruments more often than they did in the past, such as social impact bonds and focused investments. (p. 364)

If organizations are not being fully federally funded, they must rely on philanthropic donations. Funding for philanthropic causes comes from individuals, foundations, corporations, community foundations, and consolidated funds, such as United Way campaigns and other federated giving campaigns. An important approach to achieving long-term organizational stability is to cultivate diverse funding streams, including private philanthropy (Faulk et al., 2015). Individual solicitations as well as completing applications for grant funding from private foundations are common strategies to raise donations philanthropically. The Foundation Center (2011) reported that philanthropic foundations awarded over \$46.3 billion in grants to nonprofit organizations in 2009 (Faulk et al., 2015). Although the total amount of funding available is small, numerous organizations compete for funds, with reports that over 90% of managers seek foundation grants (Faulk et al., 2015).

With the increased number of organizations applying, this obviously limits organizational funding. This then establishes more criteria for funding to be awarded. Faulk et al. (2015) stated



they must evaluate projects by considering other factors than whether funding goals align with the interests of the nonprofit. Currently, grants are more likely to be awarded to nonprofit organizations with higher indicators of quality, including fundraising efforts, size, and financial health (Faulk et al., 2015). Along with financial health, the reputation and consistency of the organization's board also were determining factors for funding. The board of directors can influence how external actors perceive the organization by both bringing new information into it and influencing information coming from the outside. Funders see board members as being more legitimate, thereby improving the perception of the legitimacy of an organization, as well as improving its strategies for acquiring resources, thanks to the acquisition of information that is shared among the network (Faulk et al., 2015).

On the other hand, another source of funding such as crowdfunding has several views. To diversify revenue sources and mitigate financial risk, organizations may consider new funding sources, such as crowdfunding (Kingma, 1993). The success and occurrence of a crowdfund are said to be determinants of the age of the organization. With this being said, crowdfunding can be extremely unreliable in regard to the success of money raised depending on a variant of circumstances. The list of essential elements contributing to a successful crowdfunding campaign is long (Younkin & Kashkooli, 2016), and the preparation necessary to create a successful campaign can discourage resource-constrained organizations from trying (Alexiou et al., 2020). As a result of studying motivations for contributions, researchers discovered that contributors are not only motivated by foreshadowed extrinsic rewards but also by intrinsic motivations to engage in causes they care about and the social benefits of joining other people who believe the same as they do (Alexiou et al., 2020).

## **Board Development**

The last theme of this literature review is best practices for developing an effective board of directors and their responsibilities to an organization. As previously mentioned, board members have a vital role and responsibility for the nonprofit organizations they serve. Not only do they influence and maintain the operational functioning, but they also impact an organization's attractiveness in being awarded funding. In addition to ensuring organizational credibility and overall efficiency, nonprofit board members play two primary responsibilities: (a) managing the organization's resources and (b) attracting resources (Faulk et al., 2015). The higher the influence and connections that are associated with board members among other prominent members of the community help to legitimize the reputation of the organization and build trust among donors. By leveraging their existing relationships, nonprofit boards contribute directly to fundraising success by connecting the organization with more substantial resources (Faulk et al., 2015). Throughout my research, two factors were mentioned across most of the sources I reviewed. Those factors regarded the structure and function of an organization. The leading questions that are discussed within this section of the literature review are what are the attributes to consider in prospective board members and what are the responsibilities and impact of board members?

Once an informal vision becomes a physical entity considering being registered as a nonprofit organization, the next step is to establish a board of directors. This establishment of members helps to form, structure, maintain, and grow the organization. Previously throughout this literature review, there have been several statements referencing the impact of boards on the success of an organization's funding as well as the retention of volunteers. Before continuing to discuss the responsibilities and impact of board members, first review the attributes of

prospective members to consider when forming a board. There was not much research on the recommended size of the board as it is determined by the needs and tasks to be completed by each specific organization. “No magic number guarantees board engagement, efficiency, and productivity. The answer depends on the organization’s culture, the nature of its mission, the experience and expertise of board members, and the board work that must be accomplished” (BoardSource, 2011, p. 49). Similarly, when forming any collaborative group, size can serve as a positive or negative. The more participating individuals, the more knowledge and experience at the organization’s disposal; however, when you have a smaller board, coming to a consensus and finalizing schedules would appear much easier. As stated by Padaki and Vaz (2006), board members must have the needed skills to accomplish the tasks assigned to them in order for the organization to function properly.

