

# Consulting and Evaluation with Nonprofit and Community-Based Organizations



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*Dedicated to our families who have given tremendous support:*

*Alina Alexandrovna Sternberg Viola  
Donna and James Viola*

*John, Emily, and Katie McMahon  
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# Preface

This resource book is designed to provide the information we have gathered, organized, and synthesized from experienced professionals and diverse written materials to assist early career consultants. For us, consulting work has been one way to stay connected with the schools and community-based organizations that help our communities thrive. Reflecting on our own experiences, reviewing the literature, and engaging in dialogue with practitioners who consult full time has given us an array of useful strategies, tips, and advice to help readers get started with consulting, build a practice, and do effective work. Chapters 1–7 of the text delve into the nuts and bolts of building a consulting business. Chapters 8–16 cover the in-depth processes involved in consultation, challenges and benefits you may encounter, and advice about the consulting cycle from start to finish. All contributing authors have substantial consultation experience and have taken different paths to achieve success.

The intended audience for this guidebook includes all people seeking guidance regarding consulting in the public sector. Specifically, this may include students and professionals with a background in the social sciences (e.g., psychology [community, clinical, applied social, and industrial organizational], sociology, social work, anthropology, policy analysis, evaluation, behavioral sciences), education, nonprofit management, urban planning, public health, human services, and public service, as well as government or nonprofit employees and a host of other allied professions. Regardless of your background, we hope our focus on discussing and illustrating the processes with many examples will help you become an effective and successful consultant with community-based organizations. There are not a large number of people doing this work; however, the consultants we have spoken with (more than 50) have found an untapped market that stretches far beyond the amount of work they can provide.

Although there are written resources available to beginning consultants (see Appendix 1-1, Annotated Bibliography), there are few guides that

incorporate the range of information needed to begin a consulting practice or start one's own consulting business. Prior to this book's publication, the information needed to start a sound consulting practice was spread across numerous government agencies (e.g., IRS, secretary of state, department of labor, chamber of commerce), private Web sites (e.g., private law or accounting firms offering services or advice), and books. There are books that are helpful for general business information ("how to" books about starting a business or working for oneself), texts that focus on the theory and practice of consulting/evaluation, and texts that focus on research methods. None of these written sources, however, are tailored to the specific niche of social science consultants desiring collaborative work with the nonprofit/public sector. We believe this book will help walk you through the steps of starting and building a consulting practice with nonprofit organizations, as well as provide you with the advice, examples, and tools to be successful.

# Acknowledgments

We would like to thank the numerous experts who contributed to this book; without your input, this book would not have been possible. We appreciate the time and generosity from busy consultants who provided expertise through participating in interviews, completing surveys, and providing suggestions for less experienced consultants. It takes courage to reflect upon and share mistakes so that others may learn from them. Your shared experiences and thoughtful advice added richness and depth to the guidance we provide in the first section of this book (Chapters 1–7).

We also want to express gratitude to the 20 contributing authors who wrote Chapters 8–16. It was a pleasure to work with each of you, and readers will benefit from your perspectives, tools, and experiences. You provide examples, detail, and context to the work and demonstrate how a consultant can put the contents of this book into action to achieve a successful consulting career.

In addition we would like to thank those who served as readers and informal advisors while this book was in its various forms: Jean Haley, Bradley Olson, India Viola, Ronald Crouch, Natalya Gnedko, Katie McDonald, Nora Murphy, and Peter Hubbard all gave substantial suggestions that improved the book. Finally, thanks to our publishing team at Jones and Bartlett: Cathleen Sether, Jeremy Spiegel, Megan Turner, Lisa Gordon, Amy Flagg, Julie Bolduc, and Kimberly Potvin.



# Introduction

Potential careers for professionals in the nonprofit sector and the social sciences are diverse and often untraditional. As community psychologists, we aim to use our training in the social sciences to help organizations evaluate and improve upon the services they provide to build safer, more connected, and healthier communities. We juggle multiple roles in an academic setting, including research, teaching, and service, and we also enjoy opportunities to connect with community-based organizations in consulting roles. Working as consultants with nonprofits, social service providers, schools, churches, and/or government agencies can be fulfilling for those with aspirations to become agents of social change. However, few classes or textbooks guide potential consultants through the process of forming a sound practice with the proper foundation to succeed, both in being true to their values and achieving financial solvency.

