TEXAS A&M UNIVERSITY

# The Bush School
*of* Government & Public Service

# New Employer Survey Report

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# Table of Contents

## Executive Summary

The purpose of this project was to understand what prospective employers of Master of Public Service and Administration graduates are seeking in new hires. We crafted a twenty-question survey that measured skills and competencies relevant to NASPAA's core competencies and the Bush School's curriculum. In the spring semester, we distributed the survey to 671 non-profit organizations (NPOs), state and local government entities, and federal organizations taken from a list of potential employers provided by Dr. Upton, as well as an additional 30 organizations known to members of the survey team.  We received 30 responses, approximately half from each group. In the summer, we added six questions to the existing survey and distributed it to a mailing list of 870 city managers provided by Dr. Robert Greer, a mailing list of 151 EMPSA students and graduates provided by Lisa Brown, a mailing list of 690 NPOs provided by Dr. Will Brown, and 23 policy-related organizations found on LinkedIn.  In total, the survey was sent out to more than 2400 organizations. Many of the email lists had old email addresses that caused bounce back emails. In total, there were 200 bounce backs from all the email lists in the second round of the survey; the exact number of bounce backs from Dr. Upton's list from the summer collection that yielded 30 organizations was not recorded and the real number of bounce backs from this list is much higher. A total of 208 responses were collected. Responses from local government and NPOs are more heavily represented than are other sectors. The total response rate for the second survey round was 11% ((208-30)/(1862-200)). This number excludes 30 responses from first survey as it is not clear how many people actually received the survey and the emails sent from Dr. Upton`s list in the first survey round is also excluded from the denominator.

## Introduction

The intent of our research was to create a survey and collect data regarding what employers are looking for in new Master of Public Service and Administration (MPSA) Bush School graduates as potential hires. This project was in response to a charge memo (Appendix A) presented by Dr. Lori Taylor, Head of the MPSA department at the Bush School of Government and Public Service at Texas A&M University. The first goal of the survey was to determine if each track met potential employer expectations through courses taken at the Bush School. A

secondary goal of the survey was to measure if the skills and knowledge included in the MPSA curriculum are mapped to those required by employers in new graduate hires. The information garnered from the survey will serve to inform the crafting of classes and curriculum for future students of the Bush School.

The questions were designed to include the National Network of Schools of Public Policy, Affairs, and Administration (NASPAA) core competencies (Appendix B) and the essential elements of the Bush School curriculum for all MPSA tracks (Appendix C). Academic instructors from each of the MPSA tracks were also consulted.

The target audience of the survey were potential employers of graduating MPSA Bush School students. The survey was created in Qualtrics and was then emailed to more than 2400 NPOs, local government, federal government and private employers (Appendix D). The survey included multiple choice and open-ended questions. The open-ended questions were provided to ensure respondents had an opportunity to share any additional thoughts with us.

## Methodology

### Survey:

In conjunction with Dr. Lori Taylor, we pulled learning concepts from the essential elements of the Bush School curriculum and the core competencies established by NASPAA into the survey.

After completing and receiving feedback on the preliminary survey, we consulted with Dr. Kenneth Taylor, Dr. Justin Bullock, Dr. Robert Greer, and Dr. Robbie Robicheau, to ensure that the survey questions were appropriate for our target audience and were applicable to all three Bush School MPSA tracks. Moreover, answer choices for each question were in random order to reduce question-order bias. With this information in mind, the 26-question survey was developed (Appendix E). Upon finalizing the survey questions, an Institutional Review Board (IRB) form was submitted to the Human Research Protection Program at Texas A&M University and received a "Not Human Research Determination," which gave the approval to move forward with the survey without further need for review (Appendix F).

Each question was mapped on a concept map (Appendix G) to a corresponding curriculum target. The purpose of the concept map was to confirm internal validity. To have the ability to analyze the responses, we created a concept map that directly connects each question and its respective responses to courses at the Bush School. In results not discussed, but of potential interest to the reader, we also provide survey responses for each required core course based on the concept map in Appendix I.

There are two types of questions in the survey. The first set of questions were formed to get demographic information and to gauge organizations' familiarity and preferences related to different MPSA programs. The second set of questions asked participants which skills were important for new graduates to possess. Each skill question corresponded to a specific skill set instead of asking about overall important skills. The different categories for the skills questions in the survey are as follows: Writing Skills, Basic Computer Skills, Advanced Computer Skills, Financial Skills, Research Skills, Management Skills, Implementation Skills, Speaking Skills, Interpersonal Skills, Analysis Skills, Forecasting Skills, Skills in Economics, Resume Skills, and Understanding Sector Relations. Each category was graphed and further analyzed (See Appendix H for do file code corresponding to each graph).

# Results

## Demographic Information
### Location:

The majority of those who answered our survey were located in Texas. Of the 208 that completed the survey, 181 were located in Texas, while the next most common location of our respondents was D.C. with six respondents, as shown in Figure 1.

**State Location**

# of Respondents: 196

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 181 | | | | | | | | | | |
| | 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| TX | DC | AL | HI | MD | MN | MO | NM | NY | OR | WI |
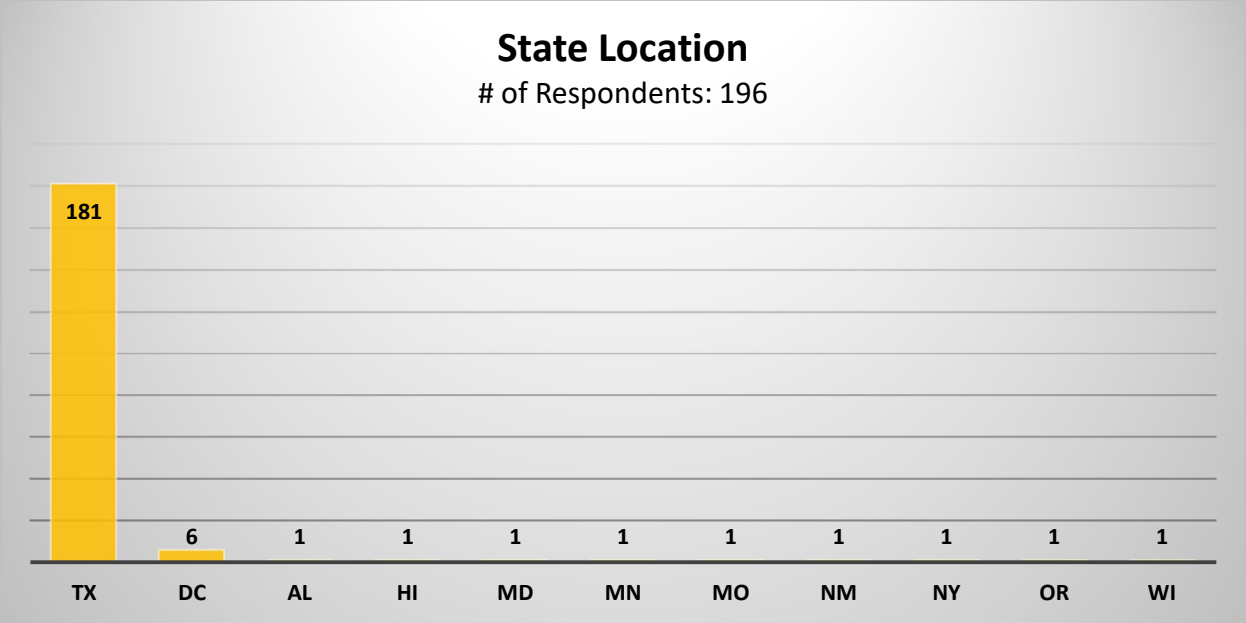
**Figure 1**

## Types of organizations:

As shown in Figure 2, the majority of respondents were NPOs (81 respondents) and local government entities (87 respondents). Of the remaining organizations, eight respondents worked for the state government, six for a for-profit organization, and two for the federal government. Respondents choosing "other" were coded in the sector in which their text response placed them (usually non-profit or local government). In our analyses we include federal and state government participants in with local government respondents. However, as the representation of the federal government, the state government, and for-profit organizations was limited, most of the analysis will focus on and represent the responses of those in local governments and non-profit organizations and the differences between them. Also, the respondents lacked extensive policy analysis experience, which may indicate that the data we have collected from this survey is not applicable to the Public Policy Analysis track of the program. Future employer surveys will need to focus on finding employers likely to hire policy students, as they are not covered in the lists of city managers or non-profit organizations from which we got the majority of our participants.

**Types of Organizations**

Federal Government: 2
For-Profit Organizations : 6
State Government: 8
Other Sector: 16
Local Government: 87
Non-Profit Organization: 81
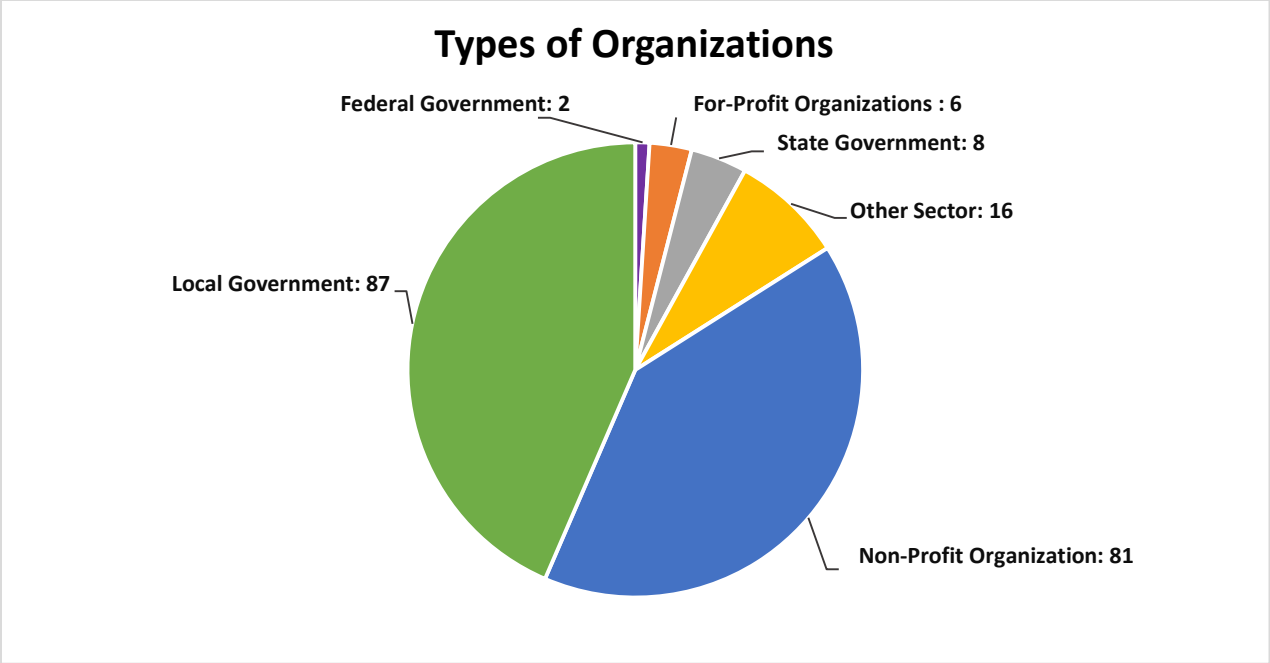
**Figure 2**

## Interaction of respondents with MPSA program graduates

### Have you interacted with MPSA students from Bush School?

To analyze the respondents' interactions with Bush School graduates, we asked whether the respondent had ever previously hired a Bush School student (internship or full time), managed a Bush School graduate, worked with a Bush School graduate, is an MPSA graduate, knows about the MPSA program at the Bush School, or has never heard of the MPSA program at the Bush School. The question was formatted for respondents to be able to check all that applied.

For all sectors, the most selected answer choice was that respondents knew about the MPSA program at the Bush School, which was selected 92 times out of 162 responses, as shown in Figure 3. After this option the frequency of answers dropped off steeply. The options "worked alongside a graduate" and "hired a graduate" each received around 30 responses. "Hired a summer intern student" was selected 24 times and 29 respondents selected that they had "never heard of the school's MPSA program." 15 respondents mentioned that they were managing a Bush School graduate and 11 respondents were previous MPSA graduates of Bush School.
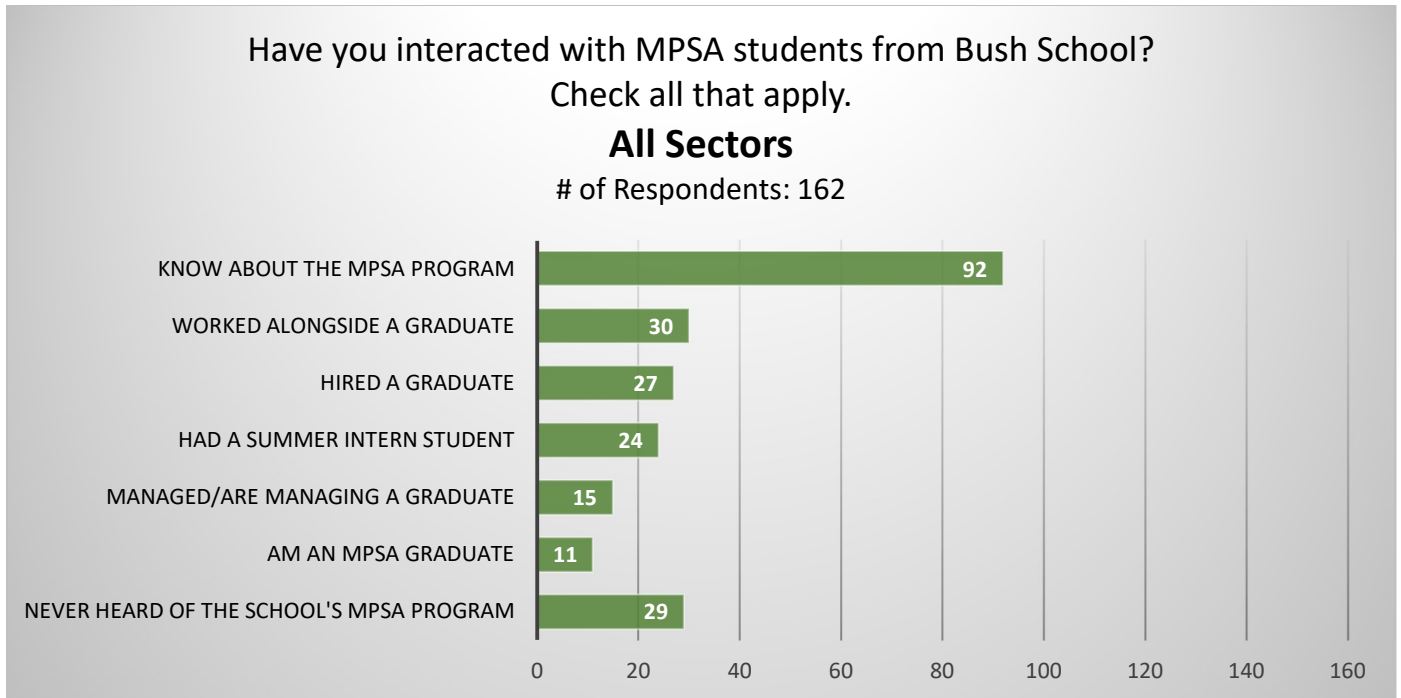
**Figure 3**

  In the government sector more than half of the respondents, 47 people, answered that they knew about the MPSA program at the Bush School, as shown in Figure 4. While the next most frequent answers were "worked alongside graduate" chosen 20 times, "hired a graduate" chosen 15 times, and "hired a summer intern student" chosen 12 times. "Managed/are managing a graduate" option was selected seven times while only four respondents were MPSA alumni. Eight people from the government sector reported having never heard about the MPSA program.

**Have you interacted with MPSA students from Bush School?**
**Check all that apply.**
**Government Sector**
# of Respondents: Local gov. 71| State gov. 6| Federal gov. 1

| Category | Value |
|---|---|
| KNOW ABOUT THE MPSA PROGRAM | 47 |
| WORKED ALONGSIDE A GRADUATE | 20 |
| HIRED A GRADUATE | 15 |
| HAD A SUMMER INTERN STUDENT | 12 |
| MANAGED/ARE MANAGING A GRADUATE | 7 |
| AM AN MPSA GRADUATE | 4 |
| NEVER HEARD OF THE SCHOOL'S MPSA PROGRAM | 8 |

**Figure 4**

Fewer than half of the NPO respondents, 32 of 65 total, indicated that they were aware of the MPSA program in Bush School, although only 19 said directly that they had never heard of the MPSA program, as shown in Figure 5. Some of the 65 people who answered the question did not check the "know about the MPSA program" box even though they checked one of the other boxes indicating they had interacted with a student or graduate. "Hired a graduate" and "had a summer intern student" options were both chosen eight times. The number of people that selected "worked alongside a graduate" was six and "am an MPSA graduate" and "managed/are managing a graduate" option were both chosen by four respondents.

**Have you interacted with MPSA students from Bush School?**
**Check all that apply.**
**Non-Profit Organizations**
# of Respondents: 65 NPOs

| Category | Value |
|---|---|
| KNOW ABOUT THE MPSA PROGRAM | 32 |
| HIRED A GRADUATE | 8 |
| HAD A SUMMER INTERN STUDENT | 8 |
| WORKED ALONGSIDE A GRADUATE | 6 |
| AM AN MPSA GRADUATE | 4 |
| MANAGED/ARE MANAGING A GRADUATE | 4 |
| NEVER HEARD OF THE SCHOOL'S MPSA PROGRAM | 19 |
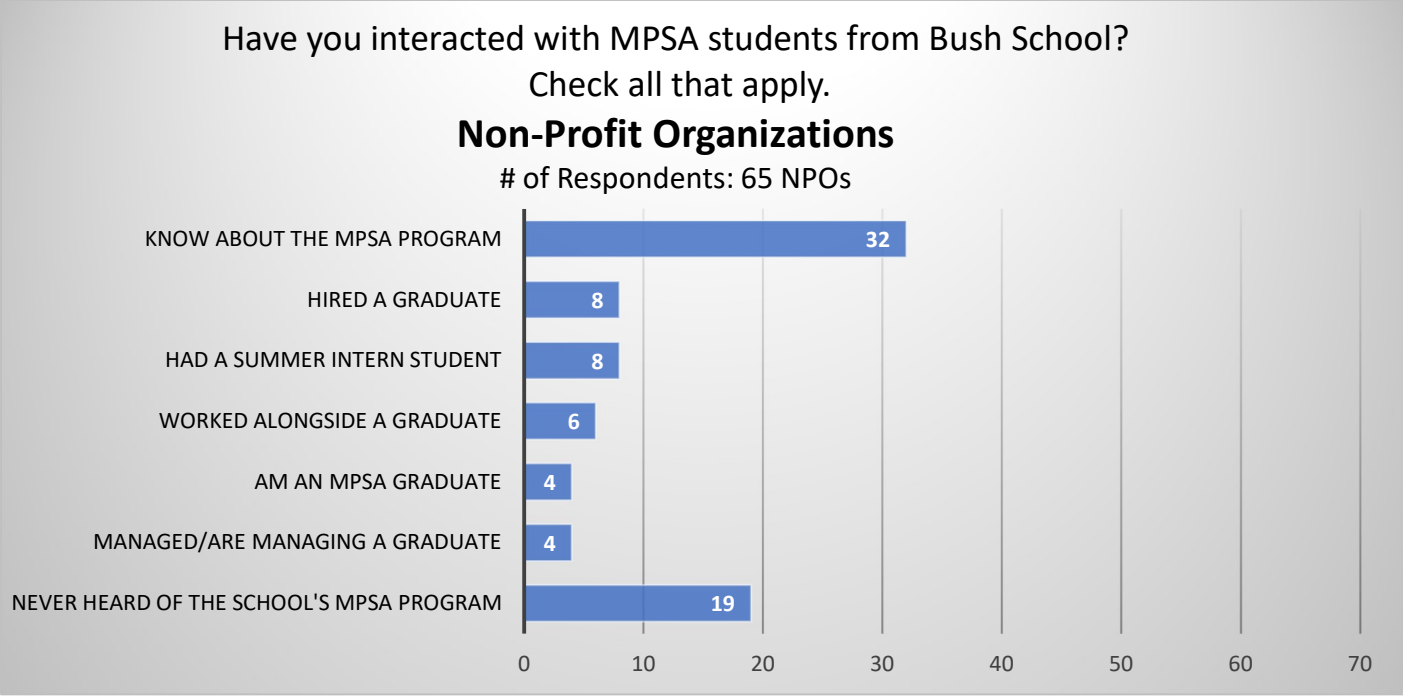
**Figure 5**

## Have you hired someone with MPA, MPP or MNP degree in last ten years?

Next, respondents were specifically asked if they had hired a Master of Public Policy, Master of Public Administration, or Master of Non-Profit Management graduate in the past 10 years. This question was used to gauge the familiarity of the respondents with degrees similar to those at the Bush School. Further, Dr. Taylor was interested to see which degrees are preferred by the different sectors. As shown in Figure 6, 67 participants in the government sector mentioned that they hired someone with those degrees compared to 31 NPOs. In total, out of the 172 respondents, 113 reported hiring someone with one of these degrees. Almost all the respondents from the government sector (67 out of 89) reported having hired someone with an MPA/MPP/MNP degree. However, only 31 out of 78 (around 40%) of the NPO respondents have hired someone with this degree, which was substantially lower than for the government sector. In general, more than half the respondents have hired someone with an MPA/MPP/MNP degree, suggesting that, overall, our sample was familiar with graduates of those fields.

**Have you hired someone with MPA, MPP or MNP degree in last ten years?**
**All the selected yes.**

# of Responders: NPOs 78 | For-Profit 5
Local gov. 82| State gov. 6| Federal gov. 1

| | |
|---|---|
| ALL SECTORS | 113 |
| GOVERNMENT SECTOR | 67 |
| NON-PROFIT ORGANIZATIONS | 31 |

0    20    40    60    80    100    120    140    160    180
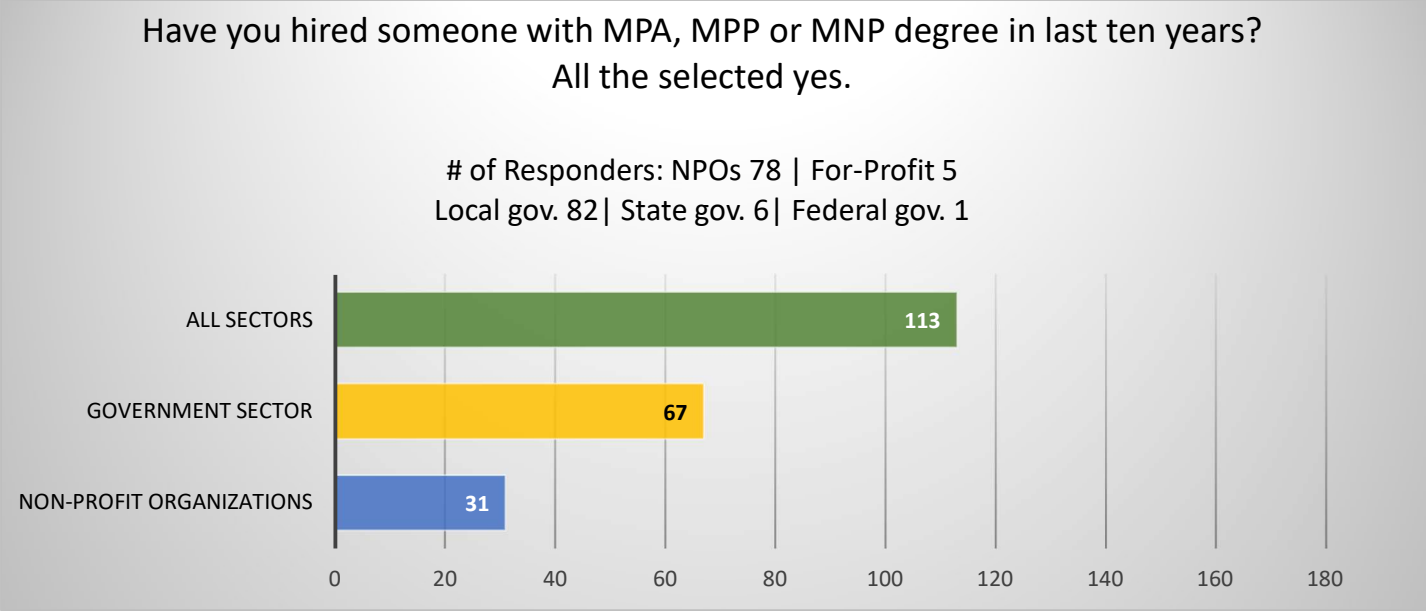
**Figure 6**

After being asked if they have hired someone with an MPA, MPP or MNP degree in last ten years, the respondents who choose yes were then asked to specify which graduate they had hired. Figure 7 shows the responses of this question. Looking at the all sectors together, MPA graduates were the most hired, with 71 out of 88 respondents reporting that they had hired someone with MPA degree. Following MPA graduates, 15 and 12 people reported hiring MNP and MPP graduates, respectively.

**Have you hired someone with MPA, MPP or MNP degree in last 10 years?**
**Specify. Check all that apply.**
**All Sectors**
# of Respondents: 88

| | |
|---|---|
| HIRED MPA | 71 |
| HIRED MNP | 15 |
| HIRED MPP | 12 |
| UNSURE WHICH GRADUATE | 4 |

0    10    20    30    40    50    60    70    80    90
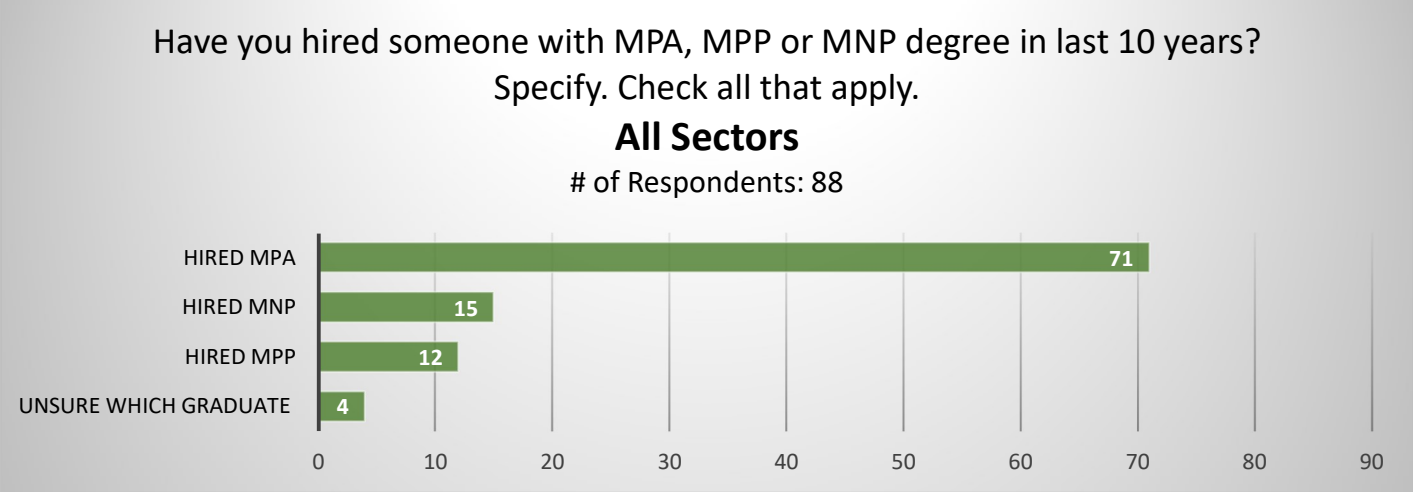
**Figure 7**

In the government sector, 61 out of 64 respondents reported hiring an MPA graduate, as shown in Figure 8. Only seven respondents reported hiring MPP graduate, while this number was

11

four for MNP graduates. Two respondents were unsure about which graduate they hired.

**Have you hired someone with MPA, MPP or MNP degree in last 10 years?**
**Specify. Check all that apply.**
**Government Sector**
# of Respondents: Local gov. 59 | State gov. 5

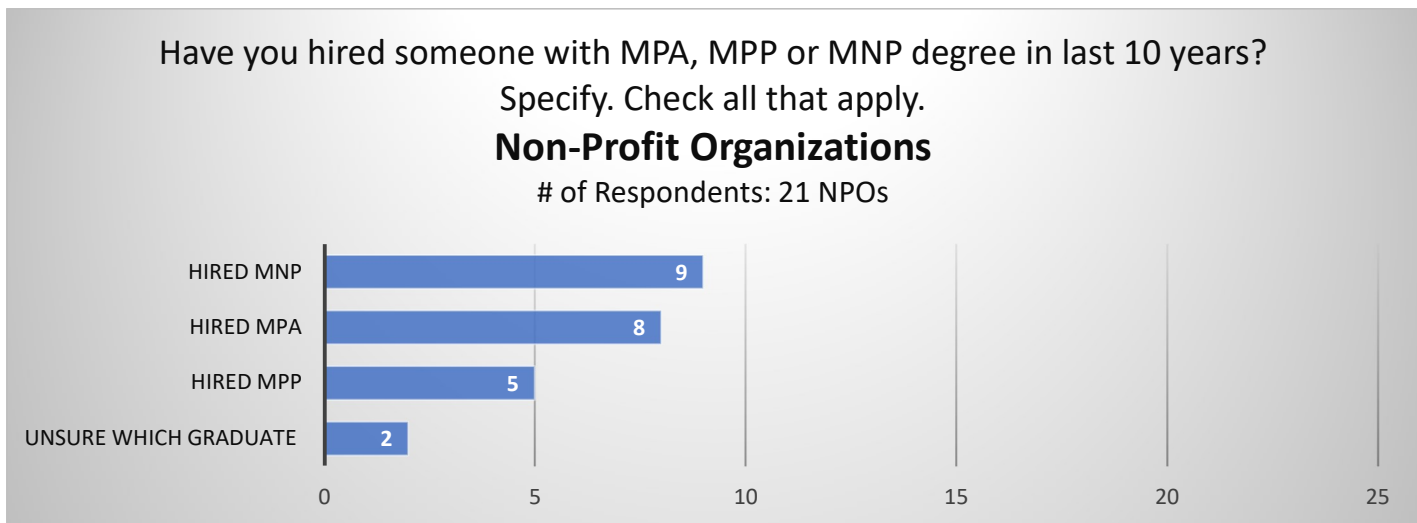| | |
|---|---|
| HIRED MPA | 61 |
| HIRED MPP | 7 |
| HIRED MNP | 4 |
| UNSURE WHICH GRADUATE | 2 |

(x-axis: 0, 10, 20, 30, 40, 50, 60, 70)
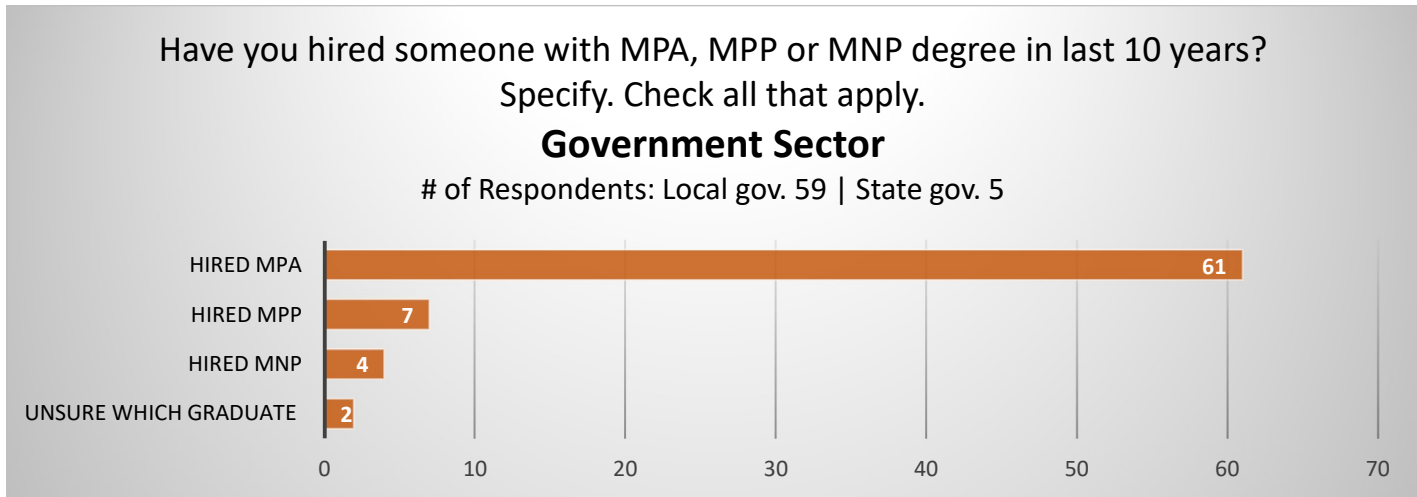
**Figure 8**

As shown in Figure 9, in the non-profit sector, nine out 21 responders mentioned hiring MNP and eight of them mentioned hiring MPP graduates. The results show that there is little difference in the number of NPOs that hired an MNP and MPA graduate. Five respondents from non-profit sector reported hiring MPP graduates. Two respondents were unsure about which graduate they hired.

**Have you hired someone with MPA, MPP or MNP degree in last 10 years?**
**Specify. Check all that apply.**
**Non-Profit Organizations**
# of Respondents: 21 NPOs

| | |
|---|---|
| HIRED MNP | 9 |
| HIRED MPA | 8 |
| HIRED MPP | 5 |
| UNSURE WHICH GRADUATE | 2 |

(x-axis: 0, 5, 10, 15, 20, 25)

**Figure 9**

## Which degree is a best future hire?

Dr. Taylor was also interested in which graduates would be an ideal hire for the various sectors. The respondents were allowed to choose only one option to make the results more precise. As shown in Figure 10, respondents from all sectors preferred MPA graduates, with 74 out of 163 respondents choosing this option as a best future hire. MNP graduates were the second highest choice from all sectors and 45 respondents selected this option. Only six respondents mentioned that MPP graduates are a best future hire. 38 respondents did not have any preference over the options.

### Which of the following is a best future hire? Choose one.
**All Sectors**
# of Respondents: 163

| Category | Value |
|----------|-------|
| MPA | 74 |
| MNP | 45 |
| MPP | 6 |
| NO PREFERENCE | 38 |
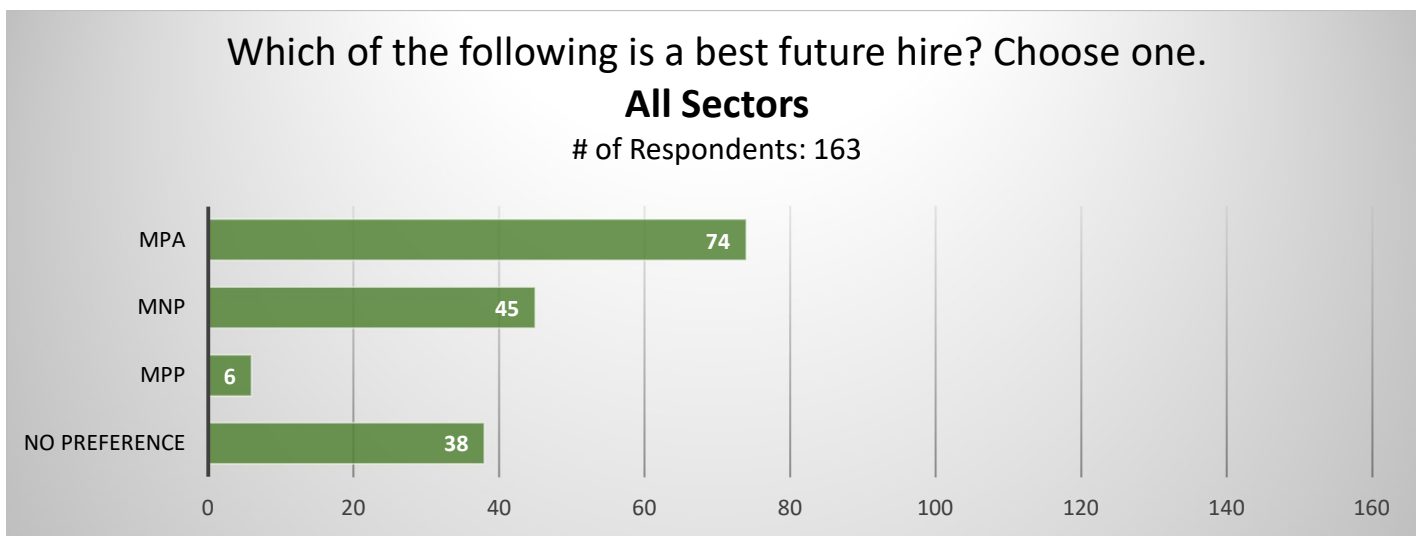
**Figure 10**

As shown in Figure 11, in the government sector, 67 out of 93 responders chose the MPA graduate as a best future hire. MPP graduates were hired by four organizations and MNP by two. The number of people not having preference over the options is 20.
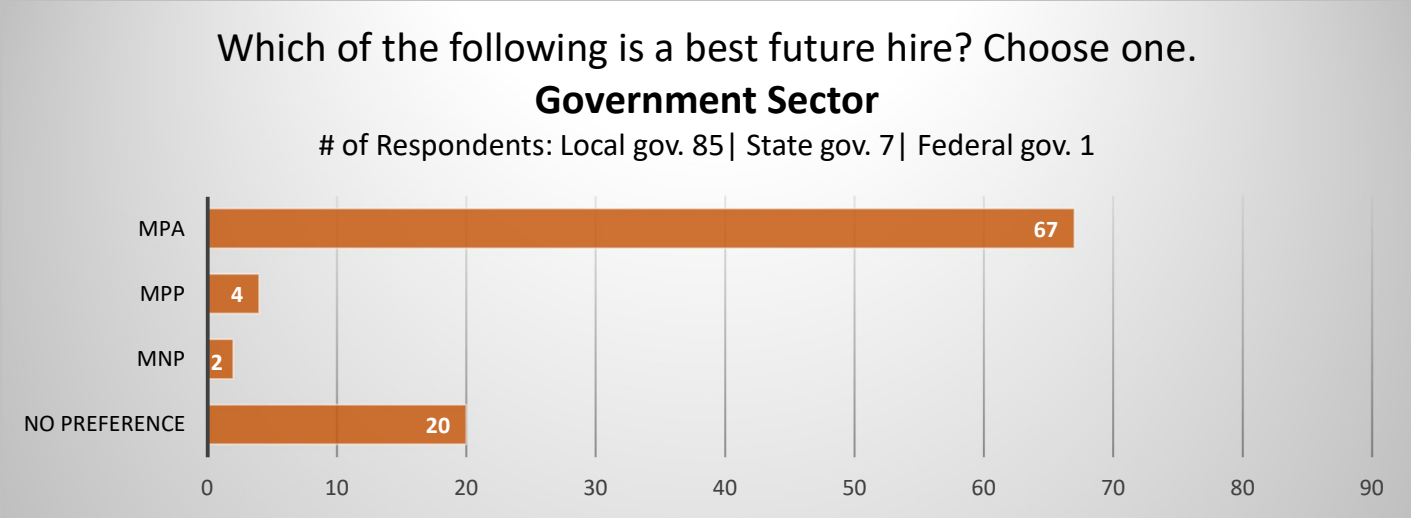
**Figure 11**

As shown in Figure 12, for respondents from NPOs the best reported future hire was a graduate with an MNP degree. The number of the respondents choosing MPP and MNP graduates were substantially lower for this sector, being five and two, respectively. 14 respondents reported not having preference over the given options.



