

INVESTING IN LEADERSHIP

by Kathleen P. Enright

VOLUME 2

with support from the EVELYN AND WALTER HAAS, JR. FUND *and the* EUGENE AND AGNES E. MEYER FOUNDATION

INSPIRATION AND IDEAS FROM
PHILANTHROPY'S LATEST FRONTIER



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Grantmakers for Effective Organizations (GEO) is a coalition of more than 500 grantmakers committed to building strong and effective nonprofit organizations. GEO's mission is to maximize philanthropy's impact by advancing the effectiveness of grantmakers and their grantees. The organization does this by:

- ..> **Building a community of practices that expands the resources available on nonprofit effectiveness,**
- ..> **Commissioning and contributing to research, and**
- ..> **Delivering programs and products.**

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First printing, February 2006

We'd like to extend our deepest gratitude to William H. Woodwell, who conducted research and interviews for this publication.

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Foreword

The organizational capacity-building field has matured considerably over the last two decades as grantmakers have made enormous advances in how they support nonprofit effectiveness. Today we are standing at the edge of a new frontier in our field. A growing number of grantmakers are recognizing that leadership development is a key driver of organizational effectiveness and are beginning to invest in new and more robust models to help their grantees reach their highest aspirations.

When the Evelyn and Walter Haas, Jr. Fund began exploring how to support organizational leadership in 2003, it was not easy to gather information about what had been learned. Motivated by the profound belief that *leadership matters*, we were struck by how deeply and systematically the private sector invests in its leaders—and by the chronic absence of the same deliberate investment in the nonprofit sector.

We realized that without the talented and passionate leaders of our grantee organizations, we could not make progress toward our goal of confronting some of the most challenging issues facing our society. We came to see that we needed to be serious about leadership development as a key piece of our strategy. We also saw great opportunity in building on the lessons from three important strands of work—capacity building, the development of individual leaders and high-engagement philanthropy. We were moved to work with other grantmakers to rethink how the field invests in leadership to advance organizational effectiveness.

What is so exciting is that many of our colleagues have followed a similar path of discovery. Volumes 1 and 2 of this report capture tantalizing examples of efforts by grantmakers—both large and small, local and national—to experiment with new approaches to investing in leadership. Some major themes are emerging from their trailblazing work:

- ..> *Deep, long-term investment with a focus on impact and outcomes.* One of the things we've learned from best practices in the corporate world and venture philanthropy is the importance of identifying both accomplished and emerging leaders and investing deeply in them over a number of years. This provides leaders with an opportunity to reflect on what their organizations aspire to achieve and how to exercise the leadership necessary to get there. It's a process that connects leadership development with organizational capacity and the fulfillment of an organization's mission.
- ..> *Team-based, organizational approach rather than a sole focus on the executive director.* Nonprofit leaders continue to struggle with burnout, as the Daring to Lead study by CompassPoint Nonprofit Services made clear. To support the lynchpin role of the executive director, we must also develop the leadership potential of the board and senior staff. The mark of effective leadership is not an individual who "does it all"; rather, it's the full leadership team that fuels high performance over the long haul. Taking a team-based approach also allows grantmakers to focus on preparing the next generation of leaders, including leaders of color.

..> *Tailored and flexible approaches.* Grantmakers support a wide diversity of organizations at different stages of maturity with varying strengths and challenges. As with capacity building, we have learned that a one-size-fits-all approach to leadership development has limited value. Instead, many grantmakers are helping individual leaders and organizations identify the leadership investments they need most and offering customized help to meet these needs.

We are eager to see how the nascent work currently taking place will help move the field forward in its understanding of how grantmakers can best support nonprofit leadership. Grantmakers for Effective Organizations has made an important contribution by capturing various approaches and early work in its publications. We are grateful to them for provoking our thinking and providing a forum for discussion and learning. We are also thankful to the Eugene and Agnes E. Meyer Foundation for its partnership and joint support for this study. We invite you to join this conversation and share your experiences as we explore this new terrain.



Sylvia M. Yee

VICE PRESIDENT OF PROGRAMS

Evelyn and Walter Haas, Jr. Fund

Introduction

Grantmakers have understood the importance of leadership for decades. It has become an operating assumption in philanthropy that having strong leaders at the helm of nonprofit organizations is imperative. As a result, grantmakers have a history of providing advice and support to nonprofit executives, board members and senior staff as they work to meet their missions.

More recently, grantmakers have begun to consider more intentional strategies to support nonprofit leadership as a means to improve organizational performance.

This increasing attention to leadership development is based in large part on grantmakers' own experience and observations—they've seen how leadership makes a difference in terms of organizational and community outcomes. What's more, the experiences and assumptions of grantmakers increasingly are backed up by new research on the connection between leadership and results:

- ..> Barbara Blumenthal reported in her book *Investing in Capacity Building* that capacity-building interventions often fail if strong organizational leadership is not in place.¹
- ..> Similarly, Paul Connolly's work on organizational development and capacity building suggests that of the four capacities he outlines—management, technical, leadership and adaptive—leadership and adaptive capacities are most important because when they are in place, the others naturally follow.²

In Volume 1 of GEO's *Investing in Leadership* series, we reviewed the current thinking on leadership development and its connection to nonprofit results. We presented a theoretical framework to help grantmakers weigh how best to connect their goals

for leadership development to the design of actual programs. We also laid out an agenda for action to make leadership development a cornerstone of grantmakers' capacity-building work.

In this volume, we shift the focus to the current state of practice among grantmakers. More specifically, we try to make a connection between the conceptual framework and theory described in the first volume and what people are doing on the ground. Our approach is to present concrete examples of grantmakers' investments in leadership development and to draw out promising practices and lessons learned. We describe not only what grantmakers are doing, but also why they are doing it, how grantees have reacted and what results have been achieved.

This volume is intended for donors, staff members and leaders of grantmaking organizations and giving programs who are thinking about how best to support the nonprofit sector's most precious asset: its people. Our focus, however, is not only on the individuals who are taking part in leadership development activities. In fact, we are more interested in the impact of leadership development on their organizations and, more broadly, the results those organizations achieve. The question is how leadership development can be thought about, designed and structured to produce beneficial outcomes for organizations, as well as the clients and causes they serve.

Do we have clear-cut answers to this question? In a word, no. However, we believe that the stories and the perspectives in this volume offer ideas and lessons for grantmakers as they strive to strengthen the connection between leadership development and organizational performance.

In this volume you will find

- ..> A framework for thinking about grantmakers' investments in leadership development to improve organizational performance.
- ..> Perspectives from the field on the role of leadership development as a capacity-building strategy for grantmakers.
- ..> Case studies and examples showing how a diverse set of grantmakers have made leadership development a priority—what they're doing and what they've learned.
- ..> Ideas and inspiration for advancing leadership development as a means of strengthening nonprofit effectiveness.

ECHOES OF AN EARLIER CONVERSATION

This is work on the frontier. In fact, the current conversation about nonprofit leadership development support echoes similar conversations about capacity building several decades ago. It was out of those earlier conversations that *Grantmakers for Effective Organizations* was born. The GEO community was created by innovators and early adopters of capacity building who were experimenting and exploring what works to improve nonprofit performance.

In the past 10 years, we have learned a great deal about the delicate balance among grantmakers, their grantees and capacity-building providers. We have learned that it takes time to strengthen organizational performance and that the work is never complete.

Now, as this community has evolved in both its thinking and its practice, the fundamental importance of leadership to organizational performance

is leading to a more explicit commitment to building and supporting nonprofit leaders. GEO's 2005 membership survey found that more than three-fourths of GEO member organizations assess grantee leadership as part of their due diligence process, and nearly two-thirds directly support the leadership development of grantees, either through funding or directly through their grantmaking organizations.³

The bottom line is that grantmakers today are doing more than just talking about the connection between leadership and nonprofit performance. They are looking for information and perspective about what works and what others are doing. And, at the same time, pioneers are experimenting with various approaches, sometimes clumsily, but often with success.

In the following pages, we tell the stories of what some of these pioneers are doing to support nonprofit leadership development. We chose a group of grantmakers that represent the diversity of the sector. Many large national grantmakers have been engaged in supporting leadership development for a long time—notably the W.K. Kellogg Foundation, the Rockefeller Foundation and the Ford Foundation. This volume includes examples that more closely match the size and scope typical of most grantmakers in the United States. We have included several small foundations, a corporate foundation, a health conversion foundation, and community foundations.

All of the grantmakers we profile have been involved in this work for at least three years. As a result, they have had a chance to learn and make adjustments to their design and thinking on the basis of an increasingly sophisticated understanding of what works to enhance nonprofit performance through leadership development. The profiles reflect on these learnings and adjustments so that readers can understand how these grantmakers have arrived at where they are today.

Obviously, we are in the early stages of understanding what investments in leadership are most likely to

Key Characteristics of Leadership Development to Improve Nonprofit Performance

Our research for this volume suggests that leadership development approaches holding the most promise to improve organizational performance share three important characteristics: they are collective, contextual and continuous.

Collective – Programs are designed to nurture collective leadership, either by strengthening the leadership capacity of cross-organizational networks or by working with board and staff teams from specific nonprofits.

Contextual – Leadership development embraces an “action learning” or “learning-by-doing” focus, supporting and creating opportunities for participants to apply acquired knowledge and skills to real challenges facing their organizations.

Continuous – Looking beyond the one-time training, grantmakers provide ongoing support to nonprofit leaders—through coaching, consulting and continuing financial support—to help ensure impact on organizational performance.

increase an organization’s ability to achieve its mission. Moreover, we will never arrive at one set of investments that works universally. Successful investments will vary depending on such factors as an organization’s age, its stage in the organizational life cycle and the context in which it operates, as well as the leadership challenges it faces at any given time.

In *Investing in Leadership, Volume 1*, we constructed a grid to help grantmakers think through their investments in leadership development and how they relate to other forms of capacity building (see Table 1: Investments in Capacity, page 19). The

framework is built around three types of capacity: individual, organizational and collective. It also identifies three targets of development: individuals, organizations and communities.

As we approach this next frontier, we can benefit from a clearer understanding of the current landscape—and, more specifically, from a deeper appreciation of what colleague grantmakers are doing and learning as they undertake this work. In preparing this volume, we did our best to scan the field so that we could show how a diverse assortment of grantmakers are investing in leadership. That said, we are under no illusion that this is a complete or all-inclusive portrait. We are sure we missed a number of important and innovative programs, and we encourage anyone and everyone who is doing this work to get in touch with GEO so that we can add further to the field’s understanding of this crucial area of nonprofit capacity-building work.

CHALLENGES AND LIMITATIONS

It is important to acknowledge that a practice-based report like this presents both challenges and limitations.

- > First and foremost, the very “newness” of the practice of making strategic investments in nonprofit leadership development as a means to build organizational performance means we do not have a long track record to report on.
- > Similarly, we do not have a preponderance of evaluation data. Leadership development is a highly sophisticated capacity-building intervention. It is not easily quantified or measured, yet the profiles do include evaluation results when they are available.
- > The diversity of grantmakers (in terms of size, scope and approach) and the breadth of leadership development approaches (encompassing investments from thousands to millions of dollars) make it difficult to offer conclusive lessons or recommendations for one and all.

→ A number of other issues—notably organizational context and incentives—play a role in determining a leader’s potential to succeed. Given that the focus of this publication is on those things that grantmakers are best positioned to influence, we do not directly address these questions.

Grantmakers support many types of leadership development in the course of their work; however, this publication and GEO’s work specifically focus on leadership development as a means of building nonprofit performance. We are careful not to characterize the strategies presented here as “best

practices.” In fact, we take great care to acknowledge the potential downsides of specific strategies when appropriate.

Nevertheless, some common themes and perspectives have emerged (see page 3). We share these in the next section of the report in the hope that they will be helpful for grantmakers as they make strategic choices about how and when to invest in nonprofit leadership development. As more grantmakers become involved in this type of support, our understanding of the specific contexts in which certain strategies are most successful will evolve.

HAWAII COMMUNITY FOUNDATION

Year-Long Leadership Program for Mid-Career Executive Directors
Emphasizes Networking, Contextual Learning

In Brief: The Hawaii Community Foundation’s Promoting Outstanding Nonprofit Organizations (PONO) program brings mid-career nonprofit executives together for a year-long program of collective learning. The program also emphasizes contextualized learning by requiring participants to design and implement capacity-building projects that focus on a critical issue or entrepreneurial opportunity facing their organizations. A PONO program evaluation identified gains in organizations’ management and adaptive capacities,⁴ as well as in participants’ networks, as a result of their participation.

Deena Dray was feeling alone. After 10 years as executive director of Honolulu’s Diamond Head Theatre, she found herself struggling with an array of challenges facing the organization. She did not know where to turn.

“As an executive director, you’re really an island,” she said. “And my husband was getting tired of hearing about all the issues I was dealing with at work.”

AT A GLANCE

Grantmaker: Hawaii Community Foundation (Honolulu, HI)

Program: Promoting Outstanding Nonprofit Organizations (PONO)—a year-long program of learning-circle sessions, coupled with targeted capacity-building support.

Total Funding/Grants: \$700,000, which includes up to \$30,000 in grants for participant-designed capacity-building projects.

Participants: 15 nonprofit executive directors each year.

Eligibility Criteria: open to all Hawaii nonprofits.

Contact:
www.hawaiicomunityfoundation.org
or Christine van Bergeijk at
cvanbergeijk@hcf-hawaii.org

In 2004, Dray applied to take part in a new leadership development program sponsored by the Hawaii Community Foundation. After remarking that networking opportunities for nonprofit leaders in Hawaii are scarce, Dray added, “I saw this as a chance to learn new things and become part of a peer group of other executive directors.”