A diverse board no matter its size is of utmost importance to serve effectively. According to BoardSource (2011),

Nonprofits with many members or a diverse constituency may have another reason for having a large board—for example, to reflect the needs of all geographic areas or all types of stakeholders. Larger boards need to be more disciplined about establishing and following written policies and procedures to guide their work. And the more board members there are, the greater the number of people who can be effective in fundraising and community outreach efforts— but only when wearing their volunteer hats. (p. 49)

The characteristics to consider are age, expertise, income level, geography, race and religion, background, and usage of the service. When considering the previously stated characteristics, it is of utmost importance that candidates for the board represent a wide spectrum within each category. When individuals are evenly distributed within each category from either end of the

spectrum, invaluable points of view and input go into the planning and structuring of the organization. “The Board Development Committee should search throughout the year for individuals with these characteristics. Senior citizen groups, youth groups, chambers of commerce, and ethnic organizations could be among those requested to recommend possible board nominees” (Sand, 2005, p. 27).

Now to review the research for the final question regarding the responsibilities and impact of the board. A board of directors serves as a structure of accountability to legitimize what the organization has stated it will do, how it will do it, and why it does it. In terms of ease of creation, maintenance, and repair, a board structure is one of the best. Incorporating the basic structure of board operations into the bylaws of the organization should be the first step (BoardSource, 2011). In terms of types of committees, it is recommended that the finance and governance committees be listed in the bylaws. Using short-term committees to address spontaneous needs with specific members delegated based on talents and expertise is also a strategy used to minimize and control the number of committees (BoardSource, 2011). The foremost responsibilities of board members are as follows: evaluate and ensure the organization’s mission and vision are being upheld; attend board meetings regularly; appoint, support, and assess executives; participate in special event fundraising events as well as personally contribute to funding efforts; protect assets and provide financial oversight; and maintain the organization’s ethical standing and public reputation (BoardSource, 2011).

It is the responsibility of the board to ensure that proper human resource policies are in place, and that they have their base in the organization’s overall strategy and are in line with its values. However, the board should not interfere in actual staff supervision or management, unless the NPO [nonprofit organization] is very small and the board has

been mandated to do so. (Padaki & Vaz, 2006, p. 146)

### **Summary**

Through my research on how to engage volunteers of nonprofits, the research suggests that the best practices are providing clear expectations and investing in development opportunities for volunteers. These practices enable volunteers to effectively perform their duties, which ultimately provide satisfaction to volunteers and are key determinants in volunteer retention. Though limited, foundation grants are a viable option for nonprofit organizations to pursue to sustain funding. With the increased competition for grant funding to increase an organization's eligibility of being funded, it must rely on the influence of the members of the board of directors. The qualifying attributes that deem a quality and effective board are comprised of including a wide spectrum of individuals of vast backgrounds, religious beliefs, ages, income levels, and influence in the community of the organization.

**Appendix C**  
**Organizational Bylaws**

## **ARTICLE I. NAME OF ORGANIZATION**

The name of the corporation is Girls Like Me, Inc.

## **ARTICLE II. CORPORATE PURPOSE**

### **Section 1. Nonprofit Purpose**

This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

### **Section 2. Specific Purpose**

Girls Like Me, Inc. encourages and empowers girls to go out into the world and live their dreams. In the greater Philadelphia area, we serve middle and high school-aged girls from urban communities. Girls Like Me, Inc. upholds the values of girl power, loving others, loving yourself, and entrepreneurial spirit. We provide group mentoring experiences for an interactive community of like-minded girls and women. These experiences include:

- a. Character enrichment discussions and workshops
- b. Educational and social field trips
- c. Holiday Toy Drive, an annual community service project

## **ARTICLE III. MEMBERSHIP**

The membership of the corporation shall consist of the members of the Board of Directors.

## **ARTICLE IV. BOARD OF DIRECTORS**

### **Section 1. General Powers**

The affairs of the Corporation shall be managed by its Board of Directors. The Board of Directors shall have control of and be responsible for the management of the affairs and property of the Corporation.

### **Section 2. Number, Tenure, Requirements, and Qualifications**

The number of Directors shall be fixed from time-to-time by the Directors but shall consist of no less than three (3) nor more than fifteen (15) including the following officers: the President, the Vice-President, the Secretary, and the Treasurer.