The purpose of this guidebook is to share findings from our investigation of what it takes to get started, be successful, and thrive in the consulting world. In addition, we hope to use the wisdom of today's professionals to make it easier for beginning consultants to avoid unnecessary setbacks and face the necessary challenges with our eyes open. Learning from others' mistakes and successes may help us better serve the community as we become tomorrow's consultants. However, before we go any further, it is important to understand what we mean by consulting.

## CONSULTING: A WORKING DEFINITION

*Consulting* is a vague term often used but not always easily understood. Broadly stated, it involves using your expertise (in this case, your experience and understanding of experimental methods, statistics, and/or topical knowledge) to help clients (at times referred to as *community partners*) achieve their goals. Geoffrey Bellman, author of *Consultant's Calling* (1990), described it as helping clients narrow the gap between what they now have

and what they want or need. Peter Block (2000) distinguishes consulting from management by describing a consultant as a person in a position to influence an organization but who has no direct power to implement changes, whereas a manager has direct responsibility over the actions of other employees or organizational decision-making.

Consultants are often topical specialists, but the title of *consultant* does not identify the background of a professional as is connoted by the title *accountant* or *lawyer*. In contrast, internal consultants are permanent employees of a company and may conduct evaluation or research projects for different departments within the agency. For the purposes of this book, we are focused on the necessary steps to get started as an independent *external* consultant hired on a project-by-project basis.

While much of the thought processes and career preparation discussed here will be relevant for internal consulting as well, independent external consulting will remain the central focus of the text. We use the term “independent” to emphasize the lack of institutional structure behind the work. In other words, we are not referring to consultants who are employed to consult as part of a university, think tank, or large business, even though some of the ideas presented are likely to be useful to consultants across a wide range of settings.

Becoming an independent external consultant is as simple as declaring yourself one. There is no certification or accreditation required, and no board review (this may change, as there is an effort to create licensure requirements within some disciplines). However, according to Carol Lukas (1998), consultants who primarily focus on working with nonprofits (as opposed to profit-driven companies) tend to have a sense of mission about their work and are deeply committed to benefiting the community. Therefore, when working with or collaborating with nonprofits, one of the consultant’s main tasks is to try to add value and build capacity within the organizations with which they partner. For example, a typical service might be teaming with employees at a community clinic to write a grant to expand services for parenting classes for young expectant mothers and fathers. The consultant may also aid in designing and/or carrying out process or outcome evaluations of the parenting classes.

The reasons that nonprofits hire consultants can vary. They may want to bring in someone with expertise that they lack on staff (for example, data analysis). They may want someone with experience to build capacity among their own staff (for example, evaluation). At other times even if they have capacity to conduct a project in-house they may choose to bring in an external consultant to provide some new fresh ideas or a more objective perspective that might hold more credibility with board members or funders.

The role of the consultant can vary, such as helping organizations evaluate existing services, develop new services, build infrastructure, adapt to organizational change, or gain funding. Consultants may work on issues such as food security, affordable housing, job training, education, disability services, substance abuse treatment and prevention, public health, immigrant advocacy services, or domestic violence. These are just a few examples of the variety of possibilities, and, if any of them sound compelling to you, then starting out as a consultant may be the right move for you.

Many independent consultants serve as independent contractors for other consultants or companies or subcontract portions of their projects out to others. Some find it useful to distinguish between contracting and consulting work. Alan Weiss (2004) does this as a starting point for his views on value-based fees. Contracting is based on prevailing wage/salary rates and the evaluative process of whether to “hire out” a project or do it in-house. Consulting is the professional skill that marries breadth of experience with specificity of expertise that is virtually impossible to find, or even cultivate, in-house.

## HOW THIS BOOK CAME TO BE

**Judah Viola:** During the fall of 2003, while in the thick of my doctoral studies in community psychology, I was thinking hard about my potential career choices. I knew that my options included academic research, teaching college courses, or “applied work.” I also knew that one of the activities of an applied community psychologist or “practitioner” involves consultation with community institutions, nonprofit organizations, and government agencies. In fact, I had already done some statistical analyses for a local counseling center and teamed up with another graduate student to evaluate a school-based prevention program. However, I did not have a clear understanding of the processes involved in becoming a “bona-fide consultant.” So, one reason for starting this process was self-serving because researching this topic has allowed me to learn more about one of my career options. Over the past six years I have continued to learn from experienced professionals and to use my skills gained as a community psychologist to build my client base and maintain a steady part-time consulting practice.

