

*Built to Change:  
Catalytic Capacity-Building in Nonprofit Organizations*

Audrey Newman  
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During my sabbatical, I learned that highly effective capacity-building is . . . about creating an environment that encourages and supports continuous learning and improvement in individuals, organizations, networks, and eventually, the communities and societies they seek to change. . . . It is about consciously creating conditions so that each success sparks many others. It is about starting chain reactions for change. This is what I call catalytic capacity-building.

A.N.

**Contents**

*Acknowledgements* ..... iii

*The Challenge* ..... 1

*The Search Begins* ..... 1

*Guidance from the Field* ..... 4

    Capacity-Building is Ongoing ..... 4

    Meet Them Where They Are ..... 4

    Adults Learn What They Need to Know ..... 5

    Why Replication Rarely Works ..... 5

    Build the Capacity to Learn and Adapt ..... 5

*Goals, Methods, and Sources* ..... 7

*Catalytic Capacity-Building in Action* ..... 9

*Elements of Catalytic Capacity-Building* ..... 13

    Learning Leaders ..... 13

    Peer Learning Networks ..... 15

    Mentors and Coaches ..... 18

    Accessible Experts ..... 19

*Getting to Scale* ..... 24

    Strategic Markets and Partnerships ..... 24

    Best Practices and Learning Tools ..... 25

    Communications and Technology Tools ..... 26

    Measuring Impact and Adaptive Management ..... 26

*Next Steps: The Challenge Revisited* ..... 31

*Epilogue* ..... 33

*Sources* ..... 34

    Top 10 Web Sites ..... 34

    Top 10 Books ..... 35

    Programs and People Consulted ..... 38

    Additional Programs Recommended for Consultation ..... 45

    Selected Readings ..... 47

*Appendices* ..... 52

    Schedule ..... 52

    Interview Outline ..... 53

    Sabbatical Overview ..... 55

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## The Challenge

Spanning one-third of the globe from China to the Pacific, the Asia Pacific region ranks top in the world for the combined biological diversity of its lands and waters. Its reefs and forests, plants and wildlife are also among the most threatened in the world. This incredibly rich and fragile natural heritage is paralleled by an equally rich diversity of people, cultures, languages, nations, and economies.

Over the years, governments and others have been largely unsuccessful in applying western models of conservation in this region. National parks, endangered species protection, and other conservation programs that rely on national regulations and professional management have had limited effect. Tradition and tenure require that communities support and participate in the management and protection of their lands, waters, and living resources.

In most countries, the nonprofit sector is very small or young or both. Religious organizations are the one exception. Trained professionals are few and in high demand. Communities hold deep knowledge about their resources, but their experience with organizing to influence outside events and shape their future is limited.

Against this backdrop, conservation organizations recognize that building local capacity and commitment to conservation is critical to long-term success at a meaningful scale in the Asia Pacific region. After about five years piloting conservation activities at a few key sites in the region, The Nature Conservancy realized it needed to get much better at building conservation capacity. In 1996, the Asia Pacific team chose this as its top priority for limited discretionary funds and wisely decided to learn from the experience of others. As Deputy Director for The Nature Conservancy's Asia Pacific Program, this assignment fell to me.

## The Search Begins

As an outsider and trained biologist, my first impression of the field of capacity-building was of a fairly structured process—assessments, checklists, workshops, training manuals, and consultants. These were the most widespread and visible practices in the region. Capacity-building was a matter of skills and teaching.

In 1997, the Conservancy commissioned a survey by Ruth Norris and David Richards, *In Search of Excellence in Capacity Building: An Overview of Programs in the Asia/Pacific Region and Best Practices Worldwide with Recommendations for Development of TNC's Capacity Building Program*. It still provides excellent guidance to our programs today. Working with these two experienced professionals, I quickly learned that reflection, self-directed learning, and continuity were key to truly effective capacity-building. Much of the activity I observed yielded little lasting benefit to the people and their organizations without these underpinnings. Effective capacity-building was really about helping individuals and organizations take control of their own learning and develop new insights, behaviors, and skills.

Later that year, I had the pleasure of meeting Barbara Kibbe, Director of the Packard Foundation's Organizational Effectiveness Program. "I'm here to complicate your thinking," she said impishly, and told stories of innovative programs, inspiring organizations, brilliant individuals, and revealing studies all directed toward improving the ways nonprofit organizations learn and succeed. These people worked across the sectors: children, family, and youth; arts; poverty; legal rights; historic preservation; and the environment. Most of them were in the United States. I heard about management service organizations

(MSOs), the nonprofit equivalent to the big consulting firms like McKinsey or Price-Waterhouse, unknown in our part of the world. These stories inspired me with the potential of this capacity-building work.

The Nature Conservancy built a small capacity-building team in the Asia Pacific region and worked closely with a few partners to implement the recommendations we had adopted. We saw many small successes, but impact at scale was still elusive. I grew hungry to know more, to get a glimpse of how the pieces I had heard about might fit together. In 2000, the Conservancy generously granted me a sabbatical to pursue my interest; Barbara Kibbe graciously agreed to be my mentor.

During my sabbatical, I learned that highly effective capacity-building is about teaching and learning; insights, behaviors, and skills; and more. It is about creating an environment that encourages and supports continuous learning and improvement in individuals, organizations, networks, and eventually, the communities and societies they seek to change. It is about empowering passionate people to learn what they need and share what they know. It is about consciously creating conditions so that each success sparks many others. It is about starting chain reactions for change. This is what I call catalytic capacity-building.

I started my sabbatical with one big question:

*How can we fast-track capacity-building for conservation in the Asia Pacific region?*

During my search, I realized the question had two parts:

*How do we help create an environment of lifelong learning and change?*

*How do we share what we learn rapidly and cost-effectively with large numbers of organizations spread over great distances? How do we get to scale?*

Today, I have a picture of how catalytic capacity-building might work. It starts with four kinds of catalytic people

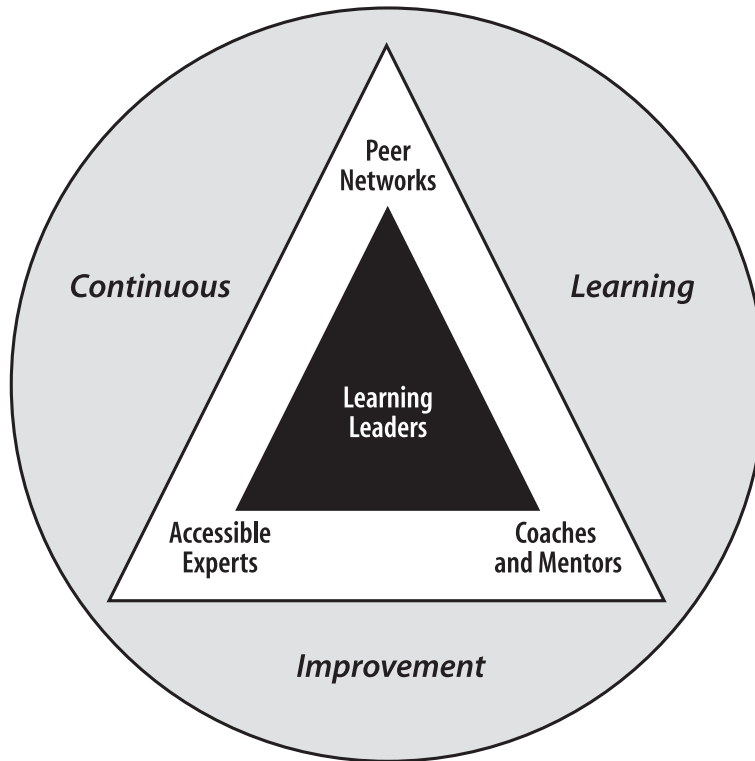
- capable leaders committed to learning and change
- networks of colleagues and peers discovering and sharing their knowledge
- experienced mentors and coaches investing in individual confidence and growth
- talented experts available to provide guidance, assurance, and objective insights during critical transforming events

Catalytic capacity-building grows through the use of strategies and tools that spread new ideas rapidly, including

- targeting strategic “customers” and partners with broad reach or unusual influence
- documenting learning tools and best practices to make them easy to share
- reaching out with multimedia communications, including using the World Wide Web to reach and connect people in remote places
- measuring impact continuously to learn and adapt to new contexts

For now, this picture provides a roadmap for continuing the journey. It also presents important choices about which routes to try first and what to track. As we go, we will learn and the map will change. It is a tool, and hopefully another catalyst, to build our capacity to do this work.

## Creating an Environment of...



## Continuous Learning and Improvement

*Figure 1. Four Basic Elements of Catalytic Capacity-Building*

The development of effective leaders and organizations is accelerated through three kinds of learning relationships: (1) networks of colleagues and peers who share their challenges, (2) coaches or mentors who help develop their potential, and (3) experts who provide specialized and objective assistance. One person may play more than one of these roles (e.g., a peer can be a coach or an expert).

Together, these basic elements create an environment of continuous learning and improvement for the learning leaders (represented in the center) and their associates (represented in the outer triangle). The framework can operate at different scales—from a single individual to an entire organization or sector, from one site to an entire country or region—depending on the learning leaders selected as the central focus.

## **Guidance from the Field**

On a crisp spring day in March, I landed in Kansas City and stepped into the world of people, programs, and organizations committed to building the effectiveness of nonprofit organizations in the United States and the world. I started my sabbatical at the 2000 GEN/GEO Conference sponsored by Grantmakers for Effective Organizations (GEO) and the Grantmakers Evaluation Network (GEN). In presentations, papers, and discussions, the participants articulated values, assumptions, and principles that underpin the field of capacity-building. During my conversations with capacity-builders and readings throughout my sabbatical, a few of these were repeated and reinforced, forming a set of principles and practices that appear to guide the best of capacity-building.

## **Capacity-Building is Ongoing**

Barbara Kibbe summarized lessons learned through trial and error, study and reflection, and direct feedback from grantees during more than 15 years of grantmaking and personal experience as a capacity-builder. (Visit [www.geofunders.org](http://www.geofunders.org) to view Barbara's full report.) Her experiences, shared by many others, show that capacity-building is ongoing, not a single event or set of predesigned activities. Even in the best-managed groups, management challenges are normal through the course of an organization's life. There are no quick fixes and no permanent ones either. Change is constant for nonprofits due to growth, transitions, strategic risk-taking, or the need to adapt to a rapidly changing environment. Barbara finds there are many paths to competency and many kinds of capacity. Progress depends on thoughtfulness and reflection, not adherence to one philosophy or method. As a result, almost everybody underestimates the time and effort required for building an effective organization. Patience, resilience, and fortitude are the watchwords for the capacity-building process.

## **Meet Them Where They Are**

Every field has mantra-like phrases that capture its ideals or complex concepts. In conservation gatherings, we cannot have a conversation without mentioning "biodiversity" or "sustainable development." In organizational effectiveness gatherings, I kept hearing "meet them where they are" and "voice." Behind these intriguing phrases is a deep belief that capacity-building only works when constituents define their own needs and shape their learning process, and when we honor their "voice" or personal worldview and power. This belief is based on some important assumptions:

- the hierarchical model of organizations is changing
- leadership exists in every individual
- change requires participation in shared vision
- social capital, or the ability to influence others, is based on relationships

"Meet them where they are" reflects a deep respect for participants as leaders and self-directed learners. It also acknowledges the significant differences in culture and context that must be addressed each and every time a capacity-builder seeks to help. The outsider or professional's role is to facilitate and empower the process of change and leave behind stronger leaders, starting with "soft skills" and moving on to more technical ones. Being clear about this role and taking time to work with participants to clarify and respond to their priorities is especially important when working with other cultures, even in your own neighborhood.