The members of the Board of Directors shall, upon election, immediately enter upon the performance of their duties and shall continue in office until their successors shall be duly elected and qualified. All members of the Board of Directors and Advisory Council must be approved by a majority vote of the members present and voting. No vote on new members of the



Board of Directors, or Advisory Council, shall be held unless a quorum of the Board of Directors is present as provided in Section 6 of this Article.

No two members of the Board of Directors related by blood or marriage/domestic partnership within the second degree of consanguinity or affinity may serve on the Board of Directors at the same time.

Each member of the Board of Directors shall be a member of the Corporation whose membership dues are paid in full and shall hold office for up to a three-year term as submitted by the nominations committee.

Newly elected members of the Board of Directors who have not served before shall serve initial one-year terms. At the conclusion of the initial one-year term, members of the Board of Directors may serve additional three-year terms. Their terms shall be staggered so that at the time of each annual meeting, the terms of approximately one-third (1/3) of all members of the Board of Directors shall expire.

Each member of the Board of Directors shall attend at least nine (9) monthly meetings of the Board per year.

Each member of the Board of Directors shall contribute at least one hundred cash dollars (\$100) to the organization annually, all or part of which may come from the tax-deductible value paid for or solicited by the Board member and received by the Corporation. No contribution credit shall be given for in-kind donations. Provided, however, that the \$100 cash requirement for any member who joins after the beginning of the fiscal year for his or her initial one-year term shall be prorated accordingly.

### **Section 3. Regular and Annual Meetings**

An annual meeting of the Board of Directors shall be held at a time and day in the month of September of each calendar year and at a location designated by the Executive Committee of the Board of Directors. The Board of Directors may provide by resolution the time and place, for the holding of regular meetings of the Board. Notice of these meetings shall be sent to all members of the Board of Directors no less than ten (10) days, prior to the meeting date.

### **Section 4. Special Meetings**

Special meetings of the Board of Directors may be called by or at the request of the President or any two members of the Board of Directors. The person or persons authorized to call special meetings of the Board of Directors may fix any location, as the place for holding any special meetings of the Board called by them.

### **Section 5. Notice**

Notice of any special meeting of the Board of Directors shall be given at least two (2) days in advance of the meeting by telephone, facsimile, or electronic methods or by written notice. Any



Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these by-laws.

#### **Section 6. Quorum**

The presence, in person of a majority of current members of the Board of Directors shall be necessary at any meeting to constitute a quorum to transact business, but a lesser number shall have power to adjourn to a specified later date without notice. The act of a majority of the members of the Board of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these by-laws.

#### **Section 7. Forfeiture**

Any member of the Board of Directors who fails to fulfill any of his or her requirements as set forth in Section 2 of this Article by September 1<sup>st</sup> shall automatically forfeit his or her seat on the Board. The Secretary shall notify the Director in writing that his or her seat has been declared vacant, and the Board of Directors may forthwith immediately proceed to fill the vacancy. Members of the Board of Directors who are removed for failure to meet any or all the requirements of Section 2 of this Article are not entitled to vote at the annual meeting and are not entitled to the procedure outlined in Section 14 of this Article in these by-laws.

#### **Section 8. Vacancies**

Whenever any vacancy occurs in the Board of Directors it shall be filled without undue delay by a majority vote of the remaining members of the Board of Directors at a regular meeting. Vacancies may be created and filled according to specific methods approved by the Board of Directors.

#### **Section 9. Compensation**

Members of the Board of Directors shall not receive any compensation for their services as Directors.

#### **Section 10. Informal Action by Directors**

Any action required by law to be taken at a meeting of the Directors, or any action which may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by two-thirds (2/3) of all the Directors following notice of the intended action to all members of the Board of Directors.

#### **Section 11. Confidentiality**

Directors shall not discuss or disclose information about the Corporation or its activities to any person or entity unless such information is already a matter of public knowledge, such person or entity has a need to know, or the disclosure of such information is in furtherance of the Corporations' purposes, or can reasonably be expected to benefit the Corporation. Directors shall use discretion and good business judgment in discussing the affairs of the Corporation with third parties. Without limiting the foregoing, Directors may discuss upcoming fundraisers and the purposes and functions of the Corporation, including but not limited to accounts on deposit in financial institutions.

Each Director shall execute a confidentiality agreement consistent herewith upon being voted onto and accepting appointment to the Board of Directors.