Dray was accepted into the 2004-05 class of the foundation’s Promoting Outstanding Nonprofit Organizations (PONO) program. Over the course of the year, she took part in 10 “learning circle” sessions with other nonprofit executives. Two of the sessions ran for two days; the others were one-day events. Dray also received a grant of \$30,000

The easy path to the future, she added, would be to patch the existing building and “call it a day.” “But I wouldn’t feel good about that. We have a real opportunity here, and we need to step up.”

HOW LEADERSHIP BECAME A PRIORITY

The Hawaii Community Foundation’s intentional efforts to strengthen nonprofit operations and performance date to the late 1990s, when it organized a three-year program to build the capacity of arts and cultural organizations. In the course of this work, the foundation gained a new appreciation of the importance of leadership as a factor in an organization’s ability to innovate and deliver results.

“We learned that the leadership of these organizations was the key to making any sort of transformative change in how they approached their missions.”

CHRISTINE VAN BERGEIJK, VICE PRESIDENT FOR PROGRAMS, HAWAII COMMUNITY FOUNDATION

from the foundation to initiate a strategic planning project at the theatre, along with technical assistance from PONO trainers.

As a result of the planning effort, the Diamond Head Theatre is in the process of putting together a capital campaign to finance a new building; the theatre currently is located in a 1940s USO movie house. The organization also is working to change the culture of its board. The goal: to develop the board’s capacity to make the fundraising effort a success.

Equally important, PONO provided Dray with new resources and a new perspective to draw from in her day-to-day work as executive director. “PONO has given me the view of what we need to do to move forward as an organization,” she said.

“We learned that the leadership of these organizations was the key to making any sort of transformative change in how they approached their missions,” said Christine van Bergeijk, the foundation’s vice president for programs.

As it worked with nonprofit executive directors on operational and performance issues, the foundation also learned that it can be lonely at the top. Executive directors were stressed out and felt that their positions placed them at a remove from both the staff and the board, as well as their peers at other nonprofits. The foundation’s participation in a 2001 CompassPoint study showing high levels of turnover among executive directors confirmed that something was amiss.⁵

“We knew in our gut that there was a problem,” said van Bergeijk. “The CompassPoint study put some jaw-dropping numbers behind our suspicions.”

After the CompassPoint numbers came out, the Hawaii Community Foundation started a conversation with the management consulting firm La Piana Associates about ways to support executive directors in their work.

“From the start, our main interest was in strengthening nonprofits and helping them become more successful at delivering on their mission, and we knew that supporting the executive director was going to be the key,” van Bergeijk said.

THE PONO PROGRAM DESIGN

PONO enrolls up to 15 nonprofit executive directors in a year-long program of peer-centered learning administered by La Piana Associates. All participants are mid-career executives with at least two years of paid experience in their current positions.

“The idea is to make sure we have people who are committed to working in the sector and to give them a sense of renewal and new focus,” explained van Bergeijk.

In a series of monthly training sessions, the group engages in facilitated discussions of key aspects of leadership; each executive director brings a board member from the organization to the opening and closing sessions (for more on the program, see sidebar).

PONO places a strong emphasis on group process and collective learning, van Bergeijk said. The goal is to “build a strong group of supporters who can get to know each other and coach each other and give feedback.”

ASSESSING THE PROGRAM’S RESULTS

The Hawaii Community Foundation commissioned an external evaluation of the PONO

program in 2004. Conducted by The Cultural + Planning Group of Los Angeles, the evaluation was based primarily on interviews with participants in PONO’s inaugural 2003-04 class. Among the principal findings was that executive directors developed stronger leadership skills in five areas identified as “executive core qualifications” by the U.S. Office of Personnel Management: leading change, leading people, results-driven, building coalitions/communications and business acumen.

Participants made the greatest gains in the areas of leading change and leading people, two focal points of the PONO curriculum. “What we saw when people finished the program is that they had a much deeper appreciation of the difficulty of their role,” said van Bergeijk. “They transformed from thinking of themselves as managers to thinking of themselves as leaders, along with all the complexities of that role.”

Evaluators also asked participants a variety of questions about their networking activities. Among the findings: All participants reported increases in the size of their networks, and most agreed that the program had changed their ideas about the value of networking. Peer networking, in fact, was rated by participants as the most valuable element of the program overall, even topping the foundation-provided capacity-building grants.

Participants also reported gains in their organizations’ management and adaptive capacities as a result of the program, while expressing a conviction that their participation in PONO will have positive effects for the communities they serve.

When asked how to improve the program, participants suggested strengthening the technical assistance component. In addition, board members who participated in the program indicated a desire to take part in a more active way—i.e., beyond attending only the opening and closing sessions.

CHANGES AS PONO EVOLVES

According to van Bergeijk, the Hawaii Community Foundation has made several changes to the PONO program design as a result of the evaluation and its own assessment of how things have gone. One change is more active participation on the part of the foundation itself in the learning circle sessions. During the first year, a foundation program officer sat in on the sessions but kept a “low profile,” van Bergeijk said. She and the foundation CEO deliberately stayed away.

At the end of the year, however, van Bergeijk said she was frustrated not to have a better understanding of what was happening in the group. As a result, she now is an active participant in most sessions.

Other changes have focused more on the content of the learning. For example, the foundation has beefed up the training curriculum to provide more information to participants about capacity building and what it entails. The main reason for this change was the foundation’s disappointment with the first year’s proposals from organizations for capacity-building support. Now, the PONO consultants provide a higher level of technical assistance and coaching to the organizations as they structure their proposals.

Another change since the first year is the cosponsorship of the program by the Case Foundation, launched by AOL founder Steve Case and his wife, Jean, in 1997. The Case Foundation’s interest in strengthening the entrepreneurial capacity of nonprofits has led to an expansion of the social entrepreneurship component of the PONO training.

“We have a lot of nonprofits facing difficult revenue pictures, so this has been a really good fit for the program,” said van Bergeijk.

THE FUTURE OF PONO: LOOKING FOR A BROADER AUDIENCE

Looking ahead, she said the foundation intends

to devote special attention in the coming months to the issue of recruiting. While they have been content with the caliber of the participants in the PONO program, foundation leaders would like to see a higher number of applications. Currently, about 20 organizations apply for 15 slots.

Part of the problem, van Bergeijk said, is that PONO participants have to come to Honolulu eight times in the course of a year. For those working on the neighbor islands, that can be a challenge. “We need to do more marketing so people see that making this investment can really help their organizations.”

Other plans for the future include smaller leadership development programs modeled on PONO but targeting specific fields and types of organizations. Among the potential plans: a program for community-based and faith-based organizations, as well as a separate course for mid-sized arts and cultural organizations.

Asked for a key piece of advice for grantmakers who might want to put together a program like PONO, van Bergeijk said it’s important to know the kind of commitment you’re getting into. “These are hard programs to do; they require a substantial investment, not just of funds but also of staff time,” she said.

Nevertheless, van Bergeijk is confident that the Hawaii Community Foundation’s work to get PONO up and running has been time—and money—well spent. Of the foundation’s \$20 million portfolio of giving, its leadership programs will approach \$2 million in the coming year, she said.

“We can see a greater impact by doing intense work like this with a few organizations than we can see with one-size-fits-all grantmaking,” she said.

The Journey of a PONO Leader

Kick-Off Event

At a two-day retreat, participants become acquainted with each other while gaining an understanding of the program, timeline, resources available and expectations for participation. The session focuses on the role of the nonprofit board, the importance of the board chair's role, and the dynamics between executive and board. The participation of each organization's board president for part of a day is a powerful element of this kick-off event.

Learning Circles

Participants meet six times over the course of a year to explore the role of a nonprofit leader. These six one-day sessions are in addition to the two-day kick-off and the two-day capstone events. Each session focuses on a different aspect of leadership in the nonprofit context, using a peer-centered learning model in which faculty guide dialogue is used among participants.

Organizational Capacity-Building Projects

PONO leaders design and implement a capacity-building project that focuses on a critical issue or entrepreneurial opportunity facing their organizations. These projects should be designed to help transform some aspect of the organization and to be a vehicle through which participants develop their ability to solve problems in a creative way. Projects are supported by consultations with faculty and continuous dialogue with PONO peers. Foundation staff evaluate project proposals, and grant support is available for well-defined, strategic projects.

Capstone Event

A culminating two-day retreat engages participants in reflection on what they have learned. It includes sharing of the outcomes of their projects and discussion of how the peer network will be furthered through the alumni program. Like the kick-off event, this event also includes board presidents as important participants in the discussion.

Alumni Group

The goal of this newly emerging gathering is to enable past PONO fellows to continue to learn from each other about specific issues such as strengthening the board-CEO relationship and how to plan for executive transitions. The foundation will continue to provide travel grants to those PONO fellows who must travel from a neighbor island.

Investing in Leadership—Promising Practices

Over the past year, GEO has talked with grantmakers across the country about what they are doing to develop nonprofit leaders. A common theme in these conversations is the “aha moment”—that time or period of time when grantmakers recognized that everything they were about, everything they intended to achieve in their grantmaking, depended on nonprofit leadership.

Particularly for those grantmakers who are intent on improving the performance, the effectiveness and the sustainability of nonprofits, the conclusion became inescapable at one time or another over the past several years: *We need to pay closer attention to leadership. If we are going to invest in anything, leadership should be at the top of the list.*

“Over the years, we’ve come to believe more and more in the link between strong executive leadership and effective organizations,” said Julie Rogers, president and CEO of The Meyer Foundation. “We watched new leaders revitalize organizations that had become complacent or overextended. We’ve seen executives grow along with their organizations to become powerful community leaders and voices for social change.”

In the early years of the Management Assistance Program, the foundation often focused its grants on short-term management and operational issues and problems that organizations identified as barriers to their success. Now, Meyer is paying more attention to the role of leaders in creatively addressing problems and challenges as they arise.

“Over the years, we’ve come to believe more and more in the link between strong executive leadership and effective organizations.”

JULIE ROGERS, PRESIDENT AND CEO, THE MEYER FOUNDATION

For the Eugene and Agnes E. Meyer Foundation in Washington, D.C., which has a long history of identifying and supporting talented leaders, the aha arrived after a decade of working more closely with local nonprofits on day-to-day management challenges. The foundation launched its Management Assistance Program in 1995 as a means of investing in the organizational capacity of its grantees. Over time, foundation leaders and staff began to see that management and technical “fixes,” although valuable, weren’t always the best strategy for making dramatic improvements in organizational effectiveness.

The Meyer Foundation’s increased emphasis on leadership has led to changes in its management assistance work and also to a desire to encourage other grantmakers to focus on leadership. In addition to supporting GEO’s work on the topic, Meyer collaborated with CompassPoint Nonprofit Services on a national study of executive directors of nonprofit organizations.⁶ Results from nearly 2,000 respondents revealed the challenges inherent in the executive director role, the career paths and future plans of current executives, and how grantmakers can better support current executives and nurture a new generation of leaders.

Another grantmaker that experienced an epiphany of sorts around the issue of leadership is the Annie E. Casey Foundation, which appointed its first director of leadership development in 2002 (see page 35). Donna Stark, who holds that position, said Casey always had an implicit understanding of the role of leadership in nonprofit success. Only recently, however, has the foundation adopted a deliberate focus on strengthening leadership to improve results.

“In all of our public systems work and all of our community transformation work, it became increasingly obvious that no matter what the program design was, no matter what the initiative was, and no matter how good or how strong they were, we really couldn’t get much going that would achieve the results we were looking for without leadership skills, competence and real talent,” Stark said.

What we heard in our interviews with representatives of the Annie E. Casey Foundation and The Meyer Foundation was typical. Time and again, foundation executives spoke of a “growing understanding,” a “dawning realization” or an “increased appreciation” of how leadership makes a difference. Equally important, many talked about the importance of connecting leadership development and organizational performance.

Their message—and ours: Leadership development in and of itself is no longer sufficient. It has to be connected to results for the organization and the communities it serves.

But what kind of leadership development activities are best positioned to strengthen this connection? What are the unique design elements that can ensure that a leadership-related program or investment builds the capacity of organizations to succeed?

Our interviews, together with the case studies in this volume, provide some early answers. This is by no means a definitive list, but we feel confident in identifying three promising approaches to leadership development for organizational results:

- > Nurturing collective leadership,
- > Promoting contextual learning, and
- > Developing strategies for continuous support.

The remainder of this section explores each of these approaches in more detail, drawing from the early experiences of grantmakers who are toiling at the frontier in this work.

KANSAS HEALTH FOUNDATION

Statewide Initiative Refocuses Community Leadership Programs on Skills, Children's Health

In Brief: The Kansas Health Foundation has made leadership development a priority since it was established in 1985. The grantmaker's Kansas Community Leadership Initiative marks an effort to transform community leadership programs throughout the state by changing their focus from networking and community awareness to leadership skills. Another goal is to get the local programs to focus on leadership as a path to better health.

Using a train-the-teacher model, the initiative enrolls local representatives in an intensive skills-building curriculum over a two-year period. Participants then share what they've learned through structured programs and their daily work at the local level.

The Kansas Health Foundation was created from the proceeds of the sale of Wichita's Wesley Medical Center in 1985. Shortly after the foundation was formed its leaders embarked on their first major "listening tour" of Kansas. In a series of townhall meetings throughout the state, they asked citizens and local leaders what they perceived as the biggest barriers to improving the health of Kansans.

Among the answers they heard at virtually every stop: a lack of identifiable leadership.