## **Adults Learn What They Need to Know**

Most of us equate learning with school, yet as adults we learn very little through formal education. Adults learn and change quickly when they feel a “need to know.” Otherwise, workshops and other training have little impact. Adult learning research tells us some of the conditions that help adults learn best.

- A clear learning agenda with specific goals
- Problem solving that is relevant to life and work experience
- Situations where trust level is high
- Direct experience with what they want to learn
- Opportunity to reflect regularly
- Continual reinforcement from peers
- Having fun and using creative methods also helps adults stay engaged in learning.

It sometimes is important to create an “appetite” for skills that may not seem immediately relevant. For example, a struggling organization may be enthusiastic about developing fundraising skills but disinterested in strategic planning, monitoring, and evaluation, even when those weaknesses may be the cause of their financial difficulties. In such cases, it is often best to respond to the groups first priorities in a way that builds trust and helps them discover the “deeper” skills and capacities needed. The opportunity to compare one’s organization to others through self-assessments, organization profiles, and benchmarking helps individuals and organizations develop a well-informed learning agenda.

## **Why Replication Rarely Works**

Bill Ryan of Harvard’s Hauser Center for Nonprofit Organizations challenges us all to look beyond technical proficiency, efficiency, and “business thinking” for the root of organizational effectiveness. He emphasizes that “nonprofit organizations are vehicles for passion,” and that, “effective organizations confront and deal with uncertainty.” To be effective, organizations need to value the art and science, process and practice, data and action, evaluation and performance in their work.

Why do efforts to replicate successful programs almost always fail? Because most efforts document and duplicate a program’s technical elements, such as techniques, materials, procedures, schedules. Yet, they fail to focus on the “probable” or “tacit” knowledge embedded in people and organizations that is so essential to a program’s success—the style, passion, humor, energy, relationships, processes, cultural context, and other intangibles. Repeating a successful program in a new place for new recipients or with a new team requires that the tacit knowledge or “wisdom” of the experienced team be transferred as well. As capacity-builders, we need to focus on this process more. Yet even if we make tacit knowledge explicit, it often can’t be taught. How do we transfer tacit knowledge? Ryan suggests some answers: Get apprentices for the masters; promote peer learning.

## **Build the Capacity to Learn and Adapt**

In his best selling book *The Fifth Discipline*, Peter Senge introduced the concept of the “learning organization,” an “enterprise that has growth, learning, improvement, and everlasting experimentation woven into the fabric of its culture.” This is especially relevant to nonprofit organizations, which exist to serve as agents of change in society and often must act on uncertain knowledge.

Many experts in the business and nonprofit worlds have embraced and expanded on the learning organization concept. Quite a few suggest that adaptive capacity may be one of the most essential elements for long-term organizational effectiveness. Both Ryan and Paul Light of the Brookings Institution explore these ideas in their thought-provoking books, *High Performance Nonprofit Organizations* and *Sustaining Innovation*.

However, for many nonprofits, learning feels like a luxury when the mission is so urgent and resources are scarce. When helping nonprofits increase their organizational effectiveness, capacity-builders must respect this urgency and clearly link this work back to the group's mission.

## Goals, Methods, and Sources

This report summarizes the results of a very broad and subjective survey of some highly respected programs and experts in the field of organizational effectiveness or capacity-building. It was conducted during my sabbatical with Barbara Kibbe and the Packard Foundation's Organizational Effectiveness and Philanthropy (OEP) Program from April to December 2000.

I started this sabbatical with more than 15 years of experience launching and managing a variety of conservation programs in Hawaii and the Asia Pacific region for The Nature Conservancy. Before that, I was a biologist in various research and natural resource management programs. As is true of many of my colleagues, my leadership and organizational skills were developed on the job rather than through formal training.

My sabbatical goals were to

1. learn about highly effective tools, approaches and organizations in capacity-building
2. expand The Nature Conservancy's network in the field of capacity-building
3. strengthen my leadership, management, and facilitation skills
4. continue strengthening the Pacific Island Roundtable for Nature Conservation, a voluntary coalition of regional donors and conservation organizations formed in 1998 to increase effective conservation in the Pacific

My measures of success for the sabbatical were to

- envision a more powerful strategy and conceptual model to build the conservation capacity of public and private organizations in the Asia Pacific region
- discover more advanced and successful programs that could provide inspiration and guidance in addressing the capacity and scale issues in the Asia Pacific region

I developed a list of ten diverse topics I wanted to learn more about—from leadership and mentoring to best practices and Web tools. (*See Appendices*) To fully explore any one of these topics would have been a worthy endeavor for my brief sabbatical. However, it was more valuable to me to begin learning about each of them. Most importantly, I wanted to find resources and potential partners who could help us continue to learn over time. As a result, this is neither a scientific research paper nor a comprehensive survey of any field. It is the summary of the conclusions I have drawn from a highly subjective and wide-ranging survey of people and programs committed to helping build organizations capable of achieving their missions. Major sources are listed at the end of the report, but specific points are not footnoted. I would be happy to provide additional information or specific sources for any point of special interest.

My primary research tool was conversation guided by an interview outline that explored both concrete and intangible elements of capacity-building programs and their effectiveness. (*See Appendices*) In addition, my search was deeply enriched by

- diverse readings in the fields of leadership, change, management, and capacity-building for nonprofits and businesses (*See Selected Readings*)
- three professional training workshops in collaborative leadership, facilitating change, and nonprofit consulting
- discussions with colleagues at the Packard Foundation, The Nature Conservancy, and Hawaii Community Foundation
- hands-on experience with the challenges facing small groups in the field through volunteer work with conservation colleagues in Hawaii and the Pacific Island Roundtable for Nature Conservation

In choosing programs and people to consult, I intentionally focused outside The Nature Conservancy and the conservation sector. I wanted to learn from the experience of professionals and programs I might never otherwise encounter. Hence some of my closest colleagues in the field were not contacted. Most of my colleagues encouraged me: “Congratulations, someone is actually going to look outside at the rest of the world and bring some lessons home!”

My initial interview list included Packard Foundation grantees who are implementing programs to “build the field of nonprofit management” and programs highlighted at the GEN/GEO Conference. I expanded this list with recommendations from Packard Foundation staff, capacity-building colleagues, and interviewees. Geographically, I focused on U.S.-based programs (35) and augmented this group with a sample of programs in the Asia Pacific region (34), especially the Philippines (14). Some of these organizations had documented their effectiveness with evaluations, but otherwise I assumed effectiveness based on reputation.

When a program, person, book, or other resource was recommended by more than two sources, I bumped it up on my list. When I heard the same observations from multiple, independent sources, it became a “lesson learned.” When I had identified at least a few potential partners or promising practices in that topic, I shifted my focus to another area of interest. My sources continually identified more programs worth investigating. I stopped asking when my list exceeded 100 and my time was fully committed, but the list continues to grow. (See *Sources* for a partial list of programs recommended during my interviews.) My sample is very incomplete, but it was enough to begin seeing how many parts fit together to catalyze lasting capacity and higher performance in motivated organizations.

Early reviewers of this report frequently asked for more discussion of differences and similarities between conservation and the other disciplines or between capacity-building in the United States and internationally. Unfortunately, this survey was far too limited to speculate about differences across sectors or provide unique recommendations for the international conservation context.

Following are my working definitions for three terms used throughout this report:

- ***Capacity-building***: strengthening the ability of individuals and organizations to achieve their mission. This includes all aspects of technical and institutional performance.
- ***Organizational effectiveness***: the ability to define and produce results sustainably. (There are many checklists of the characteristics of effective organizations, but this simple definition from the work of the Western Pacific Working Group is my favorite.) GEO define organizational effectiveness more specifically as “the ability of an organization to fulfill its mission through a blend of sound management, strong governance, and a persistent rededication to achieving results.”
- ***Scale***: delivering support and services to an increasing number of people and organizations in multiple locations over large distances. (Many organizations define scale as simply increasing the number of clients served without geographic qualifiers. However, this definition better describes the challenge of scale for conservation efforts in most countries.)

## Catalytic Capacity-Building in Action

*Catalyst: a substance that increases the rate of reaction  
and moves on to catalyze other reactions*

Lasting improvements in performance inevitably require change at three levels: personal behavior, team interactions, and organizational culture. It is rarely a simple matter of learning new skills. Because everyone follows a different path to effectiveness, the catalytic capacity-building model focuses on creating an appetite and environment for lifelong learning and continuous improvement *while meeting the immediate learning needs of committed professionals and organizations.*

In my conversations, I repeatedly heard stories about

- the essential role of leaders to promote or block learning and change
- the power of peer learning to create synergy and sometimes “critical mass” for major change
- mentors and coaches that changed people’s lives
- extraordinary experts that helped guide critical transformations and moved on

These became the four basic elements of a working model for catalytic capacity-building: Learning Leaders; Peer Learning Networks; Coaches and Mentors; and Accessible Experts. (See Figure 1) Any one of these elements alone can give organizations the ability to create an environment for continuous learning and improvement. In a few programs, they were combined and appeared to catalyze profound, ongoing change in the organizations and communities they served. (See Figure 2)

To deliver these elements at scale, organizations frequently used four basic strategies: (1) targeting strategic “customers” and partners; (2) documenting and sharing best practices and learning tools; (3) reaching out with communications and technology; and (4) measuring results regularly to guide continuous improvement. (See Figure 3)

Before discussing each of these elements and strategies in detail, here are three examples of what catalytic capacity-building looks like when they all come together.

**Eureka Communities** sponsors fellowships for executives of community-based nonprofit organizations serving children, youth, and families in five cities in the United States. It is a two-year “on the job” fellowship designed to build individual leaders and a community of peers to help them be more successful and sustainable. It deals directly with both professional development needs and the “lonely at the top” issues that cause burnout and career changes in the sector. In each city, peer groups of seven or eight Eureka Fellows are selected two to three times per year. Each Fellow pursues specific, structured, personal learning goals through a sponsored trip to a “mentor best practice agency” with demonstrated success in their area of interest. The D.C. headquarters matches Fellows with mentor organizations using a “best practices database,” which is currently being prepared for open access on the Web.

Fellows report on their learning trips at monthly meetings of their peer groups facilitated by the Eureka Community Director for their city. The peer groups also use these meetings to pursue shared learning goals, often dealing with management topics such as how to handle board conflicts, succession planning, recruiting, etc. The “curriculum” for group meetings is completely defined by the Fellows; Eureka offers no standard modules. They learn primarily through group discussions, readings, and visits with successful peers and practitioners. Most participants have on-the-job

experience, so consultants or formal speakers are rarely used. With their growing number of Fellows, Eureka is beginning to build national learning networks linking together Fellows and mentor organizations in different cities with shared interests.

Since 1992, Eureka has sponsored more than 350 fellows. Feedback from Eureka Fellows shows

- 98% enhanced their leadership and management skills
- 85% launched new collaborations
- 75% served more people including new populations
- 80% experienced less burnout

KEMALA is focused on building a network of well-informed, technically-competent, creative, and politically-active individuals and nongovernment organizations concerned with community-based natural resource management across Indonesia. Starting with 12 Indonesian partners in 1996, today it supports a peer learning network of 30 local and national nongovernmental organizations and networks. Working with the network, KEMALA seeks to build coalitions that expand the use of conservation and resource management “best practices” by rural communities. Its main tools include self-assessments; three-to-five-year grants to support field and policy work; training and technical assistance, especially in organizational and program management skills; apprenticeships; study tours; smaller learning “clusters” on specific issues; and communication media to share skills, resources, and lessons learned.