**Susan Dvorak McMahon:** When Judah proposed his idea to write a guidebook on consulting, I thought it was a creative and interesting project that would provide a needed resource, especially for students and those new to the consulting world. Because I teach a graduate course in program

evaluation and have engaged in several consulting and evaluation projects with schools and nonprofit organizations, I was excited about this project. It was a pleasure to guide Judah through the process of conceptualizing the guidebook, gathering information, analyzing data, and writing. Next, as we continued to work toward publishing the book, I moved from a supervisory role to a collaborative partner role. We decided to build upon Judah's initial efforts of illustrating the detailed practical aspects of building a consulting practice (which became the first part of the book) to include case studies, projects, and stories from experts from a variety of settings doing different types of consulting work (which became the second part of the book). We are pleased to have so many experts represented in this text, and we hope it provides a useful guide to you as you engage in consulting and evaluation work.

## OVERVIEW

The first section of this book consists of seven chapters devoted to describing the nuts and bolts of starting and building a consulting practice. These chapters are based upon a review of books and Web sites, surveys of 30 professional consultants, and in-depth interviews of 15 expert consultants, conducted by Judah Viola. In Chapter 1, we discuss reasons why you should be a consultant as well as some of the challenges you may face. In Chapter 2, we discuss the resources, personal characteristics, knowledge, and skills you will need to be successful and how to prepare yourself to be an effective consultant. In Chapter 3, we elaborate on when to start an independent consulting business and the pros and cons of beginning at different points in your career. In Chapter 4, we describe decisions related to what kind of business you might want to build, such as different organizational structures, services, and strategic planning. Chapter 5 illustrates the necessary steps to make your business official, and Chapter 6, co-written with Shaunti Knauth and Courtney Cowgill, relates to marketing and networking. Finally, in Chapter 7, we discuss issues related to running your business, such as setting a pricing strategy and submitting proposals. Now, we would like to tell you a little more about the surveys and interviews that provided the basis for the first part of the book.

### *Surveys and Interviews*

Participants for both the interviews and surveys were identified through an Internet search of Web sites for consulting companies, professional societies (e.g., e-mail discussion lists for the Society for Community Research

and Action, the American Evaluation Association, and the Society for Consulting Psychology), and advice from professors and colleagues.

Thirty professional consultants from 19 states responded to the survey, with information about their work, contracting methods, and perspectives on consulting. Sixty-three percent of respondents described their consulting work as being full time, and 36% of them described their work as part time. They reported that their company's annual budgets ranged from under \$100,000 to several million dollars. Their level of experience ranged from four to thirty-eight years. The rates they charged ranged from sliding scales as low as \$25 (not including pro-bono work) to \$275 an hour, and daily rates reported ranged from \$500 to \$2500. The surveys provided many of the useful tips and strategies found within this book.

Semi-structured (40–80 minute) interviews were conducted with 15 consultants who serve primarily nonprofit or governmental organizations. The key informant interviews allowed in-depth responses to questions about the expert's career progression, reasons for getting started in consulting, descriptions of recent projects, common challenges, the level of commitment required to build and sustain their consulting businesses, and advice for people entering the field. The interviews were audiotaped and transcribed, and summaries were presented to the interviewees as a means to "member check" or verify the accuracy of facts as well as interpretations.

The key informant interview sample consisted of eight men and seven women. They ranged in experience with their consulting practices from four to thirty-eight years, and are based in nine states across the United States. Interviewees consisted of two professors who consult as sole proprietors on a part-time basis, three full-time sole proprietors, one graduate student, one member of a partnership, one member of a nonprofit foundation, three proprietors of limited liability companies, and four owners of subchapter-S corporations (explanations of each business structure are included in Chapter 4).

In summary, the surveys provided an overview of a broad sample of consultants and their practices, while the interviews provided more in-depth qualitative information about every facet of starting out in consulting. Throughout Chapters 1–7, interview and survey responses are paraphrased and quoted.

The second section of this book (Chapters 8–16) includes a diverse array of informative contributions that illustrate the processes involved in consultation, challenges and benefits you may encounter, and advice from start to finish of the consultation cycle. All contributing authors are experts with substantial consultation experience who have taken different paths to achieve success. It has been a pleasure to review these contributions and we trust that you will benefit from their stories and words of wisdom as you

refer to the chapters that are most relevant to your work. The contributing authors provide many specific examples from their work, and have graciously shared tools they use, which can be found in appendices at the end of each chapter. In the following pages, we briefly highlight each of their contributions to give you an overview of the issues, dilemmas, and advice that are discussed in each chapter.