"We got a sense from the very start that Kansans saw leadership as a real challenge," said the foundation's president and CEO, Marni Vliet, who has been with the organization from the start. "Not only was there a lack of leaders to address the health issues communities were facing, but we heard people crying out for leadership skills so they could begin to make a difference themselves."

In the two decades since it was founded, the Kansas Health Foundation has taken what it heard in that first listening tour to heart. Leadership is one of the grantmaker's four major program areas, along with

AT A GLANCE

Grantmaker: Kansas Health Foundation (Wichita, KS)

Program: Kansas Community Leadership Initiative (KCLI)

Total Funding/Grants: \$1.6 million for training and program implementation; \$5 million for endowments at community foundations to fund children's health and leadership programs.

Participants: representatives of community leadership programs in more than 40 communities across the state.

Eligibility Criteria: open to all community leadership programs in the state.

Contact: www.kansashealth.org or Steve Coen at scoen@khf.org

public health, children's health and policy. Steve Coen, vice president for administration, estimates that leadership programs account for one-third of the foundation's grantmaking each year.

A FOCUS ON CHAMBER-LED PROGRAMS

Over the years, the Kansas Health Foundation has invested in a range of leadership development initiatives. One of the most unique and innovative of these is the Kansas Community Leadership Initiative. Launched in 1999, the initiative was designed to assist and support existing leadership programs throughout the state, most of them run by local Chambers of Commerce.

The goal, according to Coen, is to strengthen these programs so that they change from a "networking

and community awareness” model to one that emphasizes leadership skills—more precisely, skills that can make a difference for children’s health.

“We really want to see an emphasis on action and on building communities that do a better job for children,” Coen explained.

The Kansas Health Foundation invited all community-based leadership programs in the state to apply to participate in the program. In the first round, 17 communities agreed to participate. A second round added another 24 communities to the KCLI roster.

Based on a train-the-teacher model, the initiative enrolls executive directors and “lead volunteers” from community leadership programs in an intensive skills-building curriculum. Over a two-year period, participants work with nationally recognized leadership trainers to develop skills in areas from consensus building and collaboration to visioning and facilitative leadership. The ultimate goal is to develop a cadre of individuals who can then share their newly acquired skills through community leadership programs and in other venues.

To make sure KCLI leads to local action, the Kansas Health Foundation provided endowment funds to community foundations in participants’ hometowns. Larger communities received a total of \$200,000 in endowment grants; for smaller communities, the total was \$100,000. Half of the funds are set aside for endowments to support programs designed by KCLI graduates to benefit local children; according to Coen, graduates have organized everything from reading programs to leadership development training for sixth graders. The other half of the funds are for an endowment that supports the local community leadership program.

BROADENING COMMUNITY LEADERSHIP

Coen said KCLI has led to “real transformation” in community leadership programs across the state. Not only have they shifted to a skills-building

model, but they also are building a more diverse base of participants and reaching larger numbers of community members with leadership training and other resources, he said.

“Many of these programs have gone from accepting only 20 people to accepting anyone who applies,” Coen remarked, adding that KCLI has been a spark for “generating more leadership for these communities on a continuing basis.”

In a 2004 evaluation of KCLI, the Self-Help Network at Wichita State University found that a majority of participants had used the leadership skills they gained through the program in at least one other community group or organization; one-third reported applying and sharing their new skills in five or more community organizations. The majority of participants, according to the evaluation, were involved in at least one organization that focuses on issues affecting children and youth; almost 40 percent were involved in three or more such organizations.

Asked about the challenges and obstacles that the foundation has faced in implementing KCLI, Coen named several. One problem has been turnover among executive directors of community leadership programs; another has been the varying expertise and skill level of the executive directors.

Another problem that became evident in the course of the initiative was the inability of participants from some communities—particularly small, rural ones—to put together an impactful leadership development program of their own once they got back home. In an effort to address this challenge, the foundation currently is developing an easy-to-use curriculum notebook with sample day-long lesson plans for key curriculum topics.

Once the new materials are completed, the foundation will invite its KCLI communities to send “community facilitators” to Wichita so that they can be trained in the use of the curriculum. Overall, Coen said the Kansas Health Foundation views

KCLI as “a great success” in spurring community leadership. The initiative has offered the added benefit for the foundation forging new links to communities across the state. “It has allowed us to connect to what’s happening in these communities in a much broader way,” Coen said.

Vliet added: “We now have partnerships with more than 40 communities across the state in a way that we never did before. These leaders have become our ambassadors in these communities to help advance our goals for improved health.”

includes presentations from leading experts, as well as time for networking and team meetings to develop action plans for participants’ communities.

The team-learning approach was a recent add-on to the institute’s design, according to Coen. “Our movement to community teams came from listening to attendees who said they thought our conferences were outstanding but once they got home, they were the only person who was on fire about the topic. It was hard for them to get others excited in the same way,” he said.

“Our movement to community teams came from listening to attendees who said they thought our conferences were outstanding but once they got home, they were the only person who was on fire about the topic.”

STEVE COEN, VICE PRESIDENT FOR ADMINISTRATION, KANSAS HEALTH FOUNDATION

INSTITUTE, FELLOWSHIPS ROUND OUT LEADERSHIP OFFERINGS

Another high-profile leadership development initiative sponsored by the Kansas Health Foundation is an annual leadership institute that enrolls up to 200 individuals in two to three days of team-based networking and learning. Teams from 24 communities come to Wichita each June for sessions on a key issue on the foundation’s program agenda; topics have included early brain development and tobacco control.

Coen said the institute curriculum tends to focus on how to achieve progress on the chosen topics at the community level through media and political advocacy, strategic planning and other activities. Using a collective learning model, the institute

The Kansas Health Foundation also funds a fellowship program for nonprofit and public sector leaders in the state. Every other year, a class of 20 or so Kansas Health Foundation Fellows are selected to participate in leadership training activities over one year. The training, which includes a weeklong course at the Center for Creative Leadership, focuses on expanding participants’ skills as facilitative leaders and helping them apply what they learn to the organizations and communities they serve.

Participants in the fellows program include executive directors and other senior leaders working in fields connected to the foundation’s program areas of children’s health, public health and policy. A recent class of fellows included representatives of Kansas Head Start, a local United Way, the state Department

of Health, the University of Kansas Medical Center, a local school district and several community nonprofits.

“We have developed a great network of these leaders” since the fellowship program was launched in 1999, Coen said. “Many of the fellows tell us this has had a life-changing impact on everything they do.”

A NEW LEADERSHIP CENTER

Before long, all of the Kansas Health Foundation’s leadership activities will have a new home. In late 2005, the organization announced a pledge of \$30 million to establish the Kansas Leadership Center, which will provide a central location in Wichita to organize and oversee training for leaders throughout the state.

The new center will “take our work to the next level,” Vliet said. She added that it will provide the foundation with the opportunity to shift from a “one-week-at-a-time” approach to leadership training to offering a diverse curriculum with learning modules throughout the year. “It is going to be a home base for a lot of stepped-up work on an issue that we feel is essential to the future of Kansans’ health,” she said.

Nurturing Collective Leadership

In *Investing in Leadership, Volume 1*, we described the rise of a new theory of leadership. This theory has been referred to as relational, participatory, shared or collaborative leadership. But no matter what you call it (we've opted for collective leadership), it is seen by many grantmakers as a key to greater effectiveness for nonprofits.

Collective leadership is based on the premise that leadership is the product of groups rather than individuals. It is a form of leadership that makes a distinction between leadership and formal authority. In other words, leadership can come from many places in an organization or a community; where it comes from may actually shift depending on the situation. And where collective leadership works best is in complex and messy situations that don't lend themselves to easy answers—precisely the kind of situations the nonprofit sector confronts every day.

Not only does this form of leadership require a different set of skills among nonprofit executives (such as facilitation and the ability to create a culture that supports bottom-up innovation and shared responsibility for results), but it also requires a different approach to leadership development among grantmakers.

The collective leadership model, for example, raises questions about the utility of leadership development programs that are focused exclusively on the executive director. Rather, the idea is to create holistic, vertically integrated programs that reap rewards for the entire organization and, often, for the broader community.

Individual grantmakers may not attach the “collective leadership” label to their programs, but many are pushing forward with initiatives that embrace at

least some elements of this approach. These initiatives tend to fall into one of two categories: programs that set out to strengthen the leadership capacity of networks or teams of individuals from different organizations and institutions, and programs that focus on the organization itself as a locus for collective capacity-building work (see Table 1: Investments in Capacity, page 19).

STRENGTHENING THE LEADERSHIP CAPACITY OF NETWORKS

The Blandin Foundation in Grand Rapids, Minnesota, created its Community Leadership Program to train community teams from rural areas in how to initiate and manage change. The 24-member teams include educators, business owners, elected officials and others; they participate as a cohort in a five-day residential retreat and two in-community workshops. The goal: to strengthen leadership skills to frame and understand community issues, build effective networks for action and mobilize people around specific community assets.

“I think the biggest challenge for us as foundations, and for those of us who fund and operate foundation programs, is to recognize the complexity of the systems we want to change,” explained Jim Krile, the foundation's interim director of leadership, in describing the program's emphasis on building diverse community teams.

It is the complexity of those systems, Krile continued, that demands a more sophisticated approach to leadership development, one that recognizes the potential impact of a wide range of actors in advancing any kind of change agenda. “We start talking about community before we start talking about leadership,” Krile said of the Blandin approach.

Among the most important goals of programs like Blandin's is to create and nurture peer networks across organizations and institutions. In fact, an oft-stated objective of many of the leadership development initiatives we studied for this volume is to reduce the isolation of nonprofits and their executive directors.

interviewee commented that some nonprofits may consider a foundation-created peer learning group as just one more hoop they need to jump through to access resources.

Another potential drawback is that cohorts of nonprofit leaders can be hard to construct because

“Our evaluations have shown us that training teams is more effective than training individuals and that involving board members is essential if the change is going to persevere.”

RUSSELL WILLIS TAYLOR, PRESIDENT AND CEO, NATIONAL ARTS STRATEGIES

Many grantmakers are intent on using leadership development as a platform for building networks of nonprofit leaders who can support one another on an ongoing basis, even if they are working in different fields or different geographic communities. Grantmakers such as the Hawaii Community Foundation and the Jessie Ball duPont Fund, for example, have devoted a great deal of time and energy to forming and supporting alumni groups from their leadership programs. Others have made peer-to-peer learning the dominant feature of their programs, with participants engaging in facilitated discussions of specific challenges facing their organizations.

An important goal of these types of activities is to nurture collective leadership across nonprofit organizations. One person we interviewed said that leadership development programs should be designed to build “sector awareness” so that nonprofit leaders can work together on advocacy and other efforts that benefit the sector as a whole.

Not all grantmakers are fast to embrace the peer learning model, however. For example, one

grantee organizations often are at different levels of competency and at different stages of organizational growth. As a result, some participants may have more to gain from participating than others.

Last but not least is the simple fact that “learning in a peer group setting simply might not be for everyone,” as the James Irvine Foundation’s Martha Campbell put it. “Some people learn by thinking out loud and doing specific work with others, while others tend to learn best from reading or listening to lectures.”

BUILDING COLLECTIVE LEADERSHIP WITHIN ORGANIZATIONS

Beyond supporting peer networks across nonprofits, many grantmakers are working to develop collective leadership capabilities within specific organizations. Among the case studies in this volume are several examples of how grantmakers are striving to emphasize collective forms of leadership in their capacity-building work with nonprofits.

Drawing from years of experience conducting leadership development training for arts leaders on behalf of grantmaking organizations, Russell Willis Taylor, president and CEO of National Arts Strategies, is a passionate advocate of collective leadership development. “Our evaluations have shown us that training teams is more effective than training individuals and that involving board members is essential if the change is going to persevere,” Taylor said.

Among the grantmakers who are committed to training teams (and involving board members, too) is the Sarkeys Foundation, located in Norman, Oklahoma. According to Senior Program Officer Ann Way, the foundation has been deliberately supporting nonprofit leadership since its launch of the Oklahoma Institute for Nonprofit Leadership in 1996. The Institute is a three-day retreat for teams of executive directors and board members. Sarkeys has held 10 institutes since 1996.

Sarkeys’ commitment to team-based leadership development also is evident in its cosponsorship of a biennial governance forum that attracted 500 attendees in 2005. Working with BoardSource, Sarkeys encourages nonprofits to send teams to the forum, including the executive director and at least one board member.

Another supporter of the team approach to learning is the Jessie Ball duPont Fund, which requires organizations participating in its Executive Institutes to enroll three leaders in a weeklong residential learning program (see page 20). In addition to the CEO, participants include a board member (preferably the chair) and a senior staff leader. The team-based design of the program, according to the fund’s Sally Douglass, reflects an interest in building the “overall management capacity of the organization.”

Similarly, the Hartford Foundation for Public Giving usually requires organizations participating in training initiatives offered through its Nonprofit

Support Program to field a team of board members and staff leaders. The idea, according to the program’s director, Annemarie Riemer, is to “encourage vertical learning throughout the organization.” Such an approach also “helps the knowledge to remain in the organization when there is leadership turnover,” Riemer added.

Organizational capacity, in other words, cannot be tied just to one person. Neither can leadership. For grantmakers like the Sarkeys Foundation, the Jessie Ball duPont Fund and the Hartford Foundation for Public Giving, the goal of leadership development is to address systemic issues facing nonprofit organizations. Programs are therefore designed to ensure that learning and leadership capabilities are diffused throughout the organization. This approach gains added importance in light of the demographic realities facing the sector (i.e., looming baby boom retirements) and the high level of turnover in executive-level nonprofit jobs.