KEMALA complements peer learning with extensive use of formal training and consultants. They found that good program and organizational management skills were most needed, so they promoted and facilitated the use of tools for self-assessment, strategic planning, program planning, monitoring, work planning and budgeting, financial accounting, and management accountability. More technical skills needed were conflict management, local economic development planning, and campaigning. KEMALA uses local consultants wherever possible, and arranges mentoring by leading international consultants when needed. As one of three related USAID-funded programs, KEMALA monitors its impact with a multilevel set of objective indicators. Highlights after 3.5 years include

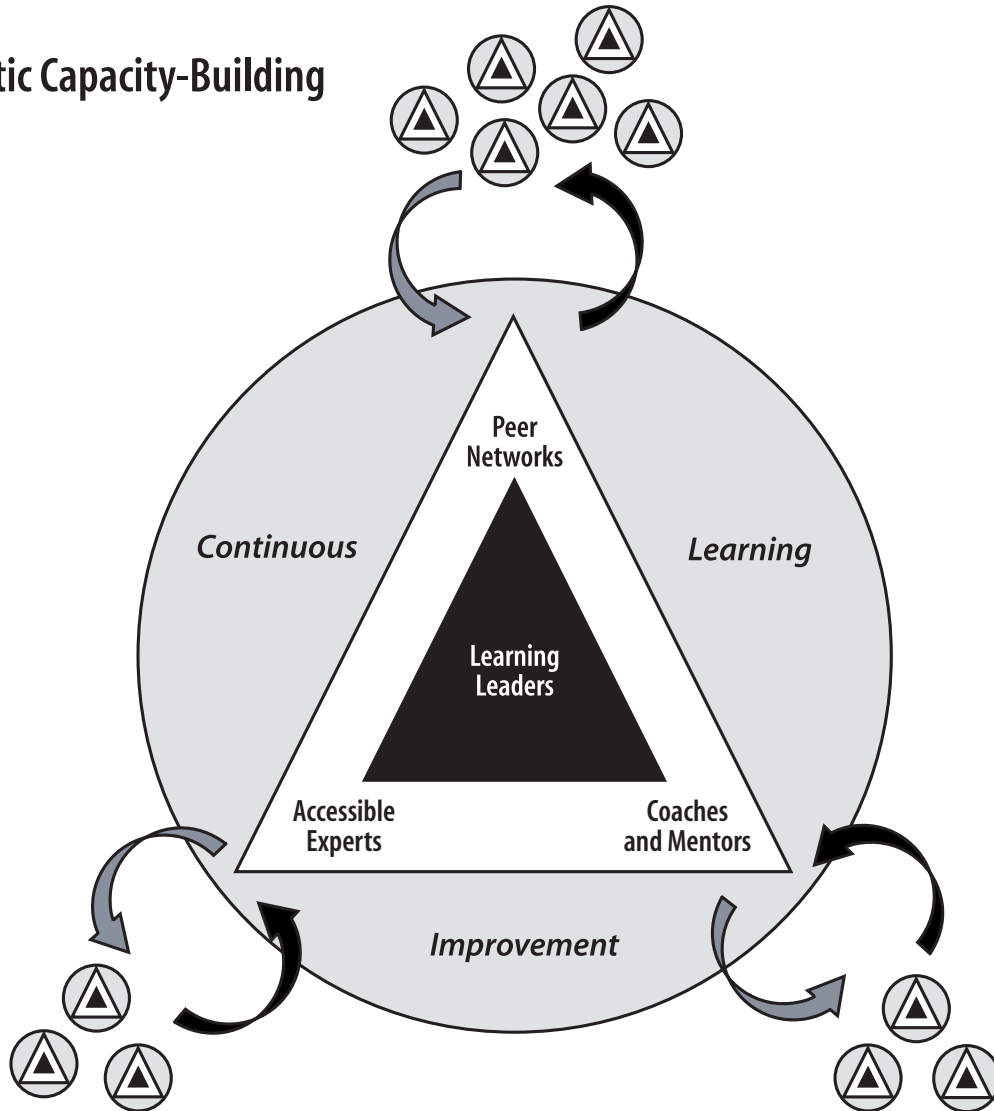
- KEMALA partners’ field work includes 150 different sites, totaling over 600,000 hectares in six major regions
- 42 sites totaling 300,000 hectares meet “best practices” criteria
- 13 partners reached their target score on the institutional management self-assessment
- KEMALA partners advanced 46 key natural resource policy initiatives at the local, provincial, or national level

*Coastal Resource Management Project, Philippines*, was designed to “move beyond implementing pilot-scale community-based projects” to achieve impact on coastal resource management at a national scale. This USAID-funded program’s mission is “to catalyze coastal resource management in the Philippines to a threshold that will expand nationwide and be sustainable beyond the life of the Project.” The program focuses on developing and strengthening Philippine mayors as a “new breed of leaders” and champions for the recovery of coastal resources in their municipalities. It currently operates in six “learning areas” covering 29 municipalities in 6 provinces and 3 regions. Focusing on mayors and their local government units, the program combines leadership development, technical training courses, assistance from coastal resource experts, internships, community participation, multisector partnerships, a policy network, the first search for best coastal management programs in Philippine municipalities, active multimedia communications including Web, and monitoring of objective indicators. After 3.5 years, they met or exceeded ambitious midterm targets on all major indicators:

- 741 km of shoreline met standards for improved management of coastal resources (target 640 km)
- fish abundance increased 255% and coral cover increased 40% inside marine sanctuaries (target 10% and 5%, respectively)
- fish abundance increased 70% above baseline in areas adjacent to sanctuaries (target 0%), but coral cover declined 7% due to widespread coral bleaching from El Nino warming
- local government units increased their budgets for coastal resource management two to three fold above baseline
- 32 local government units were implementing two or more “best practices,” including plans, marine sanctuaries, and environment-friendly enterprises

Trends indicate they will achieve their target to improve management of 3000 km of shoreline (17% of the country) by 2002. Of equal importance is the fact that the process is designed to institutionalize and sustain coastal resource management as a basic service to communities by local government, so it will continue long after the funders and facilitators are gone.

## Catalytic Capacity-Building



*Figure 2. Starting a Chain Reaction for Change*

Catalytic capacity-building has the ability to influence many other individuals and groups through its network of learning leaders, peers, mentors, and experts.

Each participant in the catalytic capacity-building framework learns and grows from their interaction with one another. A chain reaction for change starts when the leaders, peers, mentors, and experts bring these lessons back to their organizations, networks, and other associates, recreating all or part of the catalytic capacity-building model (symbolically represented by the double triangle inside a circle).



## Elements of Catalytic Capacity-Building

The following sections briefly describe each of the elements in the catalytic capacity-building model, including lessons learned from the field and literature and brief profiles of promising practices and potential partners to help guide continued learning.

### Learning Leaders

Everyone agrees leadership counts at the top of the list for program success, but in a fast-changing world, effective leaders no longer provide all the answers. In fact, many have embraced and expanded on Peter Senge's message that the top leadership's most important task is to build a "learning organization" with leadership at all levels. To do this, the top leaders in an organization must be open to new information and ideas, nurture and reward initiative and experimentation, model self-awareness, and encourage risk and even failure.

Are leaders hired or developed? The field is filled with books, articles, workshops, and experts describing both the art and science of leadership. Each one offers a slightly different profile of the traits and skills of successful leaders. Most agree that many leadership skills can be learned, but each one divides the list differently between inherent and learned attributes. Leadership traits and skills also can differ dramatically in different cultures. It is important to take time to understand these basic leadership "building blocks" as well as their relative importance.

While opinions differ, most people look at personal qualities in judging leadership potential. From reading and observation, my working list of leadership qualities essential to success are passion for mission, absolute integrity, relationship building, empowering others, results-oriented, and lifelong learning. Successful nonprofit leaders also need to be skilled in at least six major roles—visionary, strategist, change agent, coach, politician, and fundraiser—or build a team with these essential skills.

Most of the leadership literature assumes organizations with a clear structure. However communities, nonprofits and even businesses are creating untraditional organizations, where responsibility is shared widely and leadership is collective. Strengthening untraditional leadership structures requires different approaches but the goal is the same: promoting shared leadership that meets the needs of the organization.

### Lessons in Leadership Development

- *Myth of the charismatic leader.* One of the surprising findings in *Built to Last: Successful Habits of Visionary Companies* was that the founders and leaders of some of the most visionary and successful businesses in history did not exhibit high-profile, charismatic styles. Some of them were described as quiet, modest, humble, unobtrusive, prim, or restrained. This diversity is important to remember when recruiting leaders for an organization or leadership development program.
- *Leadership and management are different, and both are needed.* Leadership focuses on vision, inspiration, strategies, and alignment. Management focuses on plans, implementation, and monitoring progress. In nonprofits, executives are often expected to have strengths in both areas, though few people do. Some leadership programs focus on one or both of these roles, so it is important to be clear about what is needed.

- *Develop collaborative leadership throughout the organization.* To perform at its best, an organization needs to value and develop leadership at all levels—from the support team to senior management. There are many good training programs available to help build skills in collaborative or facilitative leadership for entire teams. A number of effective leadership development programs work to build skills and model the relationships of collaborative leadership by working with small teams (two to five) from each organization representing two or more positions in the hierarchy and different disciplines. Different examples of this include (1) executive director and board member participate; (2) site manager and senior manager participate; or (3) participants represent a “diagonal slice” through the organization with one person from the support team, program team, senior management, and the board.
- *Support from top leadership is key.* Many nonprofit leadership programs focus on the executive director and board as the agents with the power to implement change in an organization. Programs working with developing leaders in junior positions found they were often unsuccessful when the executive director or senior manager was not fully committed.
- *Build lifelong learning habits.* Most nonprofit leaders are overwhelmed by the daily demands of their job and feel they are too busy to learn. Programs use different techniques to develop and reinforce the habit of setting aside time regularly for professional growth, e.g., training in self-reflection; journal-writing; scheduled short monthly meetings or conference calls; reunions with topics of high interest. Continuity is key.
- *Look for leadership incubators.* A few people commented that many of the “really great” leaders in their field or region shared a common experience, they came from the same mission school or were recruited/selected by the same competitive fellowship program (e.g., ASHOKA or Kellogg). They wondered if there was something about those organizations that served as incubators for excellence. This is an intriguing idea and it is worth looking for these patterns to find and maintain a source for new leaders.

#### Promising Practices and Potential Partners

*Leadership Learning Community:* Deborah Meehan, leadership development consultant and former Kellogg Fellow, synthesized input from 45 leadership development programs in the United States and literature on leadership development to describe six different models of leadership development. Some of the “Common Sense Best” tools used are mentoring/coaching, recognition, cohorts (or peer groups), individual learning plans, family involvement, feedback and assessment tools, alumni involvement, and open learning communities. Meehan is now helping to launch a National Leadership Learning Community to share lessons learned and best practices in leadership development among practitioners, foundations, scholars, and fellows. To start, the Leadership Learning Community plans to construct a knowledge base and Web site, and develop tools for evaluating leadership development programs. This will be a valuable resource for leaders seeking development opportunities and for expert advice on leadership program design.

*Ashoka Fellows* identifies international “social entrepreneurs,” individuals with a passion for social change and tremendous talent for innovation. Country programs vary in their strength, but overall it

is a highly respected program. Their selection process is very rigorous and is one of the keys to their success. Ashoka provides financial support to Fellows to pursue individual interests but no formal programs or training. At the request of their Fellows, they are now working to provide a closer peer network. A top

priority for their Fellows is to work together on “financial sustainability strategies.” Ashoka is active in Indonesia and Southeast Asia and is just launching a program in the United States. They have no program in the Pacific Islands.