### **Section 12. Advisory Council**

An Advisory Council may be created whose members shall be elected by the members of the Board of Directors annually but who shall have no duties, voting privileges, nor obligations for attendance at regular meetings of the Board. Advisory Council members may attend said meetings at the invitation of a member of the Board of Directors. Members of the Advisory Council shall possess the desire to serve the community and support the work of the Corporation by providing expertise and professional knowledge. Members of the Advisory Council shall comply with the confidentiality policy set forth herein and shall sign a confidentiality agreement consistent therewith upon being voted onto and accepting appointment to the Advisory Council.

### **Section 13. Parliamentary Procedure**

Any question concerning parliamentary procedure at meetings shall be determined by the President by reference to Robert's Rules of Order.

### **Section 14. Removal.**

Any member of the Board of Directors or members of the Advisory Council may be removed with or without cause, at any time, by vote of two-thirds (2/3) of the members of the Board of Directors if in their judgment the best interest of the Corporation would be served thereby. Each member of the Board of Directors must receive written notice of the proposed removal at least ten (10) days in advance of the proposed action. An officer who has been removed as a member of the Board of Directors shall automatically be removed from office.

Members of the Board of Directors who are removed for failure to meet the minimum requirements in Section 2 of this Article in these by-laws automatically forfeit their positions on the Board pursuant to Section 7 of this Article and are not entitled to the removal procedure outlined in Section 14 of this Article.

## **ARTICLE V. OFFICERS**

The officers of this Board shall be the President, Vice-President, Secretary and Treasurer. All officers must have the status of active members of the Board.



### **Section 1. President**

The President shall preside at all meetings of the membership. The President shall have the following duties:

- a. She shall preside at all meetings of the Executive Committee.
- b. She shall have general and active management of the business of this Board.
- c. She shall see that all orders and resolutions of the Board are brought to the Board.
- d. She shall have general superintendence and direction of all other officers of this corporation and see that their duties are properly performed.
- e. She shall submit a report of the operations of the program for the fiscal year to the Board at their annual meetings, and from time to time, shall report to the Board all matters that may affect this program.
- f. She shall be Ex-officio member of all standing committees and shall have the power and duties usually vested in the office of the President.

### **Section 2. Vice-President**

The Vice-President shall be vested with all the powers and shall perform all the duties of the President during the absence of the latter. The Vice-Presidents duties are:

- a. She shall have the duty of chairing their perspective committee and such other duties as may, from time to time, be determined by the Board.

### **Section 3. Secretary**

The Secretary shall attend all meetings of the Board and of the Executive Committee, and all meetings of Advisory Council, and will act as a clerk thereof. The Secretary's duties shall consist of:

- a. She shall record all votes and minutes of all proceedings in a book to be kept for that purpose. She in concert with the President shall make the arrangements for all meetings of the Board, including the annual meeting of the organization.
- b. She shall send notices of all meetings to the members of the Board and shall take reservations for the meetings.
- c. She shall perform all official correspondence from the Board as may be prescribed by the Board or the President.

### **Section 4. Treasurer**

The Treasurer duties shall be:

- a. She shall submit for approval of all expenditures of funds raised by the Board and proposed capital expenditures.
- b. She shall present a complete and accurate report of the finances raised by this Board at each meeting of the members, or at any other time upon request to the Board.

- c. She shall have the right of inspection of the funds, including budgets and subsequent audit reports.
- d. It shall be the duty of the Treasurer to assist in direct audits of the funds of the program according to funding source guidelines and generally accepted accounting principles.
- e. She shall perform such other duties as may be prescribed by the Board or the President under whose supervision she shall be.

### **Section 5. Election of Officers**

The Nominating Committee shall submit at the meeting prior to the annual meeting the names of those persons for the respective offices of the Board. Nominations shall also be received from the floor after the report of the Nominating Committee. The election shall be held at the annual meeting of the Board. Those officers elected shall serve a term of one (1) year, commencing at the next meeting following the annual meeting.

Officers of the Executive Committee shall be eligible to succeed themselves in their respective offices for two (2) terms only.

### **Section 6. Removal of Officer**

The Board with the concurrence of 3/4 of the members voting at the meeting may remove any officer of the Board of Directors and elect a successor for the unexpired term. No officer of the Board of Directors shall be expelled without an opportunity to be heard and notice of such motion of expulsion shall be given to the member in writing twenty (20) days prior to the meeting at which motion shall be presented, setting forth the reasons of the Board for such expulsion.

