

fellowships in philanthropy

P O L I C Y A N D C U R R I C U L U M B R I E F

december 2004

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THIS REPORT WAS PREPARED FOR THE SAN FRANCISCO FOUNDATION THROUGH
THE GENEROUS SUPPORT OF THE DAVID AND LUCILE PACKARD FOUNDATION.

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- CASE STUDY 3: Ogbu, Marcellina Ada. *Survey Research: Bayview Hunter's Point Case*. San Francisco State University, Department of Health Education, Real Stories, Teaching Cases in Community Health, 2002. Edited by Mary Beth Love, Ph.D., Zoe Cardoza Clayson, Sc.D., and Phyllis Blumberg, Ph.D.
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acknowledgements

The following individuals and organizations contributed to the original design or content development of this publication. Ascent Associates extends special appreciation to:

MARTIN PALEY former executive director, The San Francisco Foundation (TSFF), for his vision and leadership in the development of the TSFF Multicultural Fellows Program

MARY BETH LOVE, PH.D. professor and chair, Department of Health Education, San Francisco State University, for her support in securing problem-based learning curriculum case studies

SANDRA R. HERNÁNDEZ, M.D. ceo, The San Francisco Foundation, for her sustained commitment to program creativity and fellowship development

LYNN D. W. LUCKOW former director, Northern California Grantmakers, for his referral to grantmakers committed to creative professional development

SURITA SANDOSHAM manager, Next Generation Leadership (NGL), The Rockefeller Foundation, for her reference material on next steps for the NGL Program

GAIL BERKOWITZ evaluation officer, Charles and Helen Schwab Foundation, for prompting early questions about the direction of the project

BARBARA KIBBE vice president for program and effectiveness, Skoll Foundation

GABRIEL KASPER former program officer, David and Lucile Packard Foundation

JEFFERY KHAN, PH.D., MPH University of Minnesota, Center for Bioethics, for his support and sharing of the Ethics in Public Health Model Curriculum

CRAIG M. KLUGMAN, PH.D. assistant professor, University of Nevada, Nevada Center for Ethics and Health Policy, for his guidance regarding the development of an ethics curriculum

EMIL RAY for exceptional citation support

BETH MERTZ for survey analysis

HELEN DE NORMANVILLE for her unwavering support of this project

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2004 Multicultural Fellows
The San Francisco Foundation

executive summary

On behalf of The San Francisco Foundation and through the generous support of the David and Lucile Packard Foundation, Ascent Associates conducted extensive research, including interviews with professionals managing, participating in, evaluating, researching, or considering the development of philanthropic fellowship programs. The findings from this effort allow us to (1) review program models; (2) identify key policy considerations; (3) suggest program objectives, learning strategies, and curriculum content; and (4) provide sample case studies for professional development.

By reviewing several employee-based fellowship programs, we tried to better understand the attributes of these programs, assess their potential as an introduction to philanthropy, and scrutinize the relationship between their structure and their stated goals. In the process of discussing fellowship issues with chief executive officers, program managers, current fellows, and alumni, we identified several elements common to successful fellowship programs. As these core essentials were revealed, many interviewees became equally (or more) interested in applying these elements to strengthen professional development for current foundation staff than for fellowship program development. As a result, the nature of this report has expanded beyond looking exclusively at fellowship programs to considering transferable components (policy, content, structure) that may guide *either* a fellowship program or professional staff development activities.

The following elements can have a significant impact on the management and success of any fellowship program and prompt questions that should be addressed as part of program development or revisions:

1. Clear program objectives
2. Application
3. Participant expectations
4. Cohort development
5. Mentoring
6. Supervision
7. Development of an individual learning plan
8. Technical skill building
9. Reading and critical thinking
10. Leadership development
11. Design and implementation of a project
12. Community exposure
13. Fellowship networks
14. Evaluation

Whether the fellowship program is an off-site or on-site model, the preceding components bring into sharp focus five key policy issues, which impact the program structure.

1. What are the goals of the fellowship program?
2. How long is the fellowship program? Is it renewable?
3. Do you provide a mentorship program?
4. What are the implications for hiring a fellow into a staff position?
5. Should a foundation hire a fellow into an open staff position after completion of a fellowship program?

Effective fellowship programs provide a consistent and strong institutional commitment toward the success of the program's objectives. Our research interviewees offered passionate comments on the importance of the foundation providing a sustained interest in the development and maturity of the program. Taken together the following eight components provide examples of sustained institutional commitment to a fellowship program:

1. Identify clear and measurable goals and evaluate your impact.
2. Invite creative individuals to participate in your program.
3. Create safe and supportive learning environments.
4. Insist on high expectations for professional and community engagement.
5. Support the development of content- or program-specific expertise.
6. Provide fellows with skills training and challenges to communicate respectfully and collaborate effectively.
7. Provide resources to stimulate ongoing professional reflection and curiosity.
8. Support career development.

Many executives encouraged us to identify program objectives that could be adapted for use in either a fellowship or professional development program. Since there are so few employee-based philanthropic fellowship programs, the development of a flexible model curriculum resonated with the greatest number of foundation executives who lamented that "professional development is always on our horizon, but since it rarely explodes as a critical issue, we don't give it the kind of attention I know we should."

Our charge was to identify objectives and discuss the importance of varied learning strategies for successful professional development. Since we know that most of the currently operating employee-based fellowship programs have at least some identified objectives in place, we created curriculum elements that could be selected "à la carte" by foundations to refine or explore professional development options that best serve their immediate needs.

The following three program objectives provide curriculum options for a fellowship or professional development program. Clarifying the level of depth that you wish to explore or identifying clear priorities will help to focus your efforts.

1. Strengthen critical thinking and leadership development.
2. Understand key historical traditions, values, and milestones in philanthropy and the nonprofit community, including an exploration of ethics.
3. Increase individual technical skills.

In conclusion, the fellowship program is an intersection of personal and professional growth. In order for this opportunity to be fully realized, the foundation must make a sustained commitment to the program, provide clear goals, and attend to policy, structure, and diverse learning styles. The management of an effective and responsive fellowship program designed to inspire change inside philanthropy and support the development of committed leaders serving in the public sector or nonprofit community demands a keen ability to provide diverse opportunities for leadership, management, ethical decisionmaking, and technical skill development.

introduction

On behalf of The San Francisco Foundation and through the generous support of the David and Lucile Packard Foundation, Ascent Associates conducted extensive research, including interviews with professionals managing, participating in, evaluating, researching, or considering the development of philanthropic fellowship programs. The findings from this effort allow us to (1) review program models; (2) identify key policy considerations; (3) suggest program objectives, learning strategies, and curriculum content; and (4) provide sample case studies for professional development.

BACKGROUND

Through dynamic economic development over the last decade, the number of new foundations has increased exponentially. According to the Foundation Center's *Foundation Yearbook, 2003*, between 1991 and 2001 the number of new grantmaking foundations nearly doubled from 33,356 to 61,810. The rise, fall, and rebuilding of foundation assets during the same period of time (1991: \$162.91 billion; 2001: \$476.79 billion) has been unprecedented. With this dramatic shift occurring in such a short period of time, the need for experienced staff has increased dramatically. There is no systematic way for new grantmakers to enter the field of philanthropy. Both emerging and seasoned foundations have considered the development of fellowship programs as an opportunity (1) to attract emerging leaders and strengthen gender, ethnic, cultural, or professional diversity within their staffs, and/or (2) to expose community leaders to the internal work of philanthropy for a limited time, to better prepare them for future leadership positions in the nonprofit and public sectors.