*Institute of Nonprofit Management, Portland State University*, is in its second year of a pilot leadership development project focused on communities of color. The program is “co-designed” with participants each year to be culturally appropriate and responsive. They have a unique focus on second-tier leaders in organizations. Their curriculum emphasizes reflection, spirituality, peer learning, story-telling, coaching skills, and building relationships among Fellows. This program is part of the Packard Foundation’s initiative to enhance professional education for nonprofit managers in the United States. Under the same initiative, the University of San Francisco is developing a program in international nonprofit management.

*Hawaii Community Foundation (HCF)* is working with the Institute for Conservation Leadership to design a program for leaders of grassroots environmental organizations in Hawaii. The program builds executive director/management skills and a peer support network. HCF may consider including one or two Pacific Island participants in their first class.

### **Peer Learning Networks**

The power of peer learning was a strong, consistent message from the field reinforced by the literature and adult learning theory. Peer learning relies on the knowledge and experience of colleagues, rather than expert advisors, to pursue mutual or complementary learning objectives.

In its simplest form, peer learning is the “buddy system” on a new job. However, it becomes a tool for catalytic capacity-building when the peer relationship goes beyond training in well-established tasks and procedures and becomes a vehicle for bringing new skills and approaches to improve an organization’s effectiveness.

Peer learning networks can be used with almost any combination of participants. Peers can come from one organization, different organizations with similar missions, different organizations with different missions, or different organizations from different sectors (e.g., business, government, and nonprofit). The common element is that participants have similar status and power.

I encountered four forms of peer learning in capacity-building:

- *site visits or learning exchanges* with a more successful or experienced program
- *organization-to-organization coaching* or mentorships, where a “junior” organization pairs with a more experienced “senior” organization for a period of time
- *learning clusters or leadership circles* in which small groups of peers (often executive directors) with similar missions, issues, or interests meet regularly to help one another address their professional challenges or learning objectives
- *learning networks or communities* in which larger groups of organizations and practitioners with shared missions or issues join together to improve access to information, services, best practices, mutual learning, and opportunities for collaboration

In an unpublished review of six “peer-to-peer programs for organizational improvement,” Allison Fine of Innonet described various peer learning programs. Common obstacles to peer learning include competition between organizations, isolation, and even distrust. These obstacles were highlighted most by colleagues working in developing countries, but they occur everywhere. At their best, peer learning networks create synergy, new collaborations, and sometimes, critical mass for major change.

## Lessons in Peer Learning Networks

- *Start learning with selection process.* Most programs develop a thoughtful process to strategically select participants and begin setting expectations for the program from the start. These include clear criteria (e.g., new or emerging organization, specific mission, etc.), an application asking for specific learning objectives, site visits or interviews, and sometimes an organizational self-assessment before participants are selected to form a good complementary group. Depending on the program's objectives, participants could be selected on a "portfolio basis" to represent different sectors, types of field-based practitioners, geographic regions, or levels of expertise.
- *Set clear, specific, individual learning plans.* Each person and organization in a peer group has different learning priorities and objectives, which they need to articulate early and be responsible for throughout the process. Limited, realistic objectives are preferable to broad ones. Typically, these focus on traditional organizational management issues, such as fundraising, strategic planning, supervision, and financial systems.
- *Self-assessments measure individual and group progress.* Many groups develop, adopt, or adapt a standard self-assessment tool to analyze the needs of their organizations and set learning priorities in a structured way. The assessments provide a baseline and means of measuring progress for the individual and the group based on each unique profile. Self-assessment tools range in approach from open-ended questions to exhaustive checklists. Most tools are designed to help an organization profile itself in 6 to 10 major organizational areas using a subjective scale. Common categories include leadership, governance, mission/vision, planning, fund development, financial management, human resources, partnership and networking, public relations and marketing, quality assurance, and adaptability.
- *Skilled coordinators play a critical role* in setting up successful peer networks, especially in the initial stages. The facilitator helps structure early group interactions to build trust and cooperation. They are the "glue" that maintains contact between meetings until strong personal and professional relationships form. The facilitator also helps participants set specific individual and shared learning objectives, identify programs or other learning resources that match their needs, and maintain focus on desired outcomes. Most importantly, the coordinator helps the group develop their skills, resources, and (hopefully) appetite for lifelong learning, so individuals and the group become more self-reliant with time.
- *Peers help deal with the personal challenges of leadership,* including isolation, burn out, and competition for resources by building a community among leaders in the same location or field. The development of these "leadership bonds" may be one of the most significant tacit benefits of peer networks. The tangible outcomes include less turnover in demanding positions and new initiatives based on collaborations or applying the experience of others.
- *Plan on extra activities and expert advice for novices.* Most leadership circles include people with substantial experience in the field, including some basic training and reading. Participants bring different strengths and access to networks, allowing these groups to be relatively self-sufficient. If group experience is low (e.g., all new executives), more outside expertise is often needed.
- *Meeting in person is essential to building trust.* The experience of learning together, in person, is important. It takes only a few well-designed (usually intense) meetings to help strangers with

- shared interests become close colleagues and even friends. After that, much of the work and shared learning can be done remotely. Some groups arrange reunions at professional meetings of mutual interest.
- *Special advice for site visits.* Thorough planning prior to site visits contributes significantly to their success. Also, participants should debrief afterward for reinforcement of learning, closure, and evaluation. Hosts report that they learn a great deal from these visits as well. Regardless of this benefit, it is highly recommended that the host receives recognition and some financial compensation for the substantial time required of them.
- *Peer learning can be surprisingly inexpensive* if travel costs are low. It is easier to form and maintain a peer network in a city or small geographic area, but far-flung networks can succeed as well.

#### Promising Practices and Potential Partners

*Eureka Communities*, *KEMALA*, and the *Philippine Coastal Resource Management Program* described earlier are excellent examples of peer learning networks.

*Management Assistance Program for Nonprofit Agencies* (MAP) initiated the Leaders Circles program based on extensive market research from directors of community-based nonprofit agencies. Peer group membership is based on similarities in issues, levels of responsibilities, size of agency, and years of experience. Within each Circle, different types of agencies, services, and goals are selected. A facilitator oversees monthly group discussions, but otherwise the group serves as its own resource. As with *Eureka Communities* and similar groups, members provide moral support and help one another find practical solutions to real problems. MAP has a guidebook for facilitators and members of similar learning groups and a Web page with useful adult learning resources.

*The Nature Conservancy's Efroymsen Fellows* strengthens leadership relationships within a program while building a network of leaders across programs. Efroymsen Fellows are selected in cohorts of five site teams; each represented by a site manager and at least one senior manager from the state program supervising that site. Each peer learning group is led by a facilitator and joined by four technical experts to provide deeper knowledge, ask challenging questions, and help share lessons between cohorts. The group operates under the principle of "tough love," with each site team taking its turn presenting and being questioned by their peers and experts. The site conservation planning process is completed over three sessions in a six to nine month period. Each session is held at a different site and includes a one-day study tour. Between sessions, the teams have time to reflect, incorporate learning with their teams at home, and prepare specific homework for the next session. There is a cash award at the end for the most improved site plan, which is selected by a vote of the participants.

*Mexico Conservation Learning Community* is a new initiative being led by a partnership between the Mexican Nature Conservation Fund, PACT, and The Nature Conservancy. Initially, it will focus on serving an existing network of 29 conservation organizations in four Mexican states through facilitated self-assessment followed by the formation of thematic learning communities, formal training, technical assistance, and mentoring. It also plans to increase access to experts by developing a Web-based inventory of available capacity-building resources and links to service providers.

## Mentors and Coaches

For the last few years, I have asked conservation leaders and professionals that I admire “What experiences made the biggest difference in your professional development? What has helped you be successful?” The most common answer is a mentor or coach, an individual, whether peer or senior executive, who paid special attention to their development and helped them build the confidence to take on big challenges.

Although many have experienced the benefits of a special mentor, there is some skepticism about formal mentoring programs, especially for adults. Many formal programs fail or never achieve more than occasional success. In contrast, studies suggest that informal mentoring is more consistently effective. Among those I interviewed, some knew of mentoring programs in nonprofits, but few considered them “highly effective.” As a result, I’ve included two recommended programs from the private sector that illustrate contrasting successful approaches.

### Lessons in Coaching and Mentoring

- *Mentoring is an intimate, two-way relationship* based on a partnership philosophy, complete confidentiality, and close rapport. Mentors regularly report that they learn as much as they give. Some find the mentor and protégé distinction inappropriate and suggest that “learning partnership” better describes the most successful relationships between two adult professionals.
- *Successful mentoring programs require visible support from the top.* Mentoring and being mentored must be recognized and rewarded by the organization, and senior managers must help recruit participants, especially mentors. Some companies require mentor service for advancement to senior positions.
- *Everything links to mission and goals* in most organizational mentor programs. Learning objectives often focus on specific skills or competencies needed for advancement.
- *Protégés or junior partners should drive the process* by identifying the skills or subjects they want to pursue and taking the lead in developing a specific learning plan and schedule.
- *Matching mentors and protégés is an art.* This is a great example of critical tacit knowledge. Most programs believe the selection process for both mentors and protégés is critical to success. It is generally recommended that the protégé identify the mentor of their choice or select a mentor from a list of potential matches.
- *Both participants require training* in the mentoring relationship and process to increase chances of a successful pairing.
- *Mentors inspire and build confidence* through honesty, openness, and willingness to share their own mistakes and fears as well as their successes. They build trust and know how to pass on vital information. They share learning resources and networks, often helping their protégés secure and succeed at challenging assignments.
- *Giving feedback and advice are both important and challenging to do well.* Too much advice does not build problem-solving skills.

- *Long distance mentoring can be very effective*, using telecommunications, learning care packages, handpicked agents, and a self-directed learning method.
- *Endings are important*. While some mentoring relationships may last a lifetime, more often learning needs change over time. Celebration of what has been achieved is the best way to mark the end of a mentoring relationship, letting both people move on with confidence.

### Promising Practices and Potential Partners

*Sun Microsystems's* mentoring program is a six-month commitment between a "mentee" and another employee of their choice within the same company. The mentor is in a different reporting line. The mentee's relationship with their manager is unchanged. Mentoring has strong support from top level managers, who help recruit the mentors. All mentoring relationships are skills-based in conjunction with Sun's overall corporate business goals (though these can be broadly interpreted). The mentee drives the relationship and confidentiality is essential. Mentoring is intended to complement other training resources (e.g., Sun University). Sun manages the program in cohorts of mentoring pairs. A mentor relationship takes about three to four months to set up, including training for both mentors and mentees and agreement on a clear development plan, rules of engagement, and expectations. Program staff check in at two points to help if needed and offers an optional midpoint alignment session. They close with a wrap-up celebration and a wrap-up document reflecting on achievements and impacts.

"*Near peer*" mentoring is part of the corporate culture at the *Monitor Company*, an international consulting firm headquartered in London. Each staff person is paired with a mentor just "two steps" ahead in experience and expertise. The mentoring relationships are most intense and time consuming for new staff learning the consultant business. As people advance, they may mentor a number of individuals but spend less time with each. As individuals advance at different rates, they are assigned a new mentor.