**Figure 12**

## Required skills

The second part of survey questions aimed to identify what skills are most in demand and what topic related knowledge employers value most in MPA/MPP/MPSA/MNP graduates. Most questions asked respondents to choose three of their most valued skills or competencies. Only

the question related to the resume requirements was designed as a way to rank the responses. Each question corresponds to one of the skill sets taught in the MPSA program at the Bush School. Each answer choice for the skills questions was randomly assigned to prevent question-order bias.

## Basic Computer Skills

As illustrated in Figure 13, almost all of the respondents choose Microsoft Word and simple spreadsheets as the most important basic computer skills to possess, chosen 168 and 165 times, respectively. Next, being able to use presentation software was ranked third, with 150 out of 179 respondents choosing this option. Being able to manage social media relations was also selected by 113 people. After that, there was sharp decline in the number of the people choosing from the other options, with, for example, 64 people noting a preference for graphic design tools. 41 respondents reported website design skill as an important skill, while 39 people mentioned fundraising software. Learning management software and bookkeeping software were the least preferred option, with 33 and 24 respondents choosing these options, respectively. None of the respondents chose "none of these."
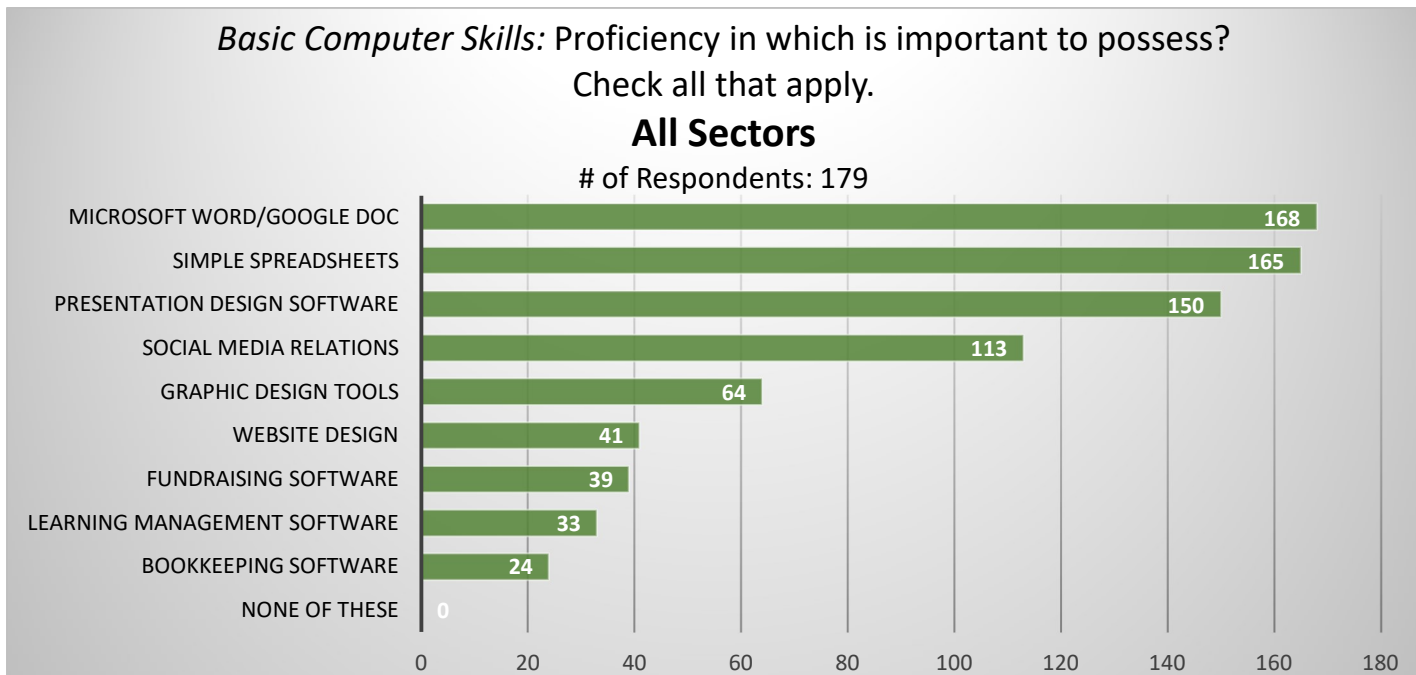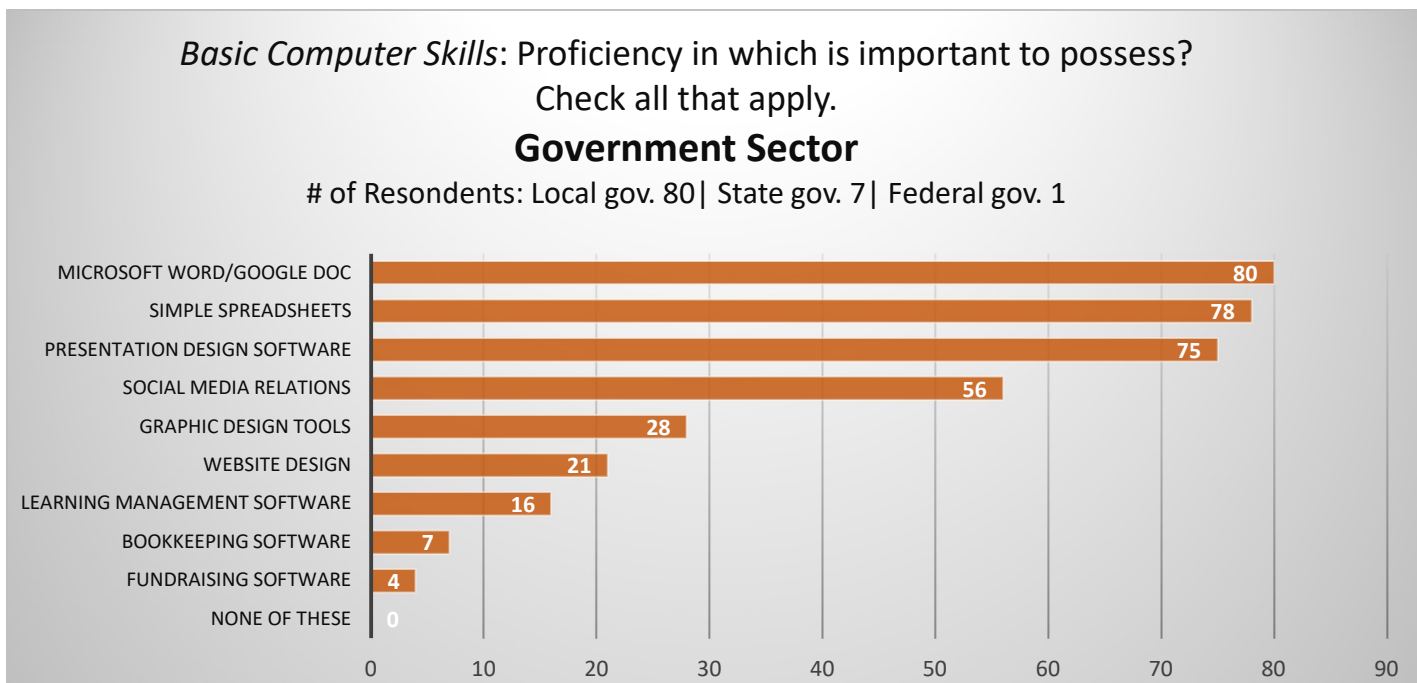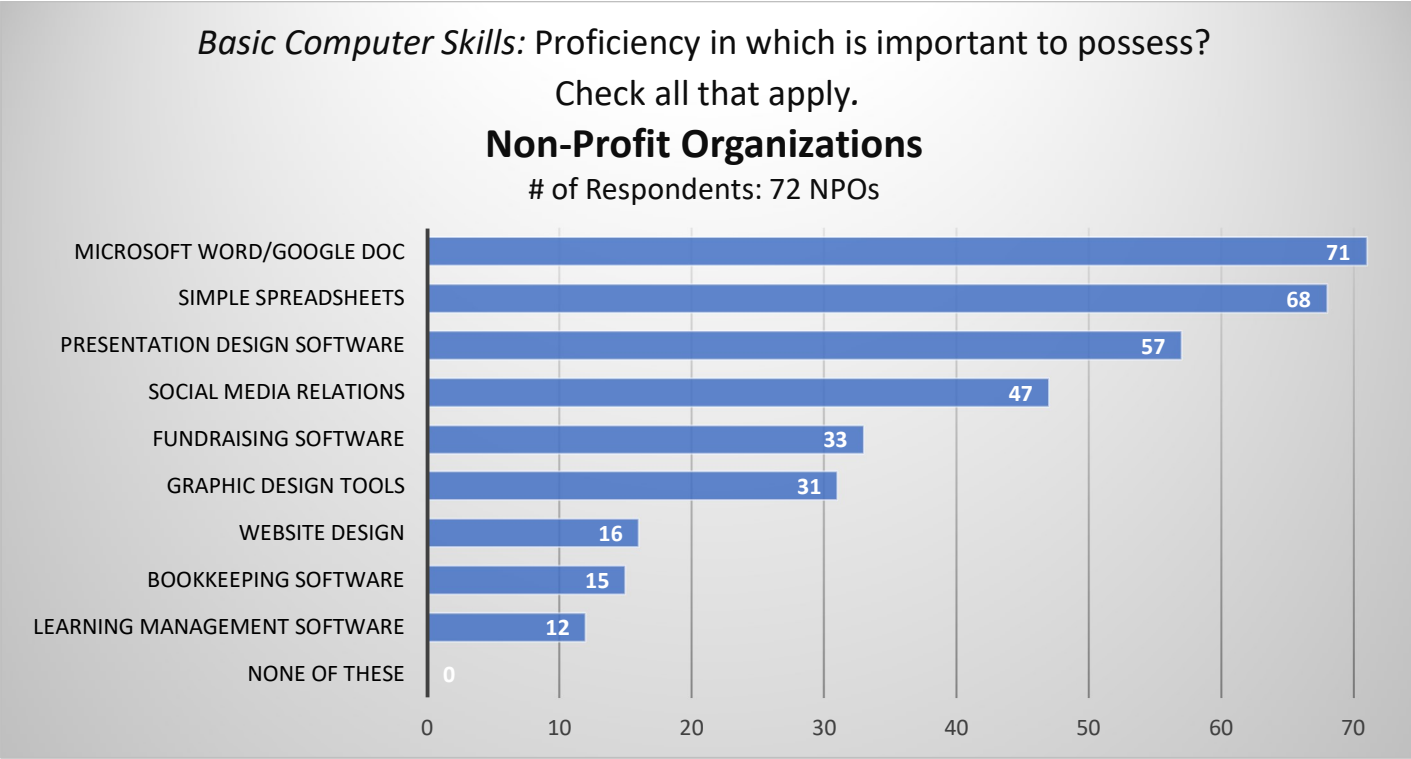


**Figure 13**

For both the government and non-profit sector, the top four choices were the same as the results for all sectors, as shown in Figure 14. Being able to use Microsoft Word was reported by 80 out of 88 respondents and simple spreadsheets by 78. 75 respondents reported presentation design software being important skill while 56 respondents mentioned social media relations. In the government sector, graphic design tools, website design, and learning management software were the next choices with a high number of selections, with 28, 21 and 16 respondents choosing these options. Only seven out of 88 respondents mentioned bookkeeping software while only four respondents mentioned fundraising software. The "none of these" option was not selected by anyone.



*Basic Computer Skills*: Proficiency in which is important to possess?
Check all that apply.
**Government Sector**
# of Resondents: Local gov. 80| State gov. 7| Federal gov. 1

MICROSOFT WORD/GOOGLE DOC — 80
SIMPLE SPREADSHEETS — 78
PRESENTATION DESIGN SOFTWARE — 75
SOCIAL MEDIA RELATIONS — 56
GRAPHIC DESIGN TOOLS — 28
WEBSITE DESIGN — 21
LEARNING MANAGEMENT SOFTWARE — 16
BOOKKEEPING SOFTWARE — 7
FUNDRAISING SOFTWARE — 4
NONE OF THESE — 0

**Figure 14**

Figure 15 shows the responses of NPOs. Almost all of the respondents mentioned Microsoft Word as an important skill, with 71 out of 72 respondents selecting this option. 68 respondents reported using simple spreadsheets as important skill to possess while 57 respondents reported presentation design software. For NPOs, fundraising software and graphic design tools were selected by around 30 out of 72 respondents, while website design and bookkeeping software were selected around 15 times each. The "none of these" option was not selected by anyone.
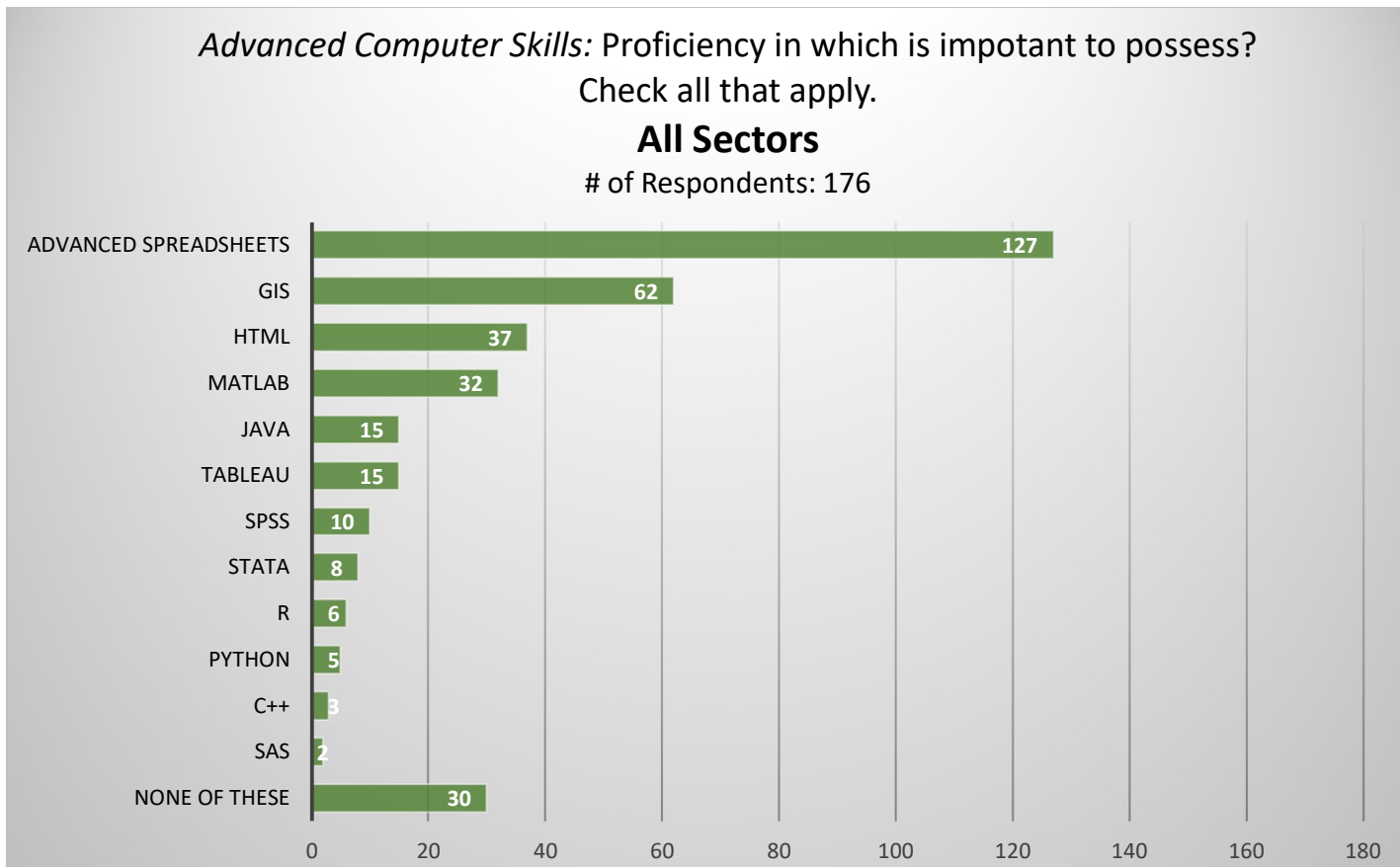
**Basic Computer Skills:** Proficiency in which is important to possess? Check all that apply.
**Non-Profit Organizations**
# of Respondents: 72 NPOs

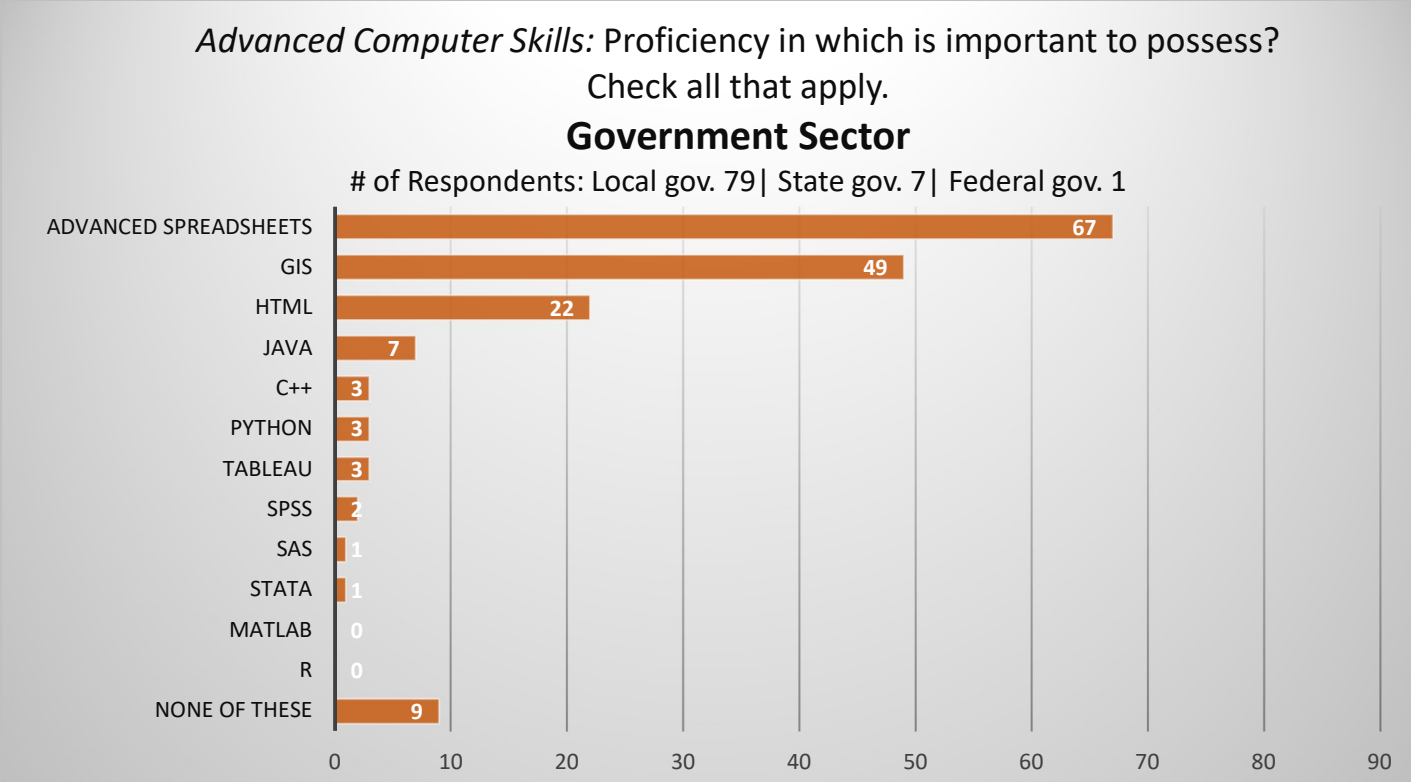| Skill | Value |
|---|---|
| MICROSOFT WORD/GOOGLE DOC | 71 |
| SIMPLE SPREADSHEETS | 68 |
| PRESENTATION DESIGN SOFTWARE | 57 |
| SOCIAL MEDIA RELATIONS | 47 |
| FUNDRAISING SOFTWARE | 33 |
| GRAPHIC DESIGN TOOLS | 31 |
| WEBSITE DESIGN | 16 |
| BOOKKEEPING SOFTWARE | 15 |
| LEARNING MANAGEMENT SOFTWARE | 12 |
| NONE OF THESE | 0 |

**Figure 15**

## Advanced Computer Skills

Respondents from all sectors chose the ability to use advanced spreadsheets as the most important advanced computer skill, with 127 out of 176 respondents choosing this option, as shown in Figure 16. The second highest chosen skill was knowing how to use geographical information systems (GIS), with 62 respondents selecting this option. Proficiency in HTML and Matlab were two other options that ranked higher among the choices, with 37 and 32 respondents choosing these skills respectively. Using Java and Tableau was selected by 15 respondents while SPSS was chosen 10 times. Eight respondents reported Stata as an important skill, six respondents R, five respondent Python, three respondents C++, and two respondents SAS. These lower numbers are likely because the organizations that responded to the survey were, for the most part, not research based institutions interested in hiring policy graduates. 30 respondents chose the "none of these" option which means that they have not mentioned any of the skills stated above and just chose "none of these."

**Advanced Computer Skills:** Proficiency in which is impotant to possess? Check all that apply.

**All Sectors**

# of Respondents: 176

| Skill | Value |
|---|---|
| ADVANCED SPREADSHEETS | 127 |
| GIS | 62 |
| HTML | 37 |
| MATLAB | 32 |
| JAVA | 15 |
| TABLEAU | 15 |
| SPSS | 10 |
| STATA | 8 |
| R | 6 |
| PYTHON | 5 |
| C++ | 3 |
| SAS | 2 |
| NONE OF THESE | 30 |

**Figure 16**

Results are somewhat more varied for advanced computer skills. In both the government and non-profit sectors, advanced knowledge of Excel was considered as the most important skill from the options, with 67 out of 88 government sector respondents reporting it. As shown in Figure 17, in the government sector, GIS was chosen by 49 out of 87 respondents. HTML was also seen as an important skill to possess by 22 of the government sector respondents. Using Java was selected by seven respondents. C++, Python and Tableau was reported to be important by three organizations. Two respondents reported SPSS as an important skill, one respondent R and one respondent Stata. None of the respondents reported Matlab and R. Nine respondents from government sector chose the "none of these" option.

**Advanced Computer Skills:** Proficiency in which is important to possess? Check all that apply.
**Government Sector**
# of Respondents: Local gov. 79| State gov. 7| Federal gov. 1

| Skill | Value |
|---|---|
| ADVANCED SPREADSHEETS | 67 |
| GIS | 49 |
| HTML | 22 |
| JAVA | 7 |
| C++ | 3 |
| PYTHON | 3 |
| TABLEAU | 3 |
| SPSS | 2 |
| SAS | 1 |
| STATA | 1 |
| MATLAB | 0 |
| R | 0 |
| NONE OF THESE | 9 |

**Figure 17**

The responses of NPOs is shown in Figure 18. For NPOs, HTML was chosen by 12 respondents, making it the second highest advanced computer skills that is important to possess for new hires. Tableau, Java, R, Stata, and GIS were selected between four and eight times by NPOs. The number of NPO respondents choosing R and Stata as an important skill was also low, only five respondents. Only four respondents mentioned GIS software while three respondents mentioned SPSS, two respondents Python and one respondent SAS. None of the respondents reported Matlab and C++. 18 organizations chose the "none of these" option.

**Advanced Computer Skills:** Proficiency in which is important to possess?
Check all that apply.
**Non-Profit Organizations**
# of Respondents: 70 NPOs

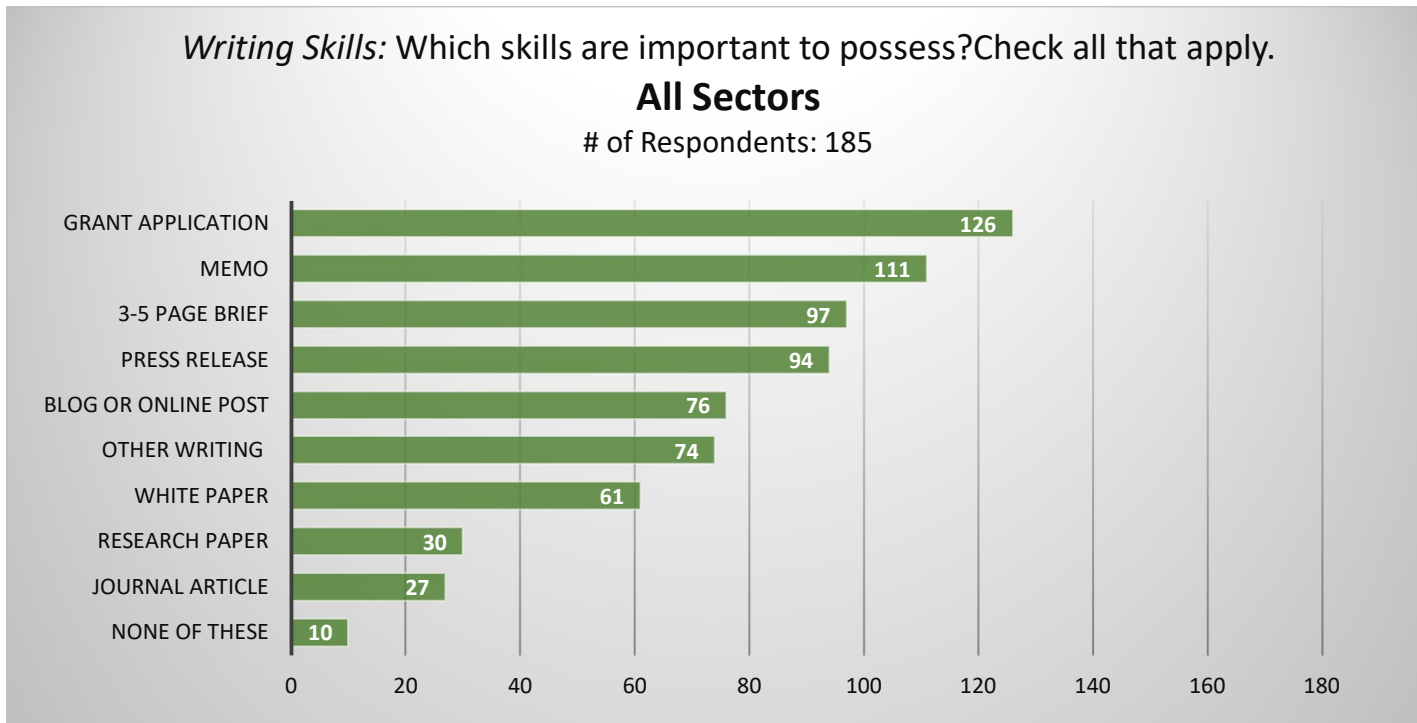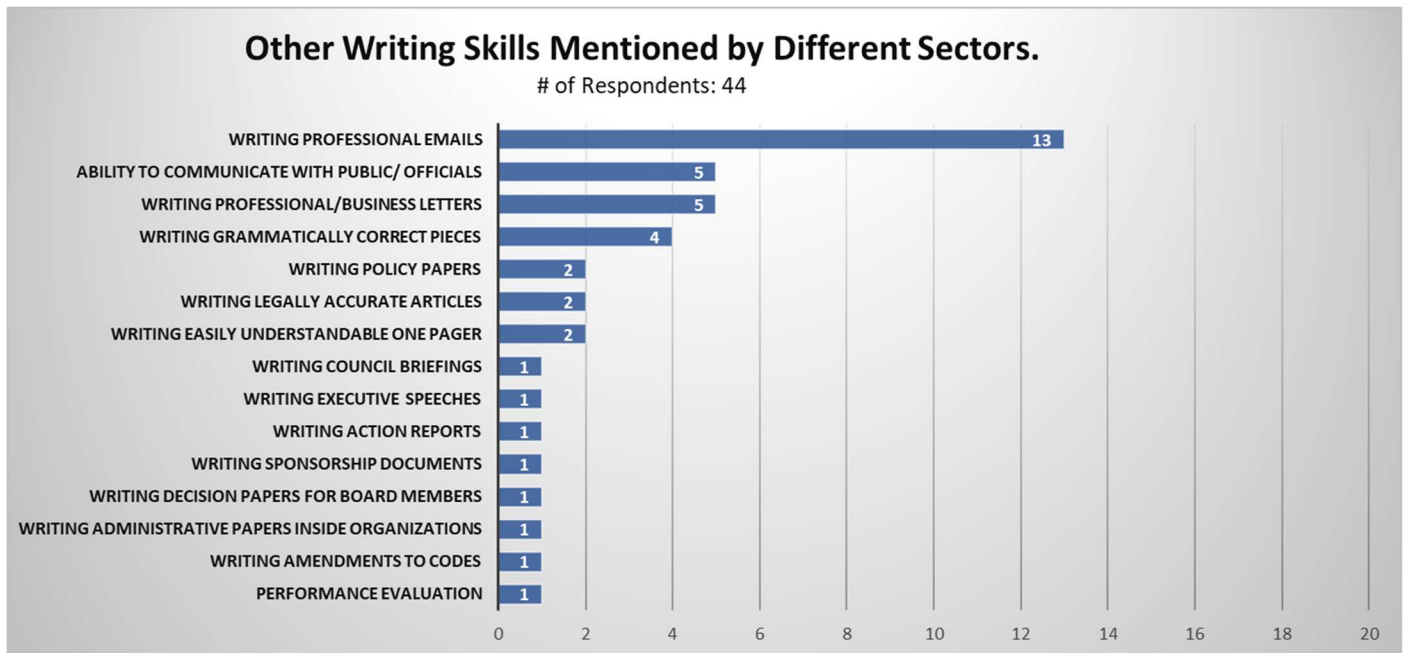| Skill | Value |
|---|---|
| ADVANCED SPREADSHEETS | 47 |
| HTML | 12 |
| TABLEAU | 8 |
| JAVA | 6 |
| R | 5 |
| STATA | 5 |
| GIS | 4 |
| SPSS | 3 |
| PYTHON | 2 |
| SAS | 1 |
| MATLAB | 0 |
| C++ | 0 |
| NONE OF THESE | 18 |
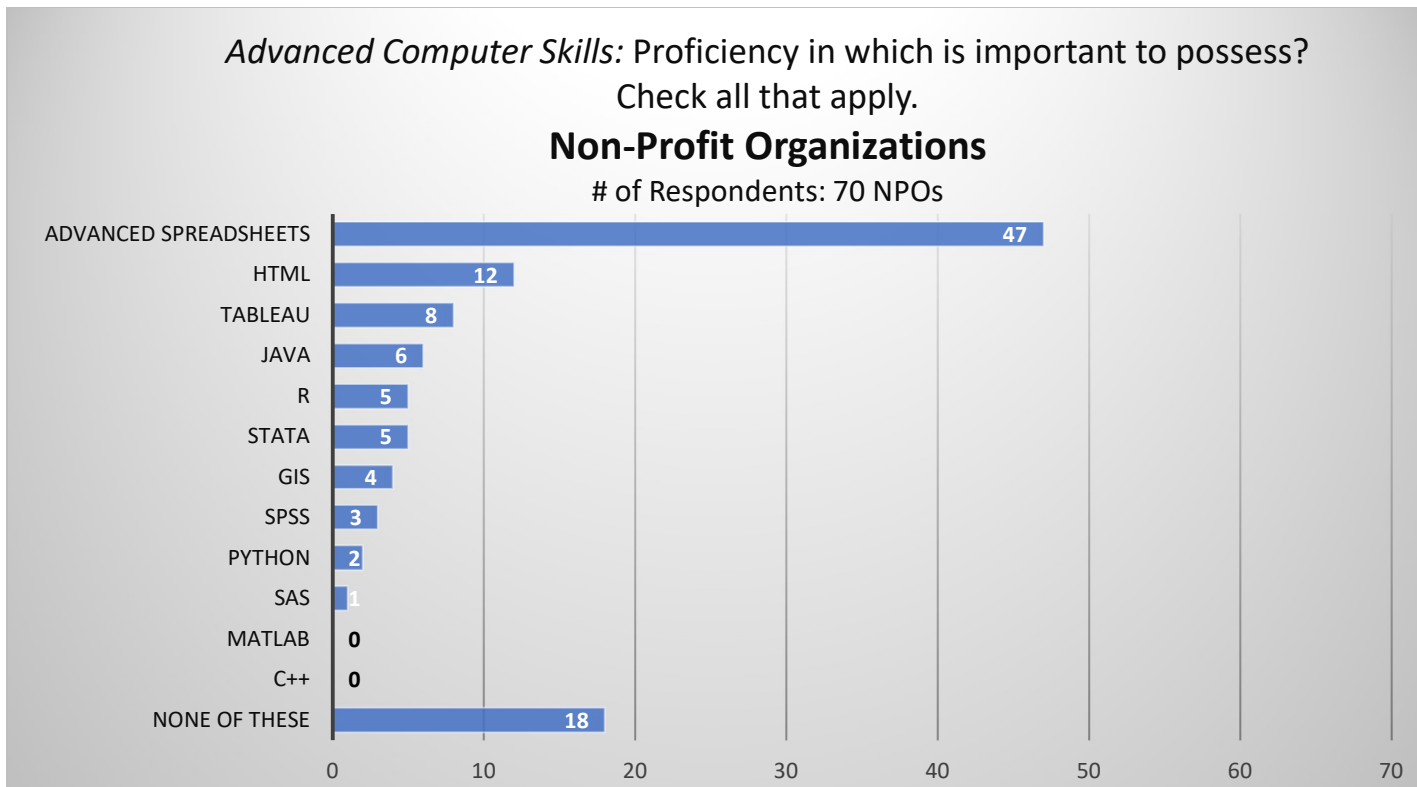
**Figure 18**

## Writing Skills

After the spring data collection, it appeared that an important writing skill was missing among options because many respondents (21 out of 30) chose "other writing" as being important. For this reason, a new option for writing skills, "writing memos" and "writing research papers" were added to the answer options. Thus, the first 30 observations may be missing important writing skills responses that are present in the answers of the remaining respondents. We also added the ability write-in a writing skill for those who chose the "other" option. As shown in Figure 19, for all sectors, being able to write a grant application and a memo were considered important skills to possess by the most respondents, with 126 and 111 of respondents out of 185 choosing those skills respectively, even though the first 30 respondents were not asked about writing a memo. Writing briefs and press releases were two other skills seen as highly important, with 97 and 94 respondents choosing these options. Writing a blog (76) and a white paper (61) were the next most important skills for new hires to possess. Writing a research paper (30) and a journal article (27) were the least mentioned skills compared to others. Overall, most of the writing skills that were presented as options were considered important,

although 10 respondents chose "none of these." 74 of the 185 respondents chose "other writing" as an important skill. Figure 20 below illustrates these responses for the 44 out of those 74 respondents who had the ability to specify what kind of additional writing skills they valued. 13 respondents mentioned the importance of new hires being able to write professional emails. The ability to communicate with the public and increase their participation was mentioned by five respondents. Writing professional/business letters and being able to formulate grammatically correct papers was specified to be important by five and four respondents, respectively. Further, two respondents noted that writing policy papers and articles as important skill. Writing briefs, sponsorship documents, amendments, administrative papers, reports, and speeches were each mentioned once. One respondent also mentioned performance evaluation to be an important skill to possess.