The need to look beyond the executive director became crystal clear to executives at the Los Angeles based Durfee Foundation as they implemented their Sabbatical Program. Recognizing that nonprofit leaders work under stressful conditions, the program offers stipends and expenses of up to \$30,000 for six individuals each year to take three months off to “travel, reflect or otherwise renew themselves in whatever manner they propose.”

Participants in Durfee’s program tend to be nonprofit CEOs; the rewards are open to anyone with a Los Angeles nonprofit who holds “primary or significant responsibility for management of the organization’s funds.”

After a few years of running the Sabbatical Program, however, the foundation recognized that it could not focus exclusively on an organization’s primary leaders. In fact, having primary leaders out of the picture for a set period of time provided both the foundation and the participating nonprofits with a chance to assess the “bench strength” of participating

organizations. Were other leaders capable of stepping in and assuming control during the time that the primary leader was gone? And, if not, what did this mean for the long-term success of the organization?

The Durfee Foundation's executive director, Claire Peeps, said the Sabbatical Program was designed in part to provide a "safe zone" for an organization's secondary leaders to try their hand at running the organization. But, over time, the foundation recognized a need to provide additional support for these secondary leaders. These individuals now can take advantage of technical assistance provided by the foundation during the primary leaders' time away, and they also meet as a peer group of their own.

"Our thinking shifted pretty significantly" after a few years of running the program, Peeps said. "We're now looking much more toward the organization's long-term stability."

The Barr Foundation in Boston studied Durfee's Sabbatical Program, among other similar initiatives, in the course of designing its own fellowships for nonprofit leaders. On the basis of its research, according to Senior Advisor Pat Brandes, Barr set out to be intentional about ensuring that the fellowships benefited not just executive directors, but their organizations as well.

As a result, the Barr Fellows Program has two components. The first is the actual fellowship: a three-month sabbatical for 12 executive directors of local nonprofits. The sabbatical begins with a collective learning journey to Africa and is followed by five retreats over the course of three years, with a new class selected every other year. In addition, the foundation provides financial and technical support to the participating organizations so that the leader's absence is "a source of organizational development rather than a deficit."

For example, each organization receives a \$30,000 grant that can be used flexibly before, during and up to one year after the primary leader is on sabbatical. The grant can be spent on a menu of support options such as bonuses for existing staff that take on interim responsibilities and technical assistance for organizational development and other needs.

"Not only are you developing the chosen leader, but you are also developing the capacity of the organization to operate without that leader," Brandes explained. "And you're also getting the organization to pay closer attention to the all-important issue of succession planning."

Still, many grantmakers emphasize that the executive director has to be the primary focus of grantmaker-supported leadership development programs, particularly when resources are scarce and a grantmaker is seeking to achieve the greatest bang with limited bucks.

"I continue to urge people who are making investments to look at what is the critical capacity issue for an organization, and I think it's the executive director," said Richard L. Moyers, program officer with the Eugene and Agnes E. Meyer Foundation.

Especially in the case of smaller nonprofits, he said, grantmakers have to remember that the capabilities of the person in that leadership position are issue number one. "Maybe part of the capacity investment is getting it to the point where it's not all about that person, but in most cases I think it is," Moyers said.

TABLE 1: INVESTMENTS IN CAPACITY

	INDIVIDUAL CAPACITY	ORGANIZATIONAL CAPACITY	COLLECTIVE CAPACITY
INDIVIDUALS	<p><i>To build the capacity of individuals to contribute to society</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > General leadership skills (such as communication, cultural awareness) > Reflection, sabbaticals > Rewards, recognition > Personal values and vision work <p style="text-align: right;">01</p>	<p><i>To build the capacity of individuals to lead organizations</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Management training > Coaching > Peer exchanges/circles > Job challenges > Internships/field assignments <p style="text-align: right;">02</p>	<p><i>To build the capacity of individuals to collaborate with others</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Collaborative skills training > Networking activities > Team or group projects > Seed money for joint projects as part of leadership programs <p style="text-align: right;">03</p>
ORGANIZATIONS	<p><i>To build the capacity of current or future staff to be effective in their jobs</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Staff training/continuing education > Staff development plans > Field-based fellowships or training > Pipeline programs (for minorities, young leaders, etc.) <p style="text-align: right;">04</p>	<p><i>To build the capacity of organizations to deliver upon their missions</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Organizational assessments > Technical assistance/consulting > Leadership transitions <p style="text-align: right;">05</p>	<p><i>To build the capacity of organizations to work together toward common goals</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Convening opportunities > Association membership > Advocacy > Collective action <p style="text-align: right;">06</p>
GEOGRAPHIC COMMUNITIES	<p><i>To build the capacity of community residents to serve in leadership roles</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Fellowships > Local training programs > Grassroots/community organizer training <p style="text-align: right;">07</p>	<p><i>To build the capacity of organizations by supporting the “infrastructure” of the sector</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Management support organizations > State associations of nonprofits > Organizational standards (usually statewide) <p style="text-align: right;">08</p>	<p><i>To build the capacity of the community to work together toward common goals</i></p> <p>Sample Activities:</p> <ul style="list-style-type: none"> > Community leadership/ problem-solving programs > Cross-sector collaborations/alliances <p style="text-align: right;">09</p>

THE JESSIE BALL DUPONT FUND

Institute Brings Teams of Organizational Leaders Together for Collaborative Problem Solving and Shared Learning

In Brief: Over the past decade, the Jessie Ball duPont Fund has experimented with a variety of approaches to building the capacity of nonprofit organizations. Now, the Florida-based national grantmaker has settled on a model that is judged by participants and outside evaluators alike to be a success. Designed and implemented by Georgetown University's Center for Public and Nonprofit Leadership, the duPont Fund's Nonprofit Executive Institute requires eligible nonprofits to send teams of three—including the CEO, board chair and a staff member—for a week of intensive training in a residential setting. In addition to promoting the concept of collective leadership, a key feature of the institute is its focus on real, day-to-day challenges facing the organizations. Annual multiday alumni meetings provide opportunities for participants to continue their learning.

For the New Bedford Whaling Museum in New Bedford, Massachusetts, the late 1990s was a period of transition and uncertainty. The board of directors had been consumed for a number of years with restoring the museum to fiscal health. Then, plans were hatched to build a \$130 million facility (the New Bedford Oceanarium) that could potentially compete with the museum for fundraising dollars, admissions and visibility.

At around this time, the museum's executive director, Anne Brengle, was invited to participate in a leadership training initiative sponsored by the Jessie Ball duPont Fund, a longtime supporter of the museum.

What appealed most to Brengle about the duPont Fund's Nonprofit Executive Institute program was that she would not be on her own. The institute asks participating nonprofits to designate three leaders representing both the board and the staff to enroll in the training.

AT A GLANCE

Grantmaker: Jessie Ball duPont Fund (Jacksonville, FL)

Program: Jessie Ball duPont Fund Nonprofit Executive Institute—a four-and-a-half day residential program for teams of three organizational leaders; each institute enrolls 10 teams.

Total Funding/Grants: \$2,038,028 over the past five years to Georgetown University to administer the institutes and alumni meetings; plus grants to participating organizations to cover travel stipends for participants.

Participants: 200 leaders from 67 nonprofit organizations have attended the institute and continue to attend the yearly alumni meetings.

Eligibility criteria: open to Jessie Ball duPont Fund grantees only.

Contact: www.dupontfund.org, or Sally Douglass at sdouglass@dupontfund.org

Brengle was joined by her CFO and board chair, along with teams from nine other organizations, in a weeklong residential training program for nonprofit leaders. Among the focal points of the training: building peer relationships, both within and among nonprofit organizations; and bringing leaders together to work on specific problems facing their organizations.

Brengle said the training provided the “swift kick” the museum needed to get serious about addressing key organizational challenges. The biggest contribution of the institute to the whaling museum's success, in her view, has been a new emphasis on teamwork.

“We’ve stopped operating in silos of education and finance and development and everything else,” Brengle said. “We’ve realized how important it is to make working across departments a part of our culture.”

A LONG ROAD: FINDING THE BEST STRATEGY FOR IMPACT

The Jessie Ball duPont Fund launched the Nonprofit Executive Institutes in 2000. A Florida-based national grantmaker, the duPont Fund supports more than 300 organizations identified in the will of philanthropist Jessie Ball duPont, who died in 1970. According to Senior Program Officer Sally Howard Douglass, working with a specified set of organizations over time makes the duPont Fund uniquely attuned to the importance of leadership development and capacity building for nonprofits.

“We have always had an emphasis as part of our value system to build the capacity of these organizations,” she said, noting that the duPont Fund typically devotes half of its annual grantmaking to capacity-building initiatives. “The practice of the fund is to help these organizations be as well-managed and financially successful as possible.”

Despite the grantmaker’s determination, it took several years to arrive at a successful capacity-building model for leadership development. The search for solutions began in 1992, when the duPont Fund sent three nonprofit CEOs to the Wharton School of the University of Pennsylvania for a residential, extended program of intensive training in nonprofit management.

After recognizing that this training model was helping a too-limited number of nonprofit leaders, the duPont Fund tried another form of leadership development. It contracted with the Center for Creative Leadership, a global nonprofit that seeks to build leadership in all sectors, to organize one-day seminars for nonprofit executives in different regions of the country.

“This was the pendulum swinging the other way,” Douglass explained, comparing the earlier immersion program at Wharton to the one-day leadership seminars. “The content of the seminars was a broad-brush approach that did not reach very deeply into individual organizational needs.”

The duPont Fund stopped doing the seminars, Douglass said, because there was no evidence that they had resulted in any real transformation among the participating organizations. Going back to the drawing board, the duPont Fund organized a set of focus groups with nonprofit CEOs to ask what they would want to see in a leadership training program. Out of that came the notion of a residential program for nonprofit CEOs.

“People wanted to get away from their daily routines so they could think, problem solve and network with other nonprofit leaders,” Douglass said.

Based on the focus group findings, the duPont Fund’s next leadership development initiative was a residential training program with the Center for Creative Leadership at the Aspen Institute’s retreat center in Maryland. Douglass said the residential program was successful in allowing CEOs to learn key leadership skills in an environment away from the day-to-day demands of the office. However, after three years of the leadership institute, an evaluation of the program found that it had succeeded in developing the leadership capacity of individual CEOs but that participants wanted more. In particular, they saw a need for pragmatic management training and expressed a wish to include other members of their organizations in the training.

“We were seeing a transformation at the individual executive level, but there was little evidence that any systemic change was occurring at the organizational level,” Douglass said. “The CEOs were telling us that once they returned to their organizations, no one else understood what they (the executives) had learned and everything reverted to business as usual.”

SETTLING ON A COLLECTIVE LEADERSHIP APPROACH

Using information gathered during the independent evaluation of the leadership training model, the duPont Fund arrived at the current model, which maintains the multiday, residential aspect while adding a team-learning approach. Participating organizations are required to send three senior leaders, including board and staff, so that the learning can be infused throughout the organization. It is a shift, Douglass said, from focusing exclusively on the CEO to focusing on the “overall management capacity of the organization.”

After issuing an RFP, the duPont Fund selected Georgetown University to design and deliver two Executive Institutes each year, starting in 2000. Each institute enrolls up to 10 nonprofit organizations for four and a half days. Participating organizations are required to send three participants—including the CEO, a board member (preferably the chair) and a senior staff member. The organizational teams are able to work on a specific project during the week, in addition to attending expert-led sessions on board development, legal and accounting practices, fundraising, advocacy and other topics.

The Executive Institutes combine representatives of nonprofits in a range of fields, including arts and culture, environmental conservation, historic preservation, and child and family services. Douglass said the range of organization types does not seem to affect participants’ perceptions of the value of the program. What matters more, she noted, is the size of the organizations’ operating budgets.

Evaluations of the institutes have indicated that budget size is a key issue in determining “how sophisticated the organizations are in fundraising and other activities, and in what they can learn from each other,” Douglass said.

She added that the institute’s focus on current issues facing the organizations has been a key attribute. “They leave with an action plan,” she said, noting that each organization works with an assigned faculty coach for a year as it seeks to refine and implement its plan.

In addition to strengthening relationships within the organizational teams, the Executive Institute also is designed to build peer relationships among the alumni of the program. To date, this alumni group includes 200 individuals from 67 organizations.

“All of us enjoy reconnecting with colleagues and talking about how they’re dealing with various situations,” said Brengle of The New Bedford Whaling Museum, who is an active participant in the alumni network.

Alumni also have a dedicated chat room where they can communicate online throughout the year, sometimes with guest moderators facilitating the discussions. “They tell us they are learning as much from each other as they are from the faculty,” Douglass said of the alumni group.

EVALUATIONS SHOW BENEFITS FOR ORGANIZATIONS, SECTOR

To date, the Jessie Ball duPont Fund has conducted two evaluations of the Executive Institutes. Both evaluations found participants giving the program high marks for satisfaction. Even more important, participants reported that the institute and its design have increased collaboration among organizations and enhanced their capacity to achieve organizational missions. Respondents reported implementing new board policies, leadership development programs, strategic planning initiatives and training for staff, as well as gains in fundraising and other areas.

In addition, both evaluations noted an increase in advocacy activities among participating organizations. Douglass said this finding is “great news” because of the program’s focus on building “sector awareness” among nonprofits.

“We spend a lot of time in the institute and alumni program working to make sure these organizations have the wherewithal to engage in advocacy, and it appears to be working,” she said. “Participants definitely have more of a sense that they belong to the important third sector of our democratic society.”