According to the Council on Foundations and the Foundation Center, there is no single resource list of foundations that provide employee-based fellowship programs in philanthropy. In a 1991 study of 76 major foundations, only five had formal fellowship programs. While the number of foundations currently operating such programs has increased slightly, it is impossible to positively identify every foundation that meets the criterion of providing a formal *employee-based fellowship program*. This challenge is complicated by the fact that current technology searches cannot capture this criterion as a separate category. As a result there are programs that meet the employee-based criterion, but are not structured as fellowships (e.g., The Ford Foundation's Program Associate Program) or that do use the term *fellowship*, but have very different program characteristics, or that are essentially fellowship programs that now use the term *leadership* (making them harder to track across the vast array of leadership programs). The lack of a functional database in this area also makes it difficult for foundations that are thoughtfully refining and codifying (e.g., The William and Flora Hewlett Foundation), evaluating (e.g., The Ford Foundation, The San Francisco Foundation), beginning (e.g., The George Gund Foundation), or considering the start-up of a fellowship program to share lessons around policy, structure,

goals, tensions, and successes. Notwithstanding technological advances, word of mouth will likely remain a powerful tool for identifying these programs.

There are many different fellowship structures to serve diverse goals. The findings of this review reflect a deliberate intention to seriously examine *employee-based* fellowship programs that are within grantmaking foundations. We recognize, but have not focused on, short-term fellowship programs that are essentially *foundation-based internships*. These include unpaid or nominally paid work that may be full- or part-time, less than three months, and typically affiliated with a full-time academic program in the school of business, public policy, public administration, or nonprofit management (e.g., Stanford University). Similarly, we have reviewed, but have not analyzed *nonemployee fellowship programs* that incorporate one or two senior fellows for short-term intensive engagements to strengthen the foundation in a singular area of expertise for a project-focused initiative or priority (e.g., The Boston Community Foundation). Additionally, we are impressed by, but did not analyze, fellowship programs that are essentially *grants to individual community leaders* who are selected as foundation fellows and awarded generous funds to support their personal reflection, rejuvenation, or professional development as community stewards (e.g., The Rhode Island Community Foundation and The John D. and Catherine T. MacArthur Foundation Fellows Program). Finally, we reviewed different fellowship programs that select employees from different foundations to create a unique cohort (e.g., Hull Fellows) or from community-based organizations (e.g., The Rockefeller Foundation, Next Generation Leaders; The Kellogg Foundation National Fellowship [Leadership] Program; and the Coro Fellows Program) to engage in individual leadership development activities.

SCOPE

By reviewing several employee-based fellowship programs that are currently operational, we tried to better understand the attributes of these programs, assess their potential as an introduction to philanthropy, and scrutinize the relationship between their structure and their stated goals. In the process of discussing fellowship issues with chief executive officers, program managers, current fellows, and alumni, we identified several key elements common to successful fellowship programs. As these core essentials were revealed, many interviewees became equally (or more) interested in applying these elements to strengthen professional development for current foundation staff than for fellowship program development. As a result, the nature of this report has expanded beyond looking exclusively at fellowship programs to considering transferable components (policy, content, structure) that may guide *either* a fellowship program or professional staff development activities.

Our approach to this inquiry was designed to complement rather than replicate the tremendous recent efforts of colleagues to build the leadership field (e.g., Leadership Learning Community) and complete substantial research to evaluate

programs (e.g., The W. K. Kellogg Foundation: *Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs*, 2002; or The Rockefeller Foundation's *Next Generation Leadership Program: Final Assessment Report*, 2003). To clearly define our niche research area, we focused our interview questions on curriculum challenges, participant evaluation feedback, and ongoing tensions and successes inside employee-based fellowship programs. Once we identified common trends across programs and elicited dialogue around strategies to address persistent challenges, we were greatly rewarded with candid, creative conversations and encouraged to spotlight the policy and operational details that can make a fellowship program either truly exciting or memorably arduous.

We are grateful to the professionals who took time to explore fellowship and professional development issues through our interviews and to their references of other colleagues in the field. The process of personal referrals remains one of the most significant and personally rewarding aspects of this research. We were truly inspired to follow leads to professionals who are passionate about:

- Ethical leadership
- Collaborative management
- Board diversity and development
- Philanthropy curriculum in elementary schools
- Creative grantmaking
- Strategies for effective philanthropy
- Professional development
- Philanthropic and nonprofit history
- Financial literacy
- Conflict negotiation and mediation
- Centers for individual and community reflection
- Business school courses
- Nonprofit mergers
- Social justice
- Emotional intelligence
- Emerging leaders
- International development trends in philanthropy
- Communication
- Civic leadership

The tendrils of thought that connect these areas constitute an impressive web of resources that can be marshaled and customized to inspire a fellowship or professional development program that values and stimulates critical thinking, professional curiosity, and technical skill development.

METHODOLOGY

Our inquiry started with a substantive review of evaluations, reports, and training materials developed by foundations with fellowship program experience. Taken together, these documents provide a practical and detailed assessment of key findings, lessons learned, challenges, program outlines, goals, and successes. We are extremely fortunate that many foundations that are recognized as early pioneers in fellowship development (including The W. K. Kellogg Foundation, The Rockefeller Foundation, The Annie E. Casey Foundation, and The Ford Foundation) have dedicated resources to program evaluation and reflection of their fellowship and leadership programs. More importantly, they have allowed the results of this work to be available in the public domain. We also found that the Lumina Foundation for Education, with its report, *Learning at Lumina: An Evaluation of Knowledge Assets and Learning Plans and Accomplishments*, is an excellent example of a foundation that walks the talk of sincere professional development.

Our research moved across hundreds of informative websites dedicated to specific leadership qualities, the cultivation of healthy “follower-ship,” accountability, organizational development, strategic planning, the critical role of mentors, and the philanthropic imagination of poetry and prose in Amy Kass’s *The Perfect Gift*. In addition to this work, we closely reviewed research from:

- The Foundation Center
- The Council on Foundations
- The Joint Affinity Groups research on *The Meaning and Impact of Board and Staff Diversity in the Philanthropic Field*
- The Northern California Grantmakers’ survey on professional development
- La Piana Associates’ *Strategic Solutions*
- The National Training Institute’s Public Training Programs focused on leadership and organizational and team development
- The Fetzer Institute’s *Heart of Philanthropy Program*
- The Whidbey Institute’s *Money, Wealth, and Philanthropy Program*
- Stanford University, UC Berkeley, and Harvard University Business School curriculums and Executive Education Programs
- The Grantmakers for Effective Organizations’ *Theory of Change*
- The Center for Effective Philanthropy’s reports *Foundation Governance: The CEO Viewpoint* and *Indicators of Effectiveness: Understanding and Improving Foundation Performance*
- The Indiana University Center on Philanthropy’s curriculum and vast teaching experience
- Research conducted by the Foundation Incubator, the Center for Ethical Leadership, Blueprint Research and Design, the Independent Sector, and Women in Philanthropy.

These references are not intended to function as a proxy for the universe of research, reflection, evaluation, or teaching opportunities affiliated with fellowship curriculum development. We provide it only as a stimulus for you to consider the wide array of fields that may be of use in the design, retooling, evaluation, or genesis of a fellowship or professional development program in philanthropy.