*Writing Skills:* Which skills are important to possess?Check all that apply.
**All Sectors**
# of Respondents: 185

| Skill | Value |
|---|---|
| GRANT APPLICATION | 126 |
| MEMO | 111 |
| 3-5 PAGE BRIEF | 97 |
| PRESS RELEASE | 94 |
| BLOG OR ONLINE POST | 76 |
| OTHER WRITING | 74 |
| WHITE PAPER | 61 |
| RESEARCH PAPER | 30 |
| JOURNAL ARTICLE | 27 |
| NONE OF THESE | 10 |

**Figure 19**

**Other Writing Skills Mentioned by Different Sectors.**
# of Respondents: 44

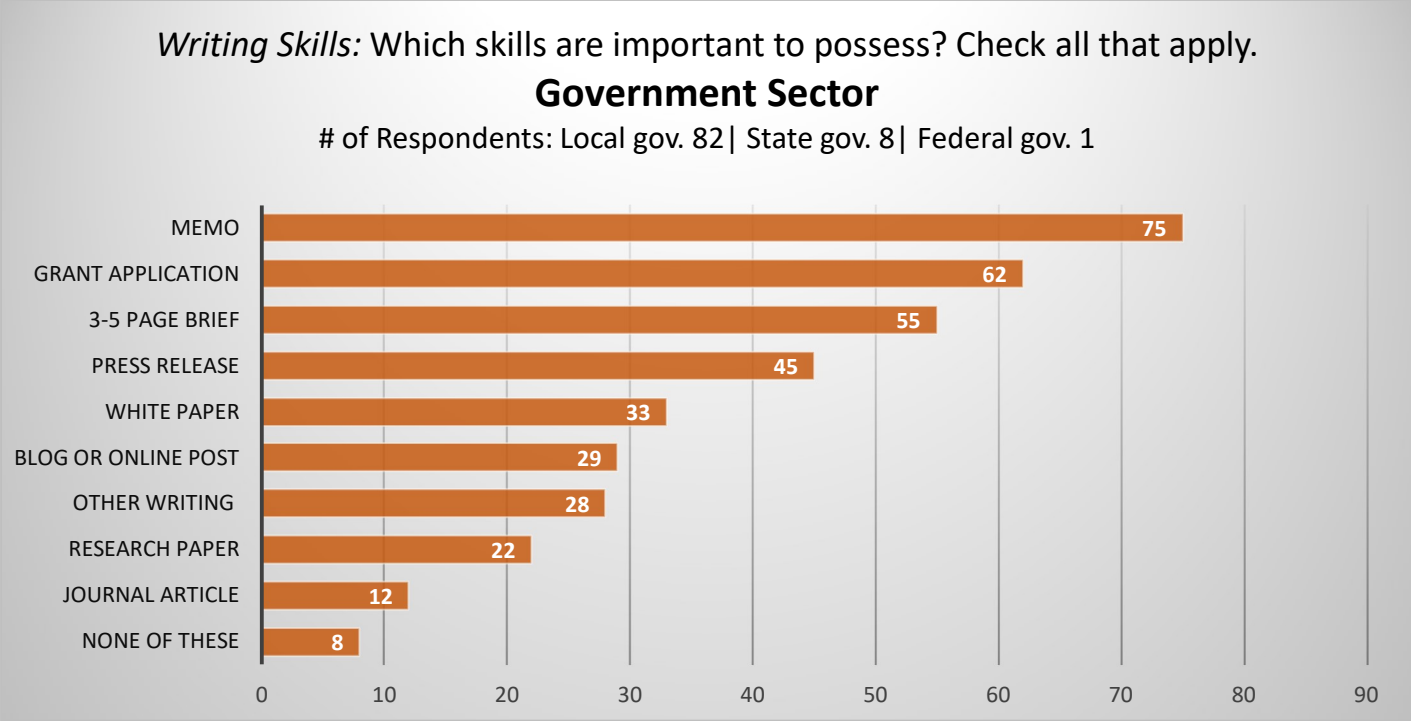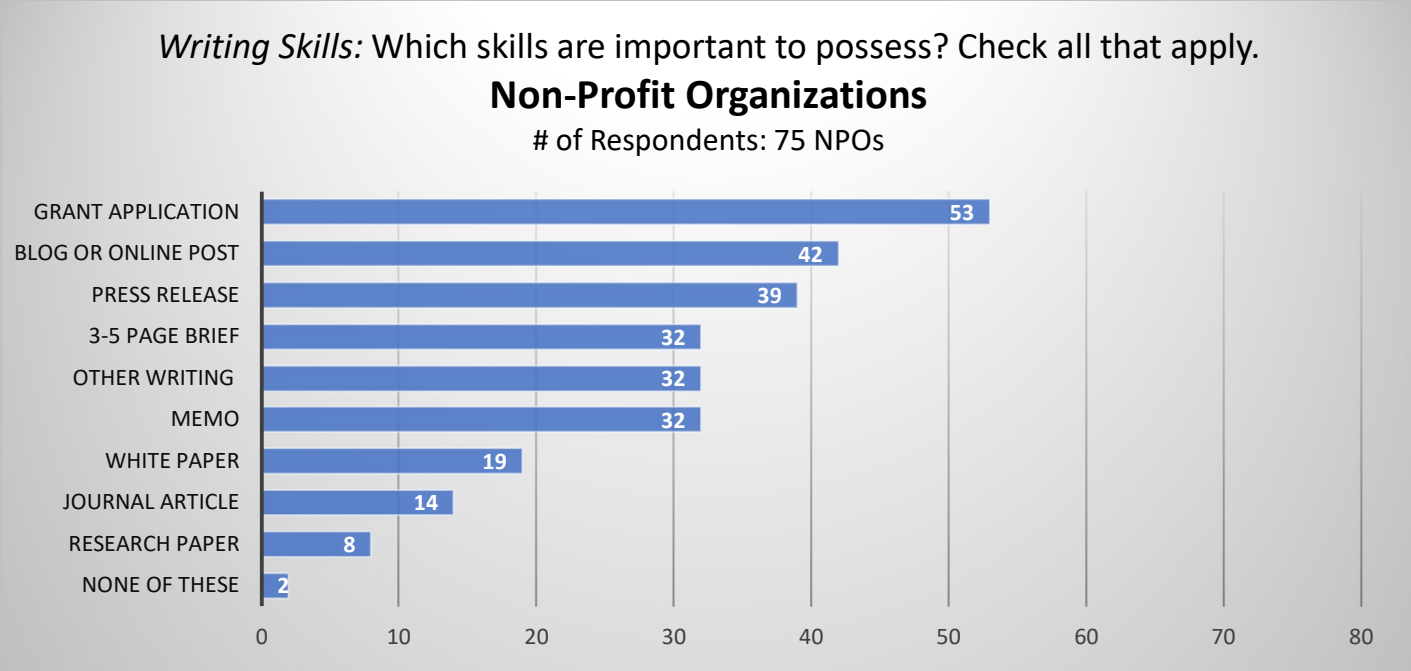| Skill | Value |
|---|---|
| WRITING PROFESSIONAL EMAILS | 13 |
| ABILITY TO COMMUNICATE WITH PUBLIC/ OFFICIALS | 5 |
| WRITING PROFESSIONAL/BUSINESS LETTERS | 5 |
| WRITING GRAMMATICALLY CORRECT PIECES | 4 |
| WRITING POLICY PAPERS | 2 |
| WRITING LEGALLY ACCURATE ARTICLES | 2 |
| WRITING EASILY UNDERSTANDABLE ONE PAGER | 2 |
| WRITING COUNCIL BRIEFINGS | 1 |
| WRITING EXECUTIVE SPEECHES | 1 |
| WRITING ACTION REPORTS | 1 |
| WRITING SPONSORSHIP DOCUMENTS | 1 |
| WRITING DECISION PAPERS FOR BOARD MEMBERS | 1 |
| WRITING ADMINISTRATIVE PAPERS INSIDE ORGANIZATIONS | 1 |
| WRITING AMENDMENTS TO CODES | 1 |
| PERFORMANCE EVALUATION | 1 |

**Figure 20**

As shown in Figure 21, in the government sector writing memos was the most important skill, being chosen by 75 out of 91 government sector respondents, even though the first 30 respondents were not asked about it. Writing a grant application was chosen 62 times, while being able to write a 3-5 page brief was chosen 55 times. Writing press releases, white papers, blogs, and research papers were other highly mentioned writing skills by government sector respondents, with 45, 33, 29 and 22 of respondents reporting them, respectively. Only 12 respondents reported writing a journal article as an important skill. Eight respondents listed "none of these." 24 government sector respondents chose the "other writing" skills option. 21 out 28 respondents mentioning "other writing skills" belong to the first group of 30 people that were not provided with "writing memo" and "writing a research paper" options. Several of the later respondents answered the open-ended question about which writing skills are important for their organization. Six respondents mentioned writing emails as an important skill, while two respondents noted writing policies. Three respondents mentioned writing legal pieces such as amendments, council briefings, and correspondence to elected officials. Two mentioned writing skills that include briefs, and two mentioned letters and two respondents mentioned articles. Good grammar was also mentioned by two respondents.

## Writing Skills: Which skills are important to possess? Check all that apply.
### Government Sector
# of Respondents: Local gov. 82| State gov. 8| Federal gov. 1

| Category | Value |
|---|---|
| MEMO | 75 |
| GRANT APPLICATION | 62 |
| 3-5 PAGE BRIEF | 55 |
| PRESS RELEASE | 45 |
| WHITE PAPER | 33 |
| BLOG OR ONLINE POST | 29 |
| OTHER WRITING | 28 |
| RESEARCH PAPER | 22 |
| JOURNAL ARTICLE | 12 |
| NONE OF THESE | 8 |

**Figure 21**

As shown in Figure 22, NPOs value grant application writing skills above the other options presented; 53 out of 75 NPOs chose this option. Being able to write a blog or online post was the second most preferred writing skill with 42 respondents choosing it. Writing press releases is the third top skill, chosen by 39 respondents. Writing 3-5 page briefs, writing memos, and "other writing skills" were each chosen by 32 respondents. All the other writing skills were selected by a substantially lower number of respondents. Writing white papers was reported as being important by 19 respondents while 14 respondents mentioned selected journal article. Being able to write a research paper being the least preferred skill, with eight of respondents choosing this option. Only two non-profit respondents chose "none of these." 13 NPO respondents chose "other writing" as an option and in an open-ended question, they provided written responses about which "other writing" skills are important. Three respondents noted the importance of grammar. Two respondents mentioned writing email and two respondents mentioned "social media management." The other writing skills mentioned include project summaries, committee minutes, sponsorship documents, donor letters, and evaluation reports, each mentioned once by a respondent.

**Writing Skills:** Which skills are important to possess? Check all that apply.

**Non-Profit Organizations**

# of Respondents: 75 NPOs

| Skill | Count |
|---|---|
| GRANT APPLICATION | 53 |
| BLOG OR ONLINE POST | 42 |
| PRESS RELEASE | 39 |
| 3-5 PAGE BRIEF | 32 |
| OTHER WRITING | 32 |
| MEMO | 32 |
| WHITE PAPER | 19 |
| JOURNAL ARTICLE | 14 |
| RESEARCH PAPER | 8 |
| NONE OF THESE | 2 |

**Figure 22**

## Speaking Skills

As illustrated in Figure 23, respondents were asked to choose important speaking skills that the new hires should possess. Results for important speaking skills for all sectors showed that almost all respondents mentioned being able to present to a group/staff as being very important skills; 171 out of 182 respondents chose this option. The second highest choice was "presenting to client," which was selected 104 times. Speaking to the press and cold calling were chosen 64 and 60 times, respectively. Speaking a foreign language was the least mentioned skill with 32 people mentioning it. Of those who specified "speaking a foreign language," 26 out of 31 respondents specified Spanish, Arabic and French were each mentioned by four respondents, Chinese was specified by three respondents, two respondents said that any additional language is a plus, as shown in Figure 24. Flemish, German, Italian, Vietnamese, Korean, Hindi, Russian and sign language were each mentioned once. Only six respondents chose "none of these."
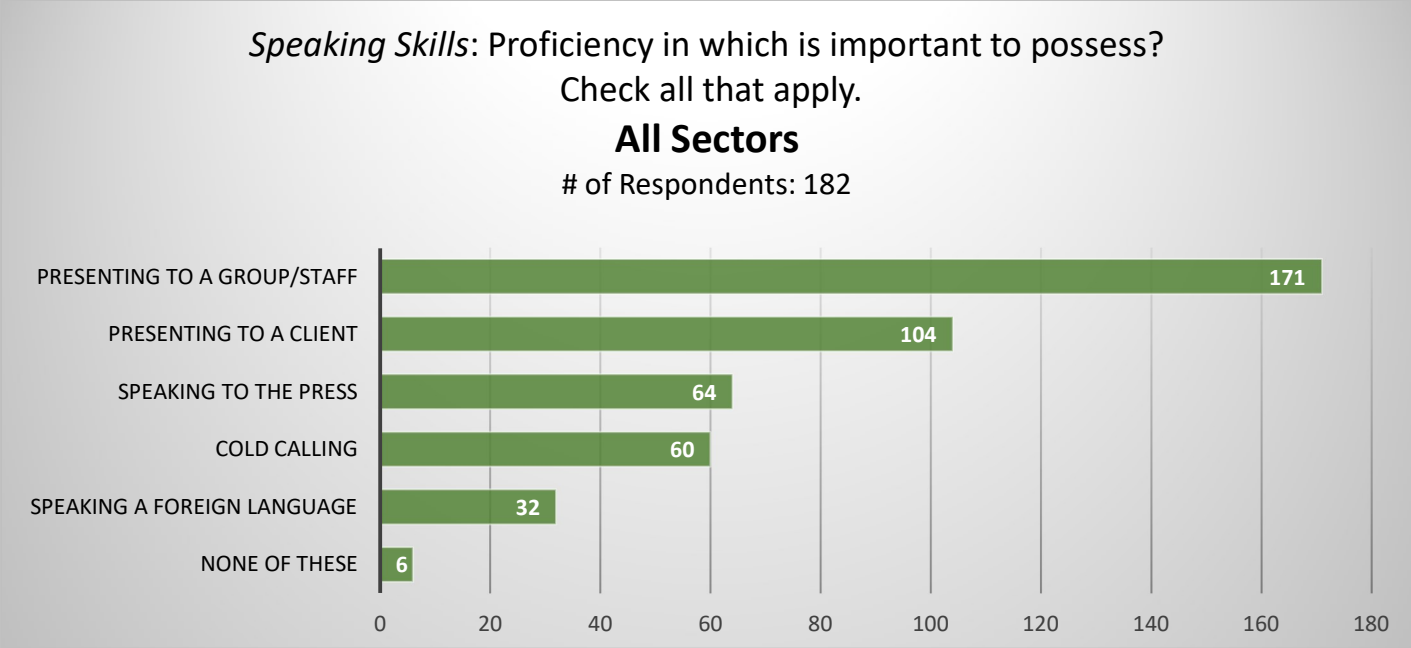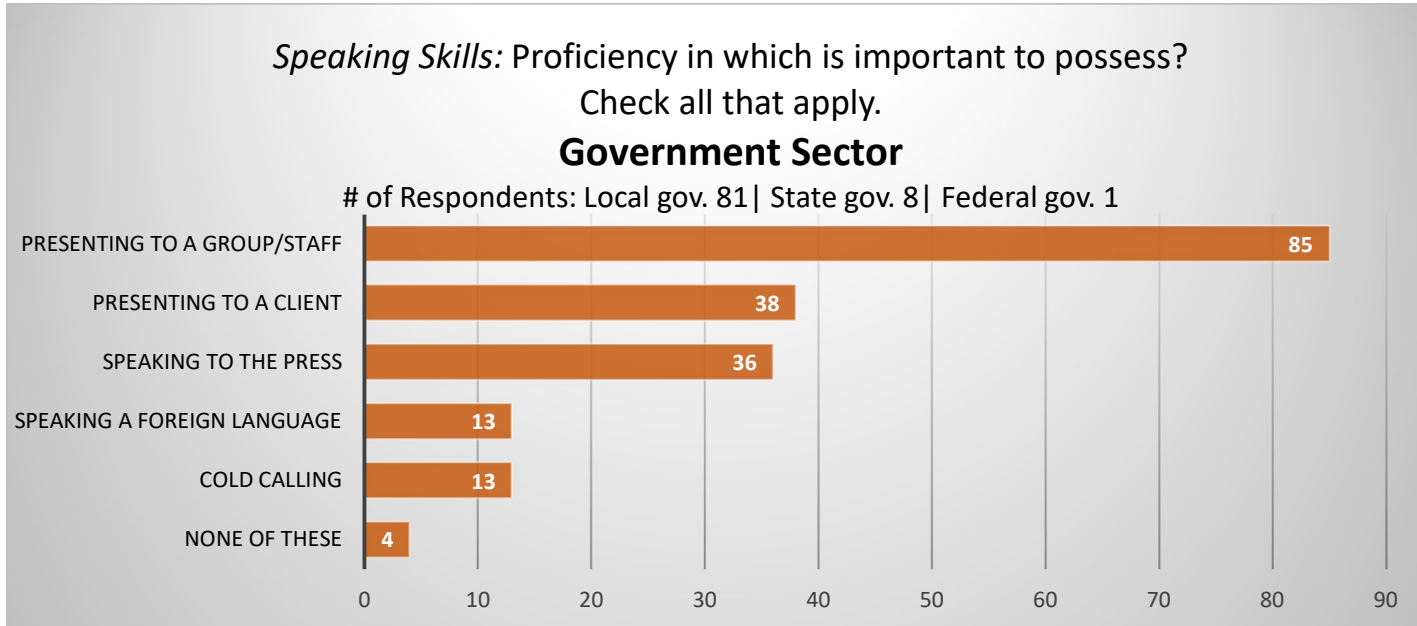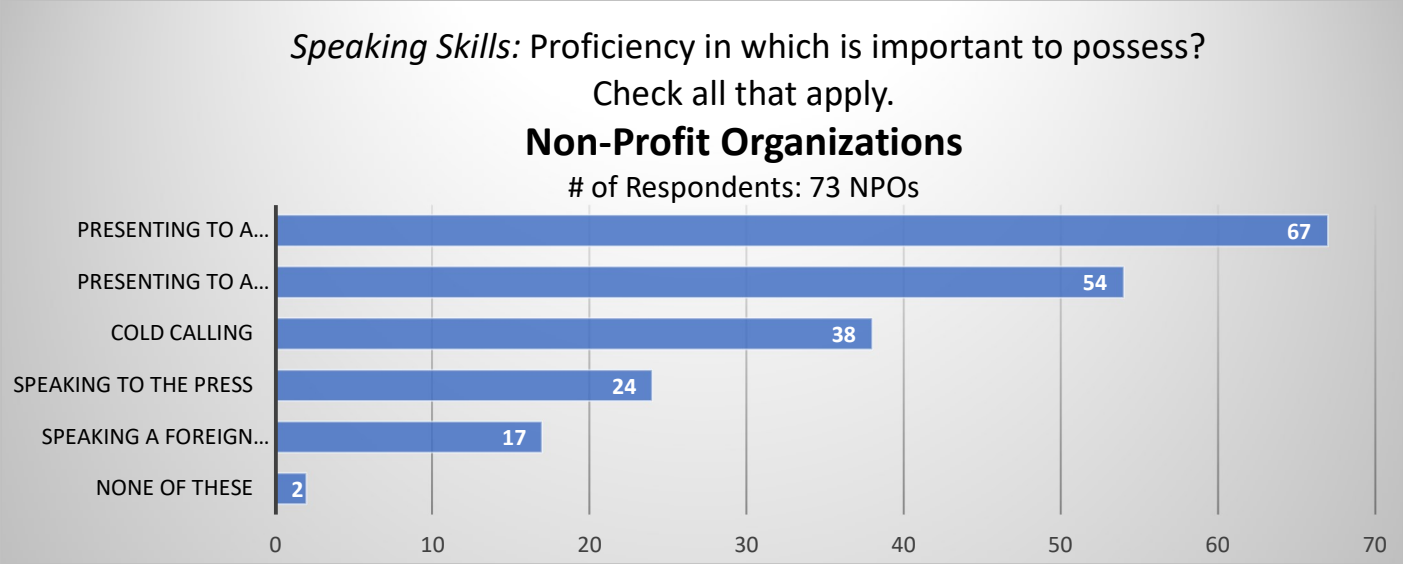
**Figure 23**
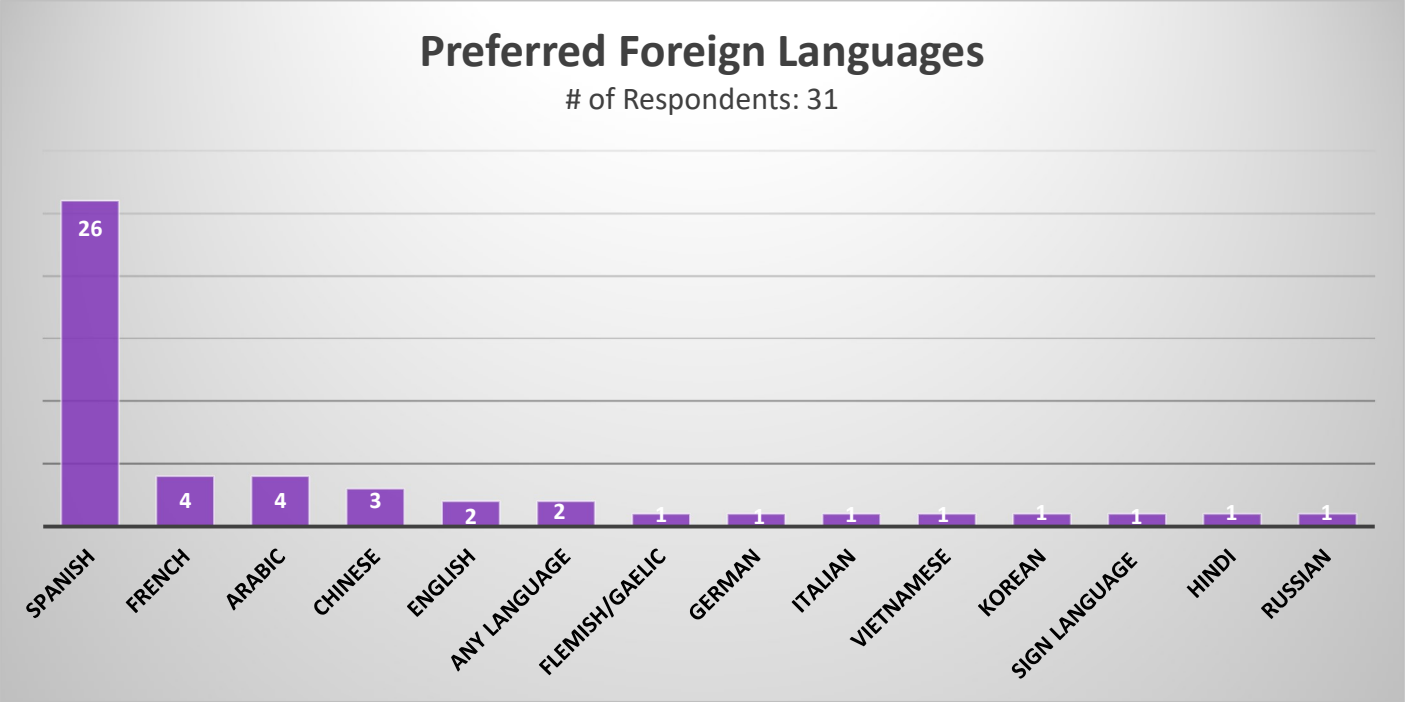


**Figure 24**

In the government sector, as shown in Figure 25, 85 out 90 respondents chose presenting to group and staff as being important skill. After this skill, the frequency of respondents choosing other results declined sharply. Presenting to client was selected 38 times, speaking to press 36 times, and speaking foreign language and cold calling were both selected 13 times. Four

respondents chose "none of these." The languages mentioned by government sector in an open-ended question include Spanish mentioned 12 times, Chinese mentioned two times. French, Arabic, and Flemish were all mentioned once.
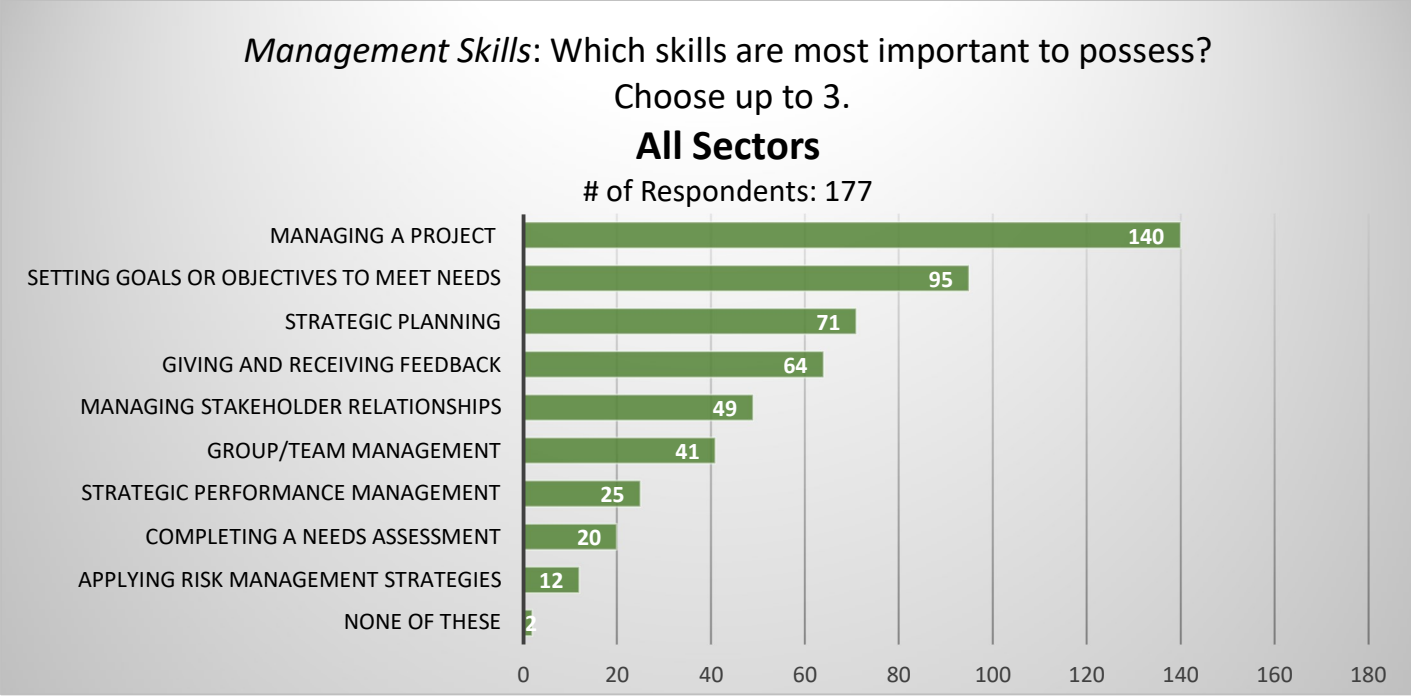


**Figure 25**

Similarly, as shown in Figure 26, for non-profit organizations, presenting to group/staff was also the most selected choice. Presenting to client had a higher response rate for NPOs than for the government sector, with 54 out of 73 NPOs choosing this skill as important. Cold calling was the last of top three important skills for NPOs; it was chosen 38 times. Speaking to the press was selected 24 times and speaking a foreign language 17 times. Two respondents listed "none of these." The number of respondents choosing being able to speak a foreign language as an important skill was higher for non-profit organizations than the government sector. The respondents then were asked to write in the foreign language they preferred. 12 respondents mentioned Spanish, two English. French and Arabic were mentioned once. Two respondents said that any foreign language is important.

**Speaking Skills:** Proficiency in which is important to possess? Check all that apply.
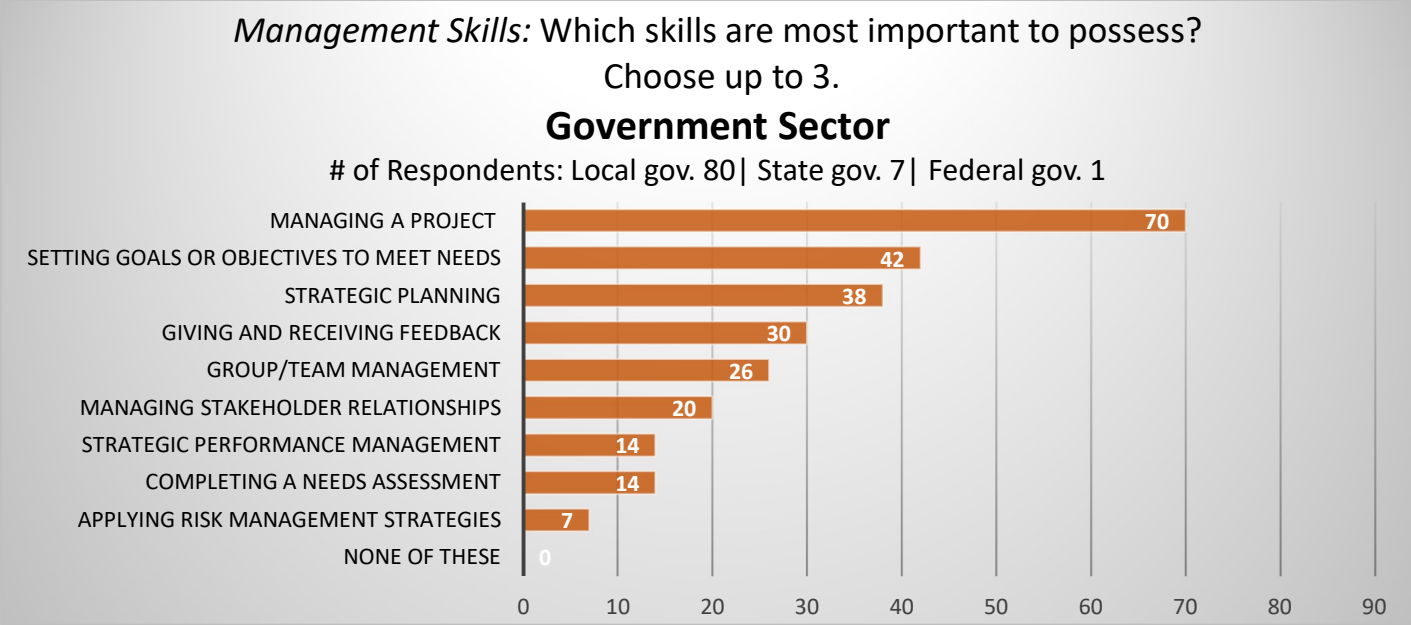**Non-Profit Organizations**
# of Respondents: 73 NPOs

**Figure 26**

## Management Skills

As shown in Figure 27, for both sectors, project management and being able to set goals and objectives to meet needs were pointed out as important skills. Among all sectors, managing projects is especially important, with 140 out of 177 respondents selecting this skill. Setting goals to meet needs was chosen by 95 respondents.  "Strategic planning" was chosen 71 times, "giving and receiving feedback" was chosen 64 times, "managing stakeholder relationships" was chosen 49 times, and "group/team management" was chosen 41 times by respondents. Afterwards, there is a sharp decline in the number of respondents choosing options. Only 25 respondents chose "strategic performance management" and only 20 respondents mentioned needs assessment as an important skill. "Applying risk management strategies" was the least favorable management skill with only 12 respondents choosing it. Only two respondents chose "none of these."

**Management Skills**: Which skills are most important to possess?
Choose up to 3.
**All Sectors**
# of Respondents: 177

| Skill | Count |
|---|---|
| MANAGING A PROJECT | 140 |
| SETTING GOALS OR OBJECTIVES TO MEET NEEDS | 95 |
| STRATEGIC PLANNING | 71 |
| GIVING AND RECEIVING FEEDBACK | 64 |
| MANAGING STAKEHOLDER RELATIONSHIPS | 49 |
| GROUP/TEAM MANAGEMENT | 41 |
| STRATEGIC PERFORMANCE MANAGEMENT | 25 |
| COMPLETING A NEEDS ASSESSMENT | 20 |
| APPLYING RISK MANAGEMENT STRATEGIES | 12 |
| NONE OF THESE | 2 |

**Figure 27**

The government sector responses regarding management skills are shown in Figure 28. As it can be seen from the chart, respondents from the government sector chose being able to manage a project and setting goals at a higher frequency than the other choices with 70 of 80 respondents choosing managing a project and 42 choosing setting goals. Strategic planning was also of great importance, being selected by 38 respondents. "Giving and receiving feedback" and "group/team management" were almost equally important and were chosen by around 30 respondents each. "Managing stakeholder relationships" were mentioned 20 times, while both "strategic performance management" and "completing a needs assessment" were chosen 14 times. Having the ability to apply risk management strategies was the least important skill for the government sector with only seven respondents choosing it. No respondents chose "none of these."
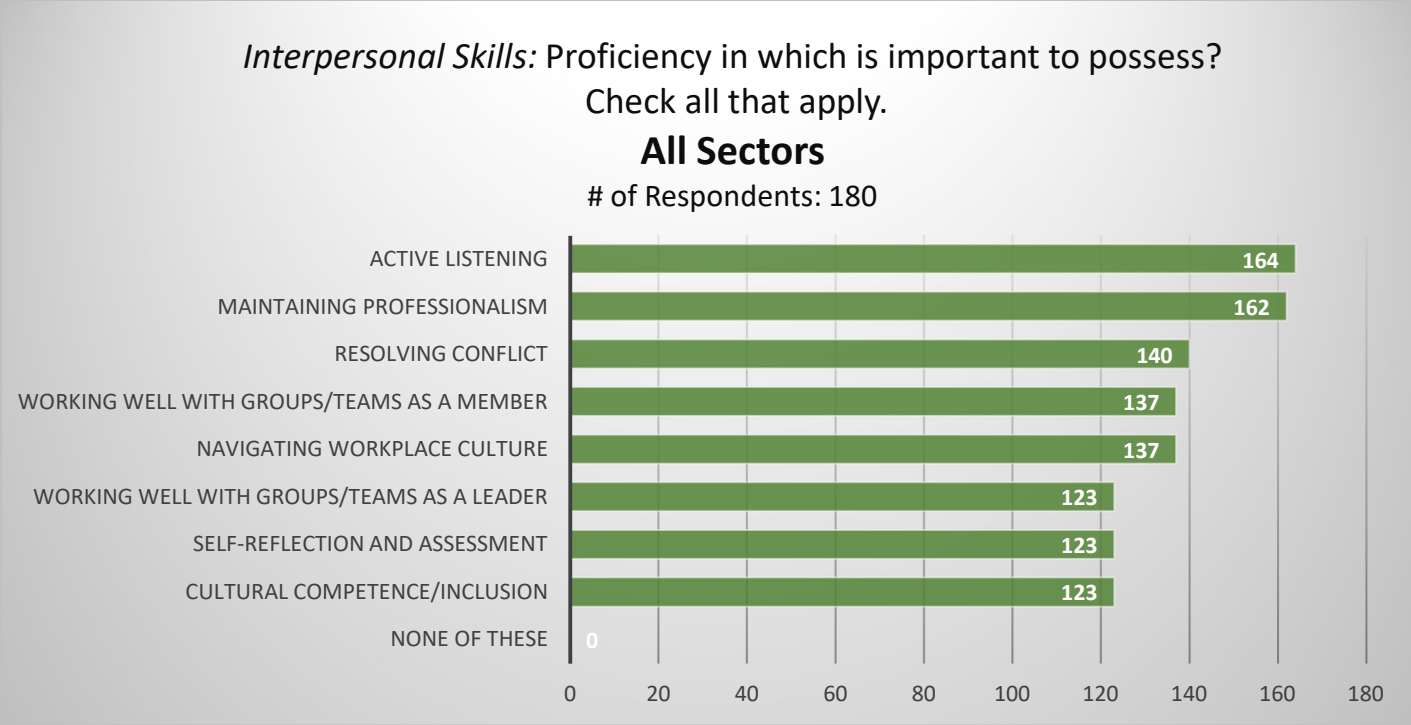
**Figure 28**

As shown in Figure 29, being able to manage projects and set goals, were chosen 54 and 42 times, respectively, and 29 non-profit organizations selected "giving and receiving feedback" as the third most important skill. Moreover, they emphasized the importance of strategic planning and being able to manage stakeholder relationships, with around 26 respondents reporting these skills. "Group/team management" was reported to be important 13 times. "Strategic performance management" was mentioned six times and risk management only three times. Of least importance, only two of the non-profit participants chose risk management and being able to complete a needs assessment as favorable skills. Two non-profit respondents chose "none of these."
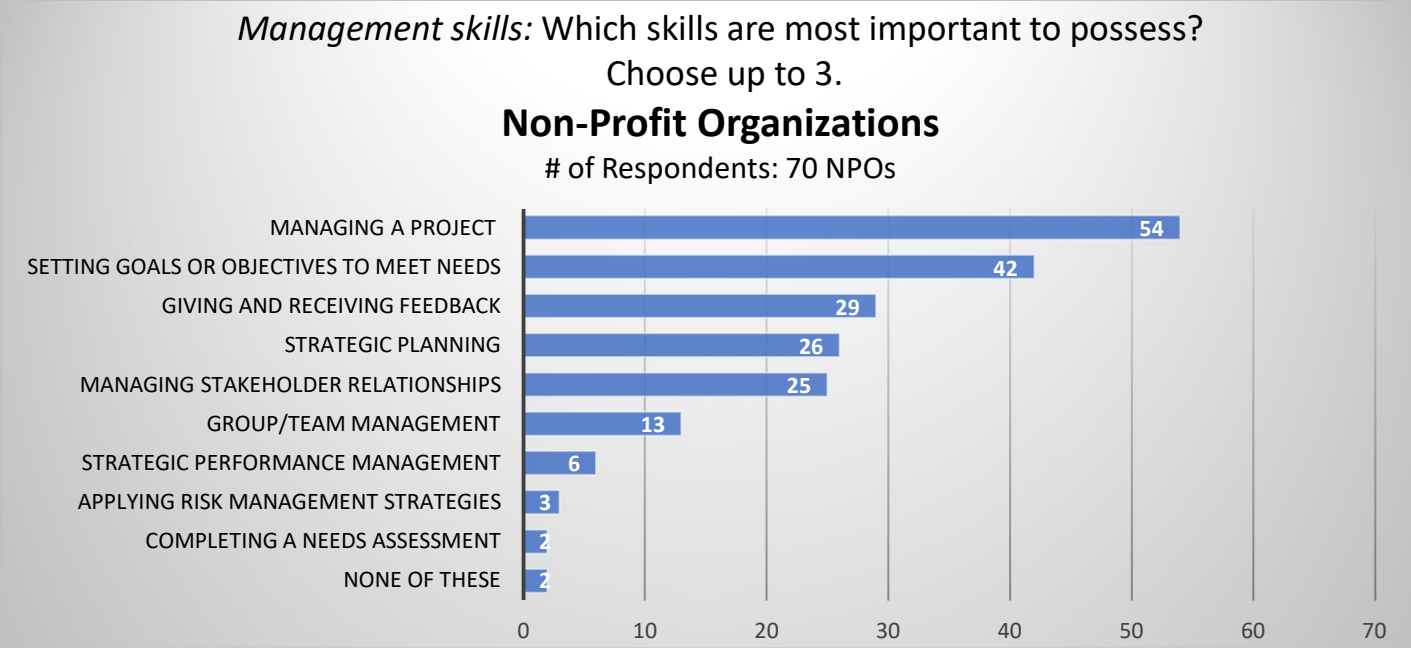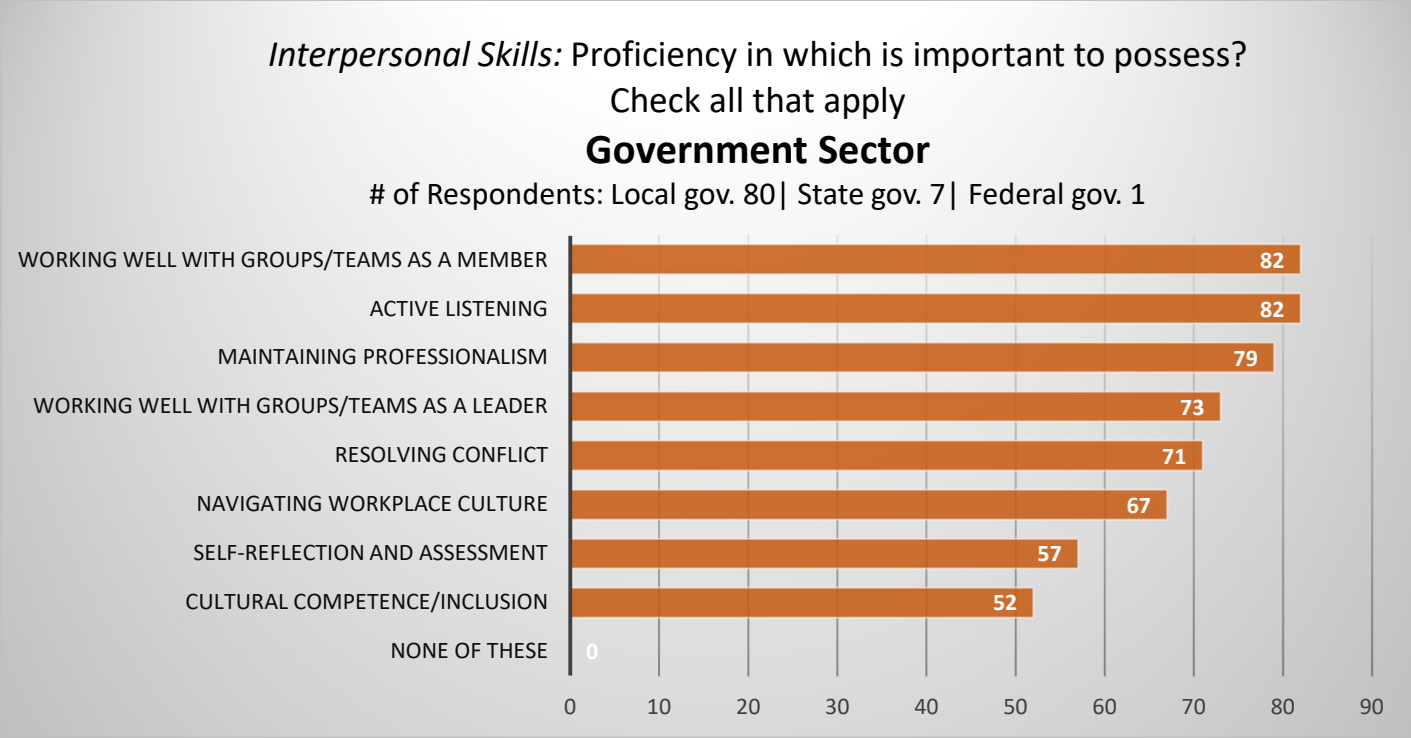
**Figure 29**

## Interpersonal Skills

To understand which interpersonal skills are important to different sectors, participants were asked to select skills such as resolving conflict, active listening, and navigating culture that are of value to their organization. This question was a "choose all that apply" rather than "choose up to three" question. This question had the highest number of responses, with 180 respondents participating and no respondents choosing "none of these." As shown in Figure 30, almost all the options for interpersonal skills were chosen by respondents as being important. All of the choices provided were selected more that 120 times. The options "active listening" and "maintaining professionalism" were considered almost equally important for organizations and were selected 164 and 162 times, respectively. Resolving conflicts was chosen by 140 out of 180 organizations making it one of the top three most mentioned skills. Working well in groups as a team member and navigating a workplace's culture were both selected 137 times. Working as a group leader, being able to self-reflect, and possessing cultural competence were all mentioned 123 times by organizations.