*Wilder Foundation's Bicultural Training Partnership* used "*velcroships*" to develop the consulting skills of bilingual members of four Southeast Asian communities in the Twin Cities region of Minnesota (Cambodian, Hmong, Lao, and Vietnamese). For up to two months, the trainee shadowed a mentor constantly to get a rich understanding of their work. Over approximately 15 months, each trainee participated in velcroships with experienced staff from four different kinds of agencies: mainstream nonprofit organizations, governmental bodies, funding organizations, and Mutual Assistance Associations, which are refugee-managed nonprofits providing services to their

communities. Trainees were employed by the Amherst H. Wilder Foundation (one of the partners) and enrolled as full-time students at Metro State (another partner) with tuition and fees paid by the project.

### Accessible Experts

The essential and potentially catalytic role that can be played by highly-competent, locally-based experts available to serve nonprofits was one of my sabbatical discoveries. As experts, they provide specialized skills, knowledge, or experience that is highly useful but only needed occasionally by one organization. As consultants, they can focus on an important project without the distractions of staff duties. As outsiders, they can provide objectivity, depth, insight, cross-pollination of ideas, and lessons learned. They also can speed up the learning curve and contribute to best practices in their specialty.

Many believe that high-quality consulting services will be increasingly critical to the health of nonprofits dealing with rapid change. They see the role of the expert or consultant as an agent of transformation. In general, expert assistance is provided by

- independent consultants, full- or part-time
- “staff consultants” or service providers working for foundations and nonprofits serving the cause or community (conservation trust funds are included here)
- Management service organizations (MSOs), which are nonprofit consulting firms serving the nonprofit sector (there are more than 200 nonprofit MSOs in the United States, but they are less common in other countries)

Nonprofit satisfaction with consultant services is mixed. Most nonprofits recognize the tremendous value provided by the right person, but finding the right consultant with the right skills and style is challenging. There are no professional standards of quality in consulting; no formal training or accreditation required. If you are in a remote location, the consultant pool is almost certainly limited. Bringing someone in from a big city or another country adds challenges and limits potential long-term benefits, due to high travel costs; inflexible scheduling; infrequent follow-up; a steep learning curve on local culture, players, and resources; and limited opportunity for learning to benefit others in the community.

For these reasons, building the professional and technical skills of local consultants is a good investment. In the last few years, a number of initiatives have been launched to improve the quality and accessibility of consultant services for nonprofits. Many are promising but none are proven. The Packard Foundation’s Initiative on the Effective Use of Consultants in Northern California and their organizational effectiveness strategy for Mexico both provide guidance on designing such initiatives and are worth tracking.

#### Lessons in Using and Improving Expert Services

- *Selecting consultants is part of the learning process.* Nonprofits need to be good consumers of consulting services rather than letting others choose for them. The steps are similar to recruiting for a staff position: get recommendations, interview more than one consultant, and check references. Have the consultant prepare the proposal, work plan, and budget to demonstrate that they understand the work you want done.
- *Phase consultant work to ensure it meets your needs.* By dividing the project into phases, the consultant can report results, deliver specific products, and outline next steps to key individuals in the organization before they are hired for the next phase. At times, the findings will indicate that a consultant with different expertise is needed for the next phase.
- *Workshops work for simple skills; continuity builds capacity.* Everyone asks for training, but evaluation shows that a one- or two-day workshop is rarely successful in bringing new behaviors and skills to an organization. Plan for follow-up with experts or the investment is likely to be wasted.
- *Start with available talent* to build local expertise. Be creative in your search. Companies have experienced board members; colleges have knowledgeable faculty available for short-term consultancies; nonprofits in other fields may have the expertise you need. If you bring in an expert from afar, arrange a “velcroship” to leave some of their skills behind.
- *A “quality referral service” may be an impossible dream.* As is true with lawyers and other professionals, a consultant’s success requires skill and the right rapport with the client. One group’s



miracle-worker can be mediocre in another setting or on a different task. A Consumer Reports-style rating just doesn't apply. A number of organizations have searchable databases of consultants on their Web sites, and some organizations ask grantees or staff to evaluate the consultant before final payment is made. This information is used internally to help match consultants with clients in the future.

- *Access to expert help is a matter of geography and culture.* New immigrant communities in well-served metropolitan cities share challenges with small, remote communities due to cultural and language barriers. Better access to expert assistance depends on the development of quality consultants from the communities and cultures being served.
- *To develop bicultural local consultants, we may need to pay for their time* or they may not be able to afford to attend free training.

#### Promising Practices and Potential Partners

*CompassPoint Nonprofit Services* is one of the oldest and largest management service organizations in the United States, serving the full range of nonprofits in the San Francisco Bay Area with consulting, workshops, publications, a dynamic Web site, and research. Their staff and associate consultants offer services on a sliding fee scale with a special emphasis in technology training, working with boards, nonprofit leadership and transitions, financial management and accountability, and fundraising. Their *Institute for Nonprofit Consulting (INC)* focuses on professional development of active nonprofit consultants through a series of structured workshops and reunions for peer learning groups of consultants. The Hawaii Community Foundation recently partnered with CompassPoint to bring INC to the islands. There may be opportunities for a small number of Pacific Island consultants to participate in future cohorts.

*Center for Excellence in Nonprofits (CEN)* is a membership MSO focusing on larger, more experienced organizations tackling more complex issues. They generally don't serve start-ups or grassroots organizations. CEN provides programs, training, consultant referrals, and direct consulting services to members. In addition, they seek to provide "world class" training and technical assistance from both the business and nonprofit sectors by engaging or subsidizing highly respected and recognized speakers and training for their nonprofit members (e.g., Peter Block's School for Managing, Harvard's Strategic Perspectives in Non-Profit Management Program, Drucker Foundation). CEN's *Pinnacle Volunteer Program* matches successful, experienced volunteer corporate executives (mostly retired from Silicon Valley) with nonprofits interested in improving the quality of their organization and services.

*Community Development Institute, Professional Development for Consultants Working in Communities of Color*, is developing a pool of qualified bicultural consultants in the San Francisco Bay Area who can provide technical assistance and training to nonprofits in communities of color. They use a series of one-day workshops, training modules, brief mentorships with more experienced consultants, and on-the-job experience as co-trainers for a two-day Nonprofit Management Institute designed for board members, executive directors, and senior staff.

*Environmental Support Center* provides management assistance to local, state, and regional organizations working on environmental issues. Their special emphasis is grassroots environmental groups. They offer a range of programs and services, including assessments, training, small grants, loans, direct (staff) consulting, and referrals. To serve groups throughout the United States, they have developed an in-house database to track a "national network of trainers." They use a detailed Provider Information Sheet, check references rigorously, and ask grantees to submit evaluations when consultants are used. Over time, this information

allows them to assess the strengths of each consultant, information which they use to identify the best referrals to future grantees.

*Technology Works Circuit Riders* travel a “circuit” of nonprofit agencies helping them to better achieve their missions through wiser use of technology. The circuit riders transfer knowledge, provide solutions for specific needs, and build each nonprofit’s interest and ability to adopt new technology tools. Usually, the circuit rider is sponsored by an “umbrella organization” or foundation to provide help to their members or grantees. Technology Works helps the sponsor clarify needs, hire a well-qualified rider for their program, train and equip them, and introduce them to the network of circuit riders. The rider reports directly to the sponsor. Riders are selected for strong technical skill, nonprofit experience, and interpersonal/cultural sensitivity. Their approach is tailored to the needs of the group and then to each individual organization, helping them move through the stages of accepting and using technology. Through their network, circuit riders have access to software, discounts, 24-hour help lines, training courses, and virtual volunteers. Though circuit riding is time-intensive, the “likelihood of achieving more satisfactory results for less overall expenditure is exceptional.”

*Mary Reynolds Babcock Foundation* has been working with more than 100 community-based organizations addressing racism and poverty in the rural Southeast United States for over five years. Staff members provide many expert services directly, such as facilitation of self-assessments, networking, and learning clusters. They discovered resistance to the use of outside professionals due to the strong self-help cultures of their grantees and the difficulty of finding quality consultants. One of their most creative solutions is a trusted “Consultant on Call” using a toll-free number in New York. He builds and maintains close working relationships with the groups through one early, in-depth visit with each organization and participation in their annual gatherings.

*Instituto Tecnológico de Monterrey (El Tech)* in Mexico has partnered with The Nature Conservancy to expand their outstanding business curriculum to include nonprofit management courses. El Tech is the leading business university in Mexico and Latin America, with an extensive network of distance learning centers throughout the region. The Asian counterpart of El Tech, Asian Institute for Management in Manila, is interested in providing better services to the nonprofit sector.

# Getting to Scale

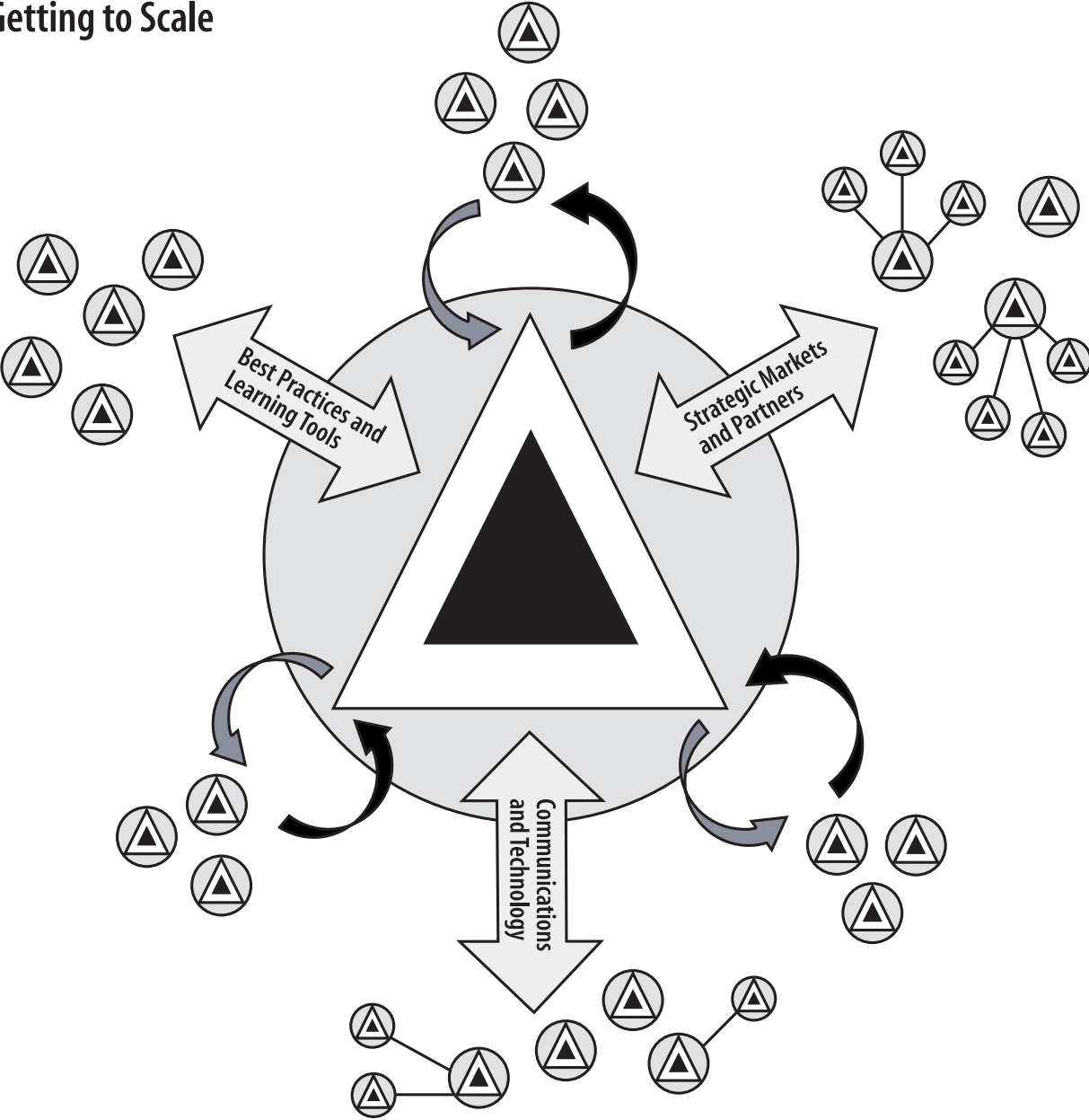


Figure 3. Getting to Scale

The four basic elements—learning leaders, peers, mentors and experts—are represented by the double triangle in a circle. Four successful strategies for “getting to scale” complete the model: targeting strategic markets and partners, documenting best practices and learning tools, using communications and technology, and continuously monitoring and adapting (indicated by the feedback arrows throughout the model). Each enables an organization to influence people and groups they don’t contact directly.