For Brengle of the New Bedford Whaling Museum, participation in the institute and the alumni group has proved “invaluable,” she said. Among the specific outcomes of the institute training she took part in with her CFO and board chair was a plan to grow and expand the museum’s audience by working in concert with the New Bedford Oceanarium. (After plans for the oceanarium were put on hold because of insufficient public funding, the whaling museum joined forces with the Oceanarium’s Education Committee on an outreach agenda funded by a shared federal grant.)

In addition, on the basis of the three leaders’ enthusiastic response to the institute, the museum launched a leadership training program of its own for senior staff; in 2004, the training was extended to middle management as well.

“Going through the institute as a team has helped us think outside the box as an organization,” Brengle said. “It helped each of us see the different perspectives of the others and come together around a common set of goals so everyone could be a winner.”

Promoting Contextual Learning

Among the main points of agreement among grantmakers who support leadership development for organizational effectiveness is that a lecture-and-textbook approach alone won't cut it. Yes, nonprofit leaders need a foundational understanding of important concepts and critical topics (such as financial management), but sponsors and participants alike say that the value of the learning experience depends on the extent to which it can be applied to real challenges facing nonprofit organizations and their leaders.

grantmaking, an approach that relies on developing long-term relationships with nonprofits.

“It’s hard to standardize leadership development,” he said, noting that each participant needs to feel that the learning experience is helping them as they think through timely and relevant issues facing their organizations. In Shoemaker’s view, leadership development is “about getting the right fit—doing the right thing with the right executive director at the right point in time.”

“[Leadership development is] about getting the right fit—doing the right thing with the right executive director at the right point in time.”

PAUL SHOEMAKER, EXECUTIVE DIRECTOR, SOCIAL VENTURE PARTNERS SEATTLE

“Contextualizing leadership training for nonprofits is important because it provides an appropriate filter, while making the learning more personalized and immediately relevant,” according to Russell Willis Taylor of National Arts Strategies. Taylor asserted that contextualized learning is at the heart of every successful executive education program. “That’s why GE’s training campus has such an amazing impact on their business,” she said, referring to GE’s corporate business school where employees from around the world learn by tackling real problems facing the company.

Also emphasizing the importance of contextualized learning was Paul Shoemaker, executive director of Social Venture Partners Seattle. Leadership development, Shoemaker said, is an essential component of Social Venture Partners’ highly engaged approach to

Grantmakers of all types have enthusiastically embraced the notion of “action learning”—also referred to as “learning by doing” or “contextual learning”—in their leadership development work. As defined by the American Society for Training and Development, action learning is based on the premise that “participants can learn more and better when the learning is embedded in real work—and, more specifically, when they are reflecting with others on real problems they confront on a day-to-day basis.”⁷

In a 2004 report for the Rockefeller Foundation, Winton Pitcoff surveyed the capacity-building field for trends and lessons learned. Among his findings in the area of human capital development for nonprofits was that context is as important as content in relation to learning. In other words, models that

take place in the context of an individual's real-world circumstances allow lessons to be made more relevant and have greater impact on the success of the organization.⁸

The Wallace Foundation has found evidence of the power of contextual learning in its work to strengthen public education. According to the foundation's research, leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. The evidence further suggests that individual leaders actually behave quite differently depending on the circumstances they face.

As Wallace concludes, "The evidence challenges the wisdom of leadership development initiatives that attempt to be all things to all leaders or refuse to acknowledge differences in leadership practices required by differences in organizational context."⁹

Grantmakers are incorporating contextual learning into their leadership development programs in a variety of ways. Some create forums in which participants from different nonprofits hash out a specific issue or challenge facing one of their colleagues. Others provide grants to participating organizations to implement a project or initiative connected to the leadership development curriculum. Still others require participants to come to a leadership program with a specific problem or challenge that they want to address in their work. Participants then develop an action plan in the course of the program, often with the support of a coach or consultant.

Barbara Kibbe, formerly vice president for program and effectiveness with the Skoll Foundation, said that learning in context is the key defining element of Skoll's leadership development work.

"You can do much more in an organizational context than you can do alone," she said. The Skoll Foundation's investments, Kibbe added, are "not in the person, but in the person in their organization at a specific stage of development." Using the language of venture capitalists, she said Skoll invests at the "mezzanine stage" to boost an organization's capacity to deliver results.

Another approach to making sure that grantmakers' leadership development investments help nonprofit leaders advance their respective organization's growth and performance is the basis of a recently announced initiative by The James Irvine Foundation.

The foundation's Fund for Leadership Advancement offers grants of between \$15,000 and \$75,000 to active Irvine grantees on a competitive basis. The fund offers individually tailored support to executive directors in the context of their day-to-day jobs, including executive coaching, mentoring, or focused technical assistance for research, board facilitation or strategic communications. Irvine provides access to a consultant with organizational development and executive coaching expertise while executive directors are in the process of constructing their plans.

"We heard from executive directors that they didn't want a one-size-fits-all approach, so we structured it to be flexible, customized or tailored to their specific needs."

MARTHA S. CAMPBELL, VICE PRESIDENT FOR PROGRAMS, THE JAMES IRVINE FOUNDATION

The key question that the grantmaker wants to see answered in grant proposals for the Fund for Leadership Advancement is “how professional development of the executive director is going to move

Another grantmaker that offers support for a tailored approach to leadership development is the Evelyn and Walter Haas, Jr. Fund. In 2005, the Haas, Jr. Fund launched its Flexible Leadership

“We want to make the kinds of investments the for-profit sector makes in its leaders, while being responsive to the complexity and day-to-day reality of leading nonprofits today.”

LINDA WOOD, SENIOR PROGRAM OFFICER, HAAS, JR. FUND

the organization forward,” said Martha S. Campbell, the foundation’s vice president for programs.

Irvine developed its plans for the fund after conducting focus groups to hear from nonprofit leaders about what they want and need. One outcome of the focus groups, Campbell said, was a determination on the part of the foundation to make the grants as customized as possible. “We heard from executive directors that they didn’t want a one-size-fits-all approach, so we structured it to be flexible, customized or tailored to their specific needs,” she said.

Irvine launched the Fund for Leadership Advancement in 2005 on a pilot basis. In its inaugural year, the foundation awarded Leadership Advancement grants to eight organizations. Grantees include a diverse group of executive directors in terms of their tenure and experience, demographic profile, geographic location, and size and type of organization. The foundation expects to identify and provide grants to two additional cohorts of Leadership Advancement grantees in 2006.

Award (FLA) program to honor and nurture the leadership team of “anchor institutions” crucial to achieving the grantmaker’s mission and goals.

The Haas, Jr. Fund selected 15 local and national nonprofits for the first year of its three-year pilot program. They range from a faith-based grassroots group organizing low-income families for better schools, to a community development corporation revitalizing a Latino neighborhood, to a national lesbian and gay group advocating for civil rights.

For each recipient of the award, the FLA program provides a coach to work with the leadership team (board, executive director and senior staff) to create a customized plan based on the leaders’ and organization’s unique challenges and strengths at their particular stage of development. In addition to receiving ongoing general support from the Haas, Jr. Fund, each organization receives up to \$100,000 per year over three years to implement its leadership plan. The organizations’ work can draw from a broad menu of activities that include strategic planning, board development, peer exchanges, executive coaching and senior team development.

Through an approach that is long term, tailored and focused on organizational—not just individual—leadership, the Haas, Jr. Fund hopes to learn more about what it takes to help nonprofit organizations systematically develop their leadership and strategic vision in order to advance their mission.

“We are standing on the shoulders of many funders before us, incorporating what they have learned

into our efforts,” said Linda Wood, senior program officer for leadership and governance at the Haas, Jr. Fund. “We want to make the kinds of investments the for-profit sector makes in its leaders, while being responsive to the complexity and day-to-day reality of leading nonprofits today.”

Strategy Spotlight: Leadership Assessment and Due Diligence

Beginning in 1996, the Edna McConnell Clark Foundation began exploring a new approach to grantmaking. Instead of making a large number of grants across five program areas, the foundation’s new president, Michael Bailin, called for greater attention to strategies that strengthen individual organizations and the fields in which they practice. Within five years, the grantmaker settled on a comprehensive new strategy focused on a single field: youth development.

The foundation’s theory of change is founded on the belief that the best way to improve the lives of young people from socially and economically disadvantaged backgrounds is to identify and support outstanding youth development organizations that already have evidence of success in serving young people. In order to assess the capacity of these organizations, the foundation looks across six due diligence categories. One of these categories is “leadership and management.”

During the due diligence process, the Edna McConnell Clark Foundation uses a set of indicators to describe and analyze a potential grantee’s capacity in each of six categories. For leadership, the foundation developed 14 indicators covering everything from the reputation of the organization among local stakeholders and other grantmakers to whether or not the executive director has a vision for how the organization should grow. Some of the leadership-related capacities explored during the due diligence process include:

- > The executive director’s and leadership team’s professional education, experience, capacity to manage and tenure qualify them to function well in the positions they occupy.
- > The people who report to the executive director experience him or her to be an effective manager.
- > The executive director demonstrates a substantial understanding of the market within which the organization is working.
- > The executive director is able to forge critical external alliances.
- > Board oversight is appropriate to enabling the organization to meet its goals and objectives.

The Clark Foundation is not alone in making leadership a key element of the grants approval process. GEO’s survey of its members in 2005 found that more than three-quarters (77.2 percent) assess grantee leadership as part of the due diligence process of selecting a grantee.

THE FIELDSTONE FOUNDATION

Executive Learning Groups Connect Relationship Building and Capacity Building

In Brief: A corporate foundation established by a home-building company based in California, The Fieldstone Foundation has made leadership development a cornerstone of its mission. The foundation's Leadership Network includes three programs designed to improve the capacity of nonprofit leaders and their organizations in the communities served by the Fieldstone Group of Companies. Of the three programs, foundation leaders believe that a yearly series of learning groups for nonprofit executives has been the most effective. The program demonstrates the value of contextual learning for nonprofit leaders, as well as the role of peer learning models in building relationships that can contribute to nonprofit performance over the long haul.

To commemorate its 10th anniversary in 1993, the Fieldstone Foundation conducted a survey of its grantees. The questions sought grantee feedback on what the foundation was doing well, what it could be doing better, and what it should be doing that it was not. The grantees' responses, according to the foundation's executive director, Janine Mason, indicated a "deep interest" in leadership training. She said the survey results provided the impetus for an innovative series of programs that make a clear connection between leadership and nonprofit performance.

The Fieldstone Foundation was established in 1983 by the Fieldstone Group of Companies, a home-building company with offices in Southern California, Salt Lake City and San Antonio. The foundation provides grants and leadership development services to nonprofit organizations serving the communities where Fieldstone has a business presence.

The foundation works in partnership with the James Irvine Foundation in Orange County, California, where Irvine provides funding to selected nonprofit organizations, which may then choose to work with Fieldstone's leadership services. Fieldstone

AT A GLANCE

Grantmaker: Fieldstone Foundation (Newport Beach, CA)

Program: Executive Learning Groups—a series of monthly one-day seminars over a six-month period, with sessions focusing on real-world cases from participants.

Total Funding/Grants: \$15,000 per learning group.

Participants: The foundation organizes six learning groups per year, each with 11 participants.

Eligibility criteria: open to all nonprofits operating in the communities served by the Fieldstone Group of Companies.

Contact: www.fieldstone-homes.com or Janine Mason at janinem@fieldstone-homes.com

also works in partnership with the Annie E. Casey Foundation on a leadership development initiative in Louisville, Kentucky.

Fieldstone's embrace of leadership development, Mason said, is founded on the belief that teaching someone to fish is infinitely more effective than simply handing out kipper.

"We believe that nonprofit organizations need strong leadership, as well as critical financial resources, in order to deliver effective, efficient services to our communities," said Mason.

While the majority of the foundation's \$1.4 million budget goes to direct grants, its leadership programs have grown to between 25 and 30 percent of outlays. The programs are carried out under the umbrella of the foundation's Leadership Network. They include a quarterly seminar series, one-on-

one coaching, and learning groups of nonprofit executives and emerging leaders (see box).

“THE MOST EFFECTIVE THING WE DO”

When asked which of the foundation’s leadership offerings have had the greatest impact on the effectiveness of nonprofit organizations, Mason answered without hesitation: the Executive Learning Groups. “They are by far the most effective thing we do in terms of having an impact and helping people see how to lead their organizations to success,” she said.

The Executive Learning Groups enroll a select group of nonprofit leaders in a series of monthly one-day seminars (9 a.m. to 4 p.m.) over a six-month period. Led by an organizational specialist, participants work through specific problems and challenges confronting their organizations, with each session focusing on real-world cases from two of the organizations represented in the sessions. An important goal of the program, Mason said, is to build an atmosphere of trust where participants can overcome the sense of isolation that often comes with leading a nonprofit organization.

Each learning group includes 11 individuals. The foundation organizes six learning groups per

“Our goal is to make this available on a fairly wide basis so we can assemble a diverse group that will carry this learning and these relationships throughout the sector,” said Mason.

BENEFITS OF THE LEARNING GROUP APPROACH

The “learning group” concept—also referred to as “peer learning” or “learning circles”—offers a variety of benefits over traditional classroom training and one-on-one interventions, according to Mason. For participants, she said, group learning can be less intimidating than other forms of leadership development.

“It’s not that scary to sign up for a group process when you know there will be 10 other people there who are in the same boat as you are,” she said.

In Mason’s view, however, the one feature that most recommends the learning group approach is the way in which it breaks down barriers among nonprofit leaders. The program’s design, she said, is based on a belief that the success of nonprofits begins with recognizing common goals, building fellowship and creating “a space where collaborative thinking prevails.”

“Our goal in these programs is not just to impart knowledge but to create relationships.”