**Interpersonal Skills:** *Proficiency in which is important to possess?*
Check all that apply.
**All Sectors**
# of Respondents: 180

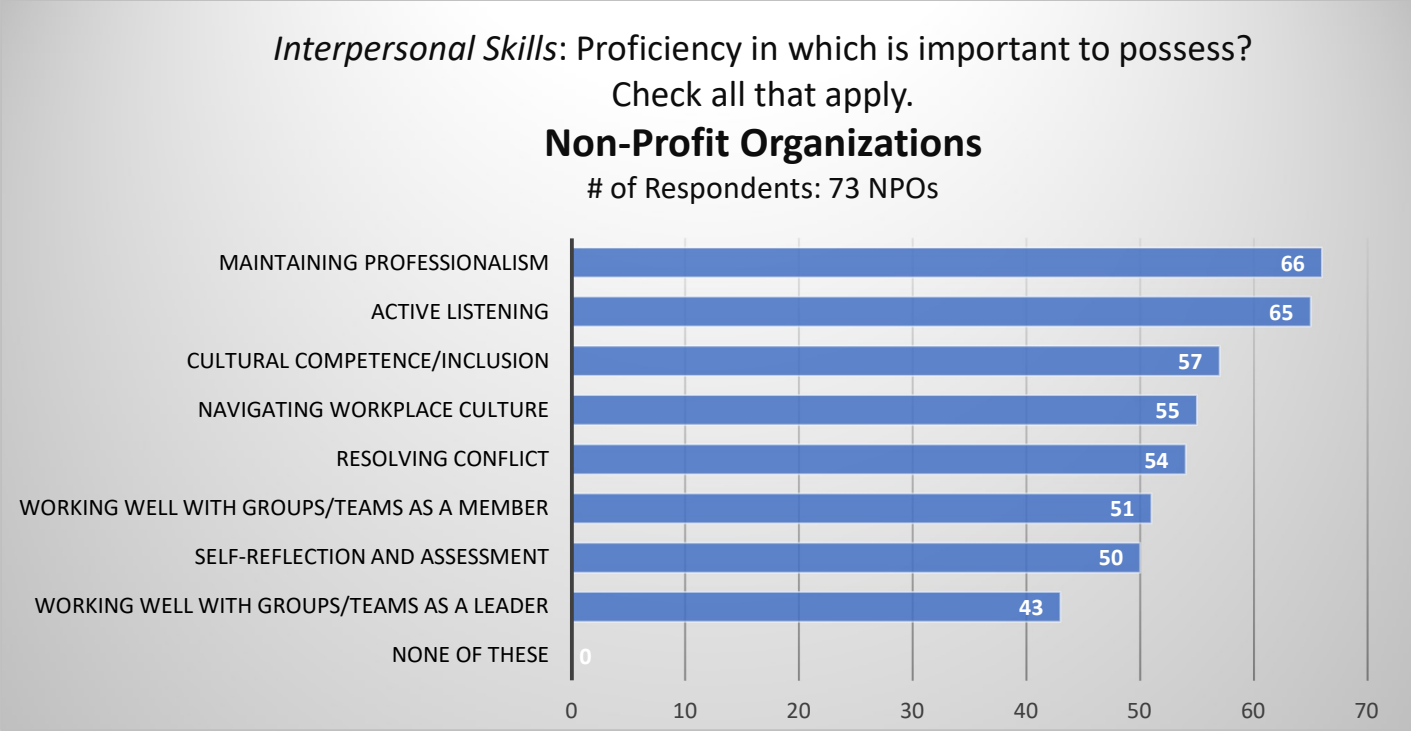| Skill | Value |
|---|---|
| ACTIVE LISTENING | 164 |
| MAINTAINING PROFESSIONALISM | 162 |
| RESOLVING CONFLICT | 140 |
| WORKING WELL WITH GROUPS/TEAMS AS A MEMBER | 137 |
| NAVIGATING WORKPLACE CULTURE | 137 |
| WORKING WELL WITH GROUPS/TEAMS AS A LEADER | 123 |
| SELF-REFLECTION AND ASSESSMENT | 123 |
| CULTURAL COMPETENCE/INCLUSION | 123 |
| NONE OF THESE | 0 |

**Figure 30**

For the government sector, the most important skills were being able to work well as a group/team member and active listening with 82 respondents reporting these options, as shown in Figure 31. This indicates that the government sector highly values being able to take part in teams and listen to others. All the other interpersonal skills were selected by more than half of the respondents. "Maintaining professionalism" was chosen 79 times, having leadership skills was chosen 73 times, conflict resolution 71 times making these the most highly mentioned skills. These skills were then followed by "navigating workplace culture" with 67 and "self-reflection and assessment" with 57 respondents mentioning it. Although chosen by 52 participants, cultural competence was considered the least important skill when compared to the other choices. The "none of these" option was not selected by any respondents.

**Figure 31**

As shown in Figure 32, NPOs valued maintaining professionalism more than any other choice, with 66 out of 73 respondents selecting this option. Similarly, active listening was considered an important skill by 65 respondents. All the other choices were selected by more than half of the respondents. In contrast to the government sector, for NPOs, cultural competence was one of the top three skills, with being able to navigate a workplace's culture having 55 responses. Resolving conflict and working in a team as a member both got high respondents as well, with 54 and 51 people choosing them, respectively. Similarly, 50 respondents reported "self-reflection and assessment" as an important skill. The least selected skill for NPOs was being able to work in a team as a leader, with it still being considered important by 43 out of 73 NPO respondents. The "none of these" option was not selected by any respondents.
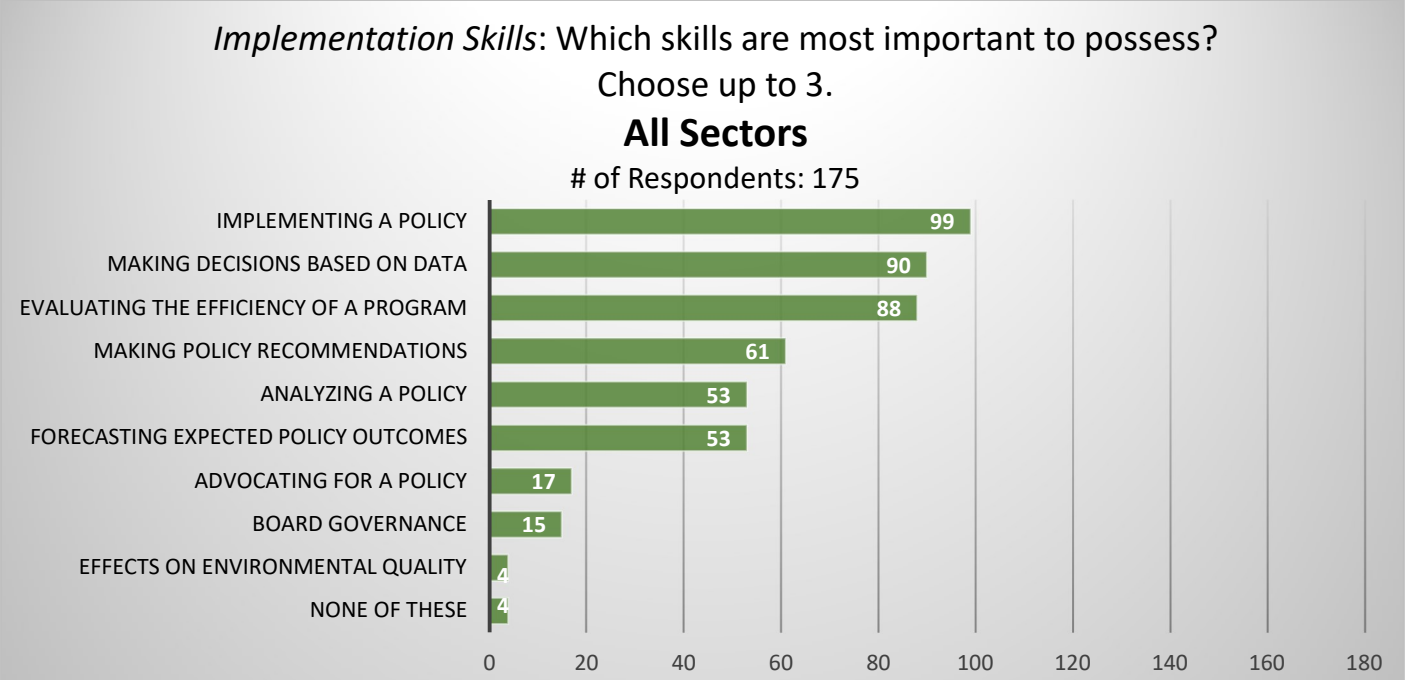
**Interpersonal Skills**: Proficiency in which is important to possess? Check all that apply.
**Non-Profit Organizations**
# of Respondents: 73 NPOs

| Skill | Value |
|---|---|
| MAINTAINING PROFESSIONALISM | 66 |
| ACTIVE LISTENING | 65 |
| CULTURAL COMPETENCE/INCLUSION | 57 |
| NAVIGATING WORKPLACE CULTURE | 55 |
| RESOLVING CONFLICT | 54 |
| WORKING WELL WITH GROUPS/TEAMS AS A MEMBER | 51 |
| SELF-REFLECTION AND ASSESSMENT | 50 |
| WORKING WELL WITH GROUPS/TEAMS AS A LEADER | 43 |
| NONE OF THESE | 0 |

**Figure 32**

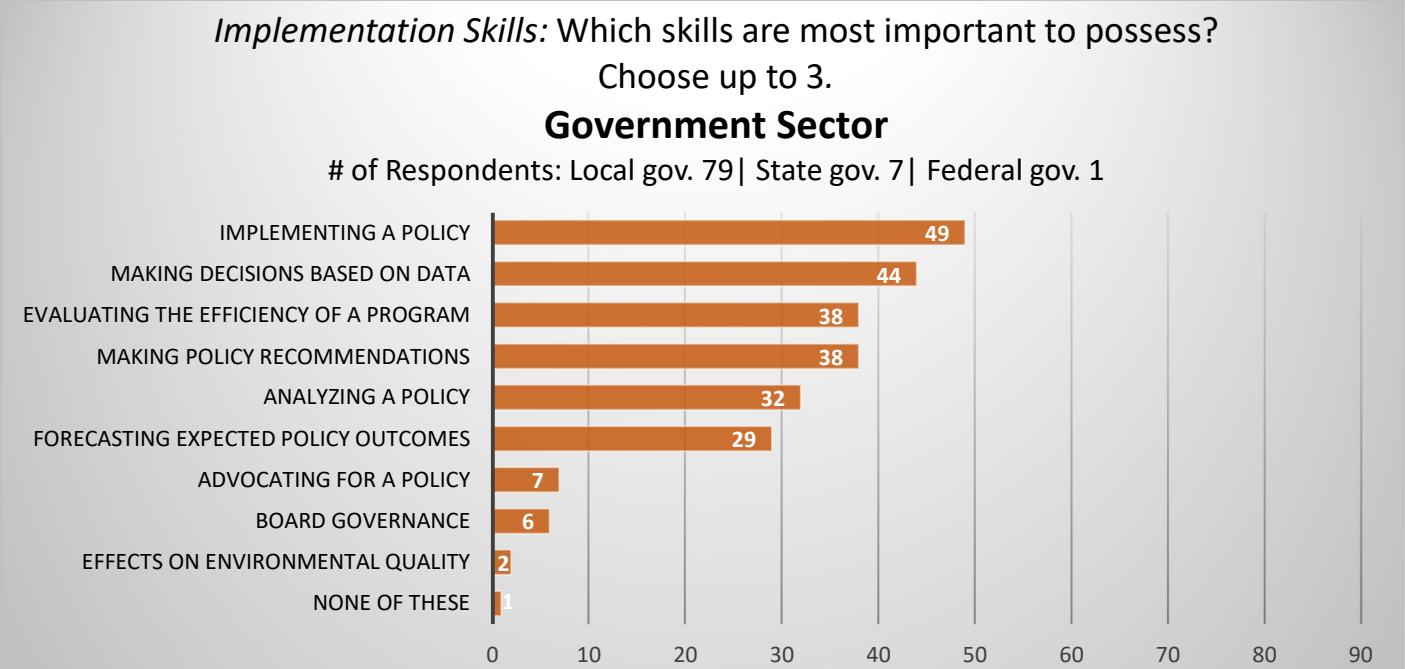## Implementation Skills

Responses for the implementation skills question for all sectors are illustrated in Figure 33. The most chosen skill, "implementing a policy," was selected by 99 out of the 175 respondents.  Next, "making decisions based on the data" was selected 90 times and "evaluating the efficiency of a program" 88 times. The next most mentioned skills were "making policy recommendations" with 61 respondents choosing it, "analyzing policy" with 53 respondents choosing it, and "forecasting expected policy outcomes" with 53 respondents choosing it. Other skills were selected by a very low number of respondents. "Advocating for policy" was mentioned only 17 times, while "board governance" 15 times. "Analyzing effects on environmental quality" was the least mentioned skill with only four respondents choosing this option. Four respondents chose "none of these."

**Implementation Skills**: Which skills are most important to possess? Choose up to 3.
**All Sectors**
# of Respondents: 175

| Skill | Value |
|---|---|
| IMPLEMENTING A POLICY | 99 |
| MAKING DECISIONS BASED ON DATA | 90 |
| EVALUATING THE EFFICIENCY OF A PROGRAM | 88 |
| MAKING POLICY RECOMMENDATIONS | 61 |
| ANALYZING A POLICY | 53 |
| FORECASTING EXPECTED POLICY OUTCOMES | 53 |
| ADVOCATING FOR A POLICY | 17 |
| BOARD GOVERNANCE | 15 |
| EFFECTS ON ENVIRONMENTAL QUALITY | 4 |
| NONE OF THESE | 4 |

**Figure 33**

Being able to implement a policy was the top skill for the government sector, selected 49 out of 87 government sector respondents, as shown in Figure 34. "Making decisions based on data" and "evaluating the efficiency of a program" were the top three most selected implementation skills for the government sector, with 44 and 38 respondents choosing this option, respectively. The next most mentioned skills were "making policy recommendations" with 38 responses, "analyzing policy" with 32 responses, and "forecasting expected policy outcomes" with 29 responses. The other skills were selected by very few respondents. "Advocating for a policy" was reported as important by seven respondents, while "board governance" was selected only six times. Being able to analyze the effects on environmental quality was the least mentioned skill, with only two responses. Only one respondent listed "none of these."

**Implementation Skills:** Which skills are most important to possess? Choose up to 3.
**Government Sector**
# of Respondents: Local gov. 79| State gov. 7| Federal gov. 1

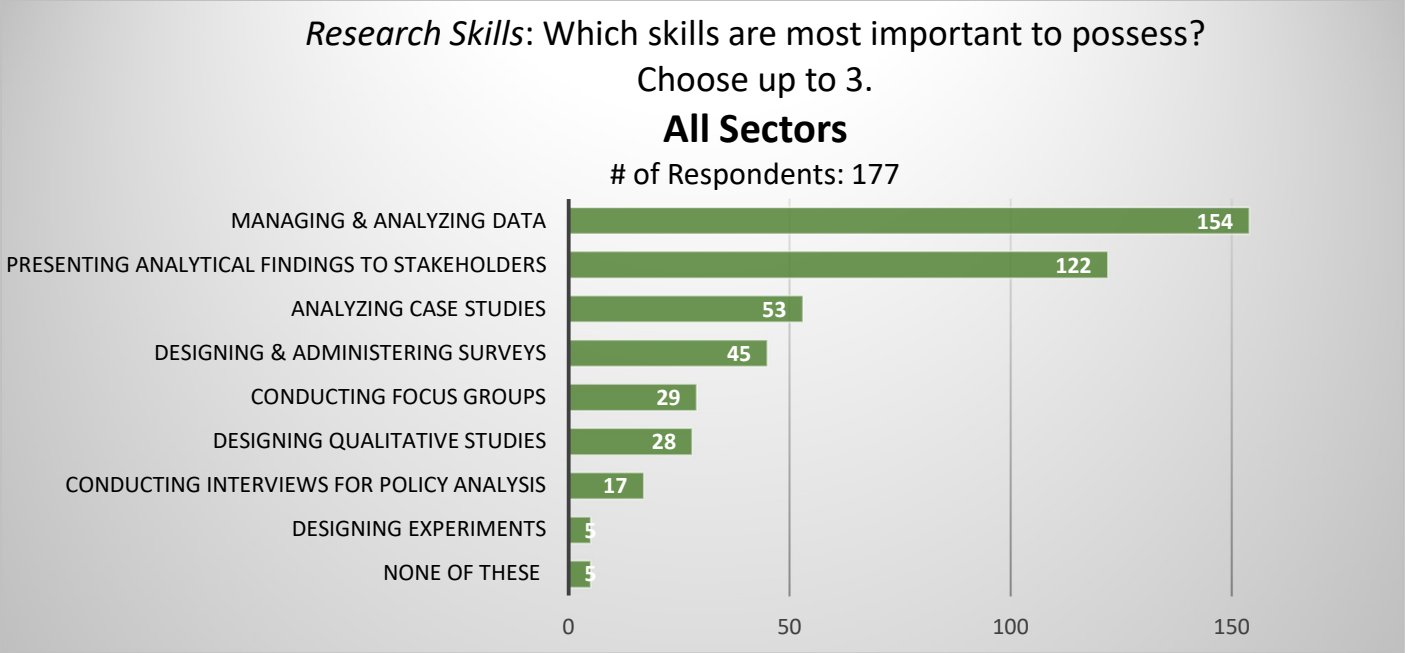| Skill | Count |
|---|---|
| IMPLEMENTING A POLICY | 49 |
| MAKING DECISIONS BASED ON DATA | 44 |
| EVALUATING THE EFFICIENCY OF A PROGRAM | 38 |
| MAKING POLICY RECOMMENDATIONS | 38 |
| ANALYZING A POLICY | 32 |
| FORECASTING EXPECTED POLICY OUTCOMES | 29 |
| ADVOCATING FOR A POLICY | 7 |
| BOARD GOVERNANCE | 6 |
| EFFECTS ON ENVIRONMENTAL QUALITY | 2 |
| NONE OF THESE | 1 |

**Figure 34**

The top three implementation skills chosen by NPOs were the same as for the government sector, as shown in Figure 35. "Implementing a policy" was mentioned 43 times, "evaluating the efficiency of a program" 38 times, and "making decisions based on data" 35 times. NPOs valued "evaluating the efficiency of a program" more than "making decisions based on data." "Forecasting expected policy outcomes" is one of the top five skills for NPOs, with 21 respondents selecting this option. 19 respondents choose "making policy recommendations" as an important skill, making it one of the top five skills for NPOS. Moreover, while "analyzing a policy" was in the top five skill for the government sector, it was ranked lower for NPOs, with being chosen 12 times. Nine respondents selected "board governance" option, while eight respondents selected "advocating for a policy." Only two people reported effects of policy on environmental quality as important making it the least preferred skill. Two respondents listed "none of these."

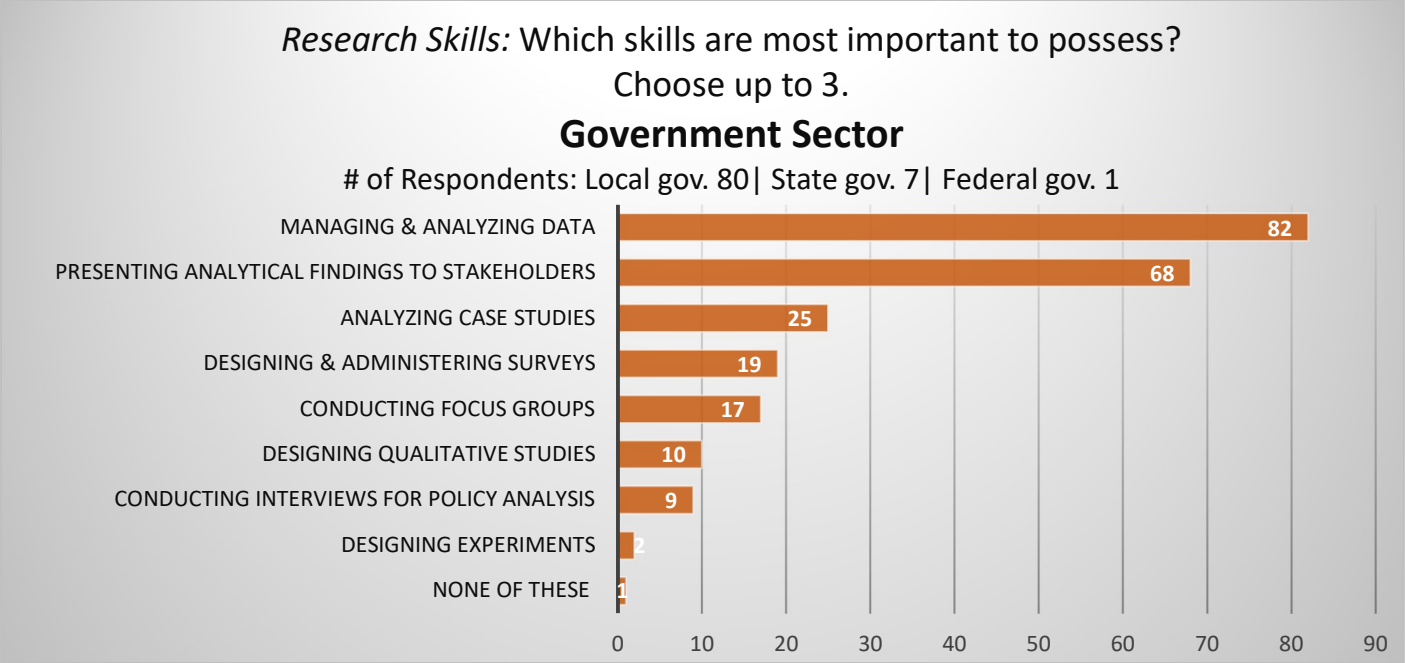**Implementation Skills:** *Which skills are most important to possess?*
Choose up to 3.
**Non-Profit Organizations**
# of Respondents: 69 NPOs

| Skill | Value |
|-------|-------|
| IMPLEMENTING A POLICY | 43 |
| EVALUATING THE EFFICIENCY… | 38 |
| MAKING DECISIONS BASED ON… | 35 |
| FORECASTING EXPECTED… | 21 |
| MAKING POLICY… | 19 |
| ANALYZING A POLICY | 12 |
| BOARD GOVERNANCE | 9 |
| ADVOCATING FOR A POLICY | 8 |
| EFFECTS ON ENVIRONMENTAL… | 2 |
| NONE OF THESE | 2 |
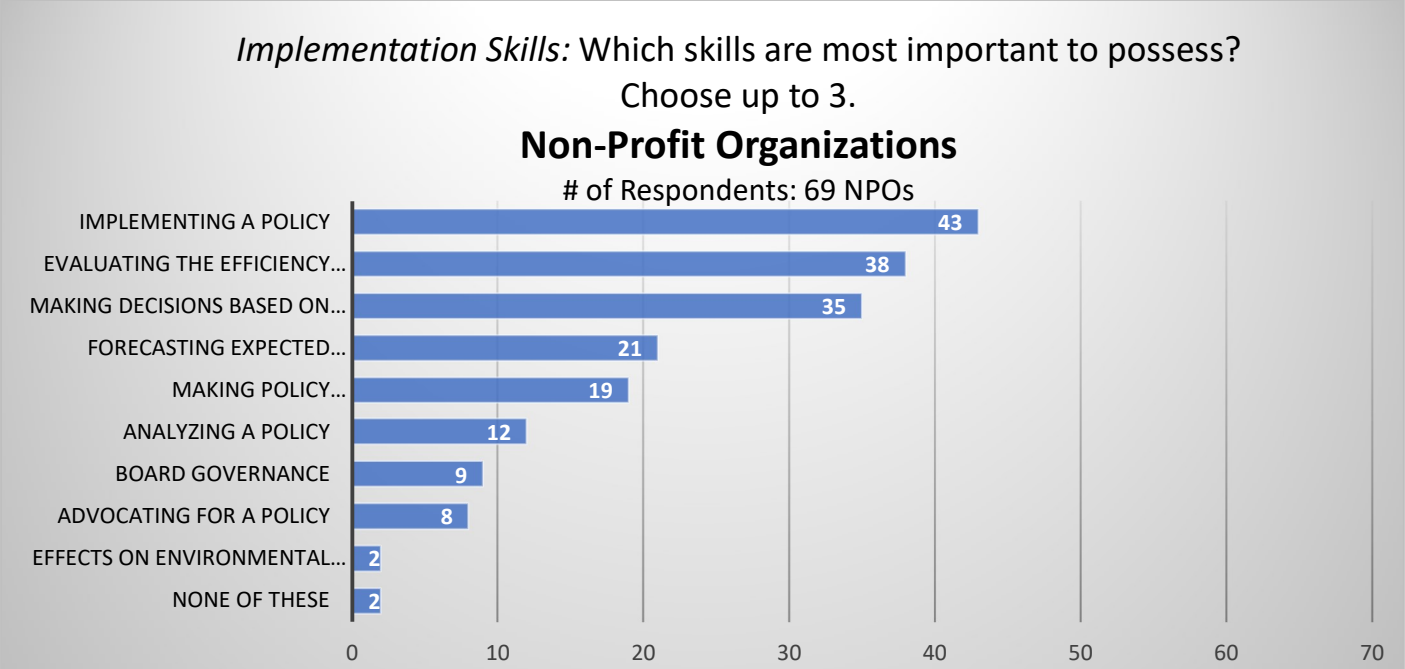
**Figure 35**

## Research Skills

Demand for research skills in all sectors is illustrated in Figure 36. Respondents emphasized the importance of being able to analyze and manage data and present research findings to stakeholders with 155 of 177 respondents considering data management and analysis skills to be important, followed by presentation skills with 122 votes. After the top two skills, the number of people choosing other research skills dropped markedly, with "analyzing case studies" coming in third with 53 votes. 45 respondents chose having the ability to designing surveys and conduct focus groups research as one of their top three choices.  Next, "designing qualitative studies" was selected 28 times and "conducting interviews for policy analysis" selected 17 times. Only five respondents selected "designing experiments" as a necessary skill. Five respondents also choose "none of these" research skills as important to possess.
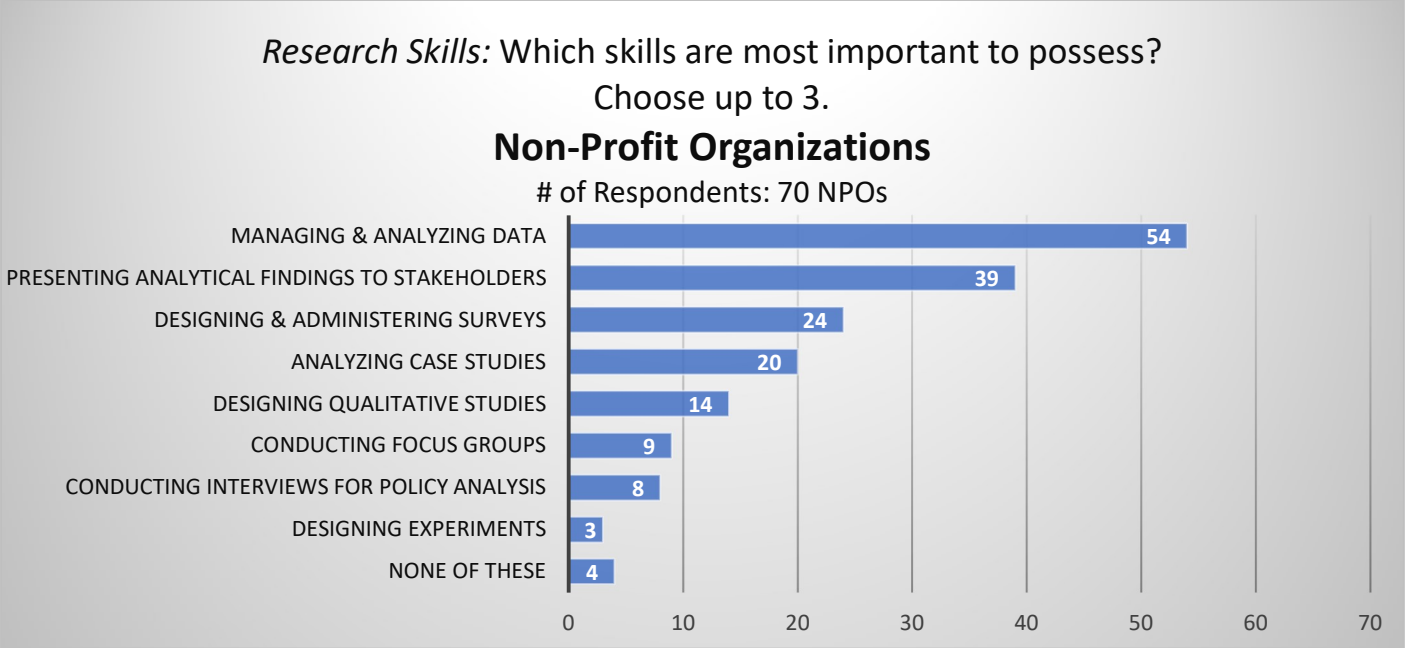
**Research Skills**: Which skills are most important to possess?
Choose up to 3.
## All Sectors
# of Respondents: 177

| Skill | Value |
|---|---|
| MANAGING & ANALYZING DATA | 154 |
| PRESENTING ANALYTICAL FINDINGS TO STAKEHOLDERS | 122 |
| ANALYZING CASE STUDIES | 53 |
| DESIGNING & ADMINISTERING SURVEYS | 45 |
| CONDUCTING FOCUS GROUPS | 29 |
| DESIGNING QUALITATIVE STUDIES | 28 |
| CONDUCTING INTERVIEWS FOR POLICY ANALYSIS | 17 |
| DESIGNING EXPERIMENTS | 5 |
| NONE OF THESE | 5 |

**Figure 36**

The ranking of the skills for the government sector is identical to the analysis made on the all sectors graph, as shown in Figure 37. Respondents emphasized the importance of being able to analyze and manage data with 82 of 88 respondents considering it to be important. It is important to note that almost every participant from the government sector valued managing and analyzing data as an important skill. Presenting research findings to stakeholders was chosen 68 times. After the top two skills, the number of people choosing other research skills dropped markedly, with "analyzing case studies" coming in third with 25 votes. 19 and 17 respondents chose having the ability to design surveys and to conduct focus groups research as one of their top three choices, respectively. Next, "designing qualitative studies" was selected 10 times and "conducting interviews for policy analysis" selected nine times. Two respondents selected "designing experiments" as a necessary skill. Only one respondent chose "none of these."

**Research Skills:** Which skills are most important to possess? Choose up to 3.
**Government Sector**
# of Respondents: Local gov. 80| State gov. 7| Federal gov. 1

| Skill | Value |
|---|---|
| MANAGING & ANALYZING DATA | 82 |
| PRESENTING ANALYTICAL FINDINGS TO STAKEHOLDERS | 68 |
| ANALYZING CASE STUDIES | 25 |
| DESIGNING & ADMINISTERING SURVEYS | 19 |
| CONDUCTING FOCUS GROUPS | 17 |
| DESIGNING QUALITATIVE STUDIES | 10 |
| CONDUCTING INTERVIEWS FOR POLICY ANALYSIS | 9 |
| DESIGNING EXPERIMENTS | 2 |
| NONE OF THESE | 1 |

**Figure 37**

Managing and analyzing the data is also the top most mentioned skill for NPOs with 54 of 70 respondents reporting this skill, as shown in Figure 38. 39 respondents selected presenting findings to stakeholders as an important skill. For non-profit organizations, "designing and administering surveys" was one of the top three skills with 24 votes. For NPOs, "analyzing case studies" and "designing qualitative studies" were the next most valued skills, with 24 and 20 votes, respectively. This was followed by "conducting focus groups" with nine votes, "conducting interviews for policy analysis" with eight votes, and "designing experiments" with three votes. Four respondents selected the "none of these" option.

**Research Skills:** Which skills are most important to possess? Choose up to 3.
**Non-Profit Organizations**
# of Respondents: 70 NPOs

| Skill | Count |
|---|---|
| MANAGING & ANALYZING DATA | 54 |
| PRESENTING ANALYTICAL FINDINGS TO STAKEHOLDERS | 39 |
| DESIGNING & ADMINISTERING SURVEYS | 24 |
| ANALYZING CASE STUDIES | 20 |
| DESIGNING QUALITATIVE STUDIES | 14 |
| CONDUCTING FOCUS GROUPS | 9 |
| CONDUCTING INTERVIEWS FOR POLICY ANALYSIS | 8 |
| DESIGNING EXPERIMENTS | 3 |
| NONE OF THESE | 4 |

**Figure 38**

## Analysis Skills

The results for analytical skills across all sectors show that "key tools of policy analysis" was the most chosen analysis skill, with 101 out of 170 respondents choosing it as one of their top three, as shown in Figure 39. Both quantitative and qualitative methods of analysis were of equal importance to respondents, each chosen by 74 respondents. "Analysis of public and non-profit programs" and "statistical analysis methods" were each chosen around 64 times. 12 people chose the "none of these" option.

**Analysis Skills:** Which skills are most important to possess? Choose up to 3.
**All Sectors**
# of Respondents: 170

| Skill | Value |
|-------|-------|
| KEY TOOLS OF POLICY ANALYSIS | 101 |
| QUANTITATIVE METHODS OF ANALYSIS | 74 |
| QUALITATIVE METHODS OF ANALYSIS | 74 |
| ANALYSIS OF PUBLIC AND NONPROFIT PROGRAMS | 64 |
| STATISTICAL ANALYSIS METHODS | 61 |
| NONE OF THESE | 12 |
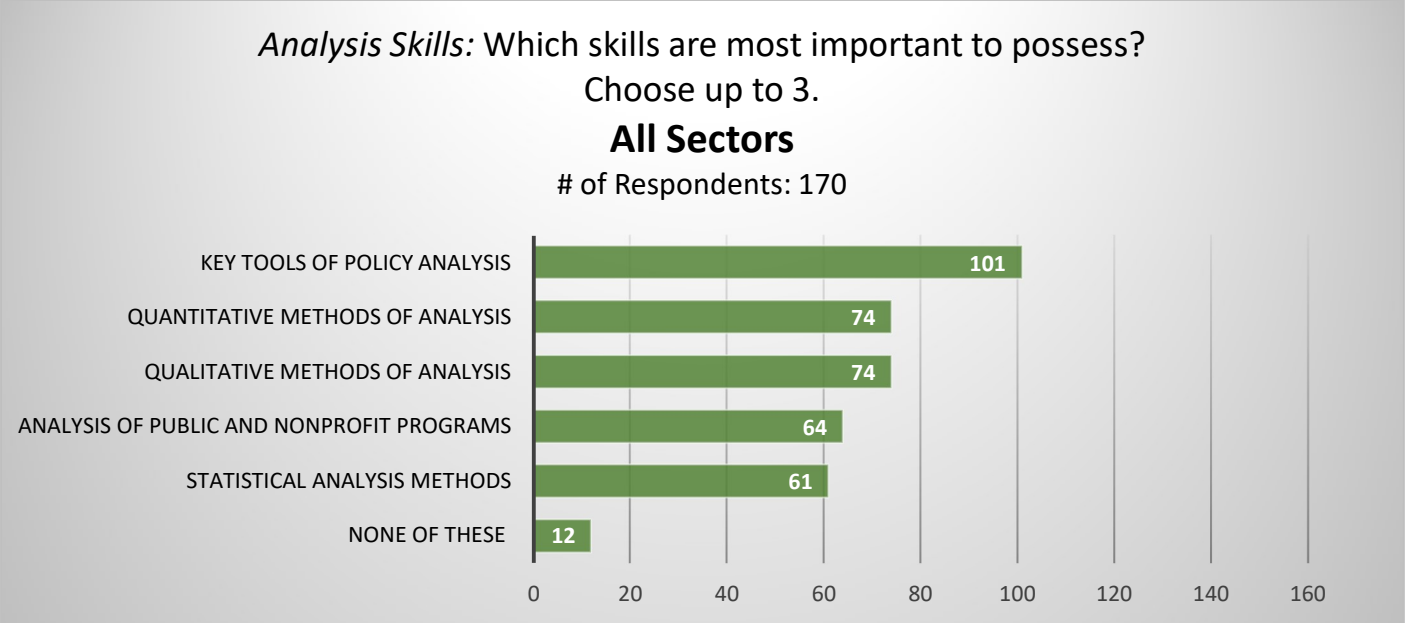
**Figure 39**

As shown in Figure 40, in the government sector, "key tools of policy analysis" was chosen by 61 respondents and "quantitative methods of analysis" by 43. Statistical analysis and qualitative analysis were also in the top five skills list for the government sector as 43 and 40 respondents mentioned these skills, respectively. The least chosen option was "analysis of public and non-profit programs" with 16 respondents. Five respondents chose "none of these."