### **Section 7. Vacancies**

The Nominating Committee shall also be responsible for nominating persons to fill vacancies which occur between annual meetings, including those of officers. Nominations shall be sent in writing to members of the Board at least two (2) weeks prior to the next meeting at which the election will be held. The persons so elected shall hold membership or office for the unexpired term in respect of which such vacancy occurred.

## **ARTICLE VI. COMMITTEES**

### **Section 1. Committee Formation**

The board may create committees as needed, such as fundraising, housing, public relations, data collection, etc. The board chair appoints all committee chairs.

### **Section 2. Executive Committee**

The four officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all the



powers and authority of the board of directors in the intervals between meetings of the board of directors and is subject to the direction and control of the full board.

### **Section 3. Finance Committee**

The treasurer is the chair of the Finance Committee, with the committee consisting of at least one other board member. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and the annual budget with staff and other board members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to the membership, board members, and the public.

### **Section 4. Nomination Committee**

The vice president is the chair of the Nomination Committee, with the committee consisting of at least one other board member. The Nomination Committee is responsible for developing policies, recruiting board members, managing officers election process, and coordinating board evaluations and succession planning.

## **ARTICLE VII. CORPORATE STAFF**

### **Section 1: Executive Director**

The Board of Directors may hire an Executive Director who shall serve at the will of the Board. The Executive Director shall have immediate and overall supervision of the operations of the Corporation, and shall direct the day-to-day business of the Corporation, maintain the properties of the Corporation, hire, discharge, and determine the salaries and other compensation of all staff members under the Executive Director's supervision, and perform such additional duties as may be directed by the Executive Committee or the Board of Directors. No officer, Executive Committee member or member of the Board of Directors may individually instruct the Executive Director or any other employee. The Executive Director shall make such reports at the Board and Executive Committee meetings as shall be required by the President or the Board. The Executive Director shall be an ad-hoc member of all committees.

The Executive Director may not be related by blood or marriage/domestic partnership within the second degree of consanguinity or affinity to any member of the Board of Directors or Advisory Council. The Executive Director may be hired at any meeting of the Board of Directors by a majority vote and shall serve until removed by the Board of Directors upon an affirmative vote of three-quarters (3/4) of the members present at any meeting of the Board Directors. Such removal may be with or without cause. Nothing herein shall confer any compensation or other rights on any Executive Director, who shall remain an employee terminable at will, as provided in this Section.

## **ARTICLE VIII. – Conflict of Interest and Compensation**

### **Section 1: Purpose**

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Girls Like Me, Inc.) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Girls Like Me, Inc. or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### **Section 2: Definitions**

#### **a. Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

#### **b. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which Girls Like Me, Inc. has a transaction or arrangement,
2. A compensation arrangement with Girls Like Me, Inc. or with any entity or individual with which Girls Like Me, Inc. has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Girls Like Me, Inc. is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

### **Section 3. Procedures**

- a. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.
- b. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.



c. Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the board or committee meeting, but after the presentation, she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the board or committee shall determine whether Girls Like Me, Inc. can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Girls Like Me, Inc.'s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter the transaction or arrangement.

d. Violations of the Conflicts of Interest Policy

1. If the board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Section 4. Records of Proceedings**

The minutes of the board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the

proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### **Section 5. Compensation**

- a. A voting member of the board who receives compensation, directly or indirectly, from Girls Like Me, Inc. for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Girls Like Me, Inc. for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Girls Like Me, Inc., either individually or collectively, is prohibited from providing information to any committee regarding compensation.

### **Section 6. Annual Statements**

Each director, officer, and member of a committee with board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands Girls Like Me, Inc. is charitable and to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### **Section 7. Periodic Reviews**

To ensure Girls Like Me, Inc. operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Girls Like Me, Inc.'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

### **Section 8. Use of Outside Experts**



When conducting the periodic reviews as provided for in Section 7, Girls Like Me, Inc. may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring periodic reviews are conducted.