JANINE MASON, EXECUTIVE DIRECTOR, FIELDSTONE FOUNDATION

year—four in California and two in Utah. The fee is \$250 per person, with all other costs underwritten by the foundation. Anyone may apply to participate, even if the applicant’s organization does not work in one of the foundation’s focus areas.

“Our goal in these programs is not just to impart knowledge but to create relationships,” Mason said, referring to the program as one that creates a “spider web.” “We want these individuals to build relationships among themselves so they can support each other.”

Fieldstone Leadership Network Programs

The Fieldstone Foundation operates three principal programs under its Leadership Network:

Executive Learning Groups

Groups of 11 nonprofit executives and emerging leaders meet with a professional facilitator over a six-month period to learn state-of-the-art nonprofit management models while working through specific issues confronting each member's organization. Learning groups provide a unique and confidential environment in which to learn and develop relationships with others in the sector.

The Coaching Network

Offered in Southern California, the network assigns nonprofit executives who have been trained as consultative coaches to long-term, confidential, one-on-one relationships with executive "coachees." Through a series of meetings and ongoing conversations over the course of a year, coaches help to empower coachees to accomplish specific leadership goals and resolve organizational problems.

Crossroads and Turning Points Seminars

This annual series of free seminars is designed to lay the foundation for innovative nonprofit leadership by providing exposure to state-of-the-art organizational theories and practices. Another goal of the seminars is to create additional opportunities for networking and resource sharing within the nonprofit community.

Mason pointed to numerous instances where relationships formed during the Executive Learning Groups have yielded real and tangible results for the nonprofits involved. Among the beneficiaries: a Salt Lake City organization that helps women with drug and alcohol problems learn skills such as furniture construction. After one of the organization's leaders took part in an Executive Learning Group with a representative of the local Make-A-Wish Foundation, the organization received a contract to build much of the furniture for a new Make-A-Wish center for terminally ill children and their families.

CLARIFYING EXPECTATIONS

Mason cautioned that grantmakers should pay attention to a number of potential challenges when putting together a program like the Executive Learning Group. Chief among these is the poten-

tial perception among group members that their participation will smooth the path toward getting a grant from the foundation.

"We don't want people viewing this as a way to build a relationship with the foundation or our staff," Mason said. She added that the foundation is "crystal clear" from the start that the program is intended for people who are eager and ready to learn rather than those who may want an inroad to grants.

Another piece of advice that Mason had for other grantmakers is to spell out the time commitment for participants, as well as the expectation that they participate fully in the group. Fieldstone, she noted, requires an organization's board president or CEO to sign an acceptance form to indicate they understand the time that will be required of participants from their organizations. In addition, the

foundation charges a nominal fee for the program based on the assumption that “if people aren’t paying, they value it less.”

“In our invitation, we ask people to bulletproof their calendars,” Mason added. “These are small groups, and if people are showing up late or leaving early—let alone skipping an entire seminar—it gets in the way of group learning.”

SIGNS OF SUCCESS

The Fieldstone Foundation asks all participants to fill out an evaluation at the end of the six months. Mason, however, said she does not need to see a formal, scientific evaluation to know that the Executive Learning Groups have had a positive effect. “We know the program is working in a lot of anecdotal ways,” she said.

Among the signs of success: Many of the groups have kept meeting after the formal group learning is over, with some contributing money to continue working with a facilitator. Also, the fact that the learning groups fill up quickly every year is an indication that word has gotten around about the utility of the program for participants.

Another sign that Fieldstone is onto something is that the Executive Learning Group curriculum has been adopted by the Los Angeles County Arts Commission in its work with arts leaders. In addition, The James Irvine Foundation recently approached Fieldstone about launching a similar replication for arts organization leaders in Orange County.

Based on the success of the Executive Learning Groups, the Fieldstone Foundation recently launched a learning group for emerging nonprofit leaders. Participants, Mason said, include program managers, development directors and others who are “contemplating leadership positions at some time in their careers.”

Mason estimates that the annual cost of running one learning group is a relatively modest \$15,000. Looking across all of the leadership offerings that Fieldstone offers, she called the Executive Learning Groups “our lean, mean, fighting machine.”

Developing Strategies for Continuous Support

Traditionally, when people have thought about leadership development and training initiatives, they have thought about one-time or episodic events: one workshop or series of classes, a one-time intervention with a coach or consultant, a sabbatical or leave of absence so that the nonprofit leader can take a break and advance his or her education. In the same way that leadership development often has lacked a clear connection to the day-to-day work of organizations and their leaders, it also has been centered around ad hoc initiatives. You go and do it, and then you're done.

coupling one-time learning events with a wide-ranging program of other capacity-building support for nonprofit organizations and their leaders. “One thing that makes our program unique is that for all the sequenced training sessions we provide follow-on support,” said Annemarie Riemer, who directs the Nonprofit Support Program for the foundation.

For example, the foundation's Board Development Program offers a two-part training for board members and executive directors, followed by one day of free consulting time from a pool of consultants

“One thing that makes our program unique is that for all the sequenced training sessions we provide follow-on support.”

ANNEMARIE RIEMER, DIRECTOR, NONPROFIT SUPPORT PROGRAM, THE HARTFORD FOUNDATION FOR PUBLIC GIVING

Today, however, grantmakers increasingly are designing their leadership development initiatives to provide ongoing support to nonprofit leaders and their organizations. Looking beyond the one-time event, many of the grantmakers we spoke with said they want to help make sure that their leadership development support has a long-term impact on the organization's success. They want to see that organizations and their leaders actually have an opportunity to apply lessons learned. And, they want nonprofits to have the support they need—in terms of outside coaching and consulting, as well as financial wherewithal—to make necessary changes.

The Hartford Foundation for Public Giving takes a “both and” approach to leadership development,

who observe the training. Similarly, the grantmaker's Technology Planning Program supplements a two-day training for nonprofit leaders with free consulting support for the creation of a technology plan, as well as an implementation grant for the purchase of a portion of the goods and services laid out in the plan.

Riemer said that the consulting and implementation grants that the foundation provides help nonprofits move forward with leadership development and other priorities that they might otherwise not have the time or resources to pursue. Over time, the foundation has increased the amount of money available for technical assistance because it found that nonprofits needed additional funds to “make things stick,” Riemer said.

Among the other grantmakers providing technical assistance services to support leadership development is the Hawaii Community Foundation (see page 4). Participants in the grantmaker's Promoting Outstanding Nonprofit Organizations program take part in a series of leadership-focused learning circle sessions over the course of a year, while also having access to grants of up to \$30,000 to implement capacity-building projects within their organizations. PONO trainers provide technical assistance to participants in defining their projects, and grant funds can be used for ongoing consultations and technical assistance.

The emphasis of these grantmaking organizations on continuing support for nonprofits and their leaders is representative of a broader shift among those grantmakers who are consciously supporting leadership development. Increasingly, they are making grants and administering technical assistance programs that allow grantees and other nonprofits to work for an extended period of time with coaches or consultants on key leadership and capacity-building issues.

GEO recently partnered on a project designed to assess the field's embrace of one form of sustained leadership development support: coaching. The International Coach Federation (ICF) defines coaching as "an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses and organizations."¹⁰

The coaching report, *Coaching and Philanthropy: Partners for Nonprofit Effectiveness*, is based in part on an online survey of 321 grantmakers that are GEO members. Among the key findings: 42 percent of respondents' organizations had provided financial support to their nonprofit grantees for coaching. Increasingly, the survey found, coaching is used as a "follow-up tool" to help nonprofits apply new knowledge and skills from a variety of types of leadership and management programs.

According to the survey report, grantmaking organizations do not apply a uniform definition to coaching; some define it in accordance with the ICF definition, while others use a definition that includes elements of other types of leadership and capacity-building support, such as consulting and mentoring. Nevertheless, respondents overwhelmingly perceive coaching as having a positive impact on their grantees.

"Overall, it is working well," noted one respondent. "People love having the individualized approach rather than just a group training."

In addition, many foundation representatives told the researchers that they see coaching, when done well, as an opportunity to contribute to advancing

Community Promotes Leadership Learning

In 1998, the W.K. Kellogg Foundation and the James MacGregor Burns Academy of Leadership convened the first gathering of 20 leadership development programs to engage in collective learning and explore opportunities for collaboration. The convening led to the launch of the Leadership Learning Community in 2001.

Based in Oakland, California, the Leadership Learning Community reaches out to those who run, fund, study and provide services to leadership development programs. To date, more than 70 leadership development programs have joined this community. Participants work in regional circles, affinity circles and circles focusing on specific leadership themes to advance their understanding and learning and develop action projects and other collaborations.

For more information:
www.leadershiplearning.org

Strategy Spotlight: Focusing on Proven Leaders

Ronnie Brooks describes the James P. Shannon Leadership Institute as a response to the need for continuing education and renewal for proven nonprofit leaders.

“Most people are interested in creating leaders, but once these leaders get there people sort of let them hang out on their own and assume they can care for and develop themselves,” said Brooks, who heads the institute for the Amherst H. Wilder Foundation.

Participants in the institute can choose one of two tracks, both occurring over the course of a year in and around St. Paul, Minnesota. The first is a set of monthly two-day sessions, along with an opening and closing retreat; the second is a quarterly program of four three-and-a-half-day retreats. The quarterly program is offered, Brooks said, to make the learning experience more accessible for participants from remote locations.

Each of the programs brings together approximately 20 nonprofit leaders with at least five years of experience in organizational or community service. Participants help to design the curriculum on the basis of the challenges and opportunities they are facing in their work, Brooks said. The main goal of the institute is to give established leaders time to reflect on their work in a supportive environment with other experienced leaders.

“We’re not aiming at skill building,” Brooks said. “Rather, we’re doing this based on the fact that these people simply have not taken the time or had the context to draw wisdom from their experience. This program gives them that opportunity, forces them to take that opportunity, and the hoped-for result is that they will be able to make wise choices, act on them confidently, and communicate what’s important to the people around them.”

For more information: www.wilder.org/382.0.html

the organization’s mission. Among the results of coaching cited by respondents: identification of existing resources that could be better leveraged, improved involvement of and relationships with the board and enhanced application of training to organizational practice.

Over the course of this project, we also heard some cautionary tales and lessons about coaching. Chief among these is that grantmakers need to assess the readiness of grantees for coaching and that coaching requires a long-term investment of funds and time.

One grantmaker that is using coaching as a strategy for leadership development is the Fieldstone Foundation (see page 28). Fieldstone’s Coaching Network assigns nonprofit executives who have been trained as consultative coaches to long-term, confidential, one-on-one relationships with executive “coachees.” Through a series of meetings and ongoing conversations over the course of a year, coaches help to empower coachees to accomplish specific leadership goals and resolve organizational problems.

THE ANNIE E. CASEY FOUNDATION

Leadership in Action Program Focuses on Collective Leadership, Shared Responsibility for Results

In Brief: The Annie E. Casey Foundation's Leadership in Action Program (LAP) works with government, nonprofit and community leaders to accelerate achievement of a result through collaborative leadership, aligned investments and using data to make good decisions. In addition to improving the effectiveness of statewide and local networks that work on issues affecting children and families, LAP provides participating nonprofits with tools and strategies for improving organizational effectiveness.

Donna Stark is the Annie E. Casey Foundation's first director of leadership development. She assumed the post in 2002 after running the foundation's Children and Family Fellowship program. Over more than a decade, the fellowship program has enrolled 59 individuals in an intensive, 11-month leadership development curriculum. The goal: to grow the pool of leaders with the vision and capacity to lead large-scale human services reform and community capacity-building initiatives that improve outcomes for disadvantaged children and their families.

By creating Stark's new job and the unit she now heads, Casey was seeking to build on the success of the fellowship program and apply its larger lessons about the role of leadership in helping organizations succeed.

"Our work is focused on moving from talk to action to results," said Stark of the foundation's stepped-up focus on leadership. It also was about broadening the focus of the foundation's work and investigating other forms of leadership development that could complement the fellowship approach.

Among the most urgent problems identified by the foundation as it took a harder look at leadership issues was the lack of a results orientation among individuals and organizations working on behalf of vulnerable children and families. "If you run a nonprofit or a public agency and you're only meas-

AT A GLANCE

Grantmaker: Annie E. Casey Foundation (Baltimore, MD)

Program: Leadership in Action Program (LAP) — develops collective leadership capacity of government, nonprofit and community leaders to deliberately accelerate results on behalf of children, families and communities.

Total Funding/Grants: \$350,000 per program.

Participants: Maryland LAP involved 40 participants, including state and local government officials and leaders of nonprofit organizations working on education and school readiness issues.

Eligibility criteria: working on results important to Casey in places where Casey has deep investments.

Contact: www.aecf.org or Donna Stark at Dstark@aecf.org

uring how many families you see, that's not enough. We all need to know more about the qualitative improvements in their lives," Stark said.

The challenge for leadership development is to help people and organizations move from focusing on "how much you have done" to taking a hard look at "how well you are doing it and whether anyone is better off," Stark said. Leadership initiatives, she added, can play an important part in making sure organizations have accountability strategies in place so that they know whether they are making a difference.

MARYLAND TEAM FOCUSES ON SCHOOL READINESS

Annie E. Casey's Leadership in Action Program

(LAP) is an attempt to make accountability a keystone of leadership development. LAP brings government, nonprofit and community leaders together in a collaborative process where they align their collective vision with measurable outcomes for children and families.

The program was piloted in Maryland during 2001 and 2002, when Casey worked with the Governor's Subcabinet for Children, Youth, and Families to organize a collaborative effort around school readiness issues. Casey's collaboration with the state had two purposes: to accelerate the rate at which children enter school ready to learn in Maryland, and to increase the leadership capacity of the individuals who would be accountable for that result.