**Analysis Skills:** Which skills are most important to possess? Choose up to 3.
**Government Sector**
# of Resondents: Local gov. 76| State gov. 6| Federal gov. 1

| Skill | Value |
|-------|-------|
| KEY TOOLS OF POLICY ANALYSIS | 61 |
| QUANTITATIVE METHODS OF ANALYSIS | 43 |
| STATISTICAL ANALYSIS METHODS | 40 |
| QUALITATIVE METHODS OF ANALYSIS | 39 |
| ANALYSIS OF PUBLIC AND NONPROFIT PROGRAMS | 16 |
| NONE OF THESE | 5 |
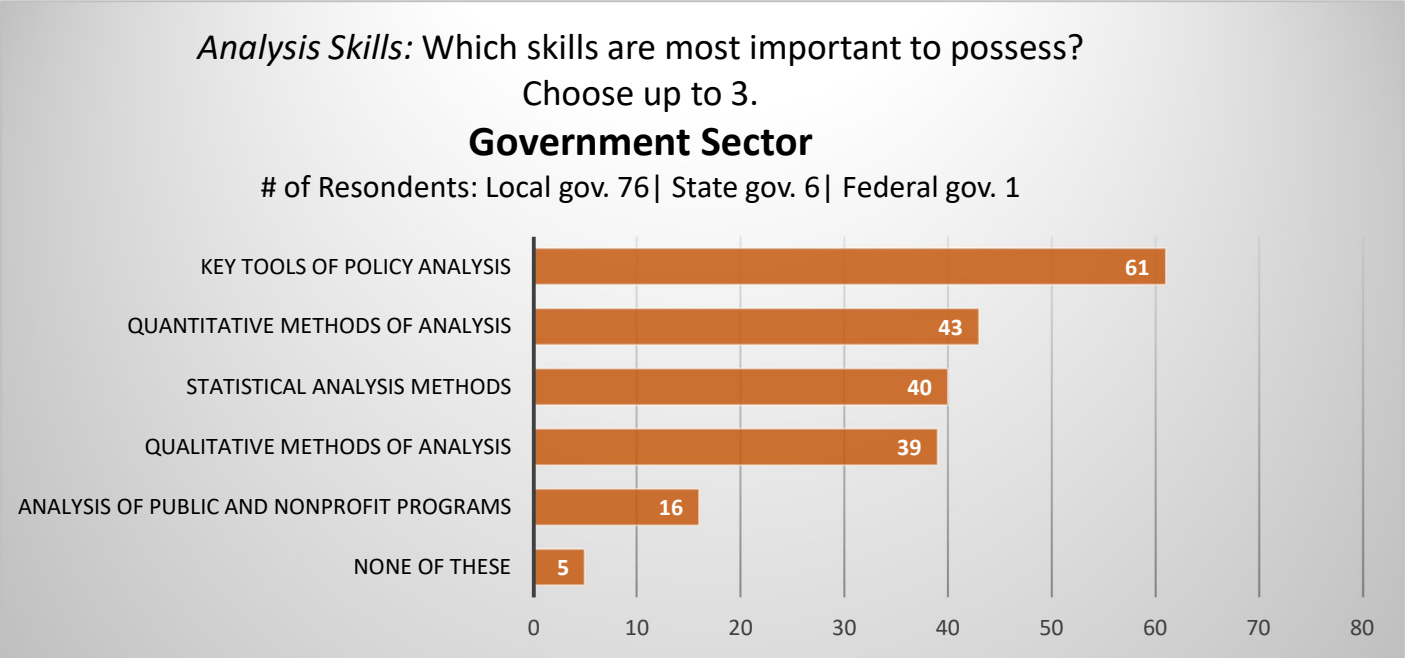
**Figure 40**

As shown in Figure 41, "analysis of public and non-profit programs" was the most valued skill for NPOs; it was selected by 43 out of 68 respondents. The selection rate of the other skills drops markedly. The policy analysis skill was selected 27 times and qualitative and quantitative analysis were selected 24 and 23 times, respectively. The least important analysis skill for NPOs was statistical analysis, being selected 14 times. Six respondents chose "none of these."
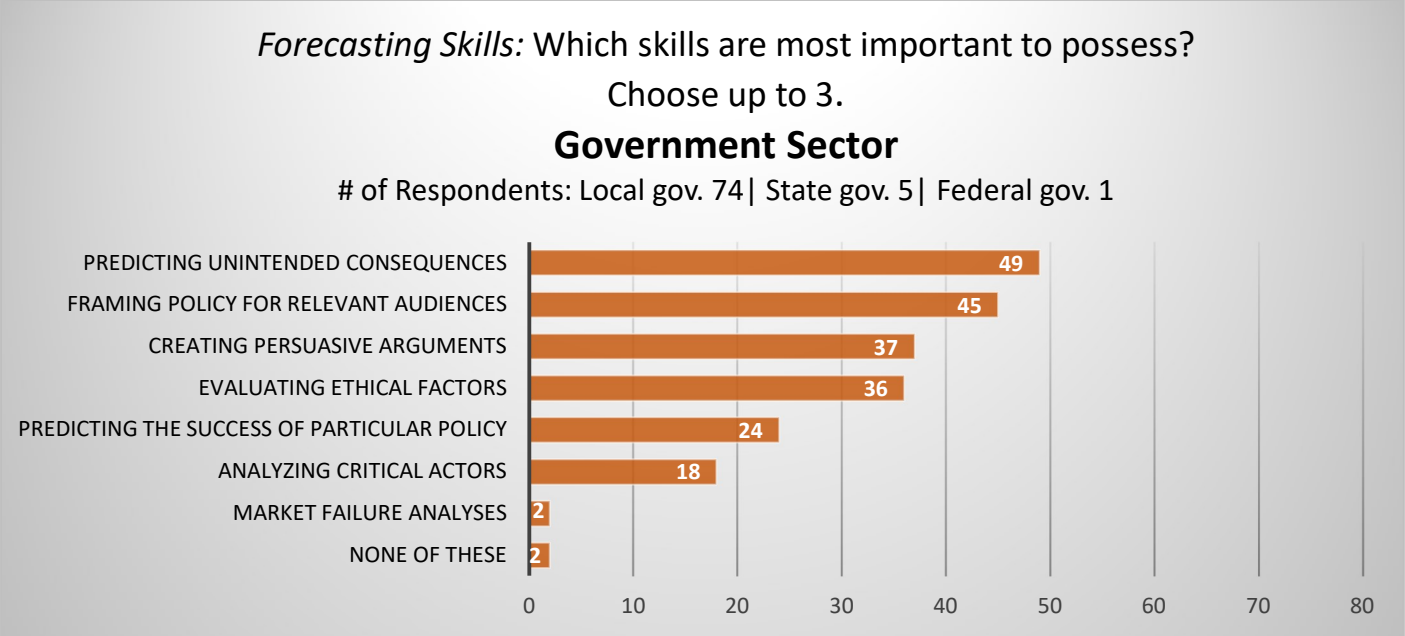


*Analysis Skills:* Which skills are most important to possess?
Choose up to 3.
**Non-Profit Organizations**
# of Respondents: 68 NPOs
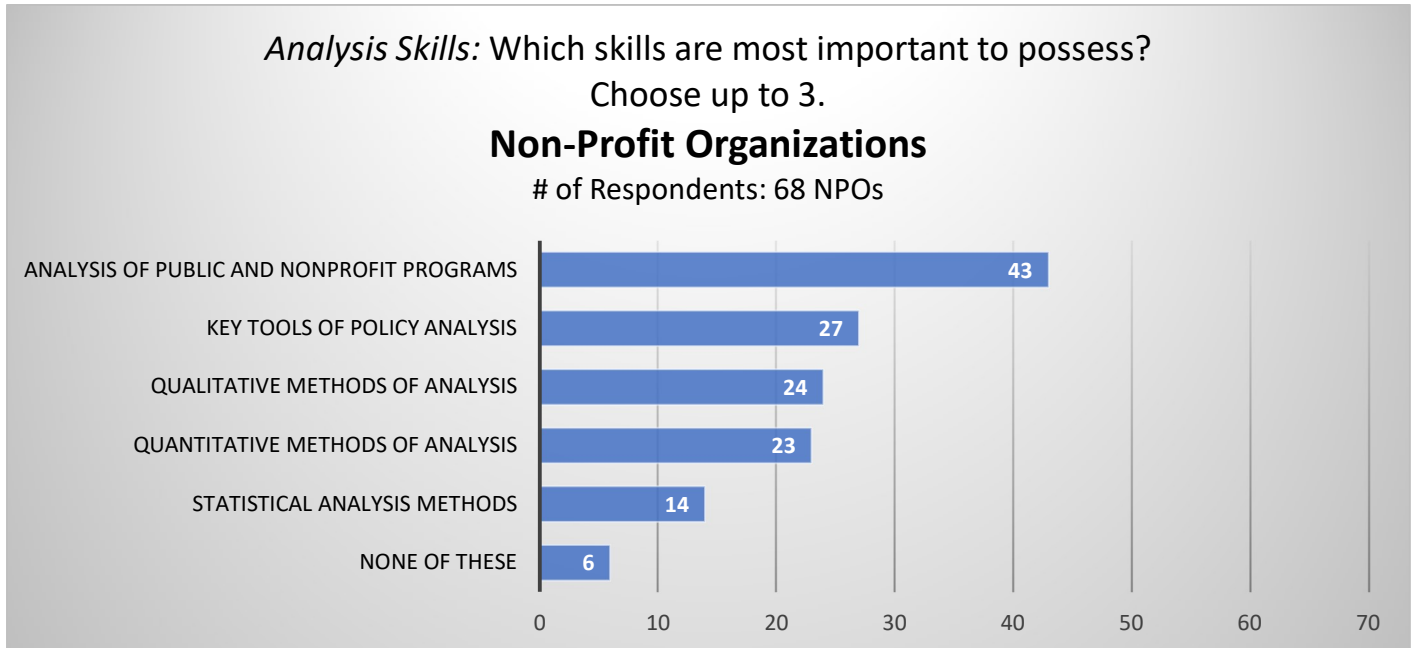
**Figure 41**

## Forecasting Skills

The respondents were also asked to select the important forecasting skills that new hires should possess. As shown in Figure 42, 74 out of 138 respondents from all sectors chose "predicting unintended consequences of policies" as one of the three most important forecasting skills. The second most chosen forecasting skill was "framing policy for the relevant audiences," which was selected by 61 respondents. "Creating persuasive arguments" was chosen by 56 respondents. Similarly, "evaluating ethical factors" was chosen by 52 respondents. The other forecasting skills were chosen by a lower number of respondents. "Analyzing critical actors" and "predicting the success of particular policy" were chosen by 35 and 33 respondents, respectively. "Market failure analyses" was the least preferred skill with 11 votes. 17 respondents chose "none of these" forecasting skills as being important to possess.

**Forecasting Skills:** Which skills are most important to possess?
Choose up to 3.
**All Sectors**
# of Respondents: 138

| Skill | Value |
|---|---|
| PREDICTING UNINTENDED CONSEQUENCES | 74 |
| FRAMING POLICY FOR RELEVANT AUDIENCES | 61 |
| CREATING PERSUASIVE ARGUMENTS | 56 |
| EVALUATING ETHICAL FACTORS | 52 |
| ANALYZING CRITICAL ACTORS | 35 |
| PREDICTING THE SUCCESS OF PARTICULAR POLICY | 33 |
| MARKET FAILURE ANALYSES | 11 |
| NONE OF THESE | 17 |

**Figure 42**

As shown in Figure 43, for the respondents from the government sector, the top three skills are the same as those selected by all sectors. 49 out of 80 respondents chose "predicting unintended consequences of policies" an important forecasting skill. The second most chosen forecasting skill was "framing policy for the relevant audiences," which was selected by 45 respondents. "Creating persuasive arguments" was mentioned by 37 respondents. Similarly, "evaluating ethical factors" was chosen by 36 respondents. "Predicting the success of particular policy" and "analyzing critical actors" were chosen by 24 and 18 respondents, respectively. Only two respondents reported "market failure analyses" as important skill to possess, while two respondents selected the "none of these" option.

**Figure 43**

Forecasting Skills: Which skills are most important to possess? Choose up to 3.

**Government Sector**

# of Respondents: Local gov. 74| State gov. 5| Federal gov. 1

| Skill | Value |
|---|---|
| PREDICTING UNINTENDED CONSEQUENCES | 49 |
| FRAMING POLICY FOR RELEVANT AUDIENCES | 45 |
| CREATING PERSUASIVE ARGUMENTS | 37 |
| EVALUATING ETHICAL FACTORS | 36 |
| PREDICTING THE SUCCESS OF PARTICULAR POLICY | 24 |
| ANALYZING CRITICAL ACTORS | 18 |
| MARKET FAILURE ANALYSES | 2 |
| NONE OF THESE | 2 |

For NPOs, the results are slightly different from those in the government sector, as can be seen in Figure 44. Similar to the government sector, "predicting unintended consequences" is still the most important skill with 23 of 51 respondents mentioning it. "Creating persuasive arguments" and "evaluating ethical factors" were in the top three skills for NPOs with 17 and 15 votes, respectively. "Analyzing critical actors" and "framing policy for relevant audiences" were the next most selected skills by NPO respondents with 15 and 14 respondents reporting them. Eight respondents selected predicting success of policy as an important forecasting skill, while seven respondents selected "market failure analysis." "None of these" was chosen by 13 respondents.
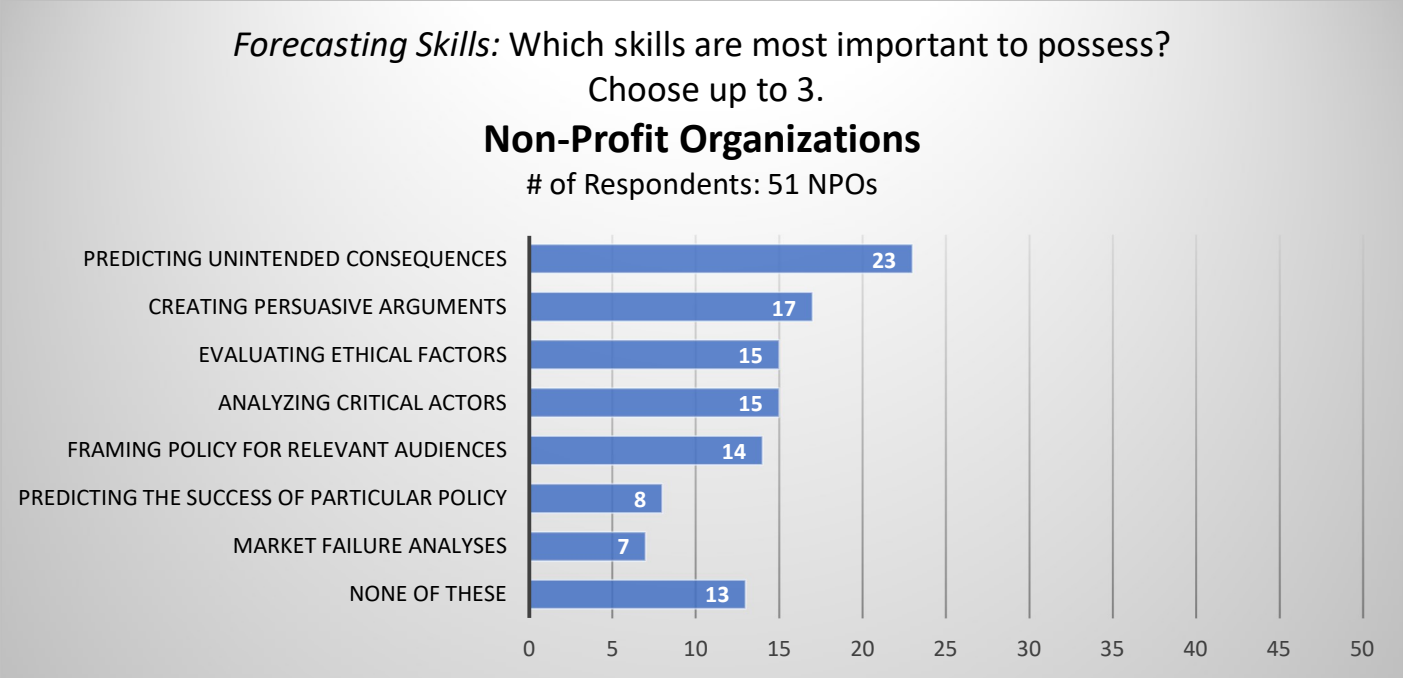
**Figure 44**



Figure 44

## Financial Skills

As shown in Figure 45, respondents from all sectors chose "preparing and using a budget" most frequently among financial skills, with 138 of 175 respondents choosing it as one of their top three choices. Grant writing was chosen by 85 out of 175 respondents across all sectors, making it the second most important skill to possess. "Communicate financial analyses to stakeholders," "financial forecasting models," and "analyzing economic effects of a policy" had very similar rates of response. They were chosen 58, 52, and 50 times, respectively. Fundraising was selected 39 times, while managing cash flow was seen as the least preferred financial skill, being chosen 20 times. Nine respondents mentioned "none of these" option.

Financial Skills: Which skills are most import to possess?
Choose up to 3.
**All Sectors**
# of Respondents: 175

| Skill | Value |
|---|---|
| PREPARING AND USING A BUDGET | 138 |
| GRANT WRITING | 85 |
| COMMUNICATE FINANCIAL ANALYSES TO STAKEHOLDERS | 58 |
| FINANCIAL FORECASTING MODELS | 52 |
| ANALYZING ECONOMIC EFFECTS OF A POLICY | 50 |
| FUNDRAISING | 39 |
| MANAGING CASH FLOW | 20 |
| NONE OF THESE | 9 |
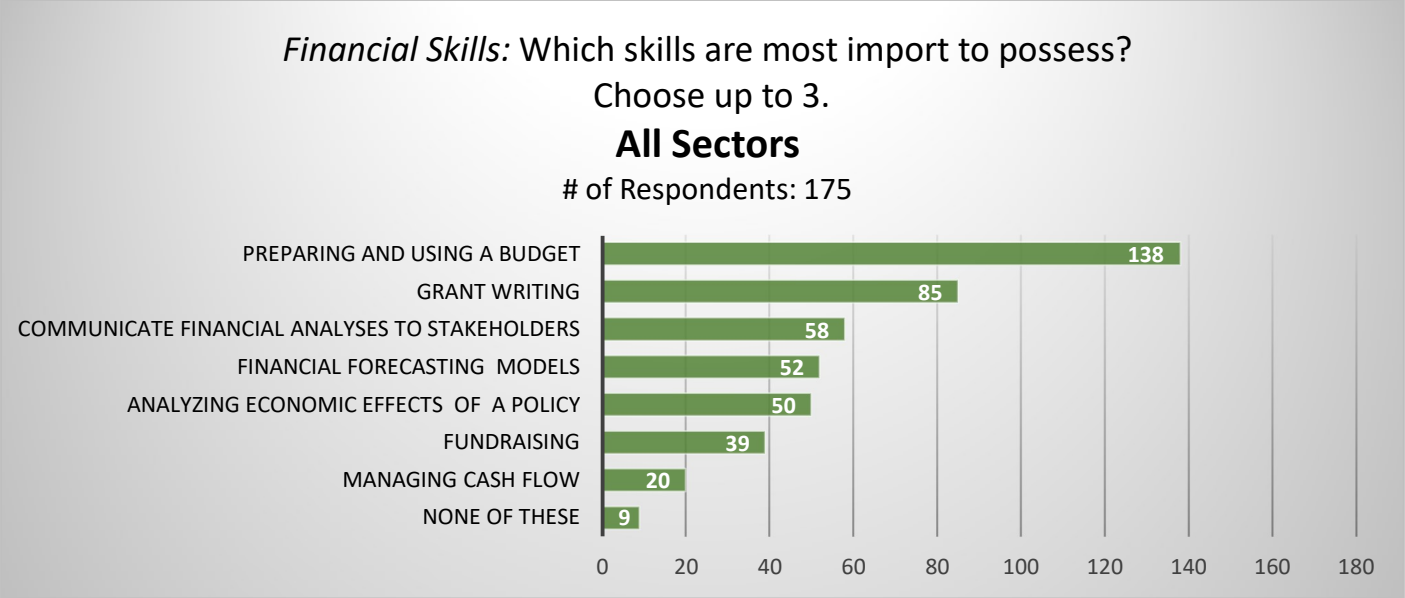
**Figure 45**

For the government sector, as shown in Figure 46, "preparing and using a budget" was also the most chosen financial skill; it was chosen by 74 out of 87 respondents. In contrast to the all sectors results, government sector respondents valued "financial forecasting models" more than "grant writing" with 40 people mentioning forecasting models and 38 people mentioning grant writing. "Communicating financial analyses to stakeholders" and "analyzing economic effects of a policy" were the fourth and fifth most preferred skills for the government sector and they had 38 and 31 votes, respectively. "Managing cash flow" was chosen by seven respondents. Fundraising was the least preferred financial skill government sector respondents and was selected only one time. Two respondents listed "none of these."

**Financial Skills:** Which skills are most important to possess? Choose up to 3.
**Government Sector**
# of Respondents: Local gov. 79| State gov. 7| Federal gov. 1

| Skill | Votes |
|---|---|
| PREPARING AND USING A BUDGET | 74 |
| FINANCIAL FORECASTING MODELS | 40 |
| GRANT WRITING | 38 |
| COMMUNICATE FINANCIAL ANALYSES TO STAKEHOLDERS | 38 |
| ANALYZING ECONOMIC EFFECTS OF A POLICY | 31 |
| MANAGING CASH FLOW | 7 |
| FUNDRAISING | 1 |
| NONE OF THESE | 2 |

**Figure 46**

As shown in Figure 47, the top three important financial skills for NPOs are slightly different than government sector. "Being able to prepare and use a budget" and "grant writing" are the two most preferred skills for this sector with 48 and 40 votes, respectively. However, fundraising skills, which was the least preferred for the government sector, is one of the top three skills for NPOs. It was mentioned by 37 out of 69 respondents. The selection rate of the other skills drops markedly. "Communicating financial analyses to stakeholders" was selected by 13 respondents and "analyzing economic effects of a policy" was selected by 11 respondents. Ten respondents reported "managing cash flow" as an important financial skill. The least preferred skill for NPOs was "financial forecasting models" with eight votes, which was very important skill for the government sector. Six respondents listed "none of these" option.

*Financial Skills:* Which skills are most important to possess?
Choose up to 3.
**Non-Profit Organizations**
# of Respndents: 69 NPOs

| Skill | Value |
|---|---|
| PREPARING AND USING A BUDGET | 48 |
| GRANT WRITING | 40 |
| FUNDRAISING | 37 |
| COMMUNICATE FINANCIAL ANALYSES TO STAKEHOLDERS | 13 |
| ANALYZING ECONOMIC EFFECTS OF A POLICY | 11 |
| MANAGING CASH FLOW | 10 |
| FINANCIAL FORECASTING MODELS | 8 |
| NONE OF THESE | 6 |
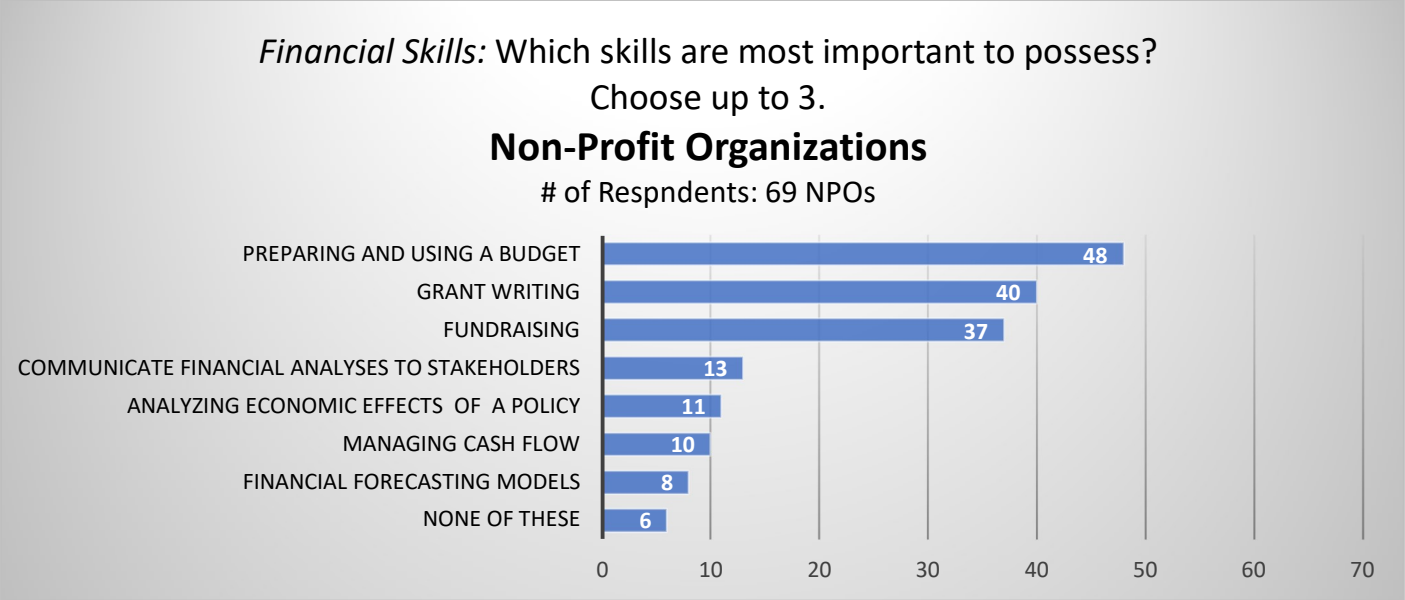
**Figure 47**

## Skills in Economics

As shown in Figure 48, understanding the importance of management systems was the most chosen economics skill; it was selected 76 times. "Fiscal management of non-profits" and "economics in public policy-making" were chosen by 65 and 62 respondents, respectively. "Government intervention in the economy" was also selected by a substantial number of respondents. It was mentioned 53 times. Only 35 respondents selected "policymaking in America" and 31 respondents selected "understanding tax policy."  A number of respondents, 21 out of 169, chose "none of these" skills related to economics as being important to possess. The least preferred skill was analyzing the effects of tax policies on non-profit organizations with 19 votes.

**Skills in Economics**: Which skills are most important to possess? Choose up to 3.

**All Sectors**

# of Respondents: 169

| Skill | Value |
|---|---|
| IMPORTANCE OF MANAGEMENT SYSTEMS | 76 |
| FISCAL MANAGEMENT OF NONPROFITS | 65 |
| ECONOMICS IN PUBLIC POLICY-MAKING | 62 |
| GOVERNMENT INTERVENTION IN THE ECONOMY | 53 |
| POLICYMAKING IN AMERICA | 35 |
| UNDERSTANDING TAX POLICY | 31 |
| HOW TAX POLICY AFFECTS NONPROFIT ORGANIZATIONS | 19 |
| NONE OF THESE | 21 |

**Figure 48**

"The role of economics in public policy-making" was chosen by 45 out of 83 respondents in the government sector, as shown in Figure 49. "Importance of management systems" and "government intervention in the economy" are in the top three skills for the government sector with 40 and 32 votes, respectively. "Understanding tax policy" was selected 26 times, "policymaking in America" was selected 19 times, and "fiscal management of non-profits" was selected 15 times. Not surprisingly, understanding the effects of tax policy on non-profits was the least preferred skill for the government sector with only two votes. 10 respondents mentioned "none of these."

**Skills in Economics:** Which skills are most important to possess?
Choose up to 3.
## Government Sector
# of Respondents: Local gov. 76| State gov. 6| Federal gov. 1

| Skill | Votes |
|---|---|
| ECONOMICS IN PUBLIC POLICY-MAKING | 45 |
| IMPORTANCE OF MANAGEMENT SYSTEMS | 40 |
| GOVERNMENT INTERVENTION IN THE ECONOMY | 32 |
| UNDERSTANDING TAX POLICY | 26 |
| POLICYMAKING IN AMERICA | 19 |
| FISCAL MANAGEMENT OF NONPROFITS | 15 |
| HOW TAX POLICY AFFECTS NONPROFIT ORGANIZATIONS | 2 |
| NONE OF THESE | 10 |

**Figure 49**

As shown in Figure 50, for NPOs, the top skills were **"fiscal management of non-profits"** with 45 votes out of 69 respondents, "importance of management systems" with 26 votes, and "how tax policy affects non-profit organizations" with 16 votes. These skills were followed by understanding government intervention with 14 respondents and public policymaking in America with 12 respondents. For NPOs, "understanding tax policy" was the least important skill with only five people selecting it. Seven of 69 NPOs listed "none of these."

*Skills in Economics:* Which skills are most important to possess?
Choose up to 3.
**Non-Profit Organizations**
# of Respondents: 69 NPOs

| Skill | Count |
|---|---|
| FISCAL MANAGEMENT OF NONPROFITS | 45 |
| IMPORTANCE OF MANAGEMENT SYSTEMS | 26 |
| HOW TAX POLICY AFFECTS NONPROFIT ORGANIZATIONS | 16 |
| GOVERNMENT INTERVENTION IN THE ECONOMY | 14 |
| POLICYMAKING IN AMERICA | 12 |
| ECONOMICS IN PUBLIC POLICY-MAKING | 9 |
| UNDERSTANDING TAX POLICY | 5 |
| NONE OF THESE | 7 |

**Figure 50**

## Understanding Sector Relations

As shown in Figure 51, almost all the skills related to understanding sector relations were chosen by more than 60 respondents. Moreover, most of the skills were equally valued by the respondents from different sectors. The most selected sector relations skill was understanding the relationship between different sectors. This option was chosen by 89 respondents and it was followed by understanding the role of public managers in intergovernmental relations with 88 respondents. "Bureaucracy and policy making at federal, state and local level" and "diversity management" were both selected by about 86 respondents. The least selected skill was understanding the impact of non-profit organizations, with this option still being mentioned by 62 survey takers. Five respondents selected the "none of these" option.

**_Understanding Sector Relations:_** Which following knowledge bases are most important to understand? Choose up to 3.

**All Sectors**

# of Respondents: 174

| Category | Value |
|---|---|
| THE RELATIONSHIPS BETWEEN SECTORS | 89 |
| ROLE OF PUBLIC MANAGERS IN INTERGOVERNMENTAL RELATIONS | 88 |
| BUREAUCRACY AND POLICY MAKING AT FEDERAL ,STATE &LOCAL | 86 |
| DIVERSITY MANAGEMENT | 85 |
| NONPROFIT ORGANIZATION'S IMPACT | 62 |
| NONE OF THESE | 5 |
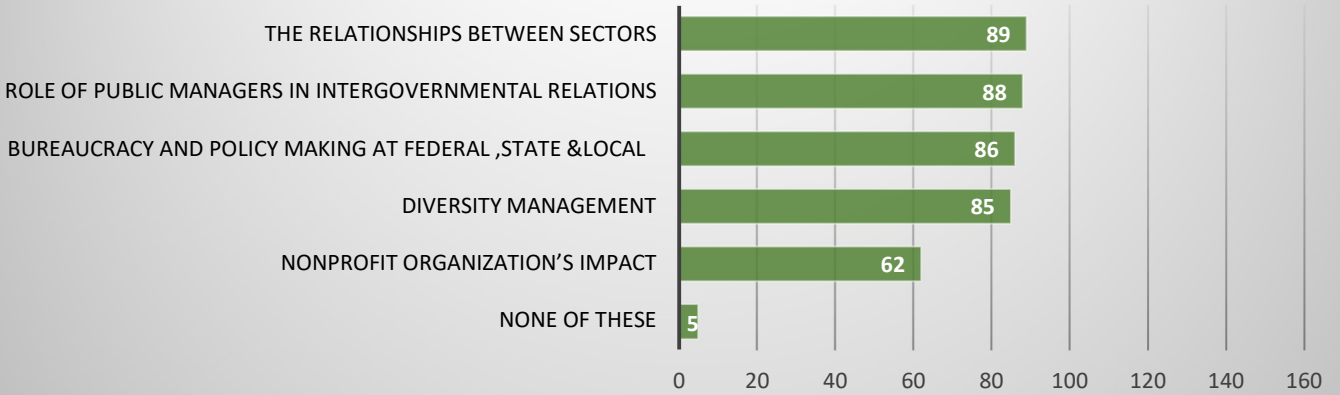
**Figure 51**

For the government sector, as shown in Figure 52, the most mentioned skill in understanding sector relations was understanding the role of public managers in intergovernmental relations with 74 of 86 respondents choosing it. The second most mentioned sector relations skill was understanding bureaucracy and policy making at the federal, state and local level, chosen by 58 respondents. Understanding diversity management was also one of the top three sector relations skills for the government sector with 43 respondents. "The relationship between sectors" was chosen by 27 respondents. Unsurprisingly, the least mentioned skill was understanding the impact of non-profits with five respondents. None of the respondents from government sector mentioned "none of these."

*Understanding Sector Relations:* Which knowledge bases are most important to understand? Choose up to 3.

**Government Sector**

# of Respondents: Local gov. 78| State gov. 7| Federal gov. 1

| Category | Value |
|---|---|
| ROLE OF PUBLIC MANAGERS IN INTERGOVERNMENTAL RELATIONS | 74 |
| BUREAUCRACY AND POLICY MAKING AT FEDERAL, STATE &LOCAL | 58 |
| DIVERSITY MANAGEMENT | 43 |
| THE RELATIONSHIPS BETWEEN SECTORS | 27 |
| NONPROFIT ORGANIZATION'S IMPACT | 5 |
| NONE OF THESE | 0 |
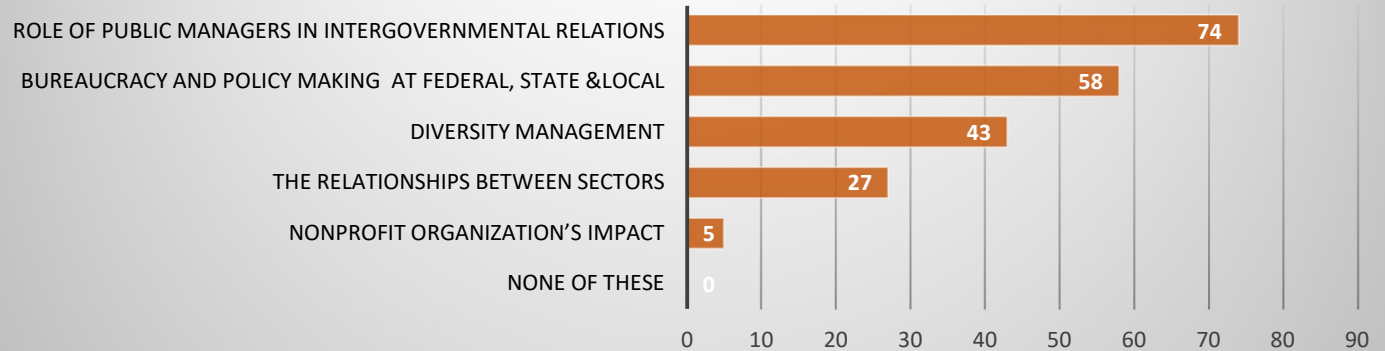
**Figure 52**

As shown in Figure 53, the preferred skills related to understanding sector relations for NPOs were different than those for the government sector. The most chosen skill was understanding the relationship between sectors, which was selected by 55 out of 58 respondents. Almost every NPO respondent mentioned this skill as being important. The second most important skill was understanding non-profit organization's impact, with 52 out of 58 respondents selecting this option. "Diversity management" was also one of the top three skills for this sector with 33 votes. "Bureaucracy and policymaking" was mentioned 17 times. The "role of public managers in intergovernmental relations" was the least preferred skill for NPOs with only two respondents reporting it. Four respondents chose "none of these."

*Understanding Sector Relations:* Which knowledge bases are most important to understand? Choose up to 3.

**Non-Profit Organizations**

\# of Respondents: 58 NPOs
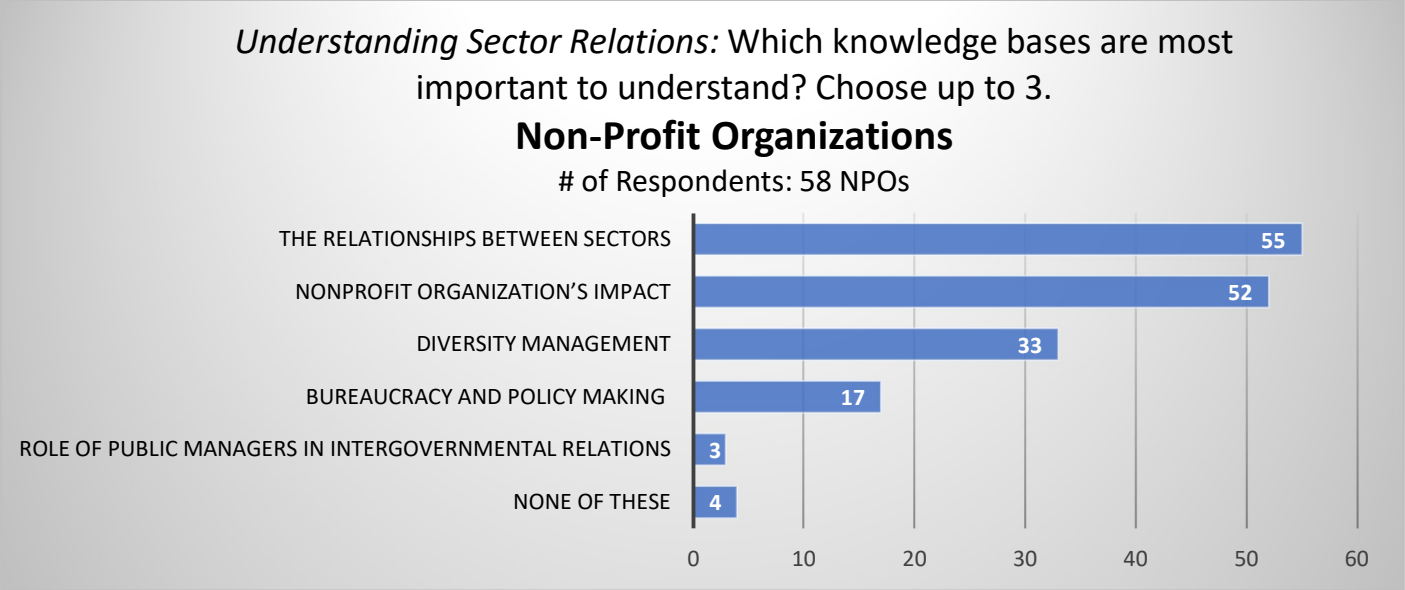
**Figure 53**

## Resume Skills/ Ranking Question

In the survey, the resume skills question was unique in that it was the only question that asked respondents to rank choices by importance, rather than "choose 3." Respondents were given eight skills that may appear on a recent graduate's resume and then asked to rank the skills in order of importance. The eight skills that were given to respondents were based on the responses of our preliminary survey. Figure 54 illustrates the eight skills ranked in the order of importance by the respondents for their top three rankings only.