All of our interviews were conducted one-on-one, in person or by telephone, so that in our interviews with senior professionals in philanthropy we could discuss:

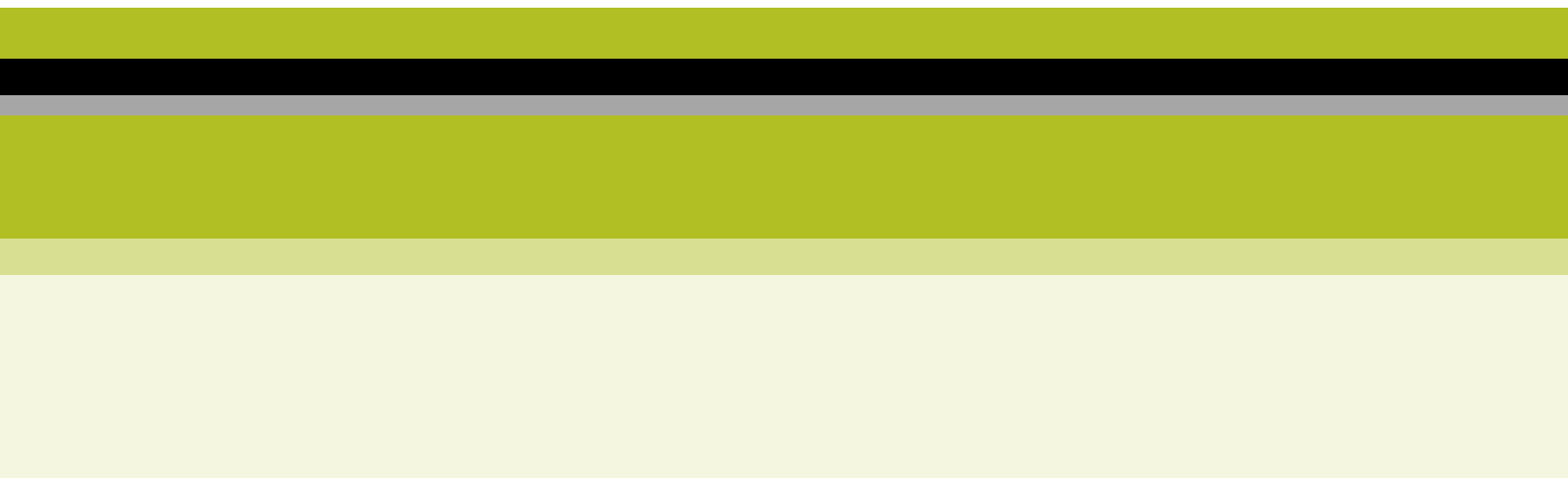
- Different structures for conducting fellowship programs
- Internal and external program goals
- Policies developed through oral tradition and written policies
- Benefits and challenges of managing fellowship programs
- The potential role of fellowship programs to open doors to a new generation of diverse staff working in philanthropy
- Staff expectations, conflicts, and supports within fellowship programs
- Increasing opportunities for diverse professionals to enter philanthropy
- The importance and challenge of teaching ethics
- Criteria for fellowship selection
- Fellowship workload, skill development, supervision, and resource issues
- Efficiency changes in foundation operations
- Balancing professional development resources for fellows and staff

We did not use any focus groups in our research.

In our interviews with alumni and current fellowship participants, we discussed a range of topics such as personal satisfaction, career preparation, program expectations, and reflections. Questions such as the following helped to stimulate dialogue and revealed important insights.

- Do fellows believe that the foundation's fellowship program has met or will meet its stated goals?
- What impact have foundation policy decisions had on the professional development of fellows?
- Does the fellowship program include a mentoring component? What contribution has this made in terms of their professional development?
- What value do fellows place on the importance of peer-to-peer learning within the fellowship program?

- How did participation in the fellowship program effect the fellows' decisions to work in philanthropy or at nonprofits in the public or the private sector?
- How do former fellows rate the fellowship program experience in their personal repertoire of professional development tools? Today, at six months, at two years, at five years, or at ten years out?
- What are the other “trigger points” or key learning experiences that have significantly shaped the fellows' professional development? Are there any patterns to these key learnings?
- What are the most essential elements of a fellowship program?
- Which elements do fellows think could be executed to accelerate or strengthen professional and leadership development?
- What areas of concentration are most important in a fellowship program: individual skill development, individual leadership development, individual career development, or team/cohort development?



discussion of findings

discussion of findings

I. program models

There are many different structures to design a fellowship program, depending on the foundation's mission, fellowship objectives, geography, and resources. However, certain features are common to both the off-site and on-site models.

OFF-SITE MODEL

- Fellows are currently employed by foundations (or a mix of foundations and nonprofits).
- Applicants to the fellowship program are selected by a committee (based on previously identified selection priorities or criteria).
- There may be a tuition fee to help offset costs.
- Fellows meet three to six times a year at a location (that may be consistent or may change depending on geography, lesson plan, case study focus, cost, or group logistics).
- Fellows engage in a combination of technical skill and leadership development.
- Fellows are facilitated by senior staff of participating organizations, consultants, or other experts in the field.
- Fellows are encouraged to network within the fellowship, in tandem with individual learning.

ON-SITE MODEL

- Fellows are hired as employees into a fellowship position within a foundation.
- Common fellowship terms are one to three years.
- Fellows who are “the only ones” are typically senior fellows working in a research area or have specific program expertise.
- Fellows may be invited to serve a foundation in a volunteer capacity, for a limited period of time, and utilize on-site facilities and resources to support their work.
- Fellows may be hired as part of an explicit junior/senior fellow model, where the junior becomes the senior after a prescribed period of time.
- Fellows may be hired in a junior/senior fellow model where the functions of both positions are wholly different and there is no intended ascension or crossover.
- Fellows may be hired into a foundation as part of a new cohort of fellows for a dedicated period of time.
- Fellows may be hired into a foundation where they join an “open cohort,” i.e., there are other fellows, but the fellowship program fills positions on an as needed basis.
- Fellows may be hired into a foundation where fellows serve different periods of time in different areas of the foundation such as program, public affairs, finance, or research.

The following components can have a significant impact on the management and success of any fellowship program; they identify questions that should be addressed as part of program development or revision.

CLEAR PROGRAM GOALS

- What are you trying to achieve through the fellowship program?
- If you have multiple goals, is there any priority to them? Are some defined and some “hopeful by-products”? Do your fellows know what they are?
- Are your objectives explicit, realistic, measurable, or sustainable?
- Is the program “the baby” of only one champion? Will your objectives change if the champion leaves the foundation?
- Does your structure clearly align with your goals?

The recent evaluation of a fellowship program revealed that only 21 percent of alumni who expressed what they thought was the primary goal of the program lined up with the foundation’s actual goal. The remaining 79 percent identified two separate objectives of the foundation’s broad goal as their understanding of its primary goal. While the objectives were very closely linked, the fact that 26 percent thought they entered a program to achieve one purpose and 53 percent thought they entered to achieve another primary purpose has a tremendous impact on participants’ expectations for the program and themselves. Interestingly, when asked to react to the statement “My fellowship program had a positive impact on my life,” a full 95 percent of the same respondents agreed with the statement. It seems evident that regardless of a participant’s understanding of program goals, fellows can experience a successful program. However, framing clear goals will serve the foundation, participants, and community more effectively.