The statewide LAP involved 40 participants, including state and local government officials and leaders of nonprofit organizations working on education and school readiness issues. Building the capacity of nonprofit organizations to succeed is a crucial goal of LAP, according to Stark. Nonprofit participants in the statewide program included Ready at Five, a statewide early education partnership; the Maryland Committee for Children; the Family League of Baltimore City; the Judy Hoyer Early Learning Centers; Head Start; Safe and Sound Campaign; Garrett County Community Action Agency; Baltimore Reads; Maryland State Child Care Association; Maryland State Teachers Association; Advocates for Children and Youth; Friends of the Family; Centro Familia; and others. LAP is based on a recognition that nonprofit entities such as these "actually do the work of helping children and families turn the curve," and that their organizational capacity is crucial to the broader effort's success, Stark said.

Over a period of 10 months, LAP participants engaged in an intensive program of research, learning and dialogue. Among the questions at the heart of their discussions: how it could be that fewer than half of Maryland's kindergartners in 2001 were assessed as having the full range of skills necessary to succeed in school, and what could be done to ensure that more children would enter school "ready to learn and succeed."

The group met every six to eight weeks for two days at a time; all meetings were led by expert "coach facilitators." Participants' learning centered on four core competencies for leaders: results-based accountability (drawing from the work of consultant and author Mark Friedman); the use of data to show disparities by race, class and culture; collaborative leadership; and "leading from the middle." Stark said the latter concept is based on a recognition that everyone in an organization or a community has authority, resources and influence to bear on producing better results.

At the end of the 10 months, the group issued its "Five-Year Action Agenda for Maryland," which was subsequently endorsed by the state legislature. As of the fall of 2005, the proportion of Maryland children entering school fully ready to learn had increased from less than half to 59 percent. Compared with 2002, 4,000 more children were assessed as fully ready for school in 2005. Stark said the state had experienced a three-percentage-point increase in school readiness every year since the start of the LAP, and she expressed confidence that the gains would continue.

BALTIMORE TAKES A LAP

Based on the early progress in Maryland, the City of Baltimore approached Casey about putting together a LAP program to improve on the city's poor rates of school readiness among kindergartners. Participants in the Baltimore LAP included everyone from child care and Head Start providers to school leaders and heads of city agencies.

At the outset, the Baltimore team focused on learning more about gaps in readiness along racial, ethnic and socioeconomic lines. After confirming that Latino children were facing significant readiness problems relative to other populations, the team of government, community and nonprofit leaders developed a targeted outreach campaign.

“The goal was to get deep into the Latino community,” said Stark, noting that an array of Spanish-language materials were produced covering key school readiness issues. Materials were distributed through libraries and other community locations, and a “Countdown to Kindergarten” campaign was launched by city and school leaders to draw added attention to the issue.

At the same time, however, LAP offers an opportunity to change the culture of the individual organizations involved in the program. According to Stark, an important, if secondary, objective of LAP is to help nonprofit and other leaders see how to apply the program’s lessons in areas such as results-based accountability to their organizations’ day-to-day operations. The program forces them to confront

“If people begin to behave differently and think differently and to infuse that throughout their organizations and the bigger system, then we are getting somewhere.”

DONNA STARK, DIRECTOR OF LEADERSHIP DEVELOPMENT, ANNIE E. CASEY FOUNDATION

In the first year of the Baltimore LAP, the percentage of children entering school who were judged ready to learn jumped by a remarkable 13 percentage points—from 27 percent to 40 percent. With work continuing toward the group’s vision of accelerating school readiness, Stark said the Baltimore story illustrates the benefits of a “laser-like focus on results.”

“They disaggregated the data so they could determine where to focus their work, and that’s leading to real results for these children,” Stark said.

“AN INTENSELY COLLABORATIVE EFFORT”

Stark said LAP is “probably our most sophisticated program around the notion that leadership can make a measurable difference.” Unlike leadership development seminars or programs that drop into a community or system for a few days or weeks, LAP demands an intensive and extremely collaborative effort. It is a textbook example of an effort to promote collective leadership.

“None of these participants could solve the school readiness problem on their own,” said Stark of the Baltimore and Maryland LAP teams. “What these people are doing is using peer support, aligned investments and good data to solve a system-wide issue.”

key questions at the heart of their organizations’ effectiveness: Are they using racial disparity analysis to get a better handle on their organizations’ issues and work? Are they using program performance measures to understand the effectiveness of their programs? Are they using collaborative leadership skills to increase their organization’s contribution to improving the situation for all kids?

The Wagner School of Public Service at New York University is engaged in an assessment of the Maryland and Baltimore LAPs. Among their early findings, according to Stark, is that participants have found the skills and tools they acquired in the course of the program so valuable that they have used them in their day-to-day work to make their organizations more effective.

PLANS FOR MOVING FORWARD

Currently, Casey is collaborating with state officials to roll out Leadership in Action Programs in every county in Maryland. In 2005, the program was implemented in three rural counties in the southern part of the state. Plans for 2006 and later years include rollouts in suburban counties and around other urban areas. Beyond Maryland, Casey has implemented LAP in San Antonio around the

Casey's Leadership Development Portfolio

The vision of the Annie E. Casey Foundation's Leadership Development program is "a field well resourced with leaders capable of making measurable improvements to the lives of vulnerable children and families." To achieve this goal, the foundation operates and supports six major programs:

- > **The Children and Family Fellowship.** An 11-month, intensive program for accomplished professionals, the fellowship strengthens leaders with the vision, values, skills and networks needed to lead major state, local and community initiatives that achieve measurable results on behalf of large numbers of children and families.
- > **Fellowship Alumni Network.** Comprising graduates of the Children and Family Fellowship, the network sponsors alumni gatherings, conducts ongoing leadership development activities and serves as a mechanism for this talented group to have a collective voice on issues of importance to children and families.
- > **Leadership in Action.** Piloted in Maryland, this program supports government, nonprofit and community leaders to deliberately accelerate results on behalf of children, families and communities.
- > **Parent and Resident Leadership.** This effort includes several projects focused on building the skills and capacities of residents to participate in and influence the decisions made about their neighborhoods and to achieve the results they care about for their communities and families.
- > **Capacity Building in Nonprofits: Executive Transition Management (ETM), Generational Change and Financial Sustainability.** Framing leadership transitions as a pivotal opportunity for organizations and the nonprofit sector, this work provides ETM support to key Casey grantees, seeks to build the field in this area and is helping to define the foundation's investments in nonprofit organizational capacity building.
- > **Casey Staff Professional Development.** This program provides a series of supports designed to enhance the skills and capacities of entry-level, full-time program staff at the foundation and to provide support and guidance to contribute to the realization of their career goals.

family economic success result, and projects are in the works for other cities as well.

To ensure even broader reach and long-term sustainability, the foundation also is developing plans to build the capacity of people at the grass-roots level to carry out the program on their own. Casey, in partnership with the University of Maryland and Sherbrooke Consulting, developed training for coach facilitators and project managers and is creating replication tools that will be available on the foundation's Web site.

The ultimate goal of a program like LAP is to transform systems, not just people, Stark said. "If people begin to behave differently and think differently and to infuse that throughout their organizations and the bigger system, then we are getting somewhere. But the true test of the program, what really is important to us, is the evidence that children and families are better off."

For more information: www.aecf.org/initiatives/leadership/index.htm

Conclusion: Making the Connection to Results

In *Investing in Leadership, Volume 1*, we explored the challenges of evaluating the impact of leadership development on organizational outcomes. We noted the W.K. Kellogg Foundation's finding that few of the nonprofit leadership development programs it studied looked at organizational results as a measure of leadership effectiveness.¹¹

Our interviews with grantmakers for this volume confirmed that evaluation remains a challenging question for many grantmakers engaged in leadership development work. The reason: Apart from surveying participants about their reactions to an intervention, it is hard to quantify results for their organizations over an extended period of time.

"If you try to impose all kinds of quantitative measures on this sort of process, you're just in for a headache and a heartache," noted Claire Peeps of the Durfee Foundation.

Nevertheless, our interviews showed that some grantmakers are trying to make the connection between leadership development and organizational outcomes. The Jessie Ball duPont Fund, for example, has conducted two external evaluations of its Nonprofit Executive Institutes that show a clear impact on organizational practices and planning (see page 20). In addition, the Hawaii Community Foundation's PONO program was the subject of a thorough evaluation indicating gains in the management and adaptive capacities of participants' organizations (see page 4).

For other grantmakers, the connection between leadership and results is self-evident. They have seen firsthand the transformations that can happen when an organization's leaders have a chance to pause, reflect and learn. They have witnessed how

leadership development that emphasizes collective and contextual learning, as well as opportunities for continuous support, can help people take their organizations to new levels of performance and community service.

"In business school, they say it's 70 percent about the people," said Paul Shoemaker of Social Venture Partners. "I think it's 99 percent."

Does leadership development make a difference for organizations and communities? The grantmakers we spoke with for this volume would answer that question with a resounding "You bet." As their work continues, and as other grantmakers join the cause, GEO promises to keep close track of philanthropy's embrace of leadership development as a stepping-stone to nonprofit results.

We encourage others to join with us on this journey, and we hope that grantmakers whose work is not reflected in these pages will let us know what they are doing—and learning. Among the questions that will drive our continuing work on this topic are the following:

- > Does the framework for leadership development as a means to build organizational performance set out in this volume—emphasizing collective and contextual learning and continuous support—apply universally?
- > What approaches to leadership development as a means of building organizational capacity are most effective under different conditions and circumstances facing nonprofits?
- > What is the right balance between collective learning and an emphasis on core skills and capabilities for primary leaders?

- ..> What types of leadership development investments are most effective in easing the strain on nonprofit executive directors, addressing the issue of high turnover and responding to the looming retirements of those in the baby boom generation?
- ..> What is the role of leadership development in building “sector awareness” among nonprofits and their leaders and strengthening the sector’s advocacy work?

And nonprofits are not the only ones who are reaping rewards. Grantmakers are finding that their philanthropy is more effective when they make the connection between leadership development and organizational results.

“We began supporting nonprofit leadership development because we thought it would help us increase the value of our grant investments,” said Ann Way, senior program officer with the Oklahoma-based Sarkeys Foundation. “An outcome

“An outcome that we didn’t anticipate, but that has been extraordinarily beneficial, is that doing this work has made us better grantmakers.”

ANN WAY, SENIOR PROGRAM OFFICER, SARKEYS FOUNDATION

- ..> How can leadership development respond to the enormous diversity of nonprofits in terms of budgets, capacity and experience?
- ..> Are there easy and replicable ways to measure the return on grantmakers’ leadership development investments?

The most important question going forward, however, is how to help more grantmakers and more nonprofits see the value of investing in leadership as a crucial strategy for strengthening organizational capacity. As the examples in this volume show, nonprofits throughout the country have benefited enormously from the work of pioneering grantmakers who have recognized the power of leadership to transform organizations and communities.

that we didn’t anticipate, but that has been extraordinarily beneficial, is that doing this work has made us better grantmakers.”

Way continued: “Now, when we are making funding decisions, we do so knowing much more about the nonprofit environment as well as the individual organizations. We have developed a much more sophisticated understanding of the daily challenges these organizations face and are making better decisions as a result.”

Can the work of pioneers like the Sarkeys Foundation and the other grantmakers we have highlighted in these pages blaze a trail for a broader movement in philanthropy? GEO certainly hopes so—and we intend to continue learning with others and to share what we are learning from philanthropy’s latest frontier.

END NOTES

1. Barbara Blumenthal, *Investing in Capacity Building: A Guide to High-Impact Approaches* (Foundation Center, November 2003).
2. Paul Connolly and Peter York, *Building the Capacity of Capacity Builders: A Study of Management Support and Field-Building Organizations in the Nonprofit Sector* (The TCC Group, 2003).
3. Grantmakers for Effective Organizations, *2005 Member Survey*, http://www.geofunders.org/_uploads/documents/live/GEO_survey_FINAL.pdf.
4. Popularized by researcher and author Ronald A. Heifetz, adaptive capacities are those that enable an individual or organization to address conflicts in values and tailor strategies and solutions to changing situations.
5. The CompassPoint study, *Daring to Lead: Nonprofit Executive Directors and Their Work Experience*, found that fewer than half of current executives plan to take on another executive director role. The most significant challenges of the executive role, according to the study, are high stress, long hours and anxiety about organizational finances, fundraising and managing people. For the complete study, see www4.compasspoint.org/cpDir/files/documents/docs_research_evals/Daring.pdf.
6. *Daring to Lead: Nonprofit Executive Directors and Their Work Experience*, available at www4.compasspoint.org/cpDir/files/documents/docs_research_evals/Daring.pdf.
7. J. O'Neil and P.A. Smith, *Action Learning. Real Work, Real Learning* (ASTD, 2000).
8. Winton Pitcoff, *Investing in People: Building the Capacity of Community Development, Training and Social Enterprise Practitioners* (Rockefeller Foundation, 2004). See www.rockfound.org/capacitybuilding.
9. Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom, *How Leadership Influences Student Learning* (Wallace Foundation, 2004).
10. BTW Consultants, *Coaching and Philanthropy: Partners for Nonprofit Effectiveness* (GEO, October 2005).
11. Claire Reinelt, Paul Foster and Siobhan Sullivan, *Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs* (Battle Creek, Mich.: W.K. Kellogg Foundation, August 2002), www.leadershiplearning.org/pools/evaluation/kelloggevalscan.pdf.