Looking at the overall picture shown in Figure 54, education and work/internship experience are important skills to have on a resume when applying for employment. Respondents from all sectors ranked "work experience in a desired field" 84 times out of 144 respondents as the most important resume component and 38 times as the second most important. Although having work experience in any field was ranked first by only 15 respondents, it was seen as the second most important skill by 31 people and as the third most important skill by 26 people. Internship experience was ranked as the first most important skill by only 10 respondents, but as the second most important by 35 respondents and the third most important by 41 respondents. After options related to having experience, having a master's degree in public policy or public administration was ranked first by 41 respondents and 25 respondents ranked it second and third.

This shows that, overall, regardless of what sector Bush School graduates are going into, having some kind of experience and/or a master's degree is seen as very valuable.

As can again be seen in Figure 54, other skills unrelated to experience and having a master's degree were ranked first and second by a substantially lower number of respondents. Relevant coursework was ranked first by only five respondents, but was selected as the second most important skill by 21 respondents and third by 28 respondents. Next, volunteer service was seen as the first and second most important skill by six respondents each, and was selected 17 times as third important skill. International experience and research skills are the lowest ranked skills. For each international experience and research, only two respondents ranked them as the most important skill to possess. International experience was seen as the second most important skill by eight respondents and third most important by three respondents. Lastly, research was seen as the second most important skill by five respondents and the third most important by 10 respondents.
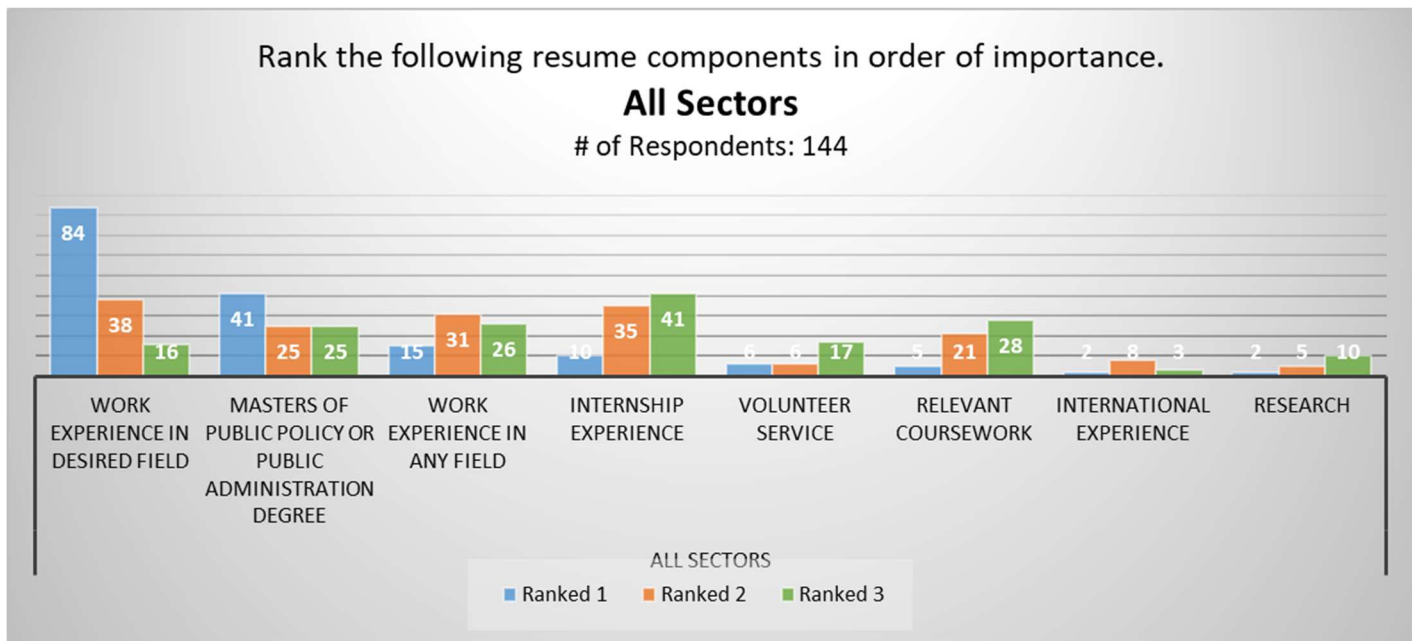


**Figure 54**

When analyzing the government sector and NPOs separately, work experience in a desired field was the top ranked skill for both organizations. In the government sector, 34 respondents ranked it as the first choice, as shown in Figure 55. Work experience in desired field was also ranked as the second important skill by 26 people. "A Master of Public Policy/Master

of Public Administration degree" was the second most important response with 28 people mentioning it. Work experience in any field was ranked first by seven respondents and 15 respondents ranked it as second important skill. Similarly, internship experience was ranked as first by seven respondents. Interestingly, relevant coursework was one of the top five skills for the government sector as three respondents ranked it as first, nine respondents ranked it as second, and 17 respondents ranked it as third. The second-lowest-ranked and lowest-ranked skills were "research" and "international experience," respectively. Research skills were seen as the most important by none of the government sector respondents, as the second most important by two respondents, and three respondents ranked it third. International experience was not valued as being important (first, second, or third), by any of the respondents in the government sector.
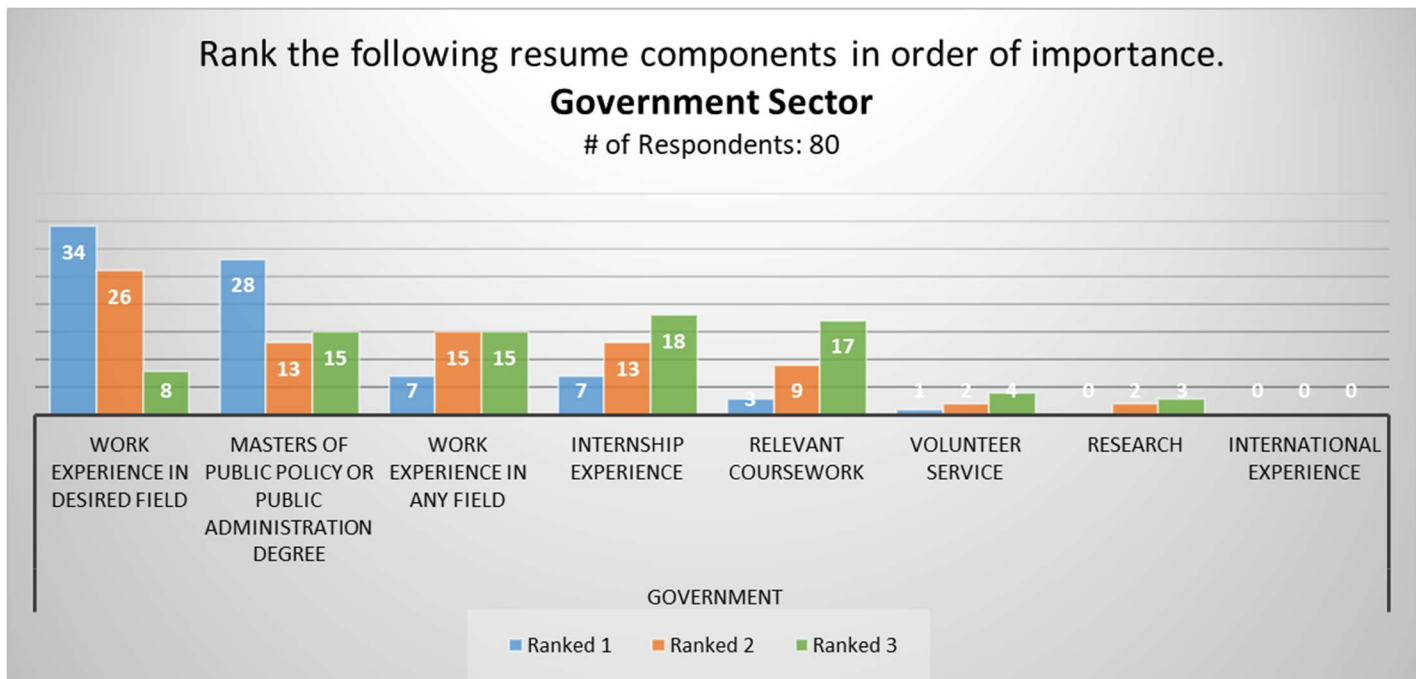


**Figure 55**

For NPOs, work experience in a desired field was ranked first by 40 of 64 respondents and work experience in any field by 12 respondents, as shown in Figure 56. The response rate dropped substantially after. Work experience in any field was selected by 12 respondents. This shows that work experience is essential for NPOs. Seven respondents mentioned having a master's degree in public policy or public administration as the first important skill. Volunteer

service was one of the top five skills for NPOs with five people ranking it first while this was not the case for the government sector. Internship experience was ranked more as the second and the third skill by 16 and 17 respondents, respectively. Although relevant coursework was ranked first by only one respondent, it is one of the highest second ranked skills with 10 respondents ranking it. In general, international experience was less valued for both NPOs and the government sector with not more than two people ranking it higher than eighth place.
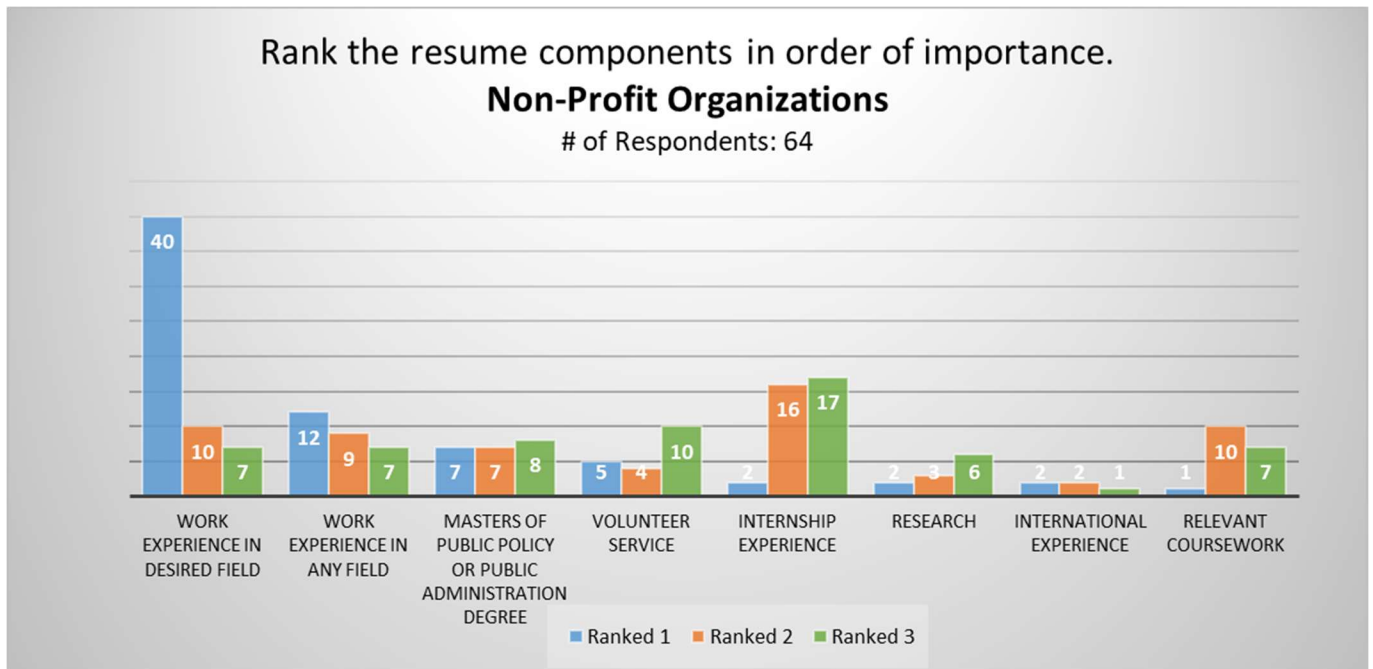


**Figure 56**

## Recommendation Question

At the end of the survey, respondents we asked if they had any recommendations. This open-ended question gave respondents from all sectors the opportunity to share their thoughts. This section will cover what kind of responses were collected from that question. 11 participants mentioned the importance of the soft skills. One respondent mentioned that in a changing cultural environment, it is important to know how to influence effectively. One respondent from the non-profit sector noted the importance of understanding group dynamics and personality traits as an advantage in this sector. Similarly, one respondent mentioned that relationship development was the most important part of any job. Another respondent said that they hire staff who are "humble, smart, and eager to learn." Two respondents emphasized the importance of

having life experience and part time jobs and internships. These respondents claimed that formal and informal experience is more valued than a graduate's GPA. Another soft skill that was mentioned by three individuals was ethical decision making. These respondents emphasized that ethics is becoming more of an issue, and work ethic is especially important in health policy and economics. Similarly, discrimination, diversity, and inclusion were also specifically listed as important by one respondent.

In terms of hard skills, three people mentioned data visualization as an important skill for new graduates to possess. They stated that although statistical analysis is important, in the public policy/non-profit realm people do not care about p-values, and instead care about simple and understandable visualizations. All three of these respondents mentioned Microsoft BI programs as essential. Other respondents listed some courses and skills that graduates should acquire. These classes, each mentioned once, include introduction to civil engineering, municipal law, utility rate making, local government management, organizational management, and leadership courses. Contrarily, two respondents mentioned that they expect workers to acquire necessary skills while doing their job after being hired, rather than from classes. Related to education, one respondent claimed that receiving a relevant certificate is also seen as important.  Public speaking, organizational management, human resources, and collaborative skills were also each mentioned once.

Respondents from non-profit organizations had very specific expectations for graduates in their open-ended answers. One respondent stated that "the graduate will need coincident and broad experience in multiple areas. From managing conflicting stakeholder relationships to managing cash flow in a struggling economy to finding a way to keep the restrooms clean are each elements of the leader's responsibilities." One NPO respondent mentioned understanding current non-profit best practices is important. Another NPO respondent stated that "the critical component in a social service oriented nonprofit is programs, their development and implementation. Fundraising, budgeting, administration flourish from the program's efficiency." One NPO participant suggested that workers should be able "to publish a newsletter once or twice a year with recommendations for Executive Directors of NPO's in how they can engage new hires in key roles."

# Conclusion

The first finding of this study is that the most common responses for skills valued by both the government sector and non-profits are skills that are required for all professional workplaces. These skills include understanding basic spreadsheets, word processing, professionalism, presenting to a group/staff, active listening, cultural competence, navigating workplace culture, and self-reflection and assessment.

In addition to the previously mentioned basic skills, technical skills were also highly valued by participants. For the government sector, these skills include but are not limited to advanced excel, GIS software, HTML, data analysis, project management, writing a press release, and presenting findings to stakeholders. The knowledge bases that were most common for the government sector include understanding bureaucracy and policy making at the federal, state, and local level, the role of public managers in intergovernmental relations, and diversity management. To our knowledge, the skills that were most often mentioned by government sector respondents but not covered by the Bush School's MPSA program courses include practicing cultural competence/inclusion, diversity management, GIS, grant writing, cold calling, writing a press release, and graphic design tools.

For the NPO respondents, the most commonly suggested technical skills include advanced excel, data analysis, project management, presenting to clients, and goal setting. The knowledge bases include diversity management, non-profit organizations' impact on the public, and the relationships between the non-profit, public, and private sectors. To our knowledge, the most commonly requested skills that are not currently covered by the required Non-profit Management core courses include advanced spreadsheet skills, diversity management within organizations, practicing cultural competence/inclusion, forecasting expected policy or program outcomes, resolving conflict, cold calling, writing a blog/online post, and using HTML or Tableau.

During our research, we also consulted the NASPAA core competencies. There is evidence that the MPSA curriculum is meeting those outcomes in various ways that are valuable to employers. The competency that the Bush School's MPSA program is the weakest at is the ability to communicate and interact productively with a diverse and changing workforce and

citizenry. While diversity management and cultural competency/inclusion are included in the required courses for some tracks, they are not included in all tracks offered at the Bush School. Additionally, many of the required skills that are not included in any required course are communication based, such as cold calling or writing a press release, blog or online post.

A major failing of this survey is that we were not able to survey likely employers of students in our public policy track because most of our respondents came from a list of city managers provided by Rob Greer, a list of non-profit organizations provided by Will Brown, and a list of students and alumni from our executive public management program provided by Lisa Brown. A large majority of participants worked for either a local government agency or an NPO, with only 29 participants falling outside of these two employment categories, including 8 who did not provide a sector. Future work will need to work harder at finding a participant pool for policy employees. Unfortunately, the emails in Matt Upton's list of potential employers from the hiring season had mostly expired and produced bounce-backs, and people were not likely to respond to direct requests via emails found on linked-in. The next team that works on this survey should make finding policy participants a priority.

## Discussion

This project has informed key takeaways that are applicable to the success of future surveys regarding NASPAA accreditation and the requirements of potential employers of Bush School graduates. First, our survey project was supported by a rich and diverse group of faculty and staff; their consultations and expertise played a key role in the question design and structure of our survey. The consideration of all three tracks within the Master of Public Service and Administration program, Public Policy Analysis, Public Management, and Nonprofit Management, improved the validity of our survey in its measurement of what employers look for in MPA and MPP graduates. Originally, the design of our survey was intended to measure employer preferences only. However, it was later expanded to include evaluation of NASPAA's Core Competencies and the Bush School curriculum. A concept map (Appendix G) was employed to connect survey questions with their respective NASPAA Core Competency and Bush School curriculum objective. Creating a concept map improved our understanding of each question's objective to measure both NASPAA's Core Competencies, and the Bush School's

curriculum.

To improve survey data collection for future work, a more defined target sample population would be helpful for drawing meaningful conclusions. Although the survey was sent out to more than 2000 organizations, we used convenience samples provided by Dr. Matt Upton, Ms. Lisa Brown, Dr. Robert Greer, and Dr. Will Brown; therefore, there was no way to ensure that various locations around the U.S. would be represented in the responses. For future survey projects, it is recommended that the group find more specific respondent pools. It is also recommended that future projects find emails tied to a person rather than tied to a department. Lastly, adding more skill options that were mentioned by participants to future surveys, such as Microsoft BI and graduate certificates, would be helpful in gauging how important those attributes are to future employers.

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# Appendices

## Appendix A: Charge Memo

MEMORANDUM

TO:       Dylan Armstrong
Bradley Cain
Christopher Chavira
Lindsey Gonzalez
Sarah Guinn
Constance Hughes
Ana Mazmishvilli
Ashley Myers

THROUGH:  Dr. Joanna Lahey
Bush School of Government and Public Service

FROM:    Dr. Lori L. Taylor, PSAA Department Head
Bush School of Government and Public Service

SUBJECT:  Capstone charge

DATE:    January 17, 2020

The MPSA program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA, http://www.naspaa.org/). NASPAA program accreditation requirements involve, among other elements, the preparation of a self-study report and a site visit by a team of outside reviewers.

Our next self study is due August 20, 2020. As part of that self-study process, we are responsible for evaluating our performance with regard to the seven NASPAA required competencies. Instructions for completing the self-study can be found here https://www.naspaa.org/sites/default/files/docs/2019-11/2019%20Self-Study%20Instructions%20FINAL.pdf

As part of the self-study process, the Bush School will be called upon to document how we ensure the ongoing alignment of our mission, purpose, values, and the community we serve. The charge to your Capstone is to develop, field and analyse a survey instrument that informs the PSAA department about the needs of our community regarding the knowledge and skills required of their potential employees. Your analysis will be used primarily to inform the PSAA department regarding curricular alignment issues, and to document any unmet personnel needs among potential employers of Bush School students. This analysis is not intended to measure the extent to which our students embody the skills and knowledge required; rather you are charged with identifying the requirements.

## Appendix B: NASPAA's 5 Core Competencies (2019)

1) Leading and managing in public governance
2) Participating and contributing to the policy process
3) Analyzing, synthesizing, thinking critically, solving problems and decision making
4) Articulating and applying a public service perspective
5) Communication and interacting productively with a diverse and changing workforce citizenry

# Appendix C: Essential Elements of Courses

Essential Elements of BUSH 631 Quantitative Methods in Public Service After successful completion of this course, the students will be able to:

1) Identify different methods of research design and be able to discuss why particular methods might be appropriate.
2) Discuss methods of data collection including surveys and survey question design, survey sampling options, and determining sample size
3) Complete training leading to certification to conduct Human Subjects research
4) Assess the reliability and validity of various research projects, including experimental and quasi-experimental research designs.
5) Generate and interpret basic descriptive statistics, and measures of central tendency and dispersion.
6) Generate, interpret, and perform hypothesis tests using basic inferential statistics.
7) Analyze contingency tables or similar tools illustrating that correlation is not causation.
8) Understand basic linear regression.
9) Determine and interpret the relationship between a dependent and independent variable using a model with control variables.
10) Read and critique scholarly articles presenting statistical information.
11) Understand the normal, binomial, and Poisson probability distributions and be able to determine which situations are most apt for each distribution.

Essential Elements of BUSH 632 Quantitative Methods II: Management Emphasis After successful completion of this course, the students will be able to:

1) Use methods of data collection including surveys and survey question design, survey sampling options, and determining sample size
2) Conduct a variety of psychometric analyses including test construction, item analysis, reliability, and validity
3) Utilize data collected from the field and data collected from agency records
4) Make program and organization decisions based on useful data and empirical analysis

5) Consume statistical information in a critical manner
6) Present statistical analysis results to a variety of stakeholder groups in a clear and concise manner
7) Effectively use commercial spreadsheet software

Essential Elements of BUSH 635 Quantitative Methods II: Policy Analysis Emphasis After successful completion of this course, the students will be able to:

1) Have a deeper understanding of multivariate regression analysis, and understand how it relates to: t-tests, correlations, and other methodological techniques.
2) Have a deeper understanding of confounds/endogeneity and methods of correcting for them/it.
3) Understand the limits of linear regression and the estimation strategies used when linear regression is not appropriate. These can include, but are not limited to: Non-linear regression, Probits, logits, quadratic, log, difference-in-differences, instrumental variables, and regression discontinuity.
4) Understand how quantitative methods can help with program evaluation.
5) Have a more thorough mastery of a statistical package, such as STATA.
6) Apply #1-5 in program evaluative settings.

Essential Elements of PSAA 601 Foundations of Public Service  After successful completion of this course, the students will be able to:

1) Examine how public administrators use a combination of formal and informal leadership strategies to gain influence and power within their organizations.
2) Explore and describe the role played by citizens in the creation, implementation, and practice of public programs.
3) Develop a general appreciation for core management functions performed by public organizations such as budgeting and human resources administration.
4) Develop a general appreciation for the role of practical theories of organization in public management.
5) Understand the changes and developments in study and practice of American public administration from the founding period to the present.
6) Understand how disciplines such as history, political science, philosophy, and organizational science have come to influence and shape modern public administration.
7) Apply the material learned in class to the dilemmas and challenges faced by public managers.

Essential Elements of PSAA 611 Public Policy Formation  After successful completion of this course, the students will be able to:

1) Understand the policy-making roles of the three constitutional branches and of the bureaucracy in American government.
2) Understand and evaluate how separation of powers and federalism shape the policy-making process.
3) Understand how other organizational arrangements and procedural requirements can determine policy outcomes.
4) Understand how interest groups, nonprofit organizations, and other non-governmental actors influence policy making
5) Be familiar with the leading theories and concepts used to describe policy making in America and be able to apply these theories in discussing specific issues.
6) Understand how policy-making processes can vary with regard to key dimensions such as the amount of conflict, the level of participation, and the dynamics of decision making.
7) Be familiar with the leading perspectives on particular aspects of policy making such as agenda setting, implementation, and evaluation.
8) Be familiar with the various democratic and technical criteria that are used to evaluate the policy-making process and be able to apply these criteria in discussing specific issues.
9) In the foregoing respects, be able to think critically and analytically about the character of the policy-making process as it relates to practical issues of effective and ethical public service.

Essential Elements of PSAA 615 Policy Analysis  After successful completion of this course, the students will be able to:

1) Evaluate the economic, political, social, ethical and organizational causes and factors involved in public and nonprofit policy decisions
2) Apply the basic policy analysis steps, including defining and measuring the problem(s), determining the extent or magnitude of the problem, determining the problem's causes, setting goals or objectives to address the problem, gathering data, forecasting expected policy outcomes, developing alternatives and recommendations, composing policy arguments, communicating the results, and monitoring and evaluating policy consequences
3) Apply the key tools of policy analysis, including cost-benefit analysis, discounting, extrapolation and forecasting, as well as newer policy tools, such as evidence-based

practice, stakeholder mapping, content analysis, sampling and surveys, interviewing, and focus group facilitation

4) Understand strategies for measuring policy impacts on non-market goods such as environmental quality and the loss of human life.

5) Evaluate the differences between policy analysis and program evaluation 6. Evaluate current issues and controversies in public policy, such as economic and budgetary policy, environmental and energy policy, and foreign policy.

Essential Elements of PSAA 621 Economic Analysis  After successful completion of this course, the students will be able to:

1) Use supply and demand analysis to analyze the effects of policy.
2) Use consumer and producer surplus to analyze the effects of policy.
3) Use indifference curves to analyze the effects of policy.
4) Calculate and interpret price and income elasticities.
5) Understand and interpret the relationship between average cost, marginal cost, and supply.
6) Determine the incidence of taxes and subsidies.
7) Describe the necessary conditions for perfect competition and the welfare effects   of perfect competition.
8) Analyze the effects of monopoly.
9) Analyze the effects of externalities and public goods.

Essential Elements of PSAA 622 Public Finance  After successful completion of this course, the students will be able to:

1) Discuss the implications of social welfare theory.
2) Understand the rationale for and consequences of government intervention in a market economy.
3) Understand and analyze the sources and implications of market failure, including public goods, externalities, monopolies and information asymmetries.
4) Understand the mechanisms and implications of redistributive policy.
5) Understand and analyze the equity and efficiency implications of various sources of government revenue, including income taxes, consumption taxes, sales taxes, property taxes, payroll taxes, corporate income taxes, tariffs and excise taxes.
6) Understand the implications of tax policy for nongovernmental organizations.
7) Understand the potential for government failure, and the political economy of optimal government behavior.

8) Discuss institutions of public finance from a comparative perspective

Essential Elements of PSAA 623 Budgeting in Public Service  After successful completion of this course, the students will be able to:

1) Understand and discuss essential elements in public finance, such as, public goods, externalities, failure of competition; deriving social decisions from private preferences.
2) Describe the political environment of budget development and adoption, including significant federal legislation and state practices as well as institutional structures.
3) Identify and evaluate revenue sources with coverage applying to local, state, federal, and nonprofit organizations.
4) Define basic objectives of the various stages of the budget cycle with emphasis on strategies for success by agencies, analysts, legislators, and auditors.
5) Define and apply basic forecasting methods as well as to identify challenges to forecasting.
6) Understand essentials of capital budgeting including the capital improvement plan, compounding, discounting, and cost-benefit analysis.
7) Identify and evaluate historic and recent reforms in the budgeting process to include, among others, integration of strategic planning, new performance budgeting, executive management agendas.
8) Be actively aware of basic administrative practices in budgeting including elements of budgetary accounting, debt administration, cash management, and Governmental Accounting Standards Board practices for accounting and reporting.

Essential Elements of PSAA 630 Program Evaluation in Public and Nonprofit Organizations After successful completion of this course, the students will be able to:

1) Use techniques of problem structure modeling such as hierarchy analysis, boundary analysis, assumption analysis, and path analysis.
2) Understand the methodological foundations and key concepts of evaluation such as the conditions of causality, internal and external validity, and threats to validity.
3) Explore the political context of evaluation in public/ nonprofit organizations from the standpoint of rational choice, bounded rationality, incrementalism, garbage can, group theory, and the polis.
4) Describe the importance of logic models and the differences among inputs, activities, outputs, and impacts from an organizational context.
5) Understand the differences among non-experimental, quasi-experimental, or truly

experimental evaluative designs, and their relationship to causality and validity.

6) Compare and contrast the strengths and weaknesses of various data collection methods and research techniques such as paper surveys, interviews, focus groups, case studies, and quantitative /qualitative analysis.

7) Compare and contrast the strengths and weaknesses of various sampling techniques and key concepts such as probability/ non-probability sampling, sampling frames, randomization, measures and indicators, and sample size.

8) Develop a comprehensive strategy for evaluating the impact of a program/policy that addresses the operationalization of impact measures and indicators, research design, sampling techniques, data collection strategies, and analysis method.

9) Understand the ethical issues related to evaluation research and the various roles that evaluators can take to improve the usability of results.

Essential Elements of PSAA 632 Fiscal Management for Nonprofits After successful completion of this course, the students will be able to:

1) Analyze and discuss the present-day context of nonprofit financial management.
2) Compare and contrast financing/revenue stream policies and assess their value in various nonprofit organizational situations.
3) Evaluate accounting, internal controls, auditing concepts and practices, and risk management and their application.
4) Distinguish between the various components of nonprofit financial statements and discuss their preparation, and analytical use.
5) Explain the process of budget preparation and execution concepts and practices.
6) Identify cash management concepts and practices and their application to specific financial situations.
7) Effectively communicate financial terms and analyses to organizational stakeholders.

Essential Elements of PSAA 634 Public Management  After successful completion of this course, the students will be able to:

1) Apply models of decision making (esp. rational choice, bounded rationality, and sense-making/institutional theories).
2) Apply principles of group/team management (principal/agent and collective action problems in teams, group think, etc.).
3) Understand diversity management.
4) Explain the importance of and implementation of strategic management and

performance management systems, including the rationale for evidence-based management generally.

5) Describe intergovernmental relations, the processes related to inter-organizational relations, and their impact on public management.

6) Broaden understanding of what accountability is and why it is essential in public management.

7) Recognize the legal context of public management (Judicial control of administrative decisions/policies, rule-making, etc.).

8) Emphasize the importance of constant attention to ethical behavior and performance in public service.

9) Increase understanding of the challenges of introducing and leading change processes in public organizations.

Essential Elements of PSAA 643 Foundations of the Nonprofit Sector After successful completion of this course, the students will be able to:

1) Explain the influence of global, social, economic and political trends on voluntary action, civil society, the nonprofit sector and philanthropy.

2) Examine the evolving role, function, and impact of philanthropic, nonprofit, voluntary and civil society organizations, including the emergence of new forms of social enterprise, on society.

3) Develop an awareness of the diversity of activities undertaken by nonprofit, voluntary and civil society organizations, including both charitable and mutual benefit organizations, as well as those formally and informally structured.

4) Analyze relationships and dynamics among and between the nonprofit, government and for-profit sectors including public private partnerships and hybrid forms of structure to achieve social purposes.

5) Demonstrate understanding of the history and development of philanthropy, voluntarism, voluntary action, and the nonprofit sector within the United States and other parts of the world.

6) Compare and contrast theoretical explanations for the nonprofit sector, philanthropy and social entrepreneurship including (but not necessarily limited to) political, economic, religious and socio-cultural perspectives.

Essential Elements of PSAA 644 Management and Leadership of Nonprofit Organizations After successful completion of this course, the students will be able to:

1) Frame the strategic choices experienced by managers

2) Analyze the external task environment
3) Assess the internal environment
4) Apply program strategy tactics
5) Identify corporate strategy topics
6) Explain the role of the board of directors
7) Evaluate service delivery strategies
8) Apply socio-political tactics to achieve public benefit objectives
9) Apply resource development techniques
10) Employ tactics to strengthen inter-organizational relationships
11) Assess the strategic leadership roles

Essential Elements of PSAA 656 Fundamentals of Homeland Security After successful completion of this course, the students will be able to

1) Understand the legal context of the nation's Constitutional structure as related to the homeland security enterprise. Critique the policy-making roles of the legislative and executive branches by studying historical cases focused on defense/protection of the homeland.

2) Evaluate the economic, political, social, ethical, organizational causes and factors and the change in the threat that were involved in the creation of a new executive branch department, the Department of Homeland Security (DHS).

3) Recognize the importance of strategic planning, including goals and justifications and methods for forming and implementing strategic plans for the homeland security enterprise. Distinguish the differences between national security (homeland defense) and homeland security.

4) Identify and evaluate changes (apply models of decision making (esp. rational choice, bounded rationality, and sense-making / institutional theories) in the federal budgeting process that have occurred since the creation of the DHS. And understand the impact the DHS has had on state, tribal and local jurisdictions in the areas of public safety, law enforcement, and emergency management (including training, standards, and grants).

5) Discuss how disciplines such as history, political science, philosophy, and organizational science have come to influence and shape securing the homeland. Also understand how interest groups; federal, state, tribal, local, non-governmental agencies, and the private sector interact and influence homeland security policy making. Also, analyze key tasks performed by other federal departments in support of the DHS in the homeland security mission.

6) Discuss and critique the key challenges to national, community, and business

preparedness programs. Then evaluate border security, maritime security, aviation security, and critical infrastructure protection policies with a view of the identified challenges.

7) Critique initiatives to enhance domestic intelligence and information sharing. Debate the extent to which homeland security intelligence and other law enforcement programs have come to support and or impinge on individual liberties.

8) Identify and evaluate current federal law and policy on cybersecurity and how these impact protection of society and critical infrastructure.

9) Apply the basic policy analysis steps, including defining and measuring the problem(s), determining the extent or magnitude of the problem, determining the problem's causes, setting goals or objectives to address the problem, gathering data, forecasting expected policy outcomes, developing alternatives and recommendations, composing policy arguments, communicating the results, and monitoring and evaluating policy consequences.

10) Formulate clear research observations and arguments with supporting rationale and evidence.

Essential Elements of PSAA 675 and 676 Public Service and Administration Capstone Seminar. After successful completion of this course, the students will be able to:

1) Integrate what they have learned in their other classes in the context of an applied, team project.

2) Work as a team while conducting an analysis of a management or policy issue (or some combination of the two) on behalf of a client.

3) Determine which research methods are appropriate to the client's policy or management issue.

4) Review relevant literature, formulate a research design, and collect and analyze data.

5) Produce a formal, written document that is delivered to the client.

6) Apply the appropriate tools and techniques to select a focused, manageable capstone research topic, if not defined by the client.

7) Create an overarching capstone research question and subsequent research problem.

8) Apply an appropriate research design approach to address the capstone research problem.

9) Apply methods to move from a research problem to identifying and gathering necessary, sufficient, and appropriate data from many sources.

10) Apply appropriate source data assessment and analysis approaches.

11) Formulate clear research observations and arguments with supporting rationale and

[SEP]evidence. [SEP]

12) Apply guidance in drafting, revising, and finalizing a research report or other deliverables [SEP]useful to the capstone client(s). [SEP]

# Appendix D: Email Sent to Employers

Howdy,

Texas A&M's Bush School of Public Service & Administration is looking to collect data about what employers are looking for in new graduate hires.

Our target audience involves those who are part of the hiring process for jobs that involve policy analysis, public management, and/or nonprofit management. This is why we chose you!

Your anonymous responses will be used to steer curriculum decisions and your individual information will not be shared.

To take the survey, please click here: https://tamu.qualtrics.com/jfe/form/SV_bmFzeq5MX5QH7rT .

If you have any questions, you can contact Joanna Lahey at jlahey@tamu.edu.

Thank you,

Joanna Lahey
Associate Professor
Bush School of Government and Public Service
Texas A&M University

Lala Taghiyeva and Christopher Chavira
Graduate Research Assistants
Bush School of Government and Public Service
Texas A&M University

# Appendix E: Copy of Final Survey

**The Bush School**
OF GOVERNMENT & PUBLIC SERVICE
TEXAS A&M UNIVERSITY

Aͳͷ | **TEXAS A&M**
U N I V E R S I T Y

**Default Question Block**

MPA/MPP Graduate Skills Survey
Thank you for taking our 10-15 minute survey. You are a great help!

We at Texas A&M's Bush School of Public Service & Administration are looking to collect data about what employers are looking for in new graduate hires.

Our target audience involves those who are part of the hiring process for jobs that involve policy analysis, public management, and/or nonprofit management. This is why we chose you!

Your anonymous responses will be used to steer curriculum decisions and your individual information will not be shared.

**Block 1**

In what state are you located?

[ ▲▼ ]

Are you located in TX?

○ Yes
○ No

Are you located in D.C. or the surrounding area?

○ Yes
○ No

## Block 2

Type of Organization:

○ Federal Government

○ State Government

○ Nonprofit Organization

○ For-profit Organization

○ Other(Specify)

○ Local Government

If other type of organization, please list

[                                                                    ]

Within the last 10 years, have you hired someone with a Masters in Public Policy (MPP), Masters in Public Administration (MPA), or Master of Nonprofit Administration/Management (MNA/MNM/MNP)?

○ Yes

○ Unsure

○ No

If yes, which graduates have you hired? Please specify. Check all that apply.

☐ Master of Public Policy

☐ Master of Public Administration

☐ Master of Nonprofit Administration/Management

☐ Unsure

Which of the following master degrees would be ideal in a next hire? Choose one.

○ Master of Nonprofit Administration/Management

○ Master of Public Policy

○ Master of Public Administration

○ No preference

## Block 3

When hiring, which of the following skills are important for a new graduate to possess? Check all that apply.

☐ Writing a Blog or Other Online Posts

☐ Writing a Grant Application of Proposal

☐ Writing a 3-5 Page Brief

☐ Writing a Journal Article

☐ Writing a Press Release

☐ Other General Writing Skills(Specify)

☐ Writing a White Paper

☐ None of these

☐ Writing a Memo

☐ Writing a Research Paper

If other general writing skills, please specify.

[                                                                    ]

When hiring, proficiency in which of the following are important for a new graduate to possess? Check all that apply.

☐ Presenting to a Group/Staff

☐ Speaking to the Press

☐ Cold Calling

☐ Presenting to a Client

☐ Speaking a Foreign Language

☐ None of these

## What language?

_____

When hiring, proficiency in which of the following are important for a new graduate to possess? Check all that apply.

☐ Navigating Workplace Culture

☐ Active Listening

☐ Practicing Cultural Competence/Inclusion

☐ Practicing Self-Reflection and Assessment

☐ Resolving Conflict

☐ Maintaining Professionalism (Dress, Communication, & Conduct)

☐ None of these

☐ Working Well with Groups/Teams as a Leader

☐ Working Well with Groups/Teams as a Member

When hiring, proficiency in which of the following are important for a new graduate to possess? Check all that apply.