APPLICATION

- What are your criteria for selection into the fellowship program?
- Are the work opportunities that you are providing aligned with the level of education or work experience that you are requiring?
- Are you using the fellowship program as an opportunity to invest in the professional development of diverse staff?
- Are there opportunities for policy development during the fellowship period, or are you employing fellows to be engaged in the execution of an ongoing program with a predetermined policy direction?
- Are you using the application process to set the tone for the kind of employee that you are looking for? For example, if you expect your fellows to be open to self-reflection and leadership skill assessment, have you asked them questions in the application to assess their interest in this kind of activity?
- Who is making the final decision regarding the selection of the fellows? If you are using a committee, what is your decision-making process? If you are allowing the expected supervisor to make the final decision, what standards do you have in place to ensure that fellows hired into a cohort are selected on a common set of criteria for comparable types of work?
- Have you considered the pros and cons of supervisors not being allowed the final selection choice, leaving it to senior executives to select fellows based on criteria to create a cohort that serves the foundation as a whole?

“The foundation needs to select someone who will not only excel at a particular job, but who will enjoy a mutual benefit from participation in the program.”

2004 FELLOW

“If we articulate a policy to support diverse leadership in this sector, we will all benefit from the improved quality of the conversation.”

BOB LONG, VICE PRESIDENT FOR PROGRAMS,
W. K. KELLOGG FOUNDATION

PARTICIPANT EXPECTATIONS

- What strategies are you using to ensure that participant expectations are aligned with “likely realities”?
- Have you considered providing potential new hires with one to three former fellows (or staff members) to discuss the culture of the work environment and professional expectations?
- Do you have a written curriculum?
- Do you provide an orientation to new fellows on the history of the foundation, mission, values, culture, and operational, day-to-day logistics?

“I think it’s important to document the range of activities that program associates (fellows) are engaged in to help everyone see the full spectrum of opportunities available to them. This gives supervisors permission to use them more actively and may help to achieve more equity in the fellows experiences.”

JOHN NAUGHTON, PROJECT COORDINATOR,
FORD FOUNDATION, GRANTCRAFT PROJECT

COHORT DEVELOPMENT

- Are you managing an open or closed cohort?
- What are the pros and cons for the foundation of each model, in achieving your program goals?
- Are you able to provide timely orientations for new hires entering an open cohort?
- If a fellow leaves a closed cohort before the end of the program, what are the implications for foundation workload?
- Have you structured, or do you expect, peer learning to occur in your program?
- Have you considered the impact on the cohort of hiring employees from the fellowship cohort pool?
- Do you encourage team/cohort development through the requirement of group projects or peer presentations?
- If your cohort results from an off-site model, do you encourage communication between meetings, through networking assignments, research projects on regional trends, or cross-foundation collegial site visits?

“I am mindful that if we are to stay on mission, we must be very creative and disciplined in how we nurture this resource.”

ROBERT JAQUAY, ASSOCIATE DIRECTOR,
THE GEORGE GUND FOUNDATION

MENTORING

- Does your program have an explicit or informal mentoring program? If it is explicit, are the mentor and the supervisor the same person?
- Is there an expectation that both the fellow and the mentor will establish goals for their relationship?
- If you are open to hiring from the cohort pool either during or after the fellowship is completed, have you considered the impact this might have on the risks that a fellow might take with his/her mentor during the fellowship?
- Do you encourage your fellows to develop a relationship where they are the identified mentor, so that they experience opportunities to learn about themselves through both aspects of the mentoring relationship?

A mentor or coach can be a tremendous professional development resource. This is especially true for fellows who are consciously engaged in a window of time dedicated toward the pursuit of personal and professional growth. It is imperative that the goals or expectations of this type of relationship are explicit. *Laissez faire* mentoring is often the unfortunate result of “not wanting to interfere.” We have also heard, “I trust that if there really is a problem, they will come see me,” or “I want to encourage risk and the opportunity for failure, without them feeling shadowed, so I just stay in the background.”

Failed mentoring can result from communication weaknesses and coaching inexperience. Communication challenges can be assuaged through processes explaining and reinforcing the importance of a formal mentoring role, expectations of each party, identification of common issues, and possible resources for support. Inexperience can be more difficult to address. The process of learning how to use a mentor to strengthen your professional development involves building trust, empathy, and courage. *Inexperience on either side of the relationship* can result in stilted communications, with either party resisting involvement for fear of being needed too much or not at all, boundary-crossing issues, or ethical dilemmas.

Effective mentors will develop the relationship with their colleagues adequately to be able to assess their strengths and weaknesses and to offer a perspective from whatever angle is most important, be it personal, team, organizational, professional, or public. Mentors who understand organizational culture and behavioral dynamics can provide relevant perspective, honesty, and support for individual leadership development that will “fit” both the individual and the challenges of the environment.

“My relationship with my mentor was the critical factor of a successful experience for me. I also think having flexibility to engage in cross-functional, cross-departmental projects was critical.”

2001 FELLOW

SUPERVISION

- Are your supervisors trained in supervisory and professional management skills, from providing useful performance evaluations to encouraging learning plans?
- Have you offered any training to supervisors on whether or not to manage a fellow the same or differently from other professional staff?
- If you have more than one fellow in your foundation, are you comfortable that supervisors are aware of the range of activities that fellows can be engaged in?

“Each fellow’s experience is determined by the relationship they had with their program officer and the program officer’s effectiveness in managing and promoting their work.”

1994 FELLOW

“My experience was completely defined by my program officer’s understanding of what it means to be a fellow. For some of us, this opens every door; for others, the program officer may be reluctant to challenge or creatively employ our skills. Internally, this fosters the kind of inequity and lack of fairness that we are struggling to combat in the community. We all passed a rigorous set of hurdles to selection, and we all started together. I guess we expected that the opportunities available to us would be somewhat comparable. This seems like an unnecessary stressor inside our cohort, and it is affecting our ability to learn as much as possible from each other. I know we can do a better job of managing expectations on both sides.”

1998 FELLOW

DEVELOPMENT OF AN INDIVIDUAL LEARNING PLAN

- Does your foundation encourage fellows and/or staff to construct an individual learning plan?
- Do you provide resources to support the plan?
- Do you use it as a living document or review tool during assessments?

“Too often leadership coaching revolves around a *performance improvement plan*, a phrase that conjures images of a remedial rehabilitation project. Rather than being some rote exercise that will ‘fix’ a person into being a better leader, learning goals should resonate with a person’s dreams. ... Improvement plans crafted around learning – rather than performance outcomes – have been found most effective.”¹

“We miss key opportunities for creative thinking, when we fail to tap into the incredible range of skills that our staff has to offer the foundation. One of our most important jobs is to ensure that *everyone* is actively learning. We try not to get stuck in our thinking around the best ways to support this priority. Our program associates received funds for professional development that could be customized by the individual and related to the work to be done.”

JAN JAFFEE, PROJECT LEADER,
FORD FOUNDATION, GRANTCRAFT PROJECT

“I was fortunate to work with a program officer who believed in my intelligence, experience, and point of view, which enabled her to treat me like a peer and encourage my critical thinking in grantmaking activities. She nurtured my professional development and as a result, 12 years later I am back in philanthropy after working in nonprofits and completing a doctoral degree. My point is that it is critical to have program officers who buy into the professional development of others and know how to treat others with respect.”