## Getting to Scale

Throughout the nonprofit world, organizations are dealing with the challenge of delivering support and services to an increasing number of people and organizations in multiple locations over large distances (e.g., welfare and education reform in states, national health services, and international environmental issues). Catalytic capacity-building begins with the work of catalytic people—learning leaders throughout the organization, peers, mentors, and experts—committed to learning and sharing with others. Catalytic capacity-building expands further and faster when these people use strategies and tools that spread new ideas rapidly.

In *High Performance Nonprofit Organizations: Managing Upstream for Greater Impact*, the authors studied how businesses and nonprofits “go to scale.” They describe four broad strategies for building organizational capacity that leads to high performance: client-focused quality processes, world-class product development, benchmarking, and investing in human potential. Their book includes helpful examples from both United States and international businesses and nonprofits.

Consistent with their findings, I encountered the following most common strategies for getting to scale:

- targeting strategic “customers” and partners with broad reach or unusual influence
- documenting learning tools and best practices to make them easy to share and use
- reaching out with multimedia communications, including using the World Wide Web to reach and connect people in remote places
- measuring impact continuously to learn and adapt to new contexts

Each of these strategies enables an organization to influence people and groups they don’t contact directly. They are tools to initiate the chain reaction for change. Any one of these can help an organization increase the scale of its impact. Together, they reinforce each other and create powerful synergies. Many organizations start with one (e.g., documenting learning tools) and add others naturally over time (e.g., developing customized materials for targeted influential customers or adapting tools for broad access on the Web).

In the following sections, I describe each of these strategies briefly and summarize the lessons learned in getting to scale. Many organizations profiled earlier used one or more of these strategies. Here, I offer a few additional examples of organizations that are bringing all or most of them together with impressive results.

### Strategic Markets and Partnerships

The very best support service organizations “focus first, expand on excellence.” Their focus includes both a particular target market or audience (e.g., executive directors of social service organizations, all small-to-medium nonprofit organizations in the San Francisco Bay Area) and a core set of services or products (e.g., board development, executive leadership, technology, cross-sector collaborations). By defining their niche clearly, these organizations acquire the depth and breadth of experience necessary to constantly improve the standard and achieve excellence. They actively partner with others who share their mission and have complementary niches.

For capacity-building organizations seeking national or global impact, two market strategies for high leverage were most common.

- *Established Networks and Associations.* Partnerships with groups that serve many others offer instant leverage. Examples include national umbrella groups, large organizations with many chapters, organized state or regional groups, coalitions, and management service organizations.
- *Market Leaders and Early Adopters.* Market leaders dominate their field; their common practices set the standard for a far-reaching network of customers and suppliers. In the nonprofit world, the market leaders are the largest foundations and nonprofit “franchises,” such as the United Way, Red Cross, or Boy Scouts. Early adopters are risk-taking organizations that try new approaches and demonstrate it “can be done” while others wait and watch; they create new best practices and standards for their field but are usually small and have limited direct influence. By working closely with both, a capacity-building organization can bring the newest, cutting-edge ideas to the industry leaders and accelerate change.

In *The Tipping Point*, Malcolm Gladwell describes the “law of the few,” where a very small number of special individuals—connectors, mavens, and salesmen—start “epidemics” of social change. This may be another leverage strategy worth testing.

For many organizations, adopting a high-leverage market strategy represented a shift in their way of doing business: from doing to creating tools for others to use; from “retail” direct consulting to “wholesale” training of trainers and custom services; from mass marketing to long-term relationship building. The best programs continue to provide some direct services to ensure they are responding to current needs in the field.

### **Best Practices and Learning Tools**

The most common first step to getting to scale for most organizations is documenting their practices and developing “learning tools”—guidelines, manuals, articles, videos or other media—to share easily with other interested groups. If demand is high, this leads to publication, translation, and adaptation in other media for broader markets.

The term “best practices” is used loosely in nonprofits to include highly respected practices, innovative practices, widely used and accepted practices, and “stuff that works.” There is no accepted procedure for identifying best practices in the field. Most organizations rely on a combination of literature review, reputation, and consultation with experts in the field (academics, grantmakers, and practitioners) without independent site visits or evaluations. These are used to develop program profiles or case studies that are helpful in matching mentor organizations and designing programs or evaluations. Innonet and Eureka Communities identify and document best practices as part of their core business. Currently, the Environmental Support Center and Innonet are conducting a timely survey of “best practices for working with grassroots organizations.”

In *High Performance Nonprofit Organizations: Managing Upstream for Greater Impact*, the authors highly recommend “benchmarking,” more commonly used by businesses. In benchmarking, an organization identifies a group (inside or outside the organization) “that has achieved better results and conducts a systematic study of the other organization’s achievements, practices, and processes.” This study “includes comparative measurement, active goal-setting, and implementation.” As the authors emphasize, “benchmarking finds appropriate best practices and puts them into action.”

## **Communications and Technology Tools**

Communications and technology play a catalytic role in capacity-building by making knowledge more accessible, both inside and outside an organization. Frequently, getting to scale requires impact and influence on people and groups that your organization does not know and may never contact directly. The Philippine Coastal Resource Management Project illustrated how strategic use of communications and media can play a catalytic role in generating attention and interest for capacity-building services and an important issue. Most nonprofits use communication tools modestly and with less far-reaching effect to market publications and services, build credibility with a key audience, or reinforce the commitment of participants and supporters. With the exception of the Web, the groups I consulted did not highlight strategic communications and media. That may have been an artifact of my questions. If not, it is an important and underutilized strategy for getting to scale.

Of course, the Web offers an enticing opportunity to reach the world, but dot-coms have shown that sustainable success requires a good business plan. The capacity-building community is just beginning to develop internal “knowledge management” systems and powerful Web-based tools for self-directed learning. The best capacity-building Web sites I encountered had annotated resources; simple, searchable databases; interactive surveys; ask the expert; and downloadable documents, links, and other features commonly found on commercial Web sites. (*See Top 10 Web Sites*) Wisely, they are applying tested technology tools to their content.

There is tremendous interest, activity, and difference of opinion on how nonprofits can use the Web and technology without being overwhelmed by its demands. The sector is in a period of chaotic learning. However at 40-plus years of age, I opted to wait and see. Some universities and individuals were recommended as good examples and possible leaders in “distance learning” methods, but time was too short to follow up. These will merit attention in the future.

## **Measuring Impact and Adaptive Management**

Every nonprofit would love to objectively measure their success in achieving their mission. The internal and external rewards would be tremendous. However, measuring outcomes or impact is difficult. As a result, many highly successful (and presumably effective) organizations have gone a long way on intuition and anecdotal feedback. However, getting to scale means working in highly variable conditions and cultures with unfamiliar people. Expanding successful programs under these conditions almost always requires experimentation and adaptation. A constant flow of reliable, relevant information is essential to let you know if you are getting the desired results. Good indicators work like the gauges on the dashboard of a car. As long as they indicate expected results, the program proceeds as planned. If not, usually further information is needed to develop appropriate changes. This built-in ability to adapt rapidly is essential to catalytic capacity-building.

My survey did not focus on the latest developments in the field of evaluation. However, I did ask my contacts how their organizations measured impact. Most organizations used some quantitative measures to track activities, outputs, and customer satisfaction. All wanted to do better at measuring true impact on their mission and those of their customers, partners, or grantees.

For measuring impact, everyone agrees that one size does not fit all. That is why so many programs use self-assessment tools (usually with a facilitator) to tailor measures based in part on what the individual or group is interested in and ready to learn. Then impact is measured in terms of progress in their priority areas.

This often looks like a scorecard, which is developed or co-designed with the participants, based on a shared vision or framework for what makes an organization effective. These frameworks vary widely.

To look more deeply at impact, some organizations have commissioned external evaluations. A few are redesigning their feedback systems to get more continuous and useful information. To date, evaluation has focused primarily on projects or programs. The challenge many groups face is measuring impact at a larger scale, at the strategy or organization level. One promising tool for this job is the “balanced scorecard,” which measures performance from four perspectives—financial, customer, internal business processes, and organizational learning—and gives a picture of current operations as well as future potential.

The Packard Foundation’s OEP Program is actively working on developing practical impact indicators for their strategies. Their approach may help guide others. GEN, GEO, and large foundations are also useful resources for sample evaluations and referrals to consultants with expertise in evaluation.

### Lessons in Getting to Scale

- *Focus and keep it simple* to deliver quality services at scale under highly variable conditions. Adaptation is easier in a simple model. In most situations, 80% of the impact comes from 20% of the effort. Strive to focus on the right 20% in all strategies.
- *Understand your customers and partners (obsessively)*. Even with shared missions, there is no single standard of effectiveness, and judgmental attitudes are common where passion for mission is strong. Provide small steps to big change. Design your services to set an example of respect for everyone without judging “the virtuous and the villainous.”
- *Go slow to go fast*. Developing partnerships and new tools for impact at scale will take more time and energy than you expect, but building that strong foundation will allow you to go fast later. One voice of experience said, “Pay now, or pay MORE later.”
- *Keep some roots in the ground* while scaling up. You still need to work directly with people and organizations in the field to stay in touch with real issues. Use these assignments as a lab to test and learn.
- *Work across sectors*. Engaging business, government, and nonprofits is essential to achieving lasting social change at all scales. It also provides rich opportunities for learning and catalytic capacity-building.
- *Put content before technology*. Technology can provide a big leap if you already have a good product. Interestingly, the process of preparing a good tool for the Web often required making it better—deeper, clearer, more self-contained, dynamic, and interactive.
- *Get the right people on your team*. Recruiting and hiring staff or volunteers is key in a high-leverage strategy. A small staff must have strong skills, deep experience, and a facilitating/empowering style to be powerful capacity-builders.
- *Think about sustainability from the start*. For example, capture “high-end clients” early to support grassroots organizations over time; select partners with the ability to institutionalize successful pilots; keep evaluation aspirations modest.

- *Borrow whenever possible.* Be proactively collaborative in designing and delivering new programs. Use existing information for evaluation whenever possible. Learn from and adapt the work of others to leverage rather than duplicate or recreate.
- *Lead by example; walk the talk.* Be sure you and your organization use the tools you promote and can be a living demonstration of the catalytic capacity-building process.
- *Share stories,* everyone loves them.
- *Only measure what matters.* Pick a few practical and important indicators to focus on, like the gas, oil, and temperature indicators on the dashboard of your car. One expert recommended focusing on one or two indicators only. The best indicators reflect the customer's priorities not the capacity-builder's.
- *Evaluation is a continuous process,* not an event. Measure immediate results and impact over time to learn about "stickiness" or which lessons stay taught. Measure to **learn**, not to report to others.