## **ARTICLE IX. IDEMNIFICATION**

### **Section 1. General**

To the full extent authorized under the laws of the Commonwealth of Pennsylvania, the corporation shall indemnify any director, officer, employee, or agent, or former member, director, officer, employee, or agent of the corporation, or any person who may have served at the corporation's request as a director or officer of another corporation (each of the foregoing members, directors, officers, employees, agents, and persons is referred to in this Article individually as an "indemnitee"), against expenses actually and necessarily incurred by such indemnitee in connection with the defense of any action, suit, or proceeding in which that indemnitee is made a party by reason of being or having been such member, director, officer, employee, or agent, except in relation to matters as to which that indemnitee shall have been adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty. The foregoing indemnification shall not be deemed exclusive of any other rights to which an indemnitee may be entitled under any bylaw, agreement, resolution of the Board of Directors, or otherwise.

### **Section 2. Expenses**

Expenses (including reasonable attorneys' fees) incurred in defending a civil or criminal action, suit, or proceeding may be paid by Girls Like Me, Inc. in advance of the final disposition of such action, suit, or proceeding, if authorized by the Board of Directors, upon receipt of an undertaking by or on behalf of the indemnitee to repay such amount if it shall ultimately be determined that such indemnitee is not entitled to be indemnified hereunder.

### **Section 3. Insurance**

Girls Like Me, Inc. may purchase and maintain insurance on behalf of any person who is or was a member, director, officer, employee, or agent against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the corporation would have the power or obligation to indemnify such person against such liability under this Article.

## **ARTICLE X. BOOKS AND RECORDS**

The corporation shall keep complete books and records of account and minutes of the proceedings of the Board of Directors.

## **ARTICLE XI. AMENDMENTS**

## **Section 1. Articles of Incorporation**

The Articles may be amended in any manner at any regular or special meeting of the Board of Directors, provided that specific written notice of the proposed amendment of the Articles setting forth the proposed amendment or a summary of the changes to be effected thereby shall be given to each director at least three days in advance of such a meeting if delivered personally, by facsimile, or by e-mail or at least five days if delivered by mail. All amendments of the Articles shall require the affirmative vote of an absolute majority of directors then in office.


## **Section 2. Bylaws**

The Board of Directors may amend these Bylaws by majority vote at any regular or special meeting. Written notice setting forth the proposed amendment or summary of the changes to be affected thereby shall be given to each director within the time and the manner provided for the giving of notice of meetings of directors.

## **ADOPTION OF BYLAWS**

We, the undersigned, are all the initial directors or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of the 12 preceding pages, as the Bylaws of Girls Like Me, Inc.

ADOPTED AND APPROVED by the Board of Directors on this 24 day of July 2022.

DocuSigned by:  
  
 30F0AB0405EC455...

Elisa Wiah, President – Girls Like Me, Inc.

DocuSigned by:  
  
 288071AC030A434...

ATTEST: Anita Braxton, Secretary – Girls Like Me, Inc.

## Appendix D

<b>Communications Plan</b>				
<b>Stakeholder</b>	<b>Information Needed</b>	<b>Why Needed</b>	<b>When will they get it</b>	<b>How will they get it</b>
<b>Project manager</b>	Volunteer Inventory results	Insight to volunteers' motivation for participating with organization and areas of improvement to increase engagement	Mid-February, after data has been collected and analyzed through Qualtrics	Emailed & presented at board meeting via zoom
	Denison Culture Survey results	Identify the lowest-scoring competency among adaptability, mission, consistency, and involvement.	Mid-February, after data has been collected and analyzed through Qualtrics	Emailed & presented at board meeting via zoom
<b>Board members &amp; project Host</b>	Understanding of project goals (board development)	To understand what they are sponsoring & the resources that are needed	Project charter is completed, will be updated when all phase two documents are finalized	Initial version of "Project Charter" will be updated via "Project Scope" document
	Progress & financial status	To understand the progress of the project, and monitor the ROI	Monthly	Emailed
	Deliverables timeline & designated collaboration time during monthly meetings	To understand their contribution to the bylaws document	Mid-January	Board meeting via zoom
	Recommendations to increase funding & engagement	To strengthen & potentially solve the project problem	Post project completion	Emailed & presented at my last board meeting via zoom
<b>Project sponsor</b>	Project progress	To monitor ongoing progress	Once per semester: May, July, December	Project Status Report submitted to Blackboard