Dale Rose and Elna Hall illustrate challenges that arise during the initial phases of a project, with particular emphasis on managing client relationships, in *A Client-Centered Approach to Winning and Losing Deals: What to Do If You Get the Project (And What to Do If You Don't)*. They provide concrete and useful strategies to turn lost deals into future wins, align project work with your values and professional vision, and create action plans for difficult situations. They outline reasons to begin planning the work when you land the job, rather than jumping right in, and give helpful tips regarding the contracting process. Rose and Hall also help you think through challenging situations, such as what to do if a project doesn't fit perfectly with your expertise or interests, is too big, or doesn't meet your financial standards.

Kathleen Dowell takes you through an entire project, step-by-step, using a real example from her own experience in *From Start to Finish: A Typical Evaluation Project*. Dowell describes getting the contract, planning the evaluation, collecting the data, reporting the results, and recapping lessons learned. Dowell's participatory approach highlights the creation of an advisory board, development of a logic model, and a multipronged approach that utilizes both qualitative and quantitative methods in assessing context, implementation, and outcomes. She provides many helpful tools, including an elaborate logic model of a large project, a table illustrating the connections among evaluation questions, methods, data sources, timelines, and several instruments that were used in the study (e.g., surveys, focus group questions, interview guides). Dowell also includes the executive summary of her report for this project as an example for your reference. Finally, she illustrates lessons learned at multiple stages of the process.

Gary Harper, Maureen Blaha, and Carlos Samaniego collaborated to write a chapter from both the consultant's and the community-based organization's perspectives in *Developing and Maintaining Long-Term Consulting Relationships*. They discuss benefits and challenges of long-term consulting relationships and the developmental stages of researching, selecting, and beginning relationships with clients/consultants. In addition, they describe essential elements in maintaining mutually beneficial consulting relationships, such as relationship building, responsiveness, resource allocation, remaining focused, and re-evaluating.

Doug Cellar, Gary Harper, and Leah Neubauer discuss the evolution and creation of a consulting center, from generating ideas to developing and submitting a proposal, gaining approval, establishing an advisory committee, and marketing in *Consulting with Small Community-Based Nonprofit Organizations: Insights and Understandings*. Cellar and colleagues describe the benefits and challenges of working within a university-based setting and provide a glimpse into graduate student experiences with consulting. They describe the passion of small nonprofit organizations, developing partnerships, streams of funding, boards of directors, project scope, new areas, and planning for the future. Cellar and colleagues highlight personal experiences, finding balance in doing work that you are really interested in and remaining dispassionate enough to provide an external perspective to your clients.

As a consultant, you can specialize in specific types of work and use particular theoretical models to guide your work. In *Capacity Building with Faith-Based and Community Organizations: Lessons Learned from the Compassion Kansas Initiative*, Sarah Jolley, Scott Wituk, Tara Gregory, Maaskelah Thomas, and Greg Meissen describe a large-scale project using a capacity-building framework. They describe the framework, working with small nonprofit organizations, steps and strategies to assist faith-based community organizations, and lessons learned. They include helpful tips in getting funding through grants, contracts, foundations, and workshops. They describe a statewide initiative in which they enhanced knowledge, provided training and technical assistance, assisted organizations in seeking funding, and examined outcomes. Jolley and colleagues provide example tools that will assist you with organizing and tracking tasks, such as the memorandum of agreement, meeting agreement form, organizational capacity assessment survey, organizational assessment profile, and technical assistance form. While their chapter is built upon their experiences working with small faith-based organizations, the tools and advice provided translate well to working with a variety of community organizations or nonprofits.

Pennie Foster-Fishman and Kevin Ford use a different theoretical perspective to guide their consulting work that they describe in *Improving Service Delivery and Effectiveness: Taking an Organizational Learning Approach to Consulting*. They discuss ways in which organizations change and develop to improve organizational effectiveness through iterative cycles of data collection, knowledge sharing, and collective action. Foster-Fishman and Ford also provide a case study, based on their consultation experiences, to illustrate how to drive change using an organizational learning frame. They describe a series of steps and strategies in the context of this case study, including identifying problems, building team readiness, creating a vision of opportunities, developing strategies to overcome obstacles, planning

group action, and building an active, vibrant membership. Tips for consultants focus on systems thinking, participatory processes, and leadership development.

Jon Miles and Steve Howe take yet a different tack in *Consulting in Public Policy Settings*, as they found a niche in public policy consulting. They provide a map that may help you navigate through policy work. They describe the roles of advocacy and nongovernmental organizations that aim to influence public policy and how the consultant's role differs depending on government level, function, and process. Miles and Howe guide you through political challenges and illustrate how issues such as timing and communication often play a more crucial role in policy consulting than the types of consulting described in the rest of the book. They share numerous examples from their work to illustrate their points and lessons they have learned.