#### Promising Practices and Potential Partners

*Business for Social Responsibility (BSR)* is committed to being "the preeminent source of timely information on corporate social responsibility issues" to companies of all sizes and sectors. Their effective global strategy focuses on companies that define global markets (e.g., Ford, General Motors, Sony, Cisco, Procter and Gamble, Walmart) and innovative, "early adopter" companies that consistently exceed the standards and make new breakthroughs (e.g., Patagonia, Ben and Jerry's, Aveda). BSR assigns a staff person to develop and maintain a deep relationship with each of these targeted businesses, specifically working to get beyond the individual "champion" who got the company to join. Other businesses join as members, but BSR does not actively market to them or seek to consult to the large "middle" group. Their member companies enjoy access to news services, best practices, peer networks, training, technical assistance, consulting, research, and publications. The *Global Business Responsibility Resource Center* on their Web site ([www.bsr.org](http://www.bsr.org)) provides leadership examples, business practice guidelines, and useful links. In Europe and Latin America, BSR has partnerships with counterpart organizations that focus on social responsibility in their business sectors.

*National Center for Nonprofit Boards* is dedicated to making nonprofits more effective by strengthening their boards of directors. Their outreach strategy followed a "learning curve" typical of many capacity-building organizations. Initially, they provided direct services to organizations, developing programs, tools, and materials that supported that work. They thoughtfully developed new products and services in response to feedback from the boards and executives they served. As their experience deepened and demand grew, they developed self-help publications that could be used by groups or other consultants. Today, they are placing more emphasis on becoming a "wholesaler," reaching large numbers of nonprofits by developing customized products and services for national and international associations or networks (such as the United Way), state associations of nonprofits, regional grantmaker groups, and management support organizations. Internationally, they work with partners in seven countries in Latin America, Eastern Europe, and South Africa, and are pursuing new partnerships in Asia. With CompassPoint, they launched the *Board Café*, a popular Web resource for board members and people who work with boards ([www.compasspoint.org](http://www.compasspoint.org) or [www.ncnb.org](http://www.ncnb.org)).

*Kauffman Center for Entrepreneurial Leadership* focuses on entrepreneurial development at all levels, from elementary students to high-growth business leaders. Started by a small group of committed industry



leaders, the Center partners with entrepreneurial leaders, thinkers, educators, researchers, and established organizations to develop and deliver programs targeted at promising entrepreneurs in different sectors and stages. Their four programs for adults are:

- **Kauffman Fellows**, a two-year fellowship with a carefully matched mentor for the next generation of venture capitalists and leaders of high-growth firms
- **Denali Initiative Fellowship Program**, a promising new partnership with Harvard, Stanford, and a successful nonprofit entrepreneur to train nonprofit executives with the business skills, tools, and capital to be successful social entrepreneurs
- **Kauffman Entrepreneur Internship Program**, which placed more than 2,000 college student interns alongside successful business and social entrepreneurs and helped campuses develop entrepreneurship centers
- **FastTrac**, a business-development program reaching 30,000 participants in 36 states

The Center's Web site ([www.entreworld.org](http://www.entreworld.org)) is a leading online resource for start-up and established entrepreneurs. They are now focusing on work with Native American groups and other communities where the entrepreneurial culture is less established.

*Innovation Network (Innonet)* is committed to helping small- to medium-sized nonprofits be successful by developing and disseminating tools and best practices. Their Web site ([www.innonet.org](http://www.innonet.org)) provides easy-to-use, free, expert tools in project planning and evaluation, including tips, examples, reality checks, and data collection instruments for downloading. They currently provide free expert review of all completed plans and are developing a virtual network of volunteer reviewers to maintain this free service.

Innonet users are primarily grassroots organizations in all fields in the United States. In the first quarter of this year, approximately 23,000 started plans and approximately 9,000 completed them. However, their target market includes nonprofit associations and foundations that can promote and support services with smaller organizations in their networks. The Online Toolbox currently guides a user through producing strategic program plans, evaluation plans, program budgets, grant proposals, and work plans with timelines. They are working on an online technology self-assessment process and partnership with an existing online service to expand available evaluation tools. As evaluation professionals, they have built multiple feedback loops into the Web site and are working on follow-up with a random sample of users to facilitate continuous learning and to help others adapt this mode of technical assistance.

*Wilder Foundation's National Services Program* builds on deep local experience serving the diverse communities of Saint Paul to benefit national and international nonprofits. The Wilder Foundation has an active training and consulting team that serves more than 500 organizations and trains 6,000 to 8,000 nonprofit leaders each year. Outside Saint Paul, they work with established coalitions or groups of organizations with a shared mission. The Wilder Foundation is often sponsored by a corporation, funder, or MSO to work with specific communities, cities, or regions. They typically use a three-level skill-building approach to build capacity in a certain functional area, such as marketing, strategic planning, or collaborations.

1. Publications on the topic for large numbers of nonprofits
2. Training on the topic for executive directors, board members, or community leaders, with local consultants and sometimes funders attending
3. Advanced training for local consultants and trainers, so they can provide follow-up support to the nonprofits in the community long term

The Wilder Foundation also maintains the nationally respected *Wilder Research Center* with the ability to work in 15 languages. Every Wilder project is evaluated, and staff work with the Research Center to integrate a research component whenever possible. Their experience is made available in more than 25 easy-to-follow, practical publications used by organizations worldwide. Titles cover management, planning, fundraising, marketing, collaboration, community building, and violence prevention. All can be ordered on their Web site ([www.wilder.org](http://www.wilder.org)). Initially focused on strengthening nonprofit management, the Wilder Foundation is reaching out to engage business and governments with nonprofits in cross-sectoral collaborations essential to community building.

## Next Steps: The Challenge Revisited

There is no simple answer, no single successful model to replicate in response to my original question:

*How can we fast-track capacity-building for conservation in the Asia Pacific region?*

However, this brief search provided valuable insight into the elements of catalytic capacity-building that can help address this challenge at many scales. Applying these insights offers guidance on how the international conservation community might proceed.

First, no one organization can do this alone. In fact, no one organization can lead this effort. However, each group can “lead from the middle” by

- investing in coordination, cooperation, or collaboration, as appropriate, with international, national, and local groups who share their conservation capacity-building goals
- enlisting local partners to join them as leaders and experts in design and implementation
- developing shared strategies with clear deliverables for each target group of learning leaders, based on demonstrated strengths and capacity

Some recently formed, informal collaborations in the region—such as the Pacific Live Reef Fish Trade Initiative, Western Pacific Working Group, and the Capacity Building Working Group of the Pacific Island Roundtable for Nature Conservation—could test and improve the elements of catalytic capacity-building in their work. The people consulted during my search were all interested in continuing to be part of our peer learning network. Many are open to joint projects, to serve as our coaches, mentors, or consultants if we think that they can help.

Second, we need to build our capacity as effective organizations and “lead by example.” As part of their commitment to organizational effectiveness in their grantees, the Babcock Foundation’s board and staff applied the same tools of self-assessment and learning to themselves with inspiring results. The invigorated board decided to “expand its ranks” to include more people of color, poor, and working-class community members, and representatives from the local activist groups that the foundation funds. The lessons are unmistakably applicable to us all: *to change the world, we may first have to change ourselves.*

Third, we should choose a very short list of potentially powerful catalysts to trial and learn from. Whatever we choose, we should pay special attention to both short-term and long-term feedback and plan for “quick wins” in our design. Following are four possibilities for starting a conservation chain reaction in the Asia Pacific region.

1. *Establish a Conservation Leadership Network* to create a “pipeline” for developing local conservation leaders. This Network could build on leadership development programs and resources available in the region and adapt the best from Eureka Communities, KEMALA, the Philippine Coastal Resource Management Project, and others, depending on the choice of the initial target group and scale (e.g., single island, national, or regional). Possibilities include executive directors of regional, national, or local organizations; conservation area managers; leaders of regional and national conservation networks; traditional leaders; and key government officials.
2. *Disseminate Self-Directed Learning Tools* to empower motivated people and organizations to build their own capacity. These would address the most common, widespread, and high priority needs. The most important tools to develop first are highly adaptable self-assessment tools for different target groups, e.g., nongovernmental organizations, conservation areas, government agencies, and

collaborations. A cadre of local facilitators trained to work with groups to use the assessments would be key. Some good capacity-building tools have already been developed in the Asia Pacific region but are not yet widely available. Others can be adapted from elsewhere. In some cases, new tools for critical conservation skills will need to be created, such as for managing the live reef fish trade or monitoring key species and systems.

3. *Develop Local Experts and Coaches* in the Asia Pacific region to dramatically improve access to professional development support. This could begin with an inventory of active consultants and experienced professionals available in the region with a track record in priority areas. A focus group could review professional development needs and options for local consultants and identify ways to strengthen the accessible expert base. We could also help set up and support coaching pairs, especially to strengthen the leadership and skills of local conservation leaders and consultants. Working with motivated volunteers, we could pilot and evaluate the benefits of facilitating mentor or coaching relationships. Such pairings will probably require better coaching skills and internal incentives for senior staff to make these partnerships a priority. Both the inventory and coaching pilots could adapt systems currently used by management service organizations.
4. *Build National Learning Networks* with the full complement of skills and leadership needed to sustain conservation and capacity-building into the future. We could build upon the successes and experiences of KEMALA in Indonesia and the Coastal Resource Management Project in the Philippines, and work to launch similar national conservation learning networks in one or more other countries.

Finally, catalytic capacity-building should not be separate or distinct from urgent mission work. It can and should be integrated to reinforce that work, helping individuals and organizations deal with the very real challenges they face today while better preparing them for the challenges they have not yet recognized or encountered.

## Epilogue

It is inspiring to know that most of the programs profiled here are only 5 to 10 years old. With a clear focus and the right team, a great deal can be accomplished in a short time.

During this sabbatical, many of my most pressing questions were answered. At the same time, I did not even begin to explore other questions, and still new areas of importance emerged. Six promising areas that merit attention in the future are:

1. Identifying the prerequisites or enabling conditions needed to be sure capacity-building will be catalytic. Agenda-setting to create a sense of urgency and demand for capacity-building services in conservation or any other cause is one prerequisite that should not be underestimated.
2. Looking at the important cultural differences in capacity-building, possibly learning from the experience of large- and medium-sized international nonprofits that build and maintain global networks, such as CARE and the Red Cross.
3. Learning from cross-sector leadership development or other programs that engage participants from government, business, and nonprofits and build the relationships essential to lasting change, such as Rockefeller Foundation's Leadership in Environment and Development (LEAD) Program and American Leadership Forum.
4. Exploring the fast-growing field of social entrepreneurship, beginning with the exciting work at Echoing Green and Denali.
5. Exploring the tremendous potential of technology tools and distance learning, which would benefit from a technology savvy, skilled, and networked explorer.
6. Identifying partners and experts to serve as guides in effective evaluation and impact assessment at different scales.

During my research, I discovered an extraordinary network of experienced, talented, and generous people with a mission to help others be more effective. They are the richest treasures found on my search, and I look forward to continuing to work with many of them.

Most of all, I now look forward to rejoining my colleagues in conservation to compare these findings with their experiences, to incorporate the useful elements of catalytic capacity-building into our work, and most importantly, to share the joys of lifelong learning together.

## Sources

### Top 10 Web Sites

These are the 10 Web sites that I most want to revisit, because they provide very useful tools, have great depth in one or more areas, or always have something new of interest.