1991 FELLOW

TECHNICAL SKILL BUILDING

- How do you determine which skills are most relevant for fellows to learn during their time at the foundation?
- Do you rely on the fellow or the fellowship cohort to identify what they need or want?
- Are there any structured milestones that every fellow must achieve?
- Do you consider this work as core to the program or a by-product of the program?

“You need concrete skills when you leave. If you believe that leadership is an ongoing process, then you need to take the time during the fellowship to absolutely tune-up your technical skills.”

2003 FELLOW

ETHICS AND CRITICAL THINKING

- Do you engage your fellows in case studies, ethics, and the development of program area expertise?
- Do you encourage fellows to read current philanthropy journals and research available through the Council on Foundations and other professional organizations?
- Do you require your fellows to develop oral presentations for colleagues, affinity groups, your board of directors, or community meetings?

“The call to place leadership, ethics, and corporate responsibility at the center of management education is ... a call for a deeper sense of purpose, a broader sense of responsibility and accountability, a more proactive spirit, and a more encompassing set of questions, rigorously reasoned. ... How should an individual decision-maker, confronted with an ethical dilemma, reach a decision that is competitively, organizationally, economically, and ethically sound?”²

“Any approach to teaching ethics in relation to managerial leadership and decision-making must recognize that it is not difficult to teach moral philosophy or ethical systems theory. ... The more sobering and challenging task is to develop a curriculum that fosters not only ethical reflection but also the formation of moral courage. The age-old conundrum of knowing one thing and doing another does not constitute ethical competence. The only question that finally matters is this: have young adults preparing for careers in business management been enabled to act in ways that are not only legal, but just; not only defensible, but compassionate; not only efficient, but consistent with a moral vision that adequately embraces the complex and interdependent claims of contemporary life?”³

LEADERSHIP DEVELOPMENT

- Is this central to your program?
- Do you expect to encourage it exclusively through effective mentoring or will you provide exposure to different types of leadership development skills?
- Do you encourage personal reflection and assessment of individual leadership styles and skills?

“For me, leadership development turned out to be a very personal experience of self-reflection and honesty around group dynamics. I didn’t expect this to be so powerful, but my fellowship experience has really had a tremendous impact on my life and my career.”

2003 FELLOW

“Great athletes spend a lot of time practicing and a little time performing, while executives spend no time practicing and all of their time performing. ... No wonder leaders so often recycle their problems: In a rush to achieve their goals and complete their tasks, they short themselves on learning to lead better. ... Developing leaders involves more than just the people themselves. It also involves organizational culture and the systems that drive and constrain people’s behavior, the groups and teams in which people spend their time, and more obvious issues, such as the current state of the organization and the external challenges it faces.”⁴

DESIGN AND IMPLEMENTATION OF A PROJECT

- Do you require that fellows research, present, and/or implement an individual project to practice specific skills, engage in grantmaking, or develop program area expertise?
- Do you require that fellows participate in a specific team project?
- Does the project address an identified priority of the foundation, or does it align with the fellow’s personal interests?

“Presenting to my colleagues formally made me sharper. I felt like I developed some small area of expertise. That really contributed to my feeling that I was learning and had gained enough expertise to share information with an affinity group and later in the community. What started out feeling like an assignment (even though I selected the topic) ultimately gave me an incredible boost in confidence and improved my career networking.”

1996 FELLOW

COMMUNITY EXPOSURE

- Do you have policies about what level of community exposure you expect from your fellows? Is this a narrow or wide band? Is your policy subjective or clearly defined?
- Is this an explicit component of career development, leadership development, or skill building?
- Are you comfortable with your fellows acting as public ambassadors of your foundation?

“To me, being a fellow means representing the foundation in the community, in all my affairs, not just attending to my specific assignment.”

2001 FELLOW

“Essential to the center’s purpose of being is the belief that an informed and active citizenry can exercise a measure of control over the political, social and economic factors that affect neighborhoods.”

DR. MARGARET BRABANT, DIRECTOR,
CENTER FOR CITIZENSHIP AND COMMUNITY,
BUTLER UNIVERSITY

FELLOWSHIP NETWORKS

- Do you expect the foundation to benefit from the formal or informal network that your fellow brings to his or her new position?
- Is this something that you are looking for in the application and selection process?
- Do you intend to track fellows beyond their participation in your fellowship program?
- Do you support fellows creating or engaging with networks of other fellows?

“I think that the institution still needs to see the benefit of fellows beyond their immediate assignments and supervisors; the institution benefits from our fresh networks and relationships in the community.”

2002 FELLOW

EVALUATION

- Do you provide for structured feedback six months into the fellowship program?
- If you have a cohort of fellows, are there opportunities for them to provide confidential peer-to-peer feedback at designated intervals?
- Do you evaluate your program regularly to assess the relationship between the structure and management of your program and your success in reaching your program goals?
- Do you evaluate the post-program satisfaction of your fellowship alumni?

“This type of feedback has the power to clarify misconceptions, identify performance issues, or discuss cultural “fit” between the values of the foundation and the fellow. This can be an opportune time to refine process issues, clarify expectations, and reinforce the individual learning plan.”

2004 FELLOW

“I’m glad that I was contacted as part of an evaluation. This program really opened doors and changed my life’s direction, and I feel better knowing that the foundation is documenting this.”

2003 FELLOW

“If we want to improve the lasting power of these fellowship opportunities, it is critical that organizations make the time to be intentional, practical and inclusive in the development, execution, and ongoing evaluation and out-placement of such programs. These programs can be excellent portals to increasing diverse staff in the practice of philanthropy, and in helping to promote professional development for staff already employed in grantmaking organizations.”

OMISADE BILLIE BURNEY, PROGRAM DIRECTOR,
THE WARNER FOUNDATION

2. key policy considerations that impact program structure

The components and questions presented in the prior section bring into sharp focus five key policy issues:

1. What are the goals of the fellowship program?
 - Are they written in your application?
 - Are they reinforced in your interview with candidates, in orientations, in supervisor trainings, and with support staff?
2. How long is the fellowship program? Is it renewable?

3. Do you provide a mentorship program?

- Is it explicit or ad hoc?
- Should a supervisor also be a mentor? What are the implications of a dual structure?
- Have you considered assisting fellows in selecting an off-site mentor or a mentor in another area of the foundation?
- Have you considered encouraging your fellows to also act as mentors?
- Do you support mentors as a form of professional development for other staff?

4. What are the implications for hiring a fellow into a staff position?

- If you have a fellowship cohort, what are the implications of this change?
- Is your fellowship program intended to be a stepping stone into the foundation or a discrete training program?
- Do you fill the empty position inside a cohort?

5. Should a foundation hire a fellow into an open staff position after completion of a fellowship program?

- Do you have a no hiring policy into the foundation post-fellowship, or is it possible for fellows to apply to an in-house position?
- How do you prepare fellows for the transition to their next position?
- Is career development and networking a core component of your program? Do you support this type of activity throughout the program or do you dedicate resources toward it in the last phase of the fellowship program?