Andrea Solarz discusses her approach to grant writing and offers knowledge, skills, and experiences that facilitate success in *Grant Writing for Consultants 101*. She describes the process of writing a grant proposal, from getting the job, mapping out the idea, and understanding what the funder wants to actually writing the grant. She highlights networks, knowledge, critical thinking, communication skills, and collaboration as important determinants that have contributed to her success as a grant writer.

In *The Path to Independent Consulting*, Dawn Hanson Smart describes her personal experiences in consulting from her graduate school years—through working with small nonprofits and government agencies and part-time consulting—to her current position as a full-time consultant working within a small firm. Smart speaks thoughtfully about her decision-making processes during each job transition, how her personal characteristics and work style contribute to the types of choices she made, and lessons she learned along the way with regard to consulting. Reading her chapter will help you in the self-assessment process and encourage you to think about what opportunities might be available and realistic for you.

Consultants use theoretical frameworks to guide their work, specialize in different niches, and take a variety of career paths, so there are a range of experiences to learn from and many options to create your own style, tools, and path to success. Although each chapter brings unique insights, there are also similar themes across chapters, such as the importance of building relationships, contracting, and setting clear goals and expectations. We encourage you to read about a variety of theories and guidelines, review the resources and tools provided, try strategies that fit with your style, and create your own niche as you begin or continue to develop your consulting practice with nonprofits.

# About the Authors

**Judah Viola**, PhD, manages an independent consulting practice/sole proprietorship that specializes in needs assessment, program development, program evaluation, strategic planning, community building, and collaborative community research. Recent clients have included public school systems, museum and art institutions, social service agencies, and community development organizations. Dr. Viola also holds the positions of assistant professor of psychology and codirector of the community psychology PhD program at National-Louis University in Chicago, Illinois, where he teaches undergraduate and graduate courses in psychology, program evaluation, and consulting. He earned his BA in history and psychology from the University of Wisconsin–Madison and his MA and PhD in community psychology from DePaul University.

**Susan Dvorak McMahon**, PhD, is a professor in clinical and community psychology at DePaul University where she teaches program evaluation, community psychology, and thesis/dissertation seminars. Dr. McMahon is currently director of DePaul's doctoral program in community psychology and chair of the University Institutional Review Board. She is also chair of the Society for Community Research and Action's (Division 27 of APA) Council of Education Programs. Dr. McMahon often integrates consultation and evaluation with her research, and most of her work has focused on assisting the Chicago public school system to better serve at-risk urban youth. Areas of interest include risk and protective factors at multiple levels, inclusive and effective educational approaches that contribute to positive learning environments, and violence prevention. Dr. McMahon has written more than 40 publications and given more than 100 presentations. Her research has been featured in a variety of media outlets, including network television and a documentary. Dr. McMahon received her BS from the University of Iowa and her MA and PhD from DePaul University.



# Contributors

**Maureen Blaha** has worked on behalf of youth and families her entire professional career as a teacher, an advocate, and a leader. As the executive director of the National Runaway Switchboard (NRS), she leads a team of more than 150 staff and volunteers who work to keep America's runaway and at-risk youth safe and off the streets. Prior to NRS, Blaha served America's youth in various organizations and capacities including the Children's Home and Aid Society of Illinois and the Massachusetts Office for Children. She also is the cocreator of the *Great American Wagon Pull: Families Pulling Together to Prevent Child Abuse* and has served as a member of the (Illinois) Governor's Healthy Families Task Force, the National Family Support Roundtable Leadership Council, and the Illinois Missing Children's Task Force. She received a bachelor's degree in education from Northern Illinois University.

**Doug Cellar**, PhD, received his doctorate in industrial/organizational psychology from the University of Akron and is currently on the faculty at DePaul University. Dr. Cellar's primary area of research has been in the area of work motivation. More recently he has been studying the relationships between personality, motivation, social support, coping, well-being, and health outcomes for people living with chronic hepatitis C (HCV) and those co-infected with HCV and HIV. Dr. Cellar is also conducting action research with the Chicago Department of Public Health Viral Hepatitis Task Force. He began his career in consulting in 1978 and has worked with numerous organizations in the public and private sector. He has also worked with small nonprofit community-based organizations as codirector of the DePaul Center for Community and Organization Development.