## Appendix E

<b>Stakeholder Engagement Plan</b>					
Project Title:		Developing a Small Youth Nonprofit Board of Directors to Support Fundraising & Volunteer Engagement			
Project Manager:		Blayre Penn			
Organization:		Girls Like Me, Inc.			
Date:		Nov. 30, 2021			
<b>1 - Introduction</b>					
<p>The purpose of this project is to increase the overall engagement of participants, volunteers &amp; donors of Girls Like Me, Inc. to provide a more widespread service to the community of Southwest Philadelphia. By June 2022, Girls Like Me, Inc. will strengthen the organization &amp; effectiveness of the board of directors to aid in yearly fundraising efforts to support their annual toy drive. The scope of this project includes the construction of a bylaws document to provide structure to aid in the development of the board to enhance interactions and engagement. Included will be protocols and procedures for handling organization related tasks and will outline specific roles &amp; responsibilities for each office or member position.</p> <p>The deliverables are as follows:</p> <p>*Construct a governing document; Bylaws, for the organization to establish structure &amp; develop the board of directors.</p>					
<b>2 – Requirements</b>					
Stakeholders must attend board meetings and attend events and activities throughout the fiscal year.					
<b>3 – Summary of previous stakeholder engagement activities relevant to this project</b>					
<ul style="list-style-type: none"> <li>I was introduced to the board by the project host via zoom at a board meeting. I observed the proceedings and the conversations of upcoming events and</li> </ul> <p>The project host has expressed concerns of disorganization within the board and a lack of delegation of tasks.</p>					
<b>4 – Project stakeholders</b>					
<b>Stakeholder</b>	<b>Level of interest (low&gt;medium&gt;high)</b>	<b>Ability to impact (low&gt;medium&gt;high)</b>	<b>What we want from stakeholder</b>	<b>What stakeholder wants from us</b>	<b>Relationship owner(s)</b>

General Public/ Local community	High	High	Engagement & funding	Assurance of continued regulations of 501(c)(3) throughout the completion of the deliverable; bylaws	Users
Board members	High	High	Commitment to providing financial & engagement data from previous years	Board development to help provide more structure internally to mainstream organizational processes	Governance
Families of participants	Medium	High	Continued engagement & parental consent for participants to participate in events/activities	Involvement and consideration of developmentally appropriate requirements or participation as may be affected by creation of bylaws	Users
Volunteers	Low	High	Honest feedback on motivation for volunteering with organization and or reasons for discontinuing their service	Autonomy in deciding their contributions around their strengths to better serve the organization	Governance
Donors	Low	High	Sustainable giving yearly	Feeling that their financial contribution is making a positive impact on the community being impacted	Providers

<b>5 – Stakeholder engagement activity timetable</b>					
<b>Stakeholder</b>	<b>Engagement purpose</b>	<b>Engagement technique</b>	<b>Engagement frequency</b>	<b>Date(s) and location</b>	<b>Activity owner</b>
Board members	Consult	Board meeting	Monthly	Zoom Feb. 1, 2022 Mar. 1, 2022 Apr. 5, 2022 May 3, 2022 Jun. 7, 2022	Project manager
Donors	Share	Annual newsletter/ review	Annually	Zoom, townhall meeting or mailed reports Jan. 15, 2022	Project host
Families of participation	Listen & collaborate	Focus groups	Bi-annually	Zoom or at local library where mentoring sessions were held prior to Covid-19 Apr.16, 2022	Project host
volunteers	Listen & share	workshops	Yearly	Zoom or at local library where mentoring sessions were held prior to Covid-19 Mar.12, 2022	Project host
<b>6 – Evaluation</b>					
<p>Evaluation of the success of the engagement activities from the perspective of both stakeholders and the team will occur during the mid-point mark and end of the project. Success will be gauged by the “What we want from stakeholders” and “what stakeholders want from us” descriptions and the degree to which each is completed. This will be identified based on current fundraising and volunteer recruitment and engagement for the upcoming toy drive.</p>					