Effective fellowship programs provide a consistent and strong institutional commitment toward the success of the program's objectives. Our research interviewees offered passionate comments on the importance of the foundation providing a sustained interest in the development and maturity of the program. Many fellows (both current and alumni) expressed the identical concern that several managers raised, "after the recruiting phase, there is a drop-off in the foundation's interest in managing a program that is responsive to individual or cohort needs." Many shared a concern that executive management believes that the huge volume of interest reflected by the number of applicants means that the program is running optimally. Many thought that the support at the front-end of the program trails off too quickly ("selection is sexy, management is hard"), and "fellows' experiences are framed too heavily by the relationship with their program officer." In the cases where fellows were enthusiastic about their entire experience, the foundation was exceptionally responsive to emerging needs, training issues, and creating safe environments for structured relationship and feedback opportunities for fellows, with peers and other staff members. Taken together the following eight components provide examples of sustained institutional commitment to a fellowship program:

- Identify clear and measurable goals, and evaluate your impact.
- Invite creative individuals to participate in your program.
- Create safe and supportive learning environments.
- Insist on high expectations for professional and community engagement.
- Support the development of content- or program-specific expertise.
- Provide fellows with skills training and challenges to communicate respectfully and collaborate effectively.
- Provide resources to stimulate ongoing professional reflection and curiosity.
- Support career development exploration.

By its very nature, a fellowship program can become a catalyst for conflict. Depending on the objectives and design of your program, coordinators of both on-site and off-site models share management challenges around resource support and priorities.

If you have an employee who is participating in an off-site model, who pays for the employee's travel to the meetings, logistical support, tuition, or program fees? What kind of impact does it have on the other staff in your foundation? Are there workload issues that get shifted to other colleagues? Is participation seen as a perk, a reward, or an achievement? Do other staff members expect to participate over time? Do foundation executives select staff to participate in the program? If so, is selection based on merit, tenure, or development of emerging leaders? Are you explicit in your criteria? Do individuals seek out a program and propose it as part of their professional development plan?

If you have a fellow on-site, how do you balance the fellow's interest in conferences and special leadership programs, etc., against the needs or requests of your staff? Do you see the fellowship as a "time-limited opportunity" and therefore exert a higher priority for supporting the fellow's professional development? Do you have separate budgets for fellowship development vs. staff development? How do you attend to the jealousies that are often aroused when fellows appear to have doors and opportunities opened for them that staff members do not enjoy? The resource and attention issue came up repeatedly among both fellows and managers. While it is easy to see the operational challenge of juggling resources for fellowship and professional development, this issue is directly related to the foundation's goals for the program. This is another reason why specific objectives are so helpful to have in writing.

There are other examples of how this conflict can emerge, without budget implications. For some fellows, the invitation "to witness" senior meetings, such as tense community stakeholder discussions with their CEO present, provided superb opportunities to experience "high-level meetings without risking high-end consequences." Their observation of these meetings had a formative impact on their training and reinforced the sense of institutional commitment from the highest levels of the foundation toward the fellowship program. On the other

hand, junior (and some senior) staffers at the foundation were frustrated that the fellows were rewarded with special “access” opportunities that they, too, would like to experience. The management challenges to balance the objectives of a successful, responsive, and engaging fellowship program with the demands of ongoing staff development are substantial.

3. program objectives, learning strategies, and curriculum content

“What is most important is that management realize that it must consider the impact of every business policy and business action upon society. It has to consider whether the action is likely to promote the public good, to advance the basic beliefs of our society, to contribute to its stability, strength, and harmony.”

PETER DRUCKER, THE PRACTICE OF MANAGEMENT

Many executives encouraged us to identify program objectives that could be adapted for use in either a fellowship or professional development program. Since there are so few employee-based philanthropic fellowship programs, the development of a flexible model curriculum resonated with the greatest number of foundation executives who lamented that “professional development is always on our horizon, but since it rarely explodes as a critical issue, we don’t give it the kind of attention I know we should.”

Our charge was to identify objectives and discuss the importance of varied learning strategies for successful professional development. Since we know that most of the currently operating employee-based fellowship programs have at least some identified objectives in place, we created curriculum elements that could be selected “à la carte” by foundations to refine or explore professional development options that best serve their immediate needs.

Some foundations are adept at using “teaching modules” in their staff training programs. They may have sessions taught by experienced staff that are in-house or invite consultants or topic experts to provide a dedicated training. For foundations that employ a disciplined format for training and discussion, this can be a very cost-efficient and inspiring learning opportunity.

Many foundation executives use their monthly or quarterly staff meetings to update employees on a range of topics from the annual picnic to new guidelines. In this kind of setting, administrative announcements, operational process changes, and staff learning may be bundled together. If this is the only time for staff to engage in professional development, such as sharing lessons learned or discussing evaluation issues, there is likely to be a significant disconnect for quality staff development. In this format, it is usually too difficult to engage staff in reflective exercises or stimulate intellectual discussion, even if the topic is of interest to the majority present. It is precisely this kind of format that can

give foundation executives the erroneous idea that their staff are not interested in development. This is why dedicated time, careful preparation, and an appreciation of different learning strategies is so critical to the success of any fellowship or professional development exercise.

One of the most interesting components of our interview discussions focused on the critical importance and persistent challenge of teaching and including ethics in staff development. "Teaching business ethics is often an exercise in futility due to a lack of clear goals, a sensible expectation of outcomes, and a true knowledge and appreciation of how people learn."⁵ In 2002, the Independent Sector revised its report *Obedience to the Unenforceable: Ethics and the Nation's Voluntary and Philanthropic Community*. The report identifies three levels of ethical behaviors: (1) obeying laws, (2) temptations to act differently from what you know to be right, and (3) decisions among competing options. The authors identify nine essential values and ethical behaviors (given in the following list) that they believe all organizations within the independent sector have in common, and they call upon organizations to establish a process for setting and adopting an organizational creed of ethical practices.⁶

- Commitment beyond self
- Obedience of the laws
- Commitment beyond the law
- Commitment to the public good
- Respect for the worth and dignity of individuals
- Tolerance, diversity, and social justice
- Accountability to the public
- Openness and honesty
- Responsible stewardship of resources

According to Tom Piper, Mary Gentile, and Sharon Daloz Parks in their book, *Can Ethics Be Taught?: Perspectives, Challenges, and Approaches at Harvard Business School*, "when business, government, and other professions fail to meet their responsibilities, it is most often not from an inadequacy of tools, techniques, and theory but from an absence of individual or organizational purpose and responsibility. To address this concern, management education must be more than the transfer of skills. It should be a moral endeavor, a passing on from one generation to the next of a kind of wisdom about responsible moral commitment in complex contexts."⁷ They go further to postulate that the implications for the teaching of ethics include:

- Movement to critical systemic thought
- Tolerance of complexity in the service of new imagination
- Cultivation of diverse perspectives
- Balance as a pathway to critical reflection
- Rigorous analysis and informed imagination

Findings from our inquiry prompted us to identify several case studies that might serve to “lift the staff off of their Palm Pilots” and into candid, collegial conversations about issues that have ethical implications, without being directly involved in their portfolios. We tested this style of peer learning with a cohort of six fellows in The San Francisco Foundation’s Multicultural Fellowship Program. We were pleased to discover that the utility of problem-based learning, using a case-study strategy that could be peer facilitated, exceeded our expectations. In Appendix D of this report, we present six case studies to stimulate discussion for a fellowship cohort, a project team, or any other configuration of foundation employees. None of the cases require specific content expertise to engage in a discussion, nor do they demand a prerequisite level of foundation experience. The group need not follow the questions presented; they are provided to create a framework for the discussion.