**Courtney Cowgill**, MA, CPA, CMA, CIA, CFE, has worked as a finance professional for more than thirty years, filling roles that include chief financial officer, consultant, member of the Colorado Lottery Commission, and National President of the American Society of Women Accountants. She

considers networking an integral part of all her roles, and she is frequently asked to be a public speaker on how to network. She can help just about anyone learn to connect, and she still finds time to ride horses with her husband at their home in Colorado.

**Kathleen Dowell**, PhD, is currently self-employed as a program evaluation consultant, working primarily with state and local government agencies, universities, foundations, and community-based nonprofit organizations. She focuses most of her work on issues that affect children and families, including youth development, child abuse prevention, adolescent pregnancy prevention, substance abuse treatment, education, and teacher and curricular improvement. Prior to becoming an independent evaluator, she worked for a large research consulting firm in Fairfax, Virginia, where she managed a large multi-site evaluation study. She has also held several research positions for the state of Maryland in the Governor's Office for Children, Youth, and Families. She has a BA in psychology from University of Maryland Baltimore County, an MA in clinical psychology from Loyola College, and a PhD in policy sciences from University of Maryland Baltimore County.

**J. Kevin Ford**, PhD, is a professor of psychology at Michigan State University. His major research interests involve improving training effectiveness through efforts to advance our understanding of training needs assessment, design, evaluation, and transfer. Dr. Ford also concentrates on building continuous learning and improvement orientations within organizations. He is an active consultant with private industry and the public sector on training, leadership, and organizational change issues. He is a Fellow of the American Psychological Association and the Society of Industrial and Organizational Psychology. He received his BS in psychology from the University of Maryland and his MA and PhD in psychology from The Ohio State University. Further information about Kevin and his research and consulting activities can be found at <http://www.io.psy.msu.edu/jkf>.

**Pennie G. Foster-Fishman**, PhD, is a professor in the Department of Psychology at Michigan State University. She received her PhD in organizational/community psychology from the University of Illinois at Chicago. Her research interests primarily emphasize systems change, particularly how organizational, interorganizational, and community systems can improve to better meet the needs of children, youth, and families. Toward this end, she has investigated human service delivery reform, multiple stakeholder collaboration, coalition development, community organizing, and

resident empowerment as vehicles for systems change. She has also worked with a variety of public sector agencies, nonprofit, and community and state-wide coalitions, aiming to improve their organizational capacity and the efficacy of their programmatic efforts.

**Tara D. Gregory**, PhD, is a community and organizational researcher for the Center for Community Support and Research at Wichita State University. Dr. Gregory has 20 years of experience in consultation and research related to youth empowerment, leadership development, substance abuse prevention, organizational development, and community mobilization/development. She currently facilitates a statewide intervention research project focused on multi-site evaluation of organizational capacity building and youth leadership development in afterschool programs. Additionally, Dr. Gregory acts as a consultant to a coalition of high school-aged youth who work to promote the positive contributions of youth in communities and build the capacity of other youth empowerment programs across the state. Dr. Gregory has a PhD in community psychology from Wichita State University.

**Elna Moore Hall**, PhD, is an independent human capital consultant specializing in leadership, succession management, and human resources best practices. For more than a decade she has worked with a wide variety of clients to align their people strategy with their business objectives. She consults with Fortune 500 and nonprofit organizations across such industries as telecommunications, financial services, technology, and aviation. She served for several years in organization development management roles at Motorola and as a senior talent and organization consultant with Hewitt Associates. Her research has appeared in the *Journal of Business and Psychology* and *Performance in Practice*, a journal of the American Society for Training and Development.

**Gary W. Harper**, PhD, MPH, is a professor in the Department of Psychology, director of the Master of Public Health program, and co-director of the Center for Community and Organization Development at DePaul University. Dr. Harper has more than 20 years of experience conducting community-based research and consultation projects with nonprofit agencies that provide health promotion services to adolescents, with a primary focus on HIV/AIDS-related organizations. His consultation work has been conducted with local, national, and international agencies and organizations throughout the United States and in Kenya. The majority of Dr. Harper's consultation work has been focused on the development and

evaluation of youth-oriented prevention programs that promote the health and well-being of adolescents, with a focus on runaway/homeless youth, urban youth of color, gay/bisexual youth, and youth living with HIV. Dr. Harper has published extensively on community-university evaluation and research partnerships and coedited *Empowerment and Participatory Evaluation in Community Intervention: Multiple Benefits*.