☐ Simple Spreadsheets (Microsoft Excel, Google Sheets, etc.)

☐ Microsoft Word/Google Doc

☐ Fundraising Software (Raiser's Edge, SalesForce, DonorPerfect, etc.)

☐ Presentation Design Software (Microsoft PowerPoint, Google Slides, etc.)

☐ Social Media Relations

☐ Bookkeeping Software (QuickBooks, etc.)

☐ Learning Management Software (Canvas, etc.)

☐ Graphic Design Tools (Photoshop, Microsoft Publisher, etc.)

☐ Website Design

☐ None of these

When hiring, proficiency in which of the following are important for a new graduate to possess? Check all that apply.

☐ C++

☐ GIS

☐ Python

☐ HTML

☐ SPSS

☐ Stata

☐ R

☐ Matlab

☐ Advanced Spreadsheets (Microsoft Excel, Google Sheets, etc.)

☐ Tableau

☐ Java

☐ SAS

☐ None of these

## Block 4

When hiring, which of the following skills are most important for a new graduate to possess? Choose up to 3.

☐ Conducting Focus Groups

☐ Designing Qualitative Studies

☐ Managing & Analyzing Data

☐ Analyzing Case Studies

☐ Designing Experiments

☐ Conducting Interviews for Policy Analysis

☐ Designing & Administering Surveys

☐ None of These

76

When hiring, which of the following skills are most important for a new graduate to possess? Choose up to 3.

☐ Implementing Strategic Performance Management

☐ Applying Principles of Group/Team Management

☐ Completing a Needs Assessment

☐ Managing a Project (i.e. Planning, Managing Tasks, Completing Work)

☐ Setting Goals or Objectives to Meet Needs

☐ Giving and Receiving Feedback

☐ Managing Stakeholder Relationships

☐ Applying Risk Management Strategies

☐ Strategic Planning

☐ None of these

When hiring, which of the following skills are most important for a new graduate to possess? Choose up to 3.

☐ Forecasting Expected Policy or Program Outcomes

☐ Making Decisions Based on Data

☐ Making Policy Recommendations

☐ Analyzing a Policy

☐ Implementing a Program or Policy

☐ Advocating or Lobbying for a Policy or Program

☐ Board Governance

☐ Evaluating the Efficiency of a Program

☐ None of these

☐ Measuring the Effects of Policy on Environmental Quality

When hiring, which of the following skills are most important for a new graduate to possess? Choose up to 3.

☐ Grant Writing

☐ Preparing and Using a Budget

☐ Communicate Financial Analyses to Stakeholders

☐ Managing Cash Flow

☐ Analyzing the Economic Effects of a Policy

☐ Fundraising

☐ Using Financial Forecasting Models

☐ None of these

## Block 6

When hiring, which of the following knowledge bases are most important for a new graduate to understand? Choose up to 3.

☐ Diversity Management within Organizations

☐ The Relationships Between the Nonprofit, Public, and Private Sectors

☐ Nonprofit Organization's Impact on the Public

☐ Bureaucracy and Policy Making at the Federal, State, and Local Level

☐ The Role of Public Managers in Intergovernmental Relations

☐ None of these

When hiring, which of the following knowledge bases are most important for a new graduate to understand? Choose up to 3.

☐ How Tax Policy Affects Nonprofit Organizations

☐ Fiscal Management of Nonprofits (i.e. Accounting, Internal Controls, Auditing)

☐ Importance of Management Systems

☐ Role of Economics in Public Policy-Making

☐ Role of Government Intervention in the Economy

☐ Theories and Concepts Used to Describe Policymaking in America

☐ Understanding Tax Policy

☐ None of these

When hiring, which of the following knowledge bases are most important for a new graduate to understand? Choose up to 3.

☐ Analysis of Public and Nonprofit Programs

☐ Quantitative Methods of Analysis

☐ Key Tools of Policy Analysis (i.e. Cost-Benefit Analysis, Discounting, Extrapolation, Forecasting)

☐ Statistical Analysis Methods (i.e. Difference of Means, Correlation, Regression)

☐ Qualitative Methods of Analysis

☐ None of these

When hiring, which of the following skills are important for a new graduate to possess? Check all that apply.

☐ Evaluating Ethical Factors Involved in Policy Decisions

☐ Framing Policy Issues for Relevant Audiences

☐ Predicting the Successfulness of a Particular Policy

☐ Analyzing the Role of Critical Actors and Interest Groups

☐ Creating Effective Persuasive Arguments for Policy Recommendations

☐ Evaluating Market Failure Analyses

☐ None of these

☐ Predicting the Unintended Consequences of Policy Decisions

## Block 6

Rank the following resume components in order of importance (drag and drop the answer choices into your desired order).

Relevant Coursework (including Capstone Project)

Masters of Public Policy or Public Administration Degree

Work Experience in Desired Field

Internship Experience

Volunteer Service

International Experience

Work Experience in Any Field

Research

In what capacity have you interacted with Masters of Public Service and Administration (MPSA) students from The Texas A&M Bush School of Government and Public Service? (Check all that apply)

☐ Had a Summer Intern Student

☐ Hired a Graduate

☐ Managed/Are Managing a Graduate

☐ Worked Alongside a Graduate

☐ Am an MPSA Graduate

☐ Know About the MPSA Program

☐ Never Heard of the School's MPSA Program

Are there subjects that were not addressed that you would like to let us know about?

[                                                                                    ]

The Bush School of Government and Public Service
Texas A&M University
GBS-FS-20120530a

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**Appendix F: IRB Outcome Letter**

Ā&M | **TEXAS A&M**
UNIVERSITY

## NOT HUMAN RESEARCH DETERMINATION

March 23, 2020

| | |
|---|---|
| Type of Review: | Initial Review Submission Form |
| Title: | BUSH 635: Mini-Capstone Project Spring 2020 Employer Survey |
| Investigator: | Sarah Guinn |
| IRB ID: | IRB2020-0324 |
| Reference Number: | 108487 |
| Funding: | |
| Documents Received: | IRB Application (Human Research) - (Version 1.0)<br><br>Newest Version of Preliminary Survey - (Version 1.0) |

Dear Sarah Guinn:

The Institution determined that the proposed activity is not research involving human subjects as defined by DHHS and FDA regulations.

Further IRB review and approval by this organization is not required because this is not human research. This determination applies only to the activities described in this IRB submission and does not apply should any changes be made. If changes are made you must immediately contact the IRB about whether these activities are research involving humans in which the organization is engaged. You will also be required to submit a new request to the IRB for a determination.

Please be aware that receiving a 'Not Human Research Determination' is not the same as IRB review and approval of the activity. IRB consent forms or templates for the activities described in the determination are not to be used and references to TAMU IRB approval must be removed from study documents.
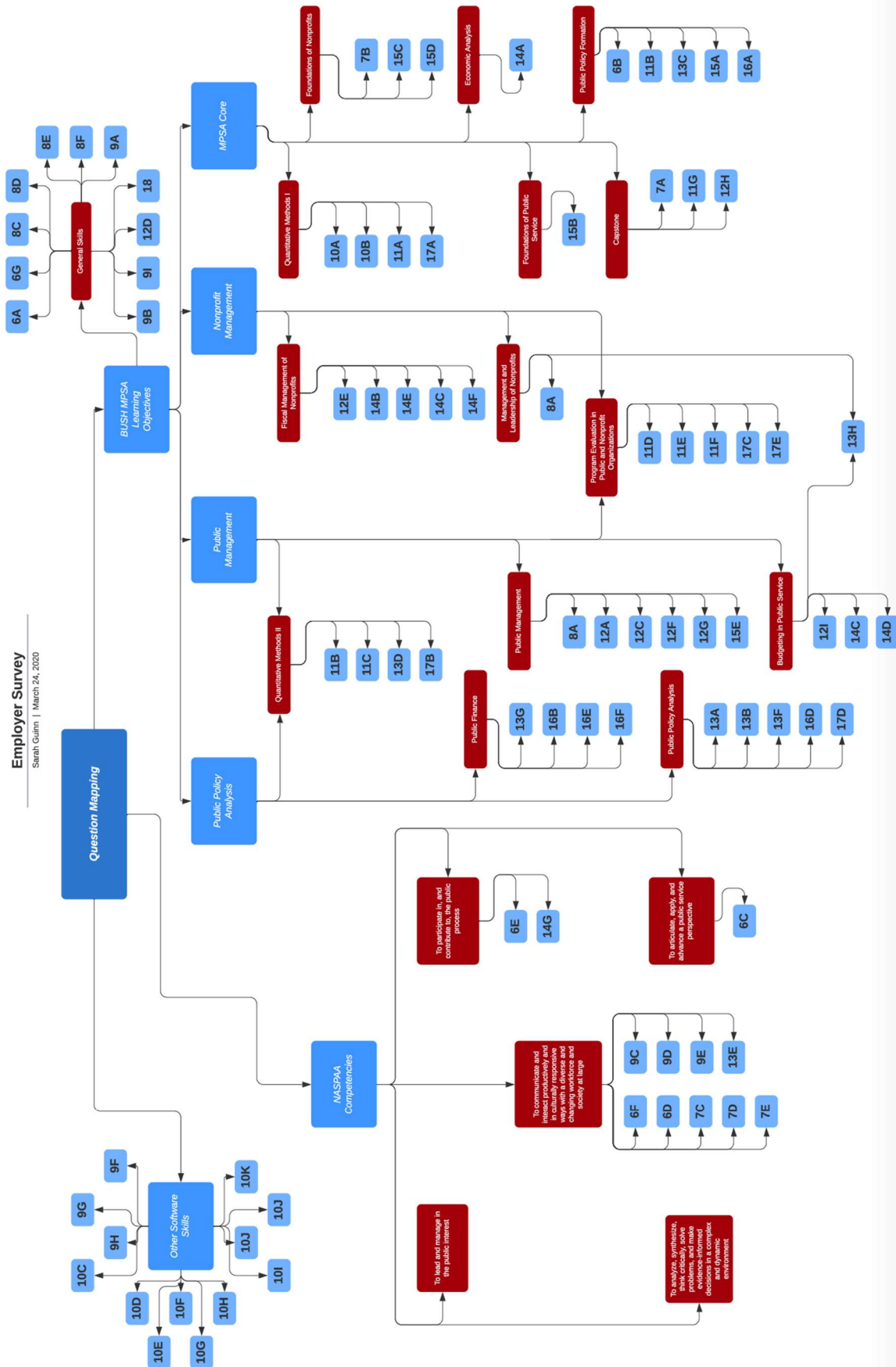
If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1-855-795-8636.

Sincerely,
IRB Administration

# Appendix G: Concept Map



Employer Survey
Sarah Guinn | March 24, 2020

# Appendix H: Do File Code

```
**Writing Skills (Q07)

**All

tab writ_skill_brief, mi
tab writ_skill_whitepaper, mi
tab writ_skill_article, mi
tab writ_skill_release, mi
tab writ_skill_proposal, mi
tab writ_skill_blog, mi
tab writ_skill_other, mi
tab writ_skill_research, mi
tab writ_skill_memo, mi
tab writ_skill_none, mi


**Nonprofit

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tab writ_skill_blog if sec_nonprofit_dummy ==1, mi
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tab writ_skill_research if sec_nonprofit_dummy ==1, mi
tab writ_skill_memo if sec_nonprofit_dummy ==1, mi
tab writ_skill_none if sec_nonprofit_dummy ==1, mi


**Local + State + Federal

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tab writ_skill_article if sec_state_dummy ==1, mi
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**Basic Computer Skills (Q11)

**All Sectors

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**Nonprofit

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tab bascomp_skill_fund if sec_nonprofit_dummy ==1, mi
tab bascomp_skill_learn if sec_nonprofit_dummy ==1, mi
tab bascomp_skill_spread if sec_nonprofit_dummy ==1, mi
tab bascomp_skill_none if sec_nonprofit_dummy ==1, mi

**Local+ State + Federal

tab bascomp_skill_mic if sec_local_dummy ==1, mi
tab bascomp_skill_mic if sec_state_dummy ==1, mi
tab bascomp_skill_mic if sec_federal_dummy ==1, mi

tab bascomp_skill_presentdesign if sec_local_dummy ==1, mi
tab bascomp_skill_presentdesign if sec_state_dummy ==1, mi
tab bascomp_skill_presentdesign if sec_federal_dummy ==1, mi

tab bascomp_skill_graphdesign if sec_local_dummy ==1, mi
tab bascomp_skill_graphdesign if sec_state_dummy ==1, mi
tab bascomp_skill_graphdesign if sec_federal_dummy ==1, mi

tab bascomp_skill_media if sec_local_dummy ==1, mi
tab bascomp_skill_media if sec_state_dummy ==1, mi
tab bascomp_skill_media if sec_federal_dummy ==1, mi

tab bascomp_skill_webdesign if sec_local_dummy ==1, mi
tab bascomp_skill_webdesign if sec_state_dummy ==1, mi
tab bascomp_skill_webdesign if sec_federal_dummy ==1, mi

tab bascomp_skill_bkeep if sec_local_dummy ==1, mi
tab bascomp_skill_bkeep if sec_state_dummy ==1, mi
tab bascomp_skill_bkeep if sec_federal_dummy ==1, mi
```

```
tab bascomp_skill_fund if sec_local_dummy ==1, mi
tab bascomp_skill_fund if sec_state_dummy ==1, mi
tab bascomp_skill_fund if sec_federal_dummy ==1, mi

tab bascomp_skill_learn if sec_local_dummy ==1, mi
tab bascomp_skill_learn if sec_state_dummy ==1, mi
tab bascomp_skill_learn if sec_federal_dummy ==1, mi

tab bascomp_skill_spread if sec_local_dummy ==1, mi
tab bascomp_skill_spread if sec_state_dummy ==1, mi
tab bascomp_skill_spread if sec_federal_dummy ==1, mi

tab bascomp_skill_none if sec_local_dummy ==1, mi
tab bascomp_skill_none if sec_state_dummy ==1, mi
tab bascomp_skill_none if sec_federal_dummy ==1, mi

**Advanced Computer Skills (Q12)

** All sectors
tab advcomp_skill_advspread, mi
tab advcomp_skill_stat, mi
tab advcomp_skill_r, mi
tab advcomp_skill_tabl, mi
tab advcomp_skill_spss, mi
tab advcomp_skill_gis, mi
tab advcomp_skill_sas, mi
tab advcomp_skill_python, mi
tab advcomp_skill_c, mi
tab advcomp_skill_java, mi
tab advcomp_skill_html, mi
tab advcomp_skill_matlab, mi
tab advcomp_skill_none, mi

**Nonprofit

tab advcomp_skill_advspread if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_stat if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_r if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_tabl if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_spss if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_gis if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_sas if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_python if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_c if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_java if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_html if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_matlab if sec_nonprofit_dummy ==1, mi
tab advcomp_skill_none if sec_nonprofit_dummy ==1, mi

**Local+ State + Federal

tab advcomp_skill_advspread if sec_local_dummy ==1, mi
tab advcomp_skill_advspread if sec_state_dummy ==1, mi
tab advcomp_skill_advspread if sec_federal_dummy ==1, mi

tab advcomp_skill_stat if sec_local_dummy ==1, mi
tab advcomp_skill_stat if sec_state_dummy ==1, mi
tab advcomp_skill_stat if sec_federal_dummy ==1, mi

tab advcomp_skill_r if sec_local_dummy ==1, mi
tab advcomp_skill_r if sec_state_dummy ==1, mi
tab advcomp_skill_r if sec_federal_dummy ==1, mi
```

```
tab advcomp_skill_tabl if sec_local_dummy ==1, mi
tab advcomp_skill_tabl if sec_state_dummy ==1, mi
tab advcomp_skill_tabl if sec_federal_dummy ==1, mi

tab advcomp_skill_spss if sec_local_dummy ==1, mi
tab advcomp_skill_spss if sec_state_dummy ==1, mi
tab advcomp_skill_spss if sec_federal_dummy ==1, mi

tab advcomp_skill_gis if sec_local_dummy ==1, mi
tab advcomp_skill_gis if sec_state_dummy ==1, mi
tab advcomp_skill_gis if sec_federal_dummy ==1, mi

tab advcomp_skill_sas if sec_local_dummy ==1, mi
tab advcomp_skill_sas if sec_state_dummy ==1, mi
tab advcomp_skill_sas if sec_federal_dummy ==1, mi

tab advcomp_skill_python if sec_local_dummy ==1, mi
tab advcomp_skill_python if sec_state_dummy ==1, mi
tab advcomp_skill_python if sec_federal_dummy ==1, mi

tab advcomp_skill_c if sec_local_dummy ==1, mi
tab advcomp_skill_c if sec_state_dummy ==1, mi
tab advcomp_skill_c if sec_federal_dummy ==1, mi

tab advcomp_skill_java if sec_local_dummy ==1, mi
tab advcomp_skill_java if sec_state_dummy ==1, mi
tab advcomp_skill_java if sec_federal_dummy ==1, mi

tab advcomp_skill_html if sec_local_dummy ==1, mi
tab advcomp_skill_html if sec_state_dummy ==1, mi
tab advcomp_skill_html if sec_federal_dummy ==1, mi

tab advcomp_skill_matlab if sec_local_dummy ==1, mi
tab advcomp_skill_matlab if sec_state_dummy ==1, mi
tab advcomp_skill_matlab if sec_federal_dummy ==1, mi

tab advcomp_skill_none if sec_local_dummy ==1, mi
tab advcomp_skill_none if sec_state_dummy ==1, mi
tab advcomp_skill_none if sec_federal_dummy ==1, mi

** Speaking Skills (Q08)

**All Sectors

tab speak_skill_presclient, mi
tab speak_skill_presgroup, mi
tab speak_skill_press, mi
tab speak_skill_coldcall, mi
tab speak_skill_foreign, mi
tab speak_skill_none, mi

**Nonprofit

tab speak_skill_presclient if sec_nonprofit_dummy ==1, mi
tab speak_skill_presgroup if sec_nonprofit_dummy ==1, mi
tab speak_skill_press if sec_nonprofit_dummy ==1, mi
tab speak_skill_coldcall if sec_nonprofit_dummy ==1, mi
tab speak_skill_foreign if sec_nonprofit_dummy ==1, mi
tab speak_skill_none if sec_nonprofit_dummy ==1, mi

**Local+ State + Federal
```

```
tab speak_skill_presclient if sec_local_dummy ==1, mi
tab speak_skill_presclient if sec_state_dummy ==1, mi
tab speak_skill_presclient if sec_federal_dummy ==1, mi

tab speak_skill_presgroup if sec_local_dummy ==1, mi
tab speak_skill_presgroup if sec_state_dummy ==1, mi
tab speak_skill_presgroup if sec_federal_dummy ==1, mi

tab speak_skill_press if sec_local_dummy ==1, mi
tab speak_skill_press if sec_state_dummy ==1, mi
tab speak_skill_press if sec_federal_dummy ==1, mi

tab speak_skill_coldcall if sec_local_dummy ==1, mi
tab speak_skill_coldcall if sec_state_dummy ==1, mi
tab speak_skill_coldcall if sec_federal_dummy ==1, mi

tab speak_skill_foreign if sec_local_dummy ==1, mi
tab speak_skill_foreign if sec_state_dummy ==1, mi
tab speak_skill_foreign if sec_federal_dummy ==1, mi

tab speak_skill_none if sec_local_dummy ==1, mi
tab speak_skill_none if sec_state_dummy ==1, mi
tab speak_skill_none if sec_federal_dummy ==1, mi

**foreign language open ended

tab Q09

**Interpersonal skills(Q10)

**All Sectors

tab relate_skill_incl, mi
tab relate_skill_confl, mi
tab relate_skill_listen, mi
tab relate_skill_profes, mi
tab relate_skill_culture, mi
tab relate_skill_reflect, mi
tab relate_skill_member, mi
tab relate_skill_leader, mi
tab relate_skill_none, mi

**Nonprofit

tab relate_skill_incl if sec_nonprofit_dummy ==1, mi
tab relate_skill_confl if sec_nonprofit_dummy ==1, mi
tab relate_skill_listen if sec_nonprofit_dummy ==1, mi
tab relate_skill_profes if sec_nonprofit_dummy ==1, mi
tab relate_skill_culture if sec_nonprofit_dummy ==1, mi
tab relate_skill_reflect if sec_nonprofit_dummy ==1, mi
tab relate_skill_member if sec_nonprofit_dummy ==1, mi
tab relate_skill_leader if sec_nonprofit_dummy ==1, mi
tab relate_skill_none if sec_nonprofit_dummy ==1, mi

**Local+ State + Federal

tab relate_skill_incl if sec_local_dummy ==1, mi
tab relate_skill_incl if sec_state_dummy ==1, mi
tab relate_skill_incl if sec_federal_dummy ==1, mi

tab relate_skill_confl if sec_local_dummy ==1, mi
tab relate_skill_confl if sec_state_dummy ==1, mi
tab relate_skill_confl if sec_federal_dummy ==1, mi
```

```
tab relate_skill_listen if sec_local_dummy ==1, mi
tab relate_skill_listen if sec_state_dummy ==1, mi
tab relate_skill_listen if sec_federal_dummy ==1, mi

tab relate_skill_profes if sec_local_dummy ==1, mi
tab relate_skill_profes if sec_state_dummy ==1, mi
tab relate_skill_profes if sec_federal_dummy ==1, mi

tab relate_skill_culture if sec_local_dummy ==1, mi
tab relate_skill_culture if sec_state_dummy ==1, mi
tab relate_skill_culture if sec_federal_dummy ==1, mi

tab relate_skill_reflect if sec_local_dummy ==1, mi
tab relate_skill_reflect if sec_state_dummy ==1, mi
tab relate_skill_reflect if sec_federal_dummy ==1, mi

tab relate_skill_member if sec_local_dummy ==1, mi
tab relate_skill_member if sec_state_dummy ==1, mi
tab relate_skill_member if sec_federal_dummy ==1, mi

tab relate_skill_leader if sec_local_dummy ==1, mi
tab relate_skill_leader if sec_state_dummy ==1, mi
tab relate_skill_leader if sec_federal_dummy ==1, mi

tab relate_skill_none if sec_local_dummy ==1, mi
tab relate_skill_none if sec_state_dummy ==1, mi
tab relate_skill_none if sec_federal_dummy ==1, mi

**Research Skills(Q13)

**All Sectors

tab research_skill_exp, mi
tab research_skill_anlydata, mi
tab research_skill_qualstudy, mi
tab research_skill_focgroup, mi
tab research_skill_casestud, mi
tab research_skill_presentfind, mi
tab research_skill_interview, mi
tab research_skill_survey, mi
tab research_skill_none, mi

**Nonprofit

tab research_skill_exp if sec_nonprofit_dummy ==1, mi
tab research_skill_anlydata if sec_nonprofit_dummy ==1, mi
tab research_skill_qualstudy if sec_nonprofit_dummy ==1, mi
tab research_skill_focgroup if sec_nonprofit_dummy ==1, mi
tab research_skill_casestud if sec_nonprofit_dummy ==1, mi
tab research_skill_presentfind if sec_nonprofit_dummy ==1, mi
tab research_skill_interview if sec_nonprofit_dummy ==1, mi
tab research_skill_survey if sec_nonprofit_dummy ==1, mi
tab research_skill_none if sec_nonprofit_dummy ==1, mi

**Local+ State + Federal

tab research_skill_exp if sec_local_dummy ==1, mi
tab research_skill_exp if sec_state_dummy ==1, mi
tab research_skill_exp if sec_federal_dummy ==1, mi

tab research_skill_anlydata if sec_local_dummy ==1, mi
tab research_skill_anlydata if sec_state_dummy ==1, mi
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```
tab research_skill_anlydata if sec_federal_dummy ==1, mi

tab research_skill_qualstudy if sec_local_dummy ==1, mi
tab research_skill_qualstudy if sec_state_dummy ==1, mi
tab research_skill_qualstudy if sec_federal_dummy ==1, mi

tab research_skill_focgroup if sec_local_dummy ==1, mi
tab research_skill_focgroup if sec_state_dummy ==1, mi
tab research_skill_focgroup if sec_federal_dummy ==1, mi

tab research_skill_casestud if sec_local_dummy ==1, mi
tab research_skill_casestud if sec_state_dummy ==1, mi
tab research_skill_casestud if sec_federal_dummy ==1, mi

tab research_skill_presentfind if sec_local_dummy ==1, mi
tab research_skill_presentfind if sec_state_dummy ==1, mi
tab research_skill_presentfind if sec_federal_dummy ==1, mi

tab research_skill_interview if sec_local_dummy ==1, mi
tab research_skill_interview if sec_state_dummy ==1, mi
tab research_skill_interview if sec_federal_dummy ==1, mi

tab research_skill_survey if sec_local_dummy ==1, mi
tab research_skill_survey if sec_state_dummy ==1, mi
tab research_skill_survey if sec_federal_dummy ==1, mi

tab research_skill_none if sec_local_dummy ==1, mi
tab research_skill_none if sec_state_dummy ==1, mi
tab research_skill_none if sec_federal_dummy ==1, mi

**Management Skills (Q14)

**All Sectors

tab manage_skill_proj, mi
tab manage_skill_needassess, mi
tab manage_skill_setgoal, mi
tab manage_skill_feedb, mi
tab manage_skill_risk, mi
tab manage_skill_perform, mi
tab manage_skill_group, mi
tab manage_skill_stakeh, mi
tab manage_skill_stratplan, mi
tab manage_skill_none, mi

**Nonprofit

tab manage_skill_proj if sec_nonprofit_dummy ==1, mi
tab manage_skill_needassess if sec_nonprofit_dummy ==1, mi
tab manage_skill_setgoal if sec_nonprofit_dummy ==1, mi
tab manage_skill_feedb if sec_nonprofit_dummy ==1, mi
tab manage_skill_risk if sec_nonprofit_dummy ==1, mi
tab manage_skill_perform if sec_nonprofit_dummy ==1, mi
tab manage_skill_group if sec_nonprofit_dummy ==1, mi
tab manage_skill_stakeh if sec_nonprofit_dummy ==1, mi
tab manage_skill_stratplan if sec_nonprofit_dummy ==1, mi
tab manage_skill_none if sec_nonprofit_dummy ==1, mi

**Local+ State + Federal

tab manage_skill_proj if sec_local_dummy ==1, mi
tab manage_skill_proj if sec_state_dummy ==1, mi
tab manage_skill_proj if sec_federal_dummy ==1, mi
```

```
tab manage_skill_needassess if sec_local_dummy ==1, mi
tab manage_skill_needassess if sec_state_dummy ==1, mi
tab manage_skill_needassess if sec_federal_dummy ==1, mi

tab manage_skill_setgoal if sec_local_dummy ==1, mi
tab manage_skill_setgoal if sec_state_dummy ==1, mi
tab manage_skill_setgoal if sec_federal_dummy ==1, mi

tab manage_skill_feedb if sec_local_dummy ==1, mi
tab manage_skill_feedb if sec_state_dummy ==1, mi
tab manage_skill_feedb if sec_federal_dummy ==1, mi

tab manage_skill_risk if sec_local_dummy ==1, mi
tab manage_skill_risk if sec_state_dummy ==1, mi
tab manage_skill_risk if sec_federal_dummy ==1, mi

tab manage_skill_perform if sec_local_dummy ==1, mi
tab manage_skill_perform if sec_state_dummy ==1, mi
tab manage_skill_perform if sec_federal_dummy ==1, mi

tab manage_skill_group if sec_local_dummy ==1, mi
tab manage_skill_group if sec_state_dummy ==1, mi
tab manage_skill_group if sec_federal_dummy ==1, mi

tab manage_skill_stakeh if sec_local_dummy ==1, mi
tab manage_skill_stakeh if sec_state_dummy ==1, mi
tab manage_skill_stakeh if sec_federal_dummy ==1, mi

tab manage_skill_stratplan if sec_local_dummy ==1, mi
tab manage_skill_stratplan if sec_state_dummy ==1, mi
tab manage_skill_stratplan if sec_federal_dummy ==1, mi

tab manage_skill_none if sec_local_dummy ==1, mi
tab manage_skill_none if sec_state_dummy ==1, mi
tab manage_skill_none if sec_federal_dummy ==1, mi

// Implementation skills (Q15)

**All Sectors

tab impl_skill_polrecom, mi
tab impl_skill_forecpol, mi
tab impl_skill_implpol, mi
tab impl_skill_makedec, mi
tab impl_skill_lobby, mi
tab impl_skill_analypol, mi
tab impl_skill_eval, mi
tab impl_skill_govern, mi
tab impl_skill_environment, mi
tab impl_skill_none, mi

** Nonprofit

tab impl_skill_polrecom if sec_nonprofit_dummy ==1, mi
tab impl_skill_forecpol if sec_nonprofit_dummy ==1, mi
tab impl_skill_implpol if sec_nonprofit_dummy ==1, mi
tab impl_skill_makedec if sec_nonprofit_dummy ==1, mi
tab impl_skill_lobby if sec_nonprofit_dummy ==1, mi
tab impl_skill_analypol if sec_nonprofit_dummy ==1, mi
tab impl_skill_eval if sec_nonprofit_dummy ==1, mi
tab impl_skill_govern if sec_nonprofit_dummy ==1, mi
tab impl_skill_environment if sec_nonprofit_dummy ==1, mi
```

```
tab impl_skill_none if sec_nonprofit_dummy ==1, mi

** Local+ State + Federal

tab impl_skill_polrecom if sec_local_dummy ==1, mi
tab impl_skill_polrecom if sec_state_dummy ==1, mi
tab impl_skill_polrecom if sec_federal_dummy ==1, mi

tab impl_skill_forecpol if sec_local_dummy ==1, mi
tab impl_skill_forecpol if sec_state_dummy ==1, mi
tab impl_skill_forecpol if sec_federal_dummy ==1, mi

tab impl_skill_implpol if sec_local_dummy ==1, mi
tab impl_skill_implpol if sec_state_dummy ==1, mi
tab impl_skill_implpol if sec_federal_dummy ==1, mi

tab impl_skill_makedec if sec_local_dummy ==1, mi
tab impl_skill_makedec if sec_state_dummy ==1, mi
tab impl_skill_makedec if sec_federal_dummy ==1, mi

tab impl_skill_lobby if sec_local_dummy ==1, mi
tab impl_skill_lobby if sec_state_dummy ==1, mi
tab impl_skill_lobby if sec_federal_dummy ==1, mi

tab impl_skill_analypol if sec_local_dummy ==1, mi
tab impl_skill_analypol if sec_state_dummy ==1, mi
tab impl_skill_analypol if sec_federal_dummy ==1, mi

tab impl_skill_eval if sec_local_dummy ==1, mi
tab impl_skill_eval if sec_state_dummy ==1, mi
tab impl_skill_eval if sec_federal_dummy ==1, mi

tab impl_skill_govern if sec_local_dummy ==1, mi
tab impl_skill_govern if sec_state_dummy ==1, mi
tab impl_skill_govern if sec_federal_dummy ==1, mi

tab impl_skill_environment if sec_local_dummy ==1, mi
tab impl_skill_environment if sec_state_dummy ==1, mi
tab impl_skill_environment if sec_federal_dummy ==1, mi

tab impl_skill_none if sec_local_dummy ==1, mi
tab impl_skill_none if sec_state_dummy ==1, mi
tab impl_skill_none if sec_federal_dummy ==1, mi

**Finance skills (Q16)

**all sectors

tab fin_skill_analyeffect, mi
tab fin_skill_budget, mi
tab fin_skill_forecast, mi
tab fin_skill_cashflow, mi
tab fin_skill_finanaly, mi
tab fin_skill_fundrais, mi
tab fin_skill_grantwrit, mi
tab fin_skill_none, mi

** Nonprofit

tab fin_skill_analyeffect if sec_nonprofit_dummy ==1, mi
tab fin_skill_budget if sec_nonprofit_dummy ==1, mi
tab fin_skill_forecast if sec_nonprofit_dummy ==1, mi
tab fin_skill_cashflow if sec_nonprofit_dummy ==1, mi
```

```
tab fin_skill_finanaly if sec_nonprofit_dummy ==1, mi
tab fin_skill_fundrais if sec_nonprofit_dummy ==1, mi
tab fin_skill_grantwrit if sec_nonprofit_dummy ==1, mi
tab fin_skill_none if sec_nonprofit_dummy ==1, mi


** Local+ State + Federal

tab fin_skill_analyeffect if sec_local_dummy ==1, mi
tab fin_skill_analyeffect if sec_state_dummy ==1, mi
tab fin_skill_analyeffect if sec_federal_dummy ==1, mi

tab fin_skill_budget if sec_local_dummy ==1, mi
tab fin_skill_budget if sec_state_dummy ==1, mi
tab fin_skill_budget if sec_federal_dummy ==1, mi

tab fin_skill_forecast if sec_local_dummy ==1, mi
tab fin_skill_forecast if sec_state_dummy ==1, mi
tab fin_skill_forecast if sec_federal_dummy ==1, mi

tab fin_skill_cashflow if sec_local_dummy ==1, mi
tab fin_skill_cashflow if sec_state_dummy ==1, mi
tab fin_skill_cashflow if sec_federal_dummy ==1, mi

tab fin_skill_finanaly if sec_local_dummy ==1, mi
tab fin_skill_finanaly if sec_state_dummy ==1, mi
tab fin_skill_finanaly if sec_federal_dummy ==1, mi

tab fin_skill_fundrais if sec_local_dummy ==1, mi
tab fin_skill_fundrais if sec_state_dummy ==1, mi
tab fin_skill_fundrais if sec_federal_dummy ==1, mi

tab fin_skill_grantwrit if sec_local_dummy ==1, mi
tab fin_skill_grantwrit if sec_state_dummy ==1, mi
tab fin_skill_grantwrit if sec_federal_dummy ==1, mi

tab fin_skill_none if sec_local_dummy ==1, mi
tab fin_skill_none if sec_state_dummy ==1, mi
tab fin_skill_none if sec_federal_dummy ==1, mi

// Understanding sector relations (Q17)

**all sectors

tab relation_skill_bureauc, mi
tab relation_skill_intergovern, mi
tab relation_skill_relation, mi
tab relation_skill_npoimpact, mi
tab relation_skill_diversity, mi
tab relation_skill_none, mi

** Nonprofit

tab relation_skill_bureauc if sec_nonprofit_dummy ==1, mi
tab relation_skill_intergovern if sec_nonprofit_dummy ==1, mi
tab relation_skill_relation if sec_nonprofit_dummy ==1, mi
tab relation_skill_npoimpact if sec_nonprofit_dummy ==1, mi
tab relation_skill_diversity if sec_nonprofit_dummy ==1, mi
tab relation_skill_none if sec_nonprofit_dummy ==1, mi

** Local+ State + Federal

tab relation_skill_bureauc if sec_local_dummy ==1, mi
tab relation_skill_bureauc if sec_state_dummy ==1, mi
```

```
tab relation_skill_bureauc if sec_federal_dummy ==1, mi

tab relation_skill_intergovern if sec_local_dummy ==1, mi
tab relation_skill_intergovern if sec_state_dummy ==1, mi
tab relation_skill_intergovern if sec_federal_dummy ==1, mi

tab relation_skill_relation if sec_local_dummy  ==1, mi
tab relation_skill_relation if sec_state_dummy  ==1, mi
tab relation_skill_relation if sec_federal_dummy  ==1, mi

tab relation_skill_npoimpact if sec_local_dummy ==1, mi
tab relation_skill_npoimpact if sec_state_dummy ==1, mi
tab relation_skill_npoimpact if sec_federal_dummy ==1, mi

tab relation_skill_diversity if sec_local_dummy ==1, mi
tab relation_skill_diversity if sec_state_dummy ==1, mi
tab relation_skill_diversity if sec_federal_dummy ==1, mi

tab relation_skill_none if sec_local_dummy ==1, mi
tab relation_skill_none if sec_state_dummy ==1, mi
tab relation_skill_none if sec_federal_dummy ==1, mi

// Skills in Economics (Q18)

**all sectors

tab econ_skill_conceptpol, mi
tab econ_skill_govinterv, mi
tab econ_skill_fiscalnpo, mi
tab econ_skill_managesystem, mi
tab econ_skill_econpolicy, mi
tab econ_skill_taxpolnpo, mi
tab econ_skill_taxpol, mi
tab econ_skill_none, mi


** Nonprofit

tab econ_skill_conceptpol if sec_nonprofit_dummy ==1, mi
tab econ_skill_govinterv if sec_nonprofit_dummy ==1, mi
tab econ_skill_fiscalnpo if sec_nonprofit_dummy ==1, mi
tab econ_skill_managesystem if sec_nonprofit_dummy ==1, mi
tab econ_skill_econpolicy if sec_nonprofit_dummy ==1, mi
tab econ_skill_taxpolnpo if sec_nonprofit_dummy ==1, mi
tab econ_skill_taxpol if sec_nonprofit_dummy ==1, mi
tab econ_skill_none if sec_nonprofit_dummy ==1, mi


** Local+ State + Federal

tab econ_skill_conceptpol if sec_local_dummy ==1, mi
tab econ_skill_conceptpol if sec_state_dummy ==1, mi
tab econ_skill_conceptpol if sec_federal_dummy ==1, mi

tab econ_skill_govinterv if sec_local_dummy ==1, mi
tab econ_skill_govinterv if sec_state_dummy ==1, mi
tab econ_skill_govinterv if sec_federal_dummy ==1, mi

tab econ_skill_fiscalnpo if sec_local_dummy ==1, mi
tab econ_skill_fiscalnpo if sec_state_dummy ==1, mi
tab econ_skill_fiscalnpo if sec_federal_dummy ==1, mi

tab econ_skill_managesystem if sec_local_dummy ==1, mi
```

```
tab econ_skill_managesystem if sec_state_dummy ==1, mi
tab econ_skill_managesystem if sec_federal_dummy ==1, mi

tab econ_skill_econpolicy if sec_local_dummy ==1, mi
tab econ_skill_econpolicy if sec_state_dummy ==1, mi
tab econ_skill_econpolicy if sec_federal_dummy ==1, mi

tab econ_skill_taxpolnpo if sec_local_dummy ==1, mi
tab econ_skill_taxpolnpo if sec_state_dummy ==1, mi
tab econ_skill_taxpolnpo if sec_federal_dummy ==1, mi

tab econ_skill_taxpol if sec_local_dummy ==1, mi
tab econ_skill_taxpol if sec_state_dummy ==1, mi
tab econ_skill_taxpol if sec_federal_dummy ==1, mi

tab econ_skill_none if sec_local_dummy ==1, mi
tab econ_skill_none if sec_state_dummy ==1, mi
tab econ_skill_none if sec_federal_dummy ==1, mi

// Analysis skills (Q19)

**all sectors

tab analy_skill_statistic, mi
tab analy_skill_quant, mi
tab analy_skill_qual, mi
tab analy_skill_policy, mi
tab analy_skill_npoprog, mi
tab analy_skill_none, mi

** Nonprofit

tab analy_skill_statistic if sec_nonprofit_dummy ==1, mi
tab analy_skill_quant if sec_nonprofit_dummy ==1, mi
tab analy_skill_qual if sec_nonprofit_dummy ==1, mi
tab analy_skill_policy if sec_nonprofit_dummy ==1, mi
tab analy_skill_npoprog if sec_nonprofit_dummy ==1, mi
tab analy_skill_none if sec_nonprofit_dummy ==1, mi

** Local+ State + Federal

tab analy_skill_statistic if sec_local_dummy ==1, mi
tab analy_skill_statistic if sec_state_dummy ==1, mi
tab analy_skill_statistic if sec_federal_dummy ==1, mi

tab analy_skill_quant if sec_local_dummy ==1, mi
tab analy_skill_quant if sec_state_dummy ==1, mi
tab analy_skill_quant if sec_federal_dummy ==1, mi

tab analy_skill_qual if sec_local_dummy ==1, mi
tab analy_skill_qual if sec_state_dummy ==1, mi
tab analy_skill_qual if sec_federal_dummy ==1, mi

tab analy_skill_policy if sec_local_dummy ==1, mi
tab analy_skill_policy if sec_state_dummy ==1, mi
tab analy_skill_policy if sec_federal_dummy ==1, mi

tab analy_skill_npoprog if sec_local_dummy ==1, mi
tab analy_skill_npoprog if sec_state_dummy ==1, mi
tab analy_skill_npoprog if sec_federal_dummy ==1, mi

tab analy_skill_none if sec_local_dummy ==1, mi
tab analy_skill_none if sec_state_dummy ==1, mi
```

```
tab analy_skill_none if sec_federal_dummy ==1, mi

//Forecasting Skills(Q27)

**all sectors

tab forec_skill_interest, mi
tab forec_skill_audience, mi
tab forec_skill_conseq, mi
tab forec_skill_failure, mi
tab forec_skill_argument, mi
tab forec_skill_success, mi
tab forec_skill_ethic, mi
tab forec_skill_none, mi

** Nonprofit

tab forec_skill_interest if sec_nonprofit_dummy ==1, mi
tab forec_skill_audience if sec_nonprofit_dummy ==1, mi
tab forec_skill_conseq if sec_nonprofit_dummy ==1, mi
tab forec_skill_failure if sec_nonprofit_dummy ==1, mi
tab forec_skill_argument if sec_nonprofit_dummy ==1, mi
tab forec_skill_success if sec_nonprofit_dummy ==1, mi
tab forec_skill_ethic if sec_nonprofit_dummy ==1, mi
tab forec_skill_none if sec_nonprofit_dummy ==1, mi

** Local+ State + Federal

tab forec_skill_interest if sec_local_dummy ==1, mi
tab forec_skill_interest if sec_state_dummy ==1, mi
tab forec_skill_interest if sec_federal_dummy ==1, mi

tab forec_skill_audience if sec_local_dummy ==1, mi
tab forec_skill_audience if sec_state_dummy ==1, mi
tab forec_skill_audience if sec_federal_dummy ==1, mi

tab forec_skill_conseq if sec_local_dummy ==1, mi
tab forec_skill_conseq if sec_state_dummy ==1, mi
tab forec_skill_conseq if sec_federal_dummy ==1, mi

tab forec_skill_failure if sec_local_dummy ==1, mi
tab forec_skill_failure if sec_state_dummy ==1, mi
tab forec_skill_failure if sec_federal_dummy ==1, mi

tab forec_skill_argument if sec_local_dummy ==1, mi
tab forec_skill_argument if sec_state_dummy ==1, mi
tab forec_skill_argument if sec_federal_dummy ==1, mi

tab forec_skill_success if sec_local_dummy ==1, mi
tab forec_skill_success if sec_state_dummy ==1, mi
tab forec_skill_success if sec_federal_dummy ==1, mi

tab forec_skill_ethic if sec_local_dummy ==1, mi
tab forec_skill_ethic if sec_state_dummy ==1, mi
tab forec_skill_ethic if sec_federal_dummy ==1, mi

tab forec_skill_none if sec_local_dummy ==1, mi
tab forec_skill_none if sec_state_dummy ==1, mi
tab forec_skill_none if sec_federal_dummy ==1, mi

**Q21 have you interacted with MPSA students from Bush School

**all sectors
```

```
tab mpsa_sumintern, mi
tab mpsa_hire, mi
tab mpsa_managed, mi
tab mpsa_workedalong, mi
tab mpsa_amgrad, mi
tab mpsa_know, mi
tab mpsa_neverheard, mi


** Nonprofit

tab mpsa_sumintern if sec_nonprofit_dummy ==1, mi
tab mpsa_hire if sec_nonprofit_dummy ==1, mi
tab mpsa_managed if sec_nonprofit_dummy ==1, mi
tab mpsa_workedalong if sec_nonprofit_dummy ==1, mi
tab mpsa_amgrad if sec_nonprofit_dummy ==1, mi
tab mpsa_know if sec_nonprofit_dummy ==1, mi
tab mpsa_neverheard if sec_nonprofit_dummy ==1, mi


** Local+ State + Federal

tab mpsa_sumintern if sec_local_dummy ==1, mi
tab mpsa_sumintern if sec_state_dummy ==1, mi
tab mpsa_sumintern if sec_federal_dummy ==1, mi

tab mpsa_hire if sec_local_dummy ==1, mi
tab mpsa_hire if sec_state_dummy ==1, mi
tab mpsa_hire if sec_federal_dummy ==1, mi

tab mpsa_managed if sec_local_dummy ==1, mi
tab mpsa_managed if sec_state_dummy ==1, mi
tab mpsa_managed if sec_federal_dummy ==1, mi

tab mpsa_workedalong if sec_local_dummy ==1, mi
tab mpsa_workedalong if sec_state_dummy ==1, mi
tab mpsa_workedalong if sec_federal_dummy ==1, mi

tab mpsa_amgrad if sec_local_dummy ==1, mi
tab mpsa_amgrad if sec_state_dummy ==1, mi
tab mpsa_amgrad if sec_federal_dummy ==1, mi

tab mpsa_know if sec_local_dummy ==1, mi
tab mpsa_know if sec_state_dummy ==1, mi
tab mpsa_know if sec_federal_dummy ==1, mi

tab mpsa_neverheard if sec_local_dummy ==1, mi
tab mpsa_neverheard if sec_state_dummy ==1, mi
tab mpsa_neverheard if sec_federal_dummy ==1, mi

**Hiring Grads (Q06)(Q25)

**all sectors

tab hiring_grads, mi

tab hiring_grads_mpa, mi
tab hiring_grads_mpp, mi
tab hiring_grads_mnp, mi
tab hiring_grads_unsure, mi


** Nonprofit
```

```
tab hiring_grads if sec_nonprofit_dummy ==1, mi

tab hiring_grads_mpa if sec_nonprofit_dummy ==1, mi
tab hiring_grads_mpp if sec_nonprofit_dummy ==1, mi
tab hiring_grads_mnp if sec_nonprofit_dummy ==1, mi
tab hiring_grads_unsure if sec_nonprofit_dummy ==1, mi

** Local+ State + Federal

tab hiring_grads if sec_local_dummy ==1, mi
tab hiring_grads if sec_state_dummy ==1, mi
tab hiring_grads if sec_federal_dummy ==1, mi

tab hiring_grads_mpa if sec_local_dummy ==1, mi
tab hiring_grads_mpa if sec_state_dummy ==1, mi
tab hiring_grads_mpa if sec_federal_dummy ==1, mi

tab hiring_grads_mpp if sec_local_dummy ==1, mi
tab hiring_grads_mpp if sec_state_dummy ==1, mi
tab hiring_grads_mpp if sec_federal_dummy ==1, mi

tab hiring_grads_mnp if sec_local_dummy ==1, mi
tab hiring_grads_mnp if sec_state_dummy ==1, mi
tab hiring_grads_mnp if sec_federal_dummy ==1, mi

tab hiring_grads_unsure if sec_local_dummy ==1, mi
tab hiring_grads_unsure if sec_state_dummy ==1, mi
tab hiring_grads_unsure if sec_federal_dummy ==1, mi

** Best future hire (Q28)

**all sectors

tab best_future_hire_mpa, mi
tab best_future_hire_mpp, mi
tab best_future_hire_mnp, mi
tab best_future_hire_nopref, mi

**Nonprofit

tab best_future_hire_mpa if sec_nonprofit_dummy ==1, mi
tab best_future_hire_mpp if sec_nonprofit_dummy ==1, mi
tab best_future_hire_mnp if sec_nonprofit_dummy ==1, mi
tab best_future_hire_nopref if sec_nonprofit_dummy ==1, mi

** Local+ State + Federal

tab best_future_hire_mpa if sec_local_dummy ==1, mi
tab best_future_hire_mpa if sec_state_dummy ==1, mi
tab best_future_hire_mpa if sec_federal_dummy ==1, mi

tab best_future_hire_mpp if sec_local_dummy ==1, mi
tab best_future_hire_mpp if sec_state_dummy ==1, mi
tab best_future_hire_mpp if sec_federal_dummy ==1, mi

tab best_future_hire_mnp if sec_local_dummy ==1, mi
tab best_future_hire_mnp if sec_state_dummy ==1, mi
tab best_future_hire_mnp if sec_federal_dummy ==1, mi

tab best_future_hire_nopref if sec_local_dummy ==1, mi
tab best_future_hire_nopref if sec_state_dummy ==1, mi
tab best_future_hire_nopref if sec_federal_dummy ==1, mi
```

```
**Ranking Questions

**All sectors

tab rank_mpp_mpa, mi
tab rank_intern, mi
tab rank_work_desiredfield, mi
tab rank_work_anyfield, mi
tab rank_volunteer, mi
tab rank_research_exp, mi
tab rank_intl_exp, mi
tab rank_courses, mi

**Nonprofit

tab rank_mpp_mpa if sec_nonprofit_dummy ==1, mi
tab rank_intern if sec_nonprofit_dummy ==1, mi
tab rank_work_desiredfield if sec_nonprofit_dummy ==1, mi
tab rank_work_anyfield if sec_nonprofit_dummy ==1, mi
tab rank_volunteer if sec_nonprofit_dummy ==1, mi
tab rank_research_exp if sec_nonprofit_dummy ==1, mi
tab rank_intl_exp if sec_nonprofit_dummy ==1, mi
tab rank_courses if sec_nonprofit_dummy ==1, mi

**Government

tab rank_mpp_mpa if sec_local_dummy ==1, mi
tab rank_mpp_mpa if sec_state_dummy ==1, mi
tab rank_mpp_mpa if sec_federal_dummy ==1, mi

tab rank_intern if sec_local_dummy ==1, mi
tab rank_intern if sec_state_dummy ==1, mi
tab rank_intern if sec_federal_dummy ==1, mi


tab rank_work_desiredfield if sec_local_dummy ==1, mi
tab rank_work_desiredfield if sec_state_dummy ==1, mi
tab rank_work_desiredfield if sec_federal_dummy ==1, mi


tab rank_work_anyfield if sec_local_dummy ==1, mi
tab rank_work_anyfield if sec_state_dummy ==1, mi
tab rank_work_anyfield if sec_federal_dummy ==1, mi


tab rank_volunteer if sec_local_dummy ==1, mi
tab rank_volunteer if sec_state_dummy ==1, mi
tab rank_volunteer if sec_federal_dummy ==1, mi


tab rank_research_exp if sec_local_dummy ==1, mi
tab rank_research_exp if sec_state_dummy ==1, mi
tab rank_research_exp if sec_federal_dummy ==1, mi


tab rank_intl_exp if sec_local_dummy ==1, mi
tab rank_intl_exp if sec_state_dummy ==1, mi
tab rank_intl_exp if sec_federal_dummy ==1, mi


tab rank_courses if sec_local_dummy ==1, mi
tab rank_courses if sec_state_dummy ==1, mi
tab rank_courses if sec_federal_dummy ==1, mi
```