Whether you are providing training opportunities for a fellowship cohort or professional staff development, it is useful to determine what kind of learning strategy and styles are best suited for your audience, team, staff, or board. “Research has shown that people actually learn best when they use a style that suits them. The Learning Style Inventory developed by David Kolb when he was at the Massachusetts Institute of Technology has been used for more than 30 years to understand learning in management as well as fields ranging from medicine to law.”⁸ Kolb found that people learn most often through one of the following styles:

- **Concrete experience**
Having an experience that allows them to see and feel what it is like
- **Reflection**
Thinking about their own and others’ experiences
- **Model building**
Coming up with a theory that makes sense of what they are trying to observe
- **Trial and error learning**
Trying something out by actively experimenting with a new approach

Using different learning strategies to implement your curriculum provides options for you to be responsive to the particular preferences and opportunities available for your fellows or staff.

- Action research
- Collegial presentations
- Professional presentations
- Mentoring
- Content specific staff development
- Case studies
- Observing (e.g., senior level meetings, site visits, etc.)
- Off-site workshop learning

The following three program objectives provide curriculum options for a fellowship or professional development program. Clarifying the level of depth that you wish to explore or identifying clear priorities will help to focus your efforts.

PROGRAM OBJECTIVES

One: Strengthen critical thinking and leadership development.

1. Use self-assessment tools to examine and reflect on personality, beliefs, leadership, and communication behaviors.
2. Understand diverse viewpoints and culturally relevant approaches to community engagement.
3. Understand distinctions between value assertions and statements of fact.
4. Understand how one reacts, reasons, and makes value judgments.
5. Understand the history and implications of racism in the United States and the importance of working across cultures.
6. Examine different leadership approaches, specifically those relevant to community-based organizations.
7. Increase understanding of management, organizational change, strategic planning, governance and systems thinking.
8. Learn to use evaluation and evaluators effectively.
9. Demonstrate evidence of continued self-directed learning.

Two: Understand key historical traditions, values, and milestones in philanthropy and the nonprofit community, including an exploration of ethics.

1. Consider historical and contemporary systems of political, religious, and aesthetic values and their influence in philanthropy and the nonprofit sector.
2. Examine influential literature reflecting values of community stewardship and historical philanthropic traditions of giving across different philosophies and cultures.
3. Increase understanding of perspectives linked to faith, race, gender, and ethnicity in American philanthropy.
4. Increase understanding of the history of philanthropy in the United States, philanthropy in communities of color, and international philanthropy.
5. Increase exposure to opportunities for discussion of ethical issues, conflicts, and values in grantmaking and policy decision-making.
6. Increase historical understanding of trends, role, and issues specific to the nonprofit sector.

Three: Increase individual technical skills.

We have been struck by the vast number of issues that fellows feel they must address if they are to “fully benefit” from a fellowship program. Many suggested that the pressure to appear competent and experienced in so many different arenas was a motivating factor in their choice to apply to the fellowship program. Some indicated that they hoped that the fellowship might be “a paid, on the ground

leadership and management intensive, where they could touch upon challenges common for nonprofit leaders.” Some fellows who had already earned a graduate degree hoped to gain valuable experience with diverse issues that would serve them later in their careers.

In the process of developing a menu of technical issues, we highlight the many challenges identified by fellows as requiring critical competencies for their career development:

- Managing risk
- Team building
- Communication and collaboration
- Financial basics
- Transforming boards
- Influence and conflict management
- Understanding the legal boundaries and opportunities of operating a 501(c)3 organization
- Diversity issues
- Using technology strategically
- Encouraging emerging leadership and succession transitions
- Measuring performance
- Community organizing strategies
- Advocacy, social justice, and policy development

We observed the stress that many fellows seem to have around “mastering” these areas, sometimes looking at the fellowship program as “the last great opportunity to make errors and not jeopardize the whole ship.” In synch with academic trends, we note that it is increasingly common for business schools to offer courses addressing similar issues:

- Moral Dilemmas of Management
- Power and Influence
- The Business World: Moral and Social Inquiry through Fiction
- Managing Information in a Competitive Context: Ethical and Legal Perspectives
- Self-Assessment and Career Development

In a 2004 survey of the alumni of The San Francisco Foundation Multicultural Fellowship Program, fellows were asked to attribute 100 points in total across each of four focus areas based on their perception of importance in a fellowship program:

- Individual Skills Development (e.g., the art of grantmaking, development of specific program expertise)
- Individual Leadership Development (e.g., ethics, public speaking, organizational behavior, critical thinking)
- Individual Career Development (e.g., community exposure, professional networking support, gaining perspective on nonprofit, public, and philanthropic sectors)
- Team/Cohort Development (e.g., collegial learning, team development and collaboration, respectful communication)

The written results placed the highest priority on skills development (34.1 percent), followed by career development (26.7 percent), leadership development (22.8 percent), and team/cohort development (16.4 percent). What is most intriguing about these results is the fact that when interviewed personally about what is important in a fellowship program, fellows (including and beyond the scope of participants in this written survey) believe that one of the most critical factors for success and satisfaction in the program is the role of the team or cohort that they are connected to.

It was not uncommon to hear several versions of the following: "It's all about relationships, inside and outside the foundation. I don't think I am naïve, but the most important lesson I learned was how to communicate effectively, how to work with my supervisor, how to talk and professionally network in the community. It's about who you know and who you trust, and your program officer can really help you, or you might have to help yourself, but that's the answer to almost everything. How do we use our time at the foundation to open doors, expand our networks, and contribute to the community?" "Learning how to be reflective as a leader has helped me to communicate better, and now I appreciate how that really is a critical skill."

The following menu lists technical skills for consideration in any fellowship or professional development program. The first 14 are listed in rank order of importance as "being essential for inclusion" based on results from the 2004 The San Francisco Foundation Multicultural Fellowship Program survey. Each of these 14 focus areas received a score of at least 4.0 on a scale of 1 to 5, where 1 is low and 5 is high. Since the utility of this list is really for foundations to consider the selection of a few areas for examination and inclusion in a learning plan or fellowship program, the balance of topics are listed without any regard for rank. Clearly, this list could include many more detailed areas of focus. We encourage you to use it as a platform, to discuss the direction that your fellows or staff want to explore, and to customize your focus areas accordingly.

1. Strengthen leadership skills
2. Discuss organizational development and capacity building issues in the community
3. Improve financial literacy and budget planning
4. Explore governance issues
5. Explore best practices in grantmaking and initiative design
6. Discuss the role of policy, advocacy, and systems change strategies in philanthropy
7. Increase understanding of cultural competence
8. Identify and seek career development support
9. Understand strategic planning activities
10. Design an individual learning plan
11. Examine and address racism in philanthropy
12. Practice team building and communication skills
13. Understand the strengths and limits of evaluation tools
14. Review management and accountability approaches

- Design and manage effective meetings
- Examine ethics in philanthropy
- Understand the strengths and limits of evaluation tools
- Examine the strengths and weaknesses of public-private partnerships
- Examine tools for self-reflection and critical thinking
- Explore coalition development and community organizing history and strategies
- Improve negotiation and mediation skills
- Practice public speaking and message development
- Understand key elements of media outreach
- Understand how boards work and how to present effectively to them
- Increase the number of people of color in leadership positions within philanthropy and the nonprofit sector
- Explore lobbying and government structures
- Understand history of philanthropy in relation to the development of the nonprofit sector
- Examine trends in philanthropy, examine trends in the global context, strategic networking and field experience
- Engage in computer software training

In conclusion, the fellowship program is an intersection of personal and professional growth. In order for this opportunity to be fully realized, the foundation must make a sustained commitment to the program, provide clear goals, and attend to policy, structure, and diverse learning styles. The management of an effective and responsive fellowship program designed to inspire change inside philanthropy and support the development of committed leaders serving in the public sector or nonprofit community demands a keen ability to provide diverse opportunities for leadership, management, ethical decision-making, and technical skill development.