**Steven Howe**, PhD, is professor and head of psychology at the University of Cincinnati. He joined the faculty in 1993 as an associate professor after having spent 13 years doing grant and contract research at the UC Institute for Policy Research. Dr. Howe is a community and social psychologist specializing in policy research and evaluation. He also does program planning with nonprofits and governments and teaches statistics at the undergraduate and graduate levels. His enduring interest has been the causes and consequences of urban poverty. In the area of housing, Dr. Howe was a member of the Ohio Housing Research Group, which studied the impact of suburbanization on central city decline. He has prepared numerous policy studies for the city of Cincinnati on housing planning, neighborhood development, and barriers to fair housing. At the state level, Dr. Howe has provided research support to efforts to expand Medicaid coverage to the working poor and to persons with disability through Medicaid Buy-In. He has also conducted evaluation research on behalf of the Ohio Department of Job and Family Services and the Ohio Rehabilitation Services Commission. He is currently consulting with the Southwest Ohio Workforce Investment Board.

**Sarah Jolley** is a research associate at the Center for Community Support and Research, Wichita State University. Sarah has more than 5 years of experience designing, facilitating, and researching capacity building for nonprofits and other faith-based and community organizations. She has also been involved in the development and implementation of several mini-grant processes and has experience with various research-related activities, including surveys, focus groups, and grant writing. In addition to her work at the Center for Community Support and Research, Sarah is a student in the community psychology doctoral program at Wichita State University and anticipates receiving her PhD in 2010.

**Shaunti Knauth**, PhD, is the associate director of university assessment at National-Louis University in Chicago, Illinois. She has worked in educational evaluation and research for over a decade, always with the goal of building collaboration and knowledge among stakeholders. Her consulting

clients have included universities, foundations, and educational associations. Shaunti completed her doctorate in education at the University of Chicago.

**Greg Meissen**, PhD, is the director of the Center for Community Support and Research and professor of psychology at Wichita State University. Dr. Meissen has been at Wichita State University since 1980 where he has served in a number of roles, including helping found and being the first director of the doctoral program in community psychology. In 1985, he brought the newly founded Self-Help Network to Wichita State University, where it has grown into the nationally recognized Center for Community Support and Research. He was the inaugural recipient of the WSU Award for Community Research and has received the Wichita State University Alumni Recognition Faculty Award. Dr. Meissen has received federal, state, and foundation grants from the Administration for Children and Families, National Institute of Mental Health, Center for Mental Health Services Research, the Kansas Health Foundation, and many others. He has published research articles in such outlets as the *New England Journal of Medicine*, *American Journal of Community Psychology*, *Psychiatric Services*, and the *Journal of Applied Behavioral Science* and has made more than 200 presentations at international, national, and regional scientific and professional conferences.

**Jonathan C. Miles**, PhD, is the director of Searchlight Consulting, LLC. He works on policy issues pertaining to child health and well-being with a focus on the promotion of mental health and prevention of mental disorders. Dr. Miles has authored or coauthored reports and articles on many topics, including prevention of school violence and bullying; risk and protective factors for Latino infants and families; the beneficial effects of fathers' and mothers' post-divorce parenting on children's mental health; and a meta-analysis of adolescent substance use among lesbian, gay, and bisexual youth. Dr. Miles has worked as a Society for Research in Child Development (SRCD) congressional fellow in the office of Senator Tom Harkin, where he advised the senator on health and early childhood education issues and developed policies to improve the health and well-being of children and families. Dr. Miles also worked as an SRCD Executive Branch Fellow at the Administration for Children and Families in the Office of Planning, Research, and Evaluation, where he helped evaluate the Head Start program. Dr. Miles received his PhD from Arizona State University in clinical psychology.

**Leah C. Neubauer**, MA, is associate director, Adolescent Community Health Research Group, and program manager, Master of Public Health Program, DePaul University. Ms. Neubauer has more than 10 years of

experience in research, practice, and consultation related to domestic and international HIV/AIDS prevention, women's health, organizational development, financial budgeting, curriculum development, and evaluation. Ms. Neubauer currently leads the evaluation efforts of a CDC-funded "Waiting Room Intervention" in Chicago Department of Public Health Specialty (STD) clinics. Ms. Neubauer leads federally funded capacity building efforts in Kenya, and as the executive director of the *Rafiki Collaborative* leads efforts that assist in the development, adaptation, implementation, and evaluation of programs and services for communities impacted by HIV and AIDS. Ms. Neubauer serves as an ongoing consultant to several community-based organizations throughout the state of Illinois. Ms. Neubauer has a master's degree in interdisciplinary studies, with emphasis on multicultural/organizational communication and community psychology from DePaul University.