1. [www.innonet.org](http://www.innonet.org) Provides an array of Web-based planning tools for strategic programs, budgets, evaluations, and fundraising. In each case, the plan is developed from user replies to a logical series of questions. Completed plans can be submitted for free professional review. The site also converts plans into standard proposal formats and provides links, publications, sample evaluations, bibliographies, and other resources for going deeper.
2. [www.eureka-boston.org](http://www.eureka-boston.org) An engaging site with a Learning Center targeted to executive directors of small nonprofits. Includes witty reviews of the latest literature updated monthly and links to Eureka's national site where the best practices database is coming soon.
3. [www.compasspoint.org](http://www.compasspoint.org) Great site for accessing management support services in the San Francisco Bay Area, including Consultants on Tap, workshop calendar, Board Café, and links to valuable national resources like National Center for Nonprofit Boards, National Alliance for Nonprofit Management, and others.
4. <http://groups.yahoo.com> Takes all the pain out of setting up an electronic discussion group, including your own homepage, listserv, ability to post documents, calendar, chat rooms, links, and more.
5. [www.geofunders.org](http://www.geofunders.org) The place to go for references and resources that grantmakers find most useful in designing, implementing, and evaluating organizational effectiveness programs, including useful unpublished material.
6. [www.bsr.org](http://www.bsr.org) Business for Social Responsibility's Global Business Responsibility Resource Center is a working example of making in-depth information on global best practices widely accessible.
7. [www.wilder.org](http://www.wilder.org) Easy access to the Wilder Foundation's publication series for nonprofits, which includes strategic planning, marketing, and community building. The site provides summaries, reviews, contents, bulk discounts, and ordering info.
8. [www.entreworld.org](http://www.entreworld.org) Contains highly useful resources for start-up and established entrepreneurs, maintained by the Kauffman Center for Entrepreneurial Leadership.
9. [www.zoomerang.com](http://www.zoomerang.com) Allows you to design, conduct, and analyze simple evaluation surveys online; the more professional version with more sophisticated tools and analyses offers unlimited use for \$199 per year.
10. [www.leaderscircles.org](http://www.leaderscircles.org) Everything you need to start and facilitate a leader's circle.

p.s. [www.google.com](http://www.google.com) My favorite search engine for everything else; it provides shorter lists and usually hits the target.

## Top 10 Books

These 10 books stayed with me throughout my search and shaped my thinking significantly. Each was thought provoking, accessible, enjoyable to read, and rich enough to refer to regularly.

1. *Orbiting the Giant Hairball: A Corporate Fool's Guide to Surviving with Grace*  
Gordon MacKenzie, Viking Penguin: New York, 1996.  
An inspiring and entertaining look at nurturing creativity in a large, bureaucratic organization or “giant hairball.” The author is an artist, who had a long career with Hallmark Cards, affectionately known as “the Big Grey Place.” To thrive, even to survive, Hallmark must continually tap into the creativity of its people. Yet the Hallmark culture is strictly business. This book describes how the author discovers and perfects the art of orbiting unnecessary and numbing rules and systems, first as an individual, then as a team leader, and ultimately as the “Creative Paradox” serving the entire organization. This book is like no other you have read, whimsically illustrated and filled with real-world wisdom. It is food for the spirit of anyone who dreamed of what could be done if only the system would allow it.
2. *Built to Last: Successful Habits of Visionary Companies*  
James C. Collins and Jerry I. Porras, Harper Collins: New York: 1997.  
Drawing upon a six-year research project at the Stanford University Graduate School of Business, Collins and Porras studied 18 exceptional and long-lasting companies that have outperformed the general stock market by a factor of 15 since 1926. They studied each company in direct comparison to one of its top competitors. They examined companies from their very beginnings to the present day—as start-ups, as midsize companies, and as large corporations. Filled with hundreds of specific examples, this work is organized into a coherent framework of practical concepts that can be applied by managers at all levels and provides a blueprint for building organizations that will prosper long into the twenty-first century and beyond. (Review from GEO Web site.)
3. *First, Break All the Rules: What the World's Great Managers Do Differently*  
Marcus Buckingham and Curt Coffman, Simon & Schuster: New York, 1999.  
Based on Gallup surveys of more than 80,000 managers and 1,000,000 employees in over 400 companies, Buckingham and Coffman describe how the best managers turn each employee's talents into excellent performance, focusing on their strengths. Their research identified 12 simple questions that distinguish the strongest departments in a company and demonstrate the link between employee opinions and productivity, profit, customer satisfaction and staff turnover. The book includes very practical recommendations for managers at all levels—from small entrepreneurs and front line managers to top executives of Fortune 500 multinational companies.
4. *Leading Change*  
John P. Kotter, Harvard Business School Press: Boston, 1996.  
In his classic 1994 article *Leading Change: Why Transformation Efforts Fail*, Kotter described the eight most common mistakes made by businesses engaged in major change initiatives. To avoid these often fatal errors, he presented an eight-stage change framework to serve as a roadmap. Based on more than 25 years of experience, this book provides examples and hands-on, practical advice on how to avoid the pitfalls and use the framework to achieve greater organizational success. The essential steps start with establishing a sense of urgency and creating a guiding coalition. Since change takes time, there are steps to maintain momentum with constant communication and clear short-term wins. Finally, the change is consciously consolidated in the organization's procedures and culture. The book provides specific guidance and role models for leaders, who must play an active role in leading any significant organizational change.

5. *The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations*  
Peter Senge, Art Kleiner, Charlotte Roberts, Richard Ross, George Roth, and Bryan Smith, Currency/Doubleday: New York, 1999.  
Beginning with *The Fifth Discipline* in 1994, Senge and associates have promoted and advanced the development of learning organizations, where people continually expand their capacity to create the results they truly desire. This latest book builds on 25 years of experience to show how to sustain a learning organization culture and address the forces that frequently stall change initiatives and maintain the status quo. Written for managers and executives at every level, the book provides down-to-earth ways to respond to common, natural obstacles to innovation, such as fear and anxiety, not enough time, assessment and measurement, misunderstandings between “true believers” and nonbelievers, and more. It is presented in a workbook format with exercises, margin notes, and icons to make it easy for readers to find the sections most relevant to their situation.
  
6. *Sustaining Innovation: Creating Nonprofit and Government Organizations that Innovate Naturally*  
Paul C. Light, Jossey-Bass, Inc.: San Francisco, 1998.  
This book shows how nonprofit and government organizations can transform the single, occasional act of innovating into an everyday occurrence by forging a culture of natural innovation. Filled with real success stories and practical lessons learned, this book offers examples of how organizations can take the first step toward greater innovation. It offers advice on how to survive the inevitable mistakes along the way, and tools for keeping the edge once the journey is complete. The author also provides a set of simple suggestions for fitting the lessons to the different management pressures facing the nonprofit sector and government. (Review from GEO Web site.)
  
7. *High Performing Nonprofit Organizations: Managing Upstream for Greater Impact*  
Christine W. Letts, William P. Ryan, and Alan Grossman, John Wiley & Sons, Inc.: New York, 1999.  
For the nonprofit organization trying to move from a successful pilot, project, or program to impact at a large scale, this book offers some practical tools and provocative assessments of the cultural strengths and weaknesses of the nonprofit sector. Based on seminars and case studies, the authors find the challenges of “going to scale” need to be redefined. The nonprofit sector needs to shift from the current focus on “expanding effective programs” to a focus on “building effective organizations that can sustain and improve those programs... eventually replacing them with new approaches...and improve the delivery of a mission.” Studying business and nonprofit practices side-by-side, the case studies illustrate four organizational capacities that lead to high performance: quality processes to meet client needs, product development, benchmarking, and human resource development to attract and develop staff aligned with the mission. In each case, high-performing organizations provide support and systems for learning, adapting, and measuring results.
  
8. *Managers as Mentors: Building Partnerships for Learning.*  
Chip R. Bell, Berrett-Koehler Publishers: San Francisco, 1998.  
Bell promotes mentoring as a true partnership, and he has written an “instruction book on how to do synchronized magic.” The book provides clear and practical guidance about how to facilitate learning through consultation, encouragement, sharing, and trust. Each chapter focuses on a key skill (e.g., establishing rapport, listening, advice and feedback, asking questions, building trust, dialogues) or common situation (e.g., dealing with fear, time limits, power relationships, remote mentoring, and moving on). The book also includes a helpful self-assessment tool for mentors to identify their



strengths and likely blind spots. Using a simple, well-crafted case study, Bell captures the feel and interpersonal drama of mentoring and uses this example to illustrate many of the tacit elements of successful mentoring.

9. *The Tipping Point: How Little Things Can Make a Big Difference*

Malcom Gladwell, Little Brown & Company, 2000.

Gladwell's insights into how change can happen are gleaned from how epidemics behave. He writes, "Ideas and products and messages and behaviors spread just like viruses do." The book jacket is right: this work offers "a road map of change, with a profoundly hopeful message—that one imaginative person applying a well-placed lever can move the world." Lots of inspiration and an easy read! (Review from GEO Website.)

10. *Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*

Stephen R. Covey, Simon & Schuster: New York, 1990.

This classic on principle-centered leadership provides seven personal behaviors or habits that build high-trust, high-performance cultures. The habits apply to both personal and professional relationships, and are used as a foundation for leadership development, team-building, organizational alignment, and many other strategic initiatives. The personal habits are (1) be proactive, (2) begin with the end in mind, and (3) put first things first. Essential interpersonal habits are (4) think win/win, (5) seek first to understand and then to be understood, and (6) synergize. The seventh habit is maintaining balance through self-renewal. Each is described in considerable detail from theory to personal experiences and inspiring examples. While it may go deeper than you wish at times, the message is powerful and has been used by private and public leaders in more than 40 countries over the past 20 years.

## **Programs and People Consulted**

### **Alger Foundation, *Philippines***

Daniel Urquico, Director for Strategic Planning  
Fe R. Arriola, Director for Programs

### **Alliance for Nonprofit Management, *United States***

[www.allianceonline.org](http://www.allianceonline.org)  
Roni Posner, Executive Director

### **ASHOKA, Innovators for the Public, *United States***

[www.ashoka.org](http://www.ashoka.org)  
Jan Visick, Consultant

### **Asian Development Bank, *Philippines***

[www.adb.org](http://www.adb.org)  
Robert Dobias, Senior Environment Specialist  
Gordon Wilkinson, Senior Development Specialist

### **Asian Institute for Management (AIM), *Philippines***

[www.aim.edu.ph](http://www.aim.edu.ph)  
Mario Lopez, Professor of Strategic Planning and Human Resources Development

### **Business for Social Responsibility, *United States***

[www.bsr.org](http://www.bsr.org)  
Bob Dunn, President and Chief Executive Officer

### **Center for Excellence in Nonprofits, *United States***

[www.cen.org](http://www.cen.org)  
Jeanne Toms, Program Director

### **Children and Youth Foundation of the Philippines, *Philippines***

Felicitas Rixhon, Executive Director

### **Client Centered Consulting, *United States***

Barry Grossman, President

### **College of Micronesia, National Campus, *Federated States of Micronesia***

[www.com.fsm.fm/](http://www.com.fsm.fm/)  
Susan Moses, President

### **College of Micronesia, Pohnpei State Campus, *Federated States of Micronesia***

[www.com.fsm.fm/](http://www.com.fsm.fm/)  
Jeffrey Arnold, Assistant Director  
Howard Rice, Chairman of Division of Hospitality and Tourism

**CompassPoint Nonprofit Services, *United States***

[www.compasspoint.org](http://www.compasspoint.org)

Jan Masaoka, Executive Director

Jude Kaye, Senior Staff