PROGRAMMING MAP OF THE FIELD

GRANTMAKER NAME	PROGRAM NAME	RECIPIENT(S)
Annie E. Casey Foundation	Leadership in Action	Multiple individuals, government agencies and nonprofit organizations
Barr Foundation	Barr Fellows Program	12 nonprofit organizations
Blandin Foundation	Blandin Community Leadership Program	Multiple individuals
The Cleveland Foundation	Leadership Development and Organizational Advancement Initiative	Six arts organizations
Colorado Foundation for Families and Children	Training and Technical Assistance Program	Multiple individuals, government agencies and nonprofit organizations
Community Foundation for Monterey County	Management Assistance Program	Multiple individuals and nonprofit organizations
Community Foundation of Santa Cruz County	Management Assistance Services	Multiple individuals, government agencies and nonprofit organizations
Community Foundation Silicon Valley	HP Nonprofit Leadership Initiative	Community Foundation Silicon Valley (program funded by Hewlett Packard Foundation)

GEOGRAPHIC AREA	DESCRIPTION	CONTACT INFO
Maryland	Develops collective leadership capacity of government, nonprofit and community leaders to deliberately accelerate results on behalf of children, families and communities	Donna Stark, director of leadership development dstark@aecf.org www.aecf.org
Boston, Massachusetts	Fellowship: sabbatical, learning journey	Pat Brandes, senior advisor pbrandes@PilotHouse.com www.Barrfoundation.org
Rural Minnesota	Uses experiential learning techniques to teach communication, conflict management and networking skills to foster individual and community change	Jim Krile, director of Blandin Leadership Programs jfkri@blandinfoundation.org www.blandinfoundation.org
Regional	Annual operating support, access to individual mentoring, coaching and technical assistance	Robert Eckardt, senior vice president of programs and evaluation reckardt@clevelandfdn.org www.clevelandfoundation.org
Colorado	Trainings designed for leaders, community-based agencies and practitioners, including learning circles, individualized consulting, research and assessment	Lucy Trujillo, vice president of programs cftraining@coloradofoundation.org www.coloradofoundation.org
Monterey County, California	Technical assistance grants, workshops on management development and board development	Kaki Rusmore, program officer kaki@cfmco.org www.cfmco.org
Santa Cruz County, California	Workshops in areas of board governance, executive leadership, among other topics	Luis Chabolla, program officer luis@cfsc.org www.cfsc.org
Silicon Valley, Santa Clara County	Works with seasoned executive directors, new and emerging executive directors, seasoned board chairs and board chair-elects to build bridges and create networks through peer learning and support	Jeff Sunshine, director of program jsunshine@cfsv.org www.cfsv.org

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GRANTMAKER NAME	PROGRAM NAME	RECIPIENT(S)
Eugene and Agnes E. Meyer Foundation	Management Assistance Program	Multiple individuals and nonprofit organizations
Fannie Mae Foundation	James A. Johnson Community Fellowship	Multiple individuals and nonprofit organizations
The Fieldstone Foundation	Executive Learning Groups	Multiple individuals
The Forbes Fund	Conversations Program	Approximately 30 nonprofit executives
Ford Foundation	Communication and Information Policy Leadership Development Program	Rockwood Leadership Program
Goldseker Foundation	The Consulting Services Program	Multiple nonprofit organizations
Greater Milwaukee Foundation	PAVE urban school leadership program	Multiple nonprofit organizations

GEOGRAPHIC AREA	DESCRIPTION	CONTACT INFO
Greater Washington, D.C.	Executive leadership support, including grants to support executive coaching and executive transition training	Richard L. Moyers, program officer Nonprofit Sector Fund rmoyers@meyerfdn.org www.meyerfdn.org
National	Provides training and networking opportunities for nonprofit staff in the field of affordable housing and community development	Lisa Mallory-Hodge, managing director lmallory@fanniemaefoundation.org www.fanniemaefoundation.org
Southern California, Salt Lake City, Utah and San Antonio, Texas	A series of monthly one-day seminars, over a six-month period, with sessions focusing on real-world cases from participants	Janine Mason, executive director janinem@fieldstone-homes.com www.fieldstone-homes.com
Western Pennsylvania	Brings together nonprofit executive directors and foundation officials from across the sector for candid conversations on pertinent topics dealing with leadership	Diana Bucco, senior program officer buccod@pghsdn.org www.forbesfund.org
National	Convening, leadership and collaboration training, peer learning, one-on-one coaching for executive directors and senior managers of nonprofits working on communications and information policy	Becky Lentz Ford Foundation b.lentz@fordfound.org www.fordfound.org Andre Carothers Rockwood Leadership Program Andre@rockwoodleadership.org www.rockwoodfund.org
Maryland	Provides a range of organizational development assistance to nonprofits, including executive transition services	Carol Gilbert, program officer cgilbert@goldsekerfoundation.org www.goldsekerfoundation.org
Greater Milwaukee area in Wisconsin	Offers an alternative licensure program, graduate seminars, coaching and Masters in Educational Leadership for urban school principals of private charter or choice schools	Jane Moore, director of research and development jmoore@greatermkfedn.org www.greatermilwaukeeefoundation.org

PROGRAMMING MAP OF THE FIELD

GRANTMAKER NAME	PROGRAM NAME	RECIPIENT(S)
Hartford Foundation for Public Giving	Nonprofit Support Program	Multiple nonprofit organizations
Hawaii Community Foundation Fellowship Program	Promoting Outstanding Nonprofit Organizations Program	15 grantee executive directors
Hidden Leaf Foundation		Multiple nonprofit organizations
Horizons Foundation	Strategic Partners Program	Multiple individuals and nonprofit organizations
The James Irvine Foundation	Fund for Leadership Advancement	Multiple individuals
Jessie Ball duPont Fund	Nonprofit Executive Institute Program	Multiple individuals and nonprofit organizations
Jewish Healthcare Foundation	Frontline Healthcare Leadership Series	Various health care facilities
Kansas Health Foundation	Kansas Community Leadership Initiative	Multiple individuals and nonprofit organizations

GEOGRAPHIC AREA	DESCRIPTION	CONTACT INFO
Greater Hartford, Connecticut	Workshops for staff and board leaders of nonprofit organizations, coupled with ongoing consulting support	Annemarie Riemer, director of Nonprofit Support Program ariemer@hfpg.org www.hfpg.org
Hawaii	A year-long program of learning-circle sessions, coupled with targeted capacity-building support	Christine van Bergeijk, vice president for programs cvanbergeijk@hcf-hawaii.org www.hawaiicomunityfoundation.org
National and international	Supports organizations that conduct leadership trainings and supports activist organizations to attend trainings and implement the lessons of those trainings	Tara Brown, director info@hiddenleaf.org
Bay Area, California	Mutual support, coaching, skills building for community organizations	Sarah Calderon, program officer scalderon@horizonsfoundation.org www.horizonsfoundation.org
California	Support to executive directors, including executive coaching, mentoring or focused technical assistance for research, board facilitation or strategic communications	Martha S. Campbell, vice president for programs martha.campbell@irvine.org www.irvine.org
National	Institute for teams of nonprofit executives trained in building peer relationships; continue to attend the yearly alumni meetings	Sally Douglass, senior program officer sdouglass@dupontfund.org www.dupontfund.org
Western Pennsylvania Regional	Trains health professionals in safety science, work redesign, change management and problem solving. Goal is to improve patient outcomes, increase staff satisfaction and retention	Debra Thompson, chief nursing officer dthompson@prhi.org www.jhf.org
Kansas	Participants work with leadership trainers to develop skills in consensus building, collaboration, visioning and facilitative leadership	Steve Coen, vice president for administration scoen@khf.org www.kansashealth.org

PROGRAMMING MAP OF THE FIELD

GRANTMAKER NAME	PROGRAM NAME	RECIPIENT(S)
Lumina Foundation for Education	ACE Fellows Program	American Council on Education
Maddox Foundation	Hobbs Leadership Council	Heartland Center for Leadership Development
Mary Reynolds Babcock Foundation	Grassroots Leadership Development Program	Multiple nonprofit organizations
Metropolitan Regional Arts Council		Local arts councils, art centers, arts-producing/presenting organizations
MetroWest Community Health Care Foundation	MetroWest Health Leadership Program	Multiple nonprofit organizations
Nathan Cummings Foundation (also see Ford Foundation for more information)	Rockwood Leadership Program	Leadership Training for Next Generations of Jewish Social Justice Activists
National Endowment for the Arts	Orchestra Leadership Academy	American Symphony Orchestra League
National Endowment for the Humanities	Leadership Anchorage	Alaska Humanities Forum

GEOGRAPHIC AREA	DESCRIPTION	CONTACT INFO
National	Prepares leaders for community college presidencies at two-year, minority-serving institutions	Susan Conner, executive vice president, Impact Strategy sconner@luminafoundation.org www.luminafoundation.org
Mississippi and Tennessee	Provides training programs and networking sessions for coalition of community leaders	Michael Ward, special projects director mward@maddoxfoundation.org www.maddoxfoundation.org
Southern United States	Supports developing grassroots leaders in low-wealth communities	Gayle Williams, executive director gwilliams@mrbf.org www.mrbf.org
Seven-county metro area of Minneapolis and St. Paul, Minnesota	Workshops, peer learning groups, one-on-one coaching, organizational development grants, management training grants	Sharon Rodning Bash, director for management services and training sharon@mrac.org www.mrac.org
Massachusetts	Six-month knowledge and skill-building program designed to change the way local health staff think and act as leaders	Rebecca H. Donham, program officer rdonham@mchcf.org www.mchcf.org
National	Following collaborative leadership model, provides training to young Jewish social justice activists with focus on organizational and individual skills	Rabbi Jennie Rosenn, program director, Jewish Life and Values jennie.rosenn@nathancummings.org www.nathancummings.org Andre Carothers Rockwood Leadership Program Andre@rockwoodleadership.org www.rockwoodfund.org
National	Supports various management trainings and seminars for orchestra executive directors, trustees and staff members	Court Burns, music specialist burnsc@arts.endow.gov www.arts.gov 202.682.5590
	Full-day trainings for civic leaders	Kathleen Mitchell, senior program officer kmitchell@neh.gov www.neh.gov

PROGRAMMING MAP OF THE FIELD

GRANTMAKER NAME	PROGRAM NAME	RECIPIENT(S)
Public Welfare Foundation		Multiple nonprofit organizations
Rhode Island Foundation	Leadership Development Grant Program	Multiple individuals
Richard and Susan Smith Family Foundation	CEO Support Group	Currently 11 Boston nonprofits, all engaged in rapid growth
Skoll Foundation	Learning Communities	Multiple individuals
Social Venture Partners Seattle		Multiple individuals
Vermont Community Foundation	Strategic Grants Program's Learning Exchanges	Awardees of VCF's Strategic Grants Program
W.K. Kellogg Foundation	Kellogg Leadership for Community Change	Multiple individuals
William Penn Foundation	Nonprofit Executive Leadership Institute	Bryn Mawr College

GEOGRAPHIC AREA	DESCRIPTION	CONTACT INFO
National	Provides support for community organizing, training, technical assistance and community-building efforts	Ericka Taylor, program officer for community development etaylor@publicwelfare.org www.publicwelfare.org
Rhode Island	Grants support small, discrete professional development opportunities that enhance nonprofit leaders' leadership capabilities	David Karoff, vice president for grantmaking celliott@rifoundation.org www.rifoundation.org
Greater Boston	CEOs and senior staff meet quarterly to learn from each other and outside experts on subjects of common interest (e.g., program evaluation, fundraising, entering new communities)	David Ford, executive director dford@smithfamilyfoundation.net www.smithfamilyfoundation.net
International	Intensive learning opportunity for participants, structured in a peer-learning model	Christy Chin, senior program officer cchin@skollfoundation.org www.skollfoundation.org
Puget Sound, Washington	Executive and team coaching, peer networking, and formal leadership training	Paul Shoemaker, executive director paulshoe@svpseattle.org www.svpseattle.org
Vermont	A series of workshops on leadership development tailored to the needs of the grantees	Julie Cadwallader-Staub, vice president for community grantmaking jcstaub@vermontcf.org www.vermontcf.org
National	Develops shared leadership skills and provides opportunities for participants to exchange best practices and resources while advancing a new collective vision for their communities	Frank Taylor, program director ftaylor@wkkf.org, www.klccleadership.org
Philadelphia	Leadership training program to assist nonprofit and public sector executives in building organizational sustainability and effectiveness	Crista Farrell, program associate cfarrell@wpennfdn.org www.williampenfoundation.org

ABOUT THE AUTHOR

Kathleen P. Enright is the founding executive director of Grantmakers for Effective Organizations. Previously, Kathleen served as group director, marketing and communications for BoardSource where she was responsible for developing and implementing an organization-wide marketing and communications strategy, building and maintaining a consistent and recognizable brand, and building public awareness of the importance of strong nonprofit boards.

Prior to joining BoardSource, Kathleen was a project manager for the National Association of Development Organizations Research Foundation where she directed a Ford Foundation funded project to encourage collaboration between nonprofits and local governments. Prior to that, Kathleen was a communications specialist with Lexmark International, Inc.

Kathleen serves on the advisory board of The Center for Effective Philanthropy and holds a bachelor's degree in English from the University of Illinois at Urbana-Champaign and a master's of public administration from The George Washington University.

Grantmakers for Effective Organizations is a community of grantmakers dedicated to building strong and effective organizations. GEO's mission is to maximize philanthropy's impact by advancing the effectiveness of grantmakers and their grantees. Through research, conferences, its Web site, publications and other activities, GEO highlights knowledge and practices in the field that advance the organizational effectiveness movement. More information about GEO and a host of resources and links for grantmakers are available at www.geofunders.org.

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