1 Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business School Press, 2002. pp. 141–142.

2 Piper, Thomas R., Mary C. Gentile, and Sharon Daloz Parks. *Can Ethics Be Taught? Perspectives, Challenges, and Approaches at Harvard Business School*. Boston: The President and Fellows of Harvard College, The Harvard Business School, 1993. p. 8.

3 Parks Daloz, Laurent A., Cheryl H. Keen, James P. Keen, and Sharon Daloz Parks. *Common Fire: Leading Lives of Commitment in a Complex World*. Beacon Press, 1996. pp. 48–49.

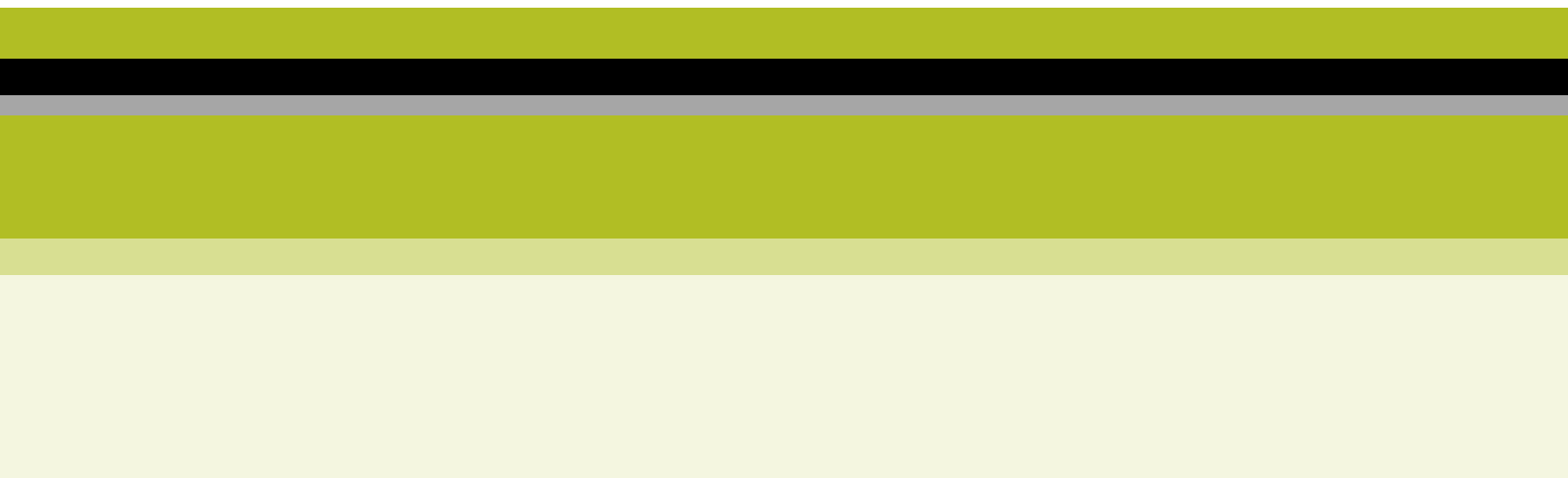
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7 Piper, Thomas R., Mary C. Gentile, and Sharon Daloz Parks. *Can Ethics Be Taught? Perspectives, Challenges, and Approaches at Harvard Business School*. Boston: The President and Fellows of Harvard College, The Harvard Business School, 1993.

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appendices

appendix A

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appendix B

select website resources

The following websites represent a selection of the creative resources available.

- Advocacy Institute – Leadership for a Changing World, www.leadershipforchange.org
- American Leadership Forum, www.alfnational.org
- Asian Americans/Pacific Islanders in Philanthropy, www.aapip.org
- Association of Black Foundation Executives, www.abfe.org
- BoardSource, www.boardsource.org
- Boston Indicators Report, www.bostonindicators.org
- Carnegie Endowment for International Peace, Junior Fellows Program, www.ceip.org
- Center for Ethical Leadership, www.ethicalleadership.org
- Center for Excellence in Nonprofits, www.cen.org
- Center for Third World Organizing, www.ctwo.org
- Center for Women’s Global Leadership, www.cwgl.rutgers.edu
- Chicago Community Trust, Community Service Fellowship Program, www.cct.org
- Chronicle of Philanthropy, www.philanthropy.com
- Coro Fellows Program, www.coro.org
- Council on Foundations, www.cof.org
- Development Guild, www.developmentguild.com
- Emerging Practitioners in Philanthropy, www.epip.org
- Evaluation Forum, www.evaluationforum.com
- Fetzer Fellowship Program, www.fetzer.org
- Foundation Center, www.fdncenter.org
- Foundation Incubator, www.foundationincubator.org
- Funders for Lesbian and Gay Issues, www.lgbtfunders.org
- Funders Network for Smart Growth and Livable Communities, www.fundersnetwork.org
- Gallup Leadership Institute, www.gallupleadershipinstitute.org
- Grand Valley State University, Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership, www.gvsu.edu
- GrantCraft Project, www.fordfound.org
- Grantmaker Forum on Community and National Service, www.gfcns.org
- Grantmakers for Children, www.gcyf.org
- Grantmakers for Education, www.edfunders.org
- Grantmakers for Effective Organizations, www.geofunders.org
- Hispanics in Philanthropy, www.hiponline.org
- Idealist, Action Without Borders, www.idealist.org
- The Independent Sector, www.independentsector.org
- Institute for Civic Leadership, www.mills.edu/ICL/
- Institute for Educational Leadership’s Education Policy Fellowship Program, www.iel.org
- Institute for Women’s Leadership, www.womensleadership.org
- Latino Community Foundation, www.latinocf.org
- Leadership Education for Asian Pacific Islanders, www.leap.org
- Leadership for a Changing World/ Advocacy Institute, www.leadershipforchange.org
- Leadership Learning Community, www.leadershiplearning.org
- MacArthur Foundation Fellows, www.macfdn.org
- National Committee for Responsive Philanthropy, www.ncrp.org
- Native Americans in Philanthropy, www.nativephilanthropy.org
- Non Profit Times, www.nptimes.com
- Northern California Grantmakers, www.ncg.org
- Philanthropy News Digest, www.fdncenter.org
- Philanthropy Roundtable, www.philanthropyroundtable.org
- Rhode Island Foundation, www.rifoundation.org
- Rockefeller Foundation, Next Generation Leadership Program, www.nglnet.org
- Rockwood Leadership Program, www.rockwoodfund.org
- Stanford Social Innovation Review, www.ssireview.com
- United States Office of Personnel Management, Management Development Center, www.leadership.opm.gov
- University of Maryland Academy of Leadership, Kellogg Fellows Leadership Alliance, www.academy.umd.edu
- White House Project, www.thewhitehouseproject.org
- Women & Philanthropy, www.womenphil.org
- Women in Philanthropy, www.women-philanthropy.umich.edu

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