**Appendix I: Responses by Course**

**Required Core Courses**

## Foundations of Public Service|PSAA 601 Government Sector

| Category | Value |
|---|---|
| THE ROLE OF PUBLIC MANAGERS IN INTERGOVERNMENTAL RELATIONS | 74 |
| IMPORTANCE OF MANAGEMENT SYSTEMS | 40 |
| THE RELATIONSHIPS BETWEEN THE SECTORS | 27 |
| ANALYZING CASE STUDIES | 25 |

## Foundations of Public Service|PSAA 601 Non-Profit Organizations

| Category | Value |
|---|---|
| THE RELATIONSHIPS BETWEEN THE SECTORS | 55 |
| IMPORTANCE OF MANAGEMENT SYSTEMS | 26 |
| ANALYZING CASE STUDIES | 20 |
| THE ROLE OF PUBLIC MANAGERS IN INTERGOVERNMENTAL RELATIONS | 3 |

# Quantitative Methods 1 BUSH 631
## Government Sector

| Category | Value |
|---|---|
| MANAGING & ANALYZING DATA | 82 |
| ADVANCED SPREADSHEETS | 67 |
| MAKING DECISIONS BASED ON DATA | 44 |
| QUANTITATIVE METHODS OF ANALYSIS | 43 |
| DESIGNING & ADMINISTERING SURVEYS | 19 |
| DESIGNING EXPERIMENTS | 2 |
| STATA | 1 |
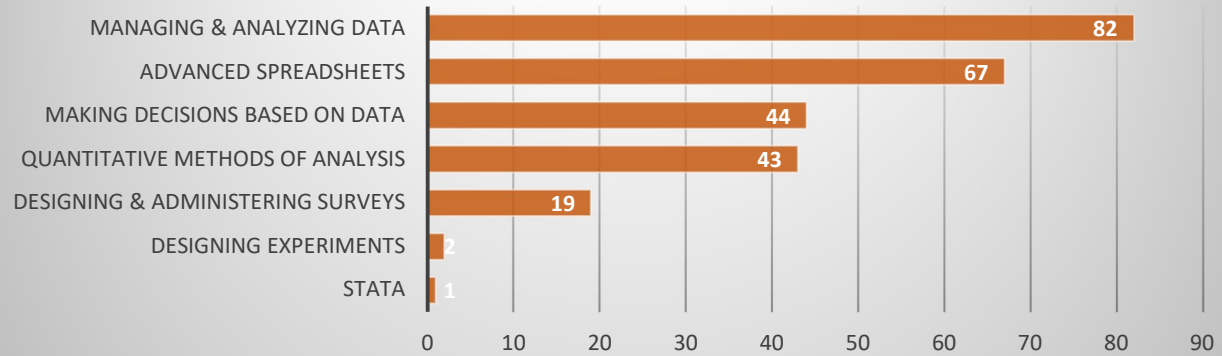
# Quantitative Methods 1 BUSH 631
## Non-Profit Organizations

| Category | Value |
|---|---|
| MANAGING & ANALYZING DATA | 54 |
| ADVANCED SPREADSHEETS | 47 |
| MAKING DECISIONS BASED ON DATA | 35 |
| DESIGNING & ADMINISTERING SURVEYS | 24 |
| QUANTITATIVE METHODS OF ANALYSIS | 23 |
| STATA | 5 |
| DESIGNING EXPERIMENTS | 3 |
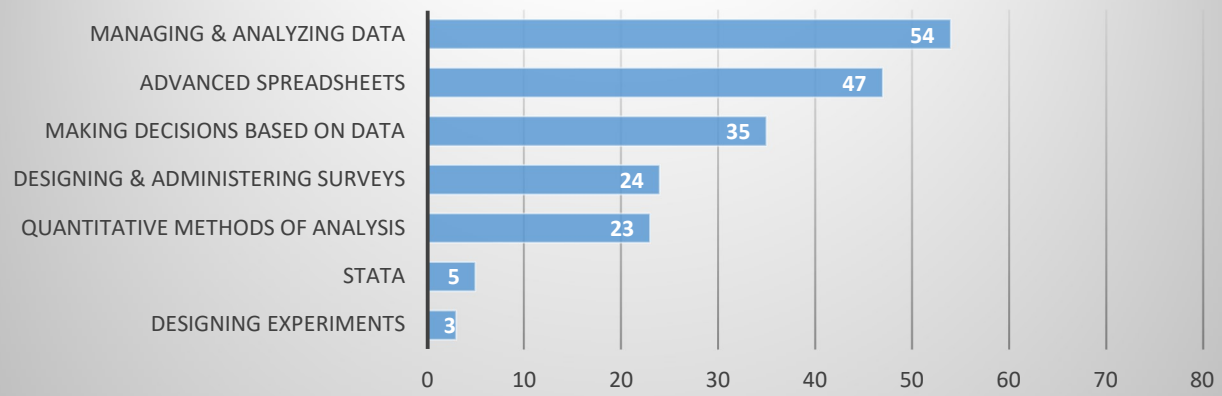
## Foundations of Non-Profit|PSAA 643
## Government Sector

| | |
|---|---|
| SECTOR RELATIONS BETWEEN STATE,LOCAL AND NPO SECTOR | 27 |
| NONPROFIT ORGANIZATION'S IMPACT ON THE PUBLIC | 5 |
| TAX POLICY FOR NON-PROFITS | 2 |

Scale: 0 10 20 30 40 50 60 70 80 90
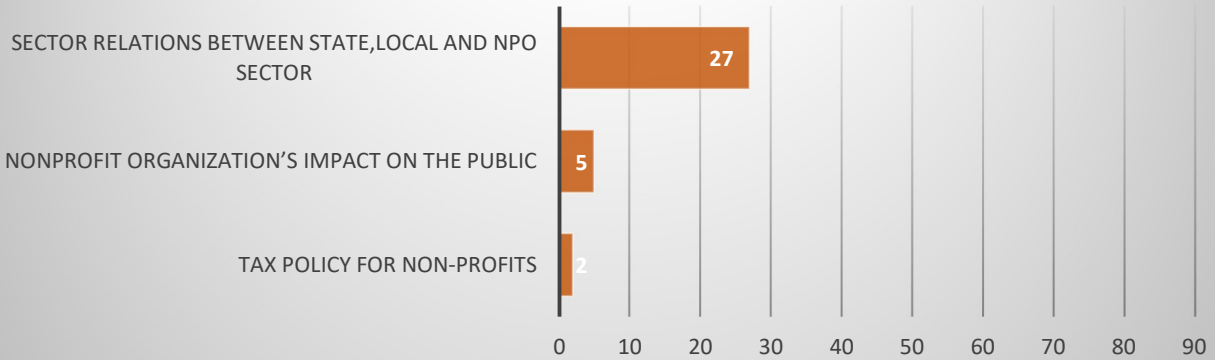
## Foundations of Non-Profit|PSAA 643
## Non-profit Organizations

| | |
|---|---|
| SECTOR RELATIONS BETWEEN STATE,LOCAL AND NPO SECTOR | 55 |
| NONPROFIT ORGANIZATION'S IMPACT ON THE PUBLIC | 52 |
| TAX POLICY FOR NON-PROFITS | 16 |

Scale: 0 10 20 30 40 50 60 70 80
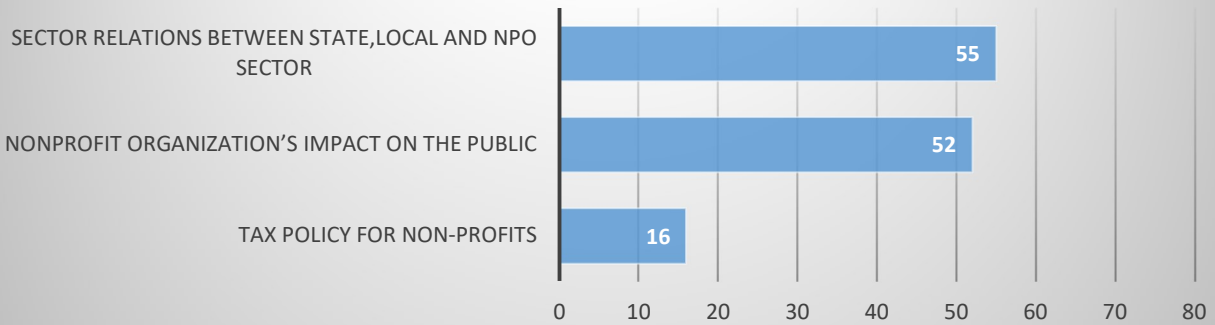
**Economic Analysis PSAA 621 Government Sector**

| Category | Value |
|---|---|
| ROLE OF ECONOMICS IN PUBLIC POLICY-MAKING | 45 |
| ROLE OF GOVERNMENT INTERVENTION IN THE ECONOMY | 32 |
| ANALYZING THE ECONOMIC EFFECTS OF A POLICY | 31 |
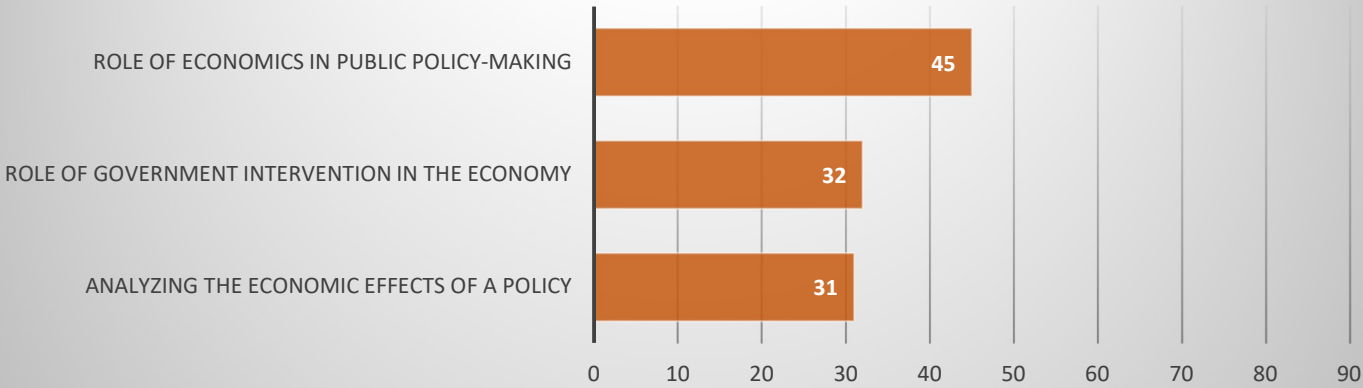


**Economic Analysis PSAA 621 Non-Profit Organizations**

| Category | Value |
|---|---|
| ROLE OF GOVERNMENT INTERVENTION IN THE ECONOMY | 14 |
| ANALYZING THE ECONOMIC EFFECTS OF A POLICY | 11 |
| ROLE OF ECONOMICS IN PUBLIC POLICY-MAKING | 9 |
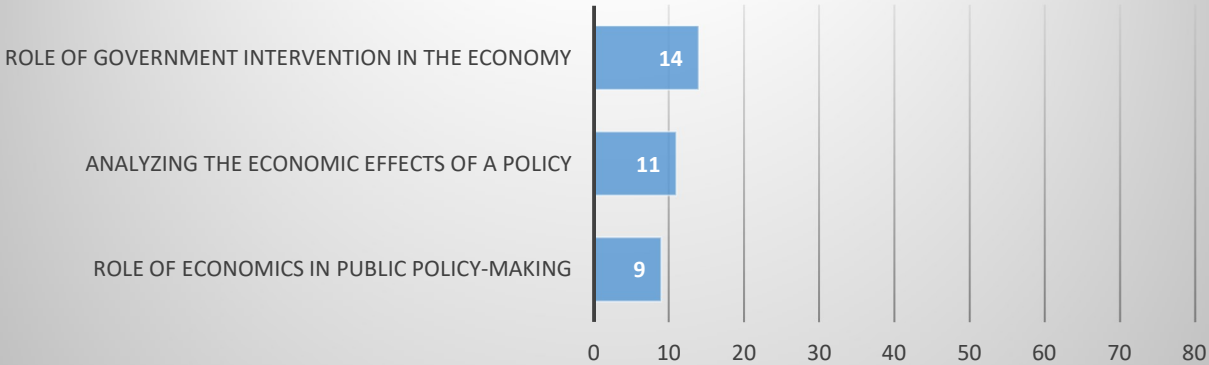
## Public Policy Formation|PSAA 611
### Government Sector

| Category | Value |
|----------|-------|
| BUREAUCRACY AND POLICY MAKING | 58 |
| IMPLEMENTING A PROGRAM OR POLICY | 49 |
| WRITING A WHITE PAPER | 33 |
| THEORIES FOR POLICYMAKING IN AMERICA | 19 |
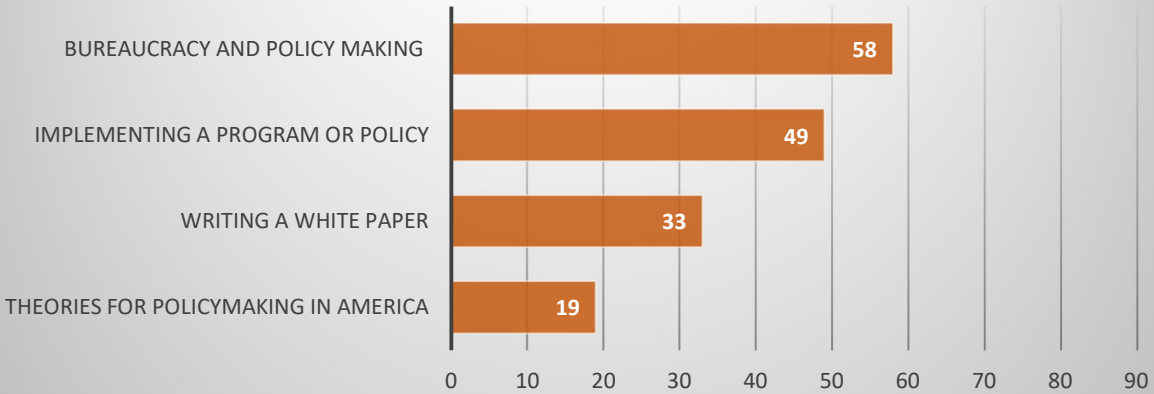
## Public Policy Formation|PSAA 611
### Non-Profit Organizations

| Category | Value |
|----------|-------|
| IMPLEMENTING A PROGRAM OR POLICY | 43 |
| WRITING A WHITE PAPER | 19 |
| BUREAUCRACY AND POLICY MAKING | 17 |
| THEORIES FOR POLICYMAKING IN AMERICA | 12 |
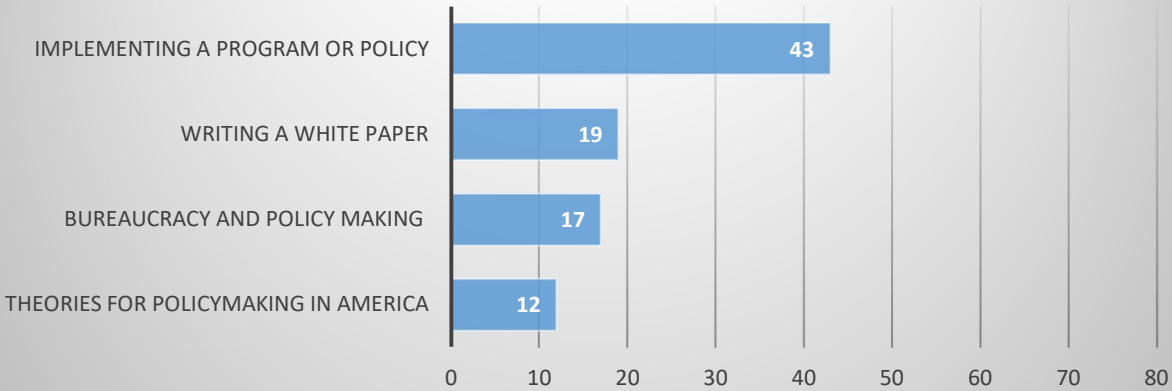
**Capstone Project|PSAA 675|PSAA 676**
**Government Sector**

| Category | Value |
|----------|-------|
| PRESENTING TO A CLIENT | 88 |
| PRESENTING ANALYTICAL FINDINGS TO STAKEHOLDERS | 68 |
| MANAGING STAKEHOLDER RELATIONSHIPS | 20 |
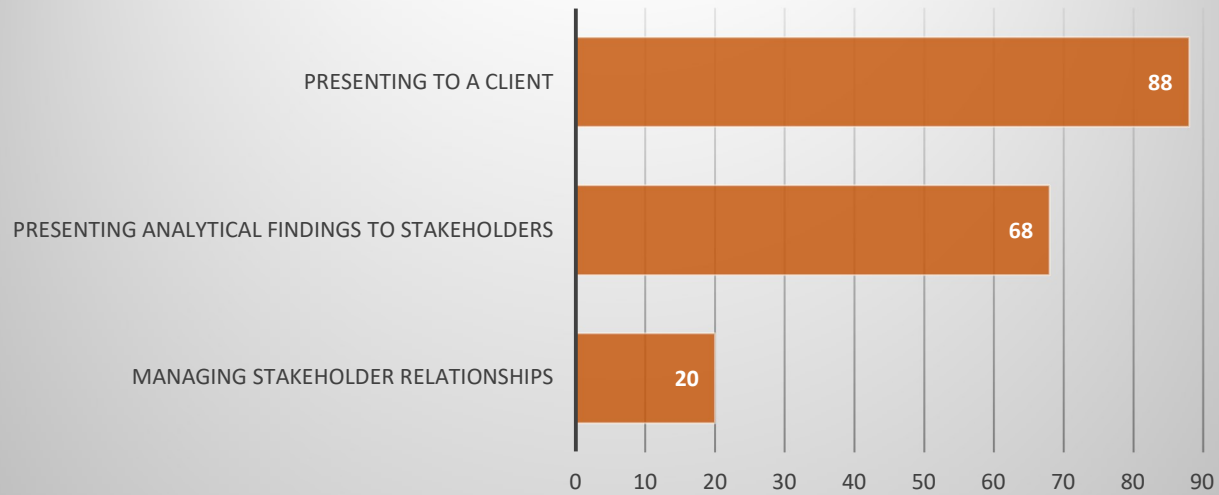


**Capstone Project |PSAA 675|PSAA 676**
**Non-Profit Organizations**

| Category | Value |
|----------|-------|
| PRESENTING TO A CLIENT | 54 |
| PRESENTING ANALYTICAL FINDINGS TO STAKEHOLDERS | 39 |
| MANAGING STAKEHOLDER RELATIONSHIPS | 25 |

**Required Management Courses**

## Budgeting in Public Service | PSAA 623
## Government Sector

| Category | Value |
|---|---|
| PREPARING AND USING A BUDGET | 74 |
| FINANCIAL FORECASTING | 40 |
| COMMUNICATING FINANCIAL ANALYSIS TO STAKEHOLDERS | 38 |
| FISCAL MANAGEMENT OF NPOS | 15 |
| RISK MANAGEMENT | 7 |
| FUNDRAISING | 1 |

## Budgeting in Public Service | PSAA 623
## Non-Profit Organizations

| Category | Value |
|---|---|
| PREPARING AND USING A BUDGET | 48 |
| FISCAL MANAGEMENT OF NPOS | 45 |
| FUNDRAISING | 37 |
| COMMUNICATING FINANCIAL ANALYSIS TO… | 13 |
| FINANCIAL FORECASTING | 8 |
| RISK MANAGEMENT | 3 |

**Public Management|PSAA 634**
**Government Sector**

| | |
|---|---|
| RESOLVING CONFLICT | 71 |
| MANAGING A PROJECT | 70 |
| DIVERSITY MANAGEMENT WITHIN ORGANIZATIONS | 43 |
| SETTING GOALS TO MEET NEEDS | 42 |
| GROUP/TEAM MANAGEMENT | 26 |
| STRATEGIC PERFORMANCE MANAGEMENT | 14 |

0  10  20  30  40  50  60  70  80  90

**Public Management|PSAA 634**
**Non-Profit Organizations**

| | |
|---|---|
| RESOLVING CONFLICT | 54 |
| MANAGING A PROJECT | 54 |
| SETTING GOALS TO MEET NEEDS | 42 |
| DIVERSITY MANAGEMENT WITHIN ORGANIZATIONS | 33 |
| GROUP/TEAM MANAGEMENT | 13 |
| STRATEGIC PERFORMANCE MANAGEMENT | 6 |

0  10  20  30  40  50  60  70  80

Program Evaluation in Public and NPOs
PSAA 630
Government Sector

- EVALUATING THE EFFICIENCY OF A PROGRAM: 38
- ANALYZING CASE STUDIES: 25
- CONDUCTING FOCUS GROUPS: 17
- ANALYSIS OF PUBLIC AND NONPROFIT PROGRAMS: 16
- DESIGNING QUALITATIVE STUDIES: 10
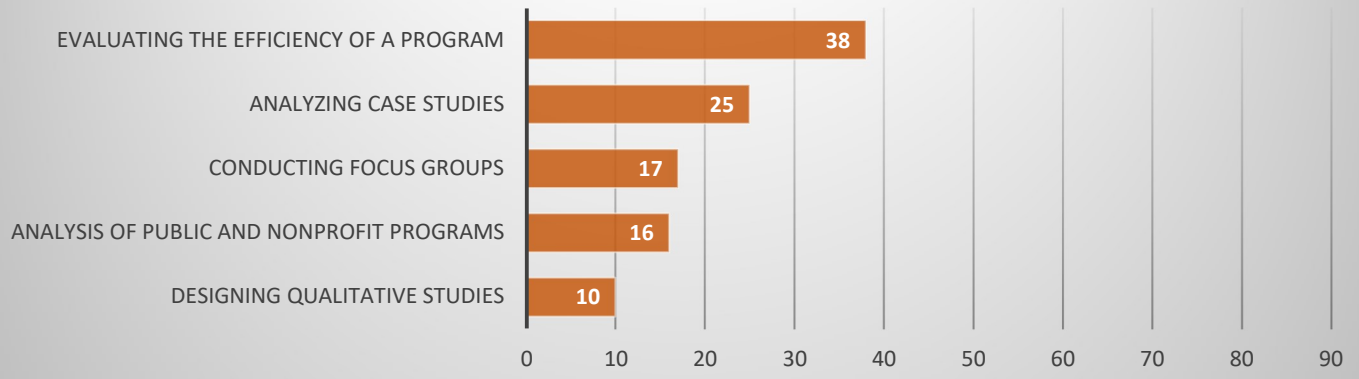


Program Evaluation in Public and NPOs
PSAA 630
Non-Profit Organizations

- ANALYSIS OF PUBLIC AND NONPROFIT PROGRAMS: 43
- EVALUATING THE EFFICIENCY OF A PROGRAM: 38
- ANALYZING CASE STUDIES: 20
- DESIGNING QUALITATIVE STUDIES: 14
- CONDUCTING FOCUS GROUPS: 9
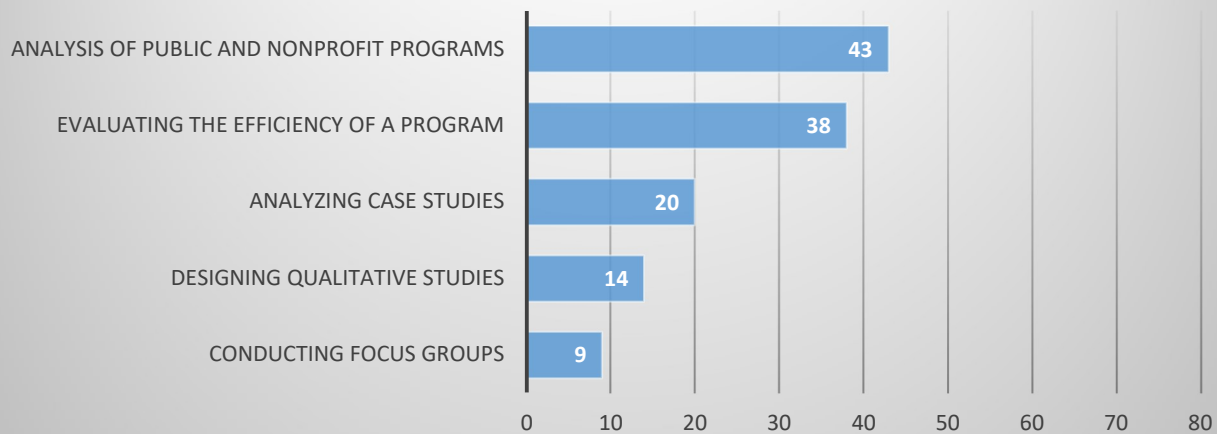
# Required Nonprofit Courses

## Fiscal Management of NPOs|PSAA 632
## Government Sector

| Category | Value |
|---|---|
| PREPARING AND USING A BUDGET | 74 |
| STRATEGIC PLANNING | 38 |
| COMMUNICATE FINANCIAL ANALYSES TO STAKEHOLDERS | 38 |
| FISCAL MANAGEMENT OF NONPROFITS | 15 |
| APPLYING RISK MANAGEMENT STRATEGIES | 7 |
| MANAGING CASH FLOW | 7 |
| BOARD GOVERNANCE | 6 |

## Fiscal Management of NPOs|PSAA 632
## Non-Profit Organizations

| Category | Value |
|---|---|
| PREPARING AND USING A BUDGET | 48 |
| FISCAL MANAGEMENT OF NONPROFITS | 45 |
| STRATEGIC PLANNING | 26 |
| COMMUNICATE FINANCIAL ANALYSES TO STAKEHOLDERS | 13 |
| MANAGING CASH FLOW | 10 |
| BOARD GOVERNANCE | 9 |
| APPLYING RISK MANAGEMENT STRATEGIES | 3 |

Management and Leadership of NPOs|PSAA 644
Government Sector



Management and Leadership of NPOs|PSAA 644
Non-Profit Organizations

**Other Required Course**

## Public Policy Analysis|PSAA 615
## Government Sector

| Category | Value |
|---|---|
| KEY TOOLS OF POLICY ANALYSIS | 61 |
| IMPORTANCE OF MANAGEMENT SYSTEMS | 40 |
| MAKING POLICY RECOMMENDATIONS | 38 |
| ANALYZING A POLICY | 32 |
| FORECASTING EXPECTED POLICY OR PROGRAM OUTCOMES | 29 |

## Public Policy Analysis|PSAA 615
## Non-Profit Organizations

| Category | Value |
|---|---|
| KEY TOOLS OF POLICY ANALYSIS | 27 |
| IMPORTANCE OF MANAGEMENT SYSTEMS | 26 |
| FORECASTING EXPECTED POLICY OR PROGRAM OUTCOMES | 21 |
| MAKING POLICY RECOMMENDATIONS | 19 |
| ANALYZING A POLICY | 12 |