## Appendix F

<b>Risks, Mitigation and Contingency Plan</b>				
<b>Risk Description</b>	<b>Mitigation Plan (what to do to avoid the risk occurring)</b>	<b>Contingency Plan (what to do if the risk occurs)</b>	<b>Impact (what the impact will be to the project if the risk occurs)</b>	<b>Likelihood of occurrence (high/medium /low)</b>
<b>If time is not prioritized within the boards regular monthly meetings to discuss the construction of bylaws, the project deliverables may be delayed.</b>	To mitigate the risk, at least two out of four meetings a month will have scheduled time on the agenda to discuss & construct bylaws in the meeting.	The probability of this risk occurring is medium. If time becomes a reoccurring problem and the discussion of bylaws is not given adequate time. A separate meeting will be scheduled each month solely to discuss and develop organizational bylaws. This will put an emphasis on creating & finalizing bylaws to aid in the organization of fundraising efforts.	If this risk occurs the board may not have the time to engage with each aspect concerning the appropriate changes and establishment of protocols to be included in bylaws.	Medium
<b>Loss of IRS Form 990 and federal tax-exempt status</b>	To mitigate the risk, a section within the bylaws will address the completion of legal status paperwork and required time allotted to complete.	If this risk occurs, research will be needed to understand the legal parameters to continue hosting events and fundraising.	If this risk occurs, all aspects of the organization including activities, events and fundraising may be at jeopardy of continuation.	High
<b>Lack of synchronicity in board policy and practice.</b>	To mitigate the risk, the purpose of this project, to create bylaws to explicitly address the proper protocol	Best practices will guide the project meeting with board members to be most effective in creating positive organizational change that meets the	The project is based around board synchronicity, so if this is an extreme issue, best practices	Low

	to handle board policy and operations, will lead each board meeting.	needs of the organizational goals.	will be used to mitigate the issue.	
<b>Corona Virus: Significantly interrupted the operation &amp; execution of the organization</b>	To mitigate the risk, all board members and participants have provided updated email and phone numbers for correspondence.	All meetings will be shifted to virtual meetings and future events will be planned with the consideration of updated CDC guidelines.	This may impact volunteer retention and donor support if in-person events are preferred.	High



## Appendix G

**Donor Profile Form****Name:** \_\_\_\_\_**Address:** \_\_\_\_\_**Phone number:** \_\_\_\_\_**Email:** \_\_\_\_\_**Birthday:** \_\_\_\_\_**Contact preference:**    **text**        **call**        **email**        **post mail****Known interests within organization:** \_\_\_\_\_

<b>Giving History</b>		
<b>Fundraising Event / Donation Date</b>	<b>Amount</b>	<b>Giving Total</b>

Example:



<b>Giving History</b>		
<b>Fundraising Event / Donation Date</b>	<b>Amount</b>	<b>Giving Total</b>
Donation through website (06/10/2021)	\$5	\$5
Toy Drive donation (11/14/2021)	\$20	\$25
Kendra Scott fundraiser (02/24/2022)	\$50	\$75
Library fundraiser (05/17/2022)	\$25	\$100

## Appendix H

### Volunteer Feedback Form

### Volunteer Feedback Form

1. What is your preferred form of communication?

\_\_\_\_\_ phone call          \_\_\_\_\_ text message          \_\_\_\_\_ email          \_\_\_\_\_ mail

2. What is your availability for volunteer work? Please check all that apply.

\_\_\_\_\_ Weekday mornings          \_\_\_\_\_ weekend mornings

\_\_\_\_\_ Weekday afternoons          \_\_\_\_\_ weekend afternoons

\_\_\_\_\_ Weekday evenings          \_\_\_\_\_ weekend evenings

Specific times: \_\_\_\_\_

3. What type of volunteer work are you interested in? Please check all that apply.

\_\_\_\_\_ administrative work

\_\_\_\_\_ mentoring & chaperoning

\_\_\_\_\_ fundraising

\_\_\_\_\_ events

4. Where did you hear about Girls Like Me, Inc.?




\_\_\_\_\_ radio

\_\_\_\_\_ referral from: \_\_\_\_\_

\_\_\_\_\_ social media: \_\_\_\_\_

## Appendix I

### CITI Certification

		Completion Date 24-Jun-2021 Expiration Date 23-Jun-2024 Record ID 43265745
This is to certify that:		
<b>Blayre Penn</b>		
Has completed the following CITI Program course:		Not valid for renewal of certification through CME.
<b>Graduate School of Education Research Investigators</b> (Curriculum Group)		
<b>Graduate School of Education Research Investigators</b> (Course Learner Group)		
<b>1 - Basic Course</b> (Stage)		
Under requirements set by:		
<b>Gardner-Webb University</b>		
		
Verify at <a href="http://www.citiprogram.org/verify/?we4e5217c-73ac-445f-aeba-2bc94ad54453-43265745">www.citiprogram.org/verify/?we4e5217c-73ac-445f-aeba-2bc94ad54453-43265745</a>		

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