**Dale S. Rose**, PhD, is president of 3D Group, a Berkeley, California firm dedicated to helping organizations of all sizes enhance individual and organizational effectiveness through assessment-based interventions. Dr. Rose works with national and local nonprofits as well as major corporations to identify and develop leaders of all levels. He has previously published on topics related to human resources best practices, leadership assessment, and program evaluation as well as authored numerous commercial assessments of leadership ability and employee effectiveness. He received his doctoral degree in industrial and organizational psychology from DePaul University with a minor in organizational effectiveness technologies.

**Carlos Samaniego** is a prevention counselor for the YMSM (young men who have sex with men) Program at Project VIDA in Chicago. Mr. Samaniego was a participant in Project VIDA's Young Men's Program in 1998 where he learned about HIV/AIDS, domestic violence, sexually transmitted infections, and coming out issues. After being an active participant and volunteer in the program, he was hired by Project VIDA to work with the community at varying levels to address issues faced by gay, bisexual, transgender, questioning (LGBTQ) youth. Currently, Mr. Samaniego is the prevention counselor at Project VIDA who works with young men under the age of 25 who identify as LGBTQ or who do not identify at all but have sex with men, in order to assist them with creating the changes needed to prevent HIV. He also coordinates the agency's gay pride events/activities and other functions in order to make the community aware of the many different services at Project VIDA, while also handling fundraisers and events that acquire funds for the agency. In addition, Mr. Samaniego has been

involved as a partner in National Latino/a Lesbian and Gay Organization's Avanzando and Horizontes programs providing technical assistance to community-based organizations in the Midwest.

**Dawn Hanson Smart**, MS, is senior associate with Clegg & Associates in Seattle, Washington. Her work spans more than 20 years of evaluation, planning, and facilitation experience with nonprofit, government, and philanthropic organizations in a broad spectrum of fields. Ms. Smart is a primary partner in The Evaluation Forum, a collaboration created to build internal evaluation capacity in community agencies and their funders through publications, training, technical assistance, and coaching. She is one of six consultants in the country available to provide training for United Ways and their funded agencies. She also is a member of the training team available through NeighborWorks America to provide training and coaching for community development organizations using its Success Measures evaluation system. Ms. Smart has collaborated on three evaluation publications and published articles in evaluation and planning journals. She received a BA from Antioch College and an MS from the University of Washington in Seattle.

**Andrea L. Solarz**, PhD, has worked as a consultant for behavioral health policy, research, and action since 1998. Much of her consulting work involves writing grant proposals on such topics as education research, HIV/AIDS prevention, adolescent health, and violence prevention. Previously, she held several public policy and analyst positions in Washington, DC, including the American Psychological Association and the Institute of Medicine. Currently, she is working part-time as director of research initiatives for the National Academy of Education. She received her PhD in ecological/community psychology from Michigan State University. Dr. Solarz is a Fellow of the American Psychological Association and the American Educational Research Association, and a past president of the Society for Community Research and Action, Division 27 (Community Psychology) of the American Psychological Association.

**Maaskelah Thomas**, PhD, is community development coordinator at the Center for Community Support and Research at Wichita State University. Dr. Thomas has worked for more than 20 years with community-serving organizations and agencies building, developing, and sustaining partnerships to leverage resources between community agencies, organizations, businesses, schools and colleges, civic groups, and citizens. Throughout her career, Dr. Thomas has assisted in building the capacity of communities

through facilitating civic involvement and lifelong learning opportunities that have empowered individuals, families, and neighborhoods. Dr. Thomas holds a PhD in human and organizational development from Fielding Graduate University. A scholar-practitioner, Dr. Thomas' research interests focus on capacity building and strengthening for culturally based human service organizations.

**Scott Wituk**, PhD, is research coordinator at the Center for Community Support and Research at Wichita State University. Dr. Wituk has more than 10 years of experience conducting research with community coalitions, nonprofits, self-help groups, faith-based organizations, and community movements. Dr. Wituk has an extensive background in mixed methodologies, conducting research studies using qualitative and quantitative methods to better understand community leadership, afterschool programs, mental health consumer-run organizations, nonprofits, and self-help groups. He has worked with a variety of community populations, including mental health consumers, youth, people with developmental disabilities, and community leaders. He has published more than 25 peer-reviewed research articles and book chapters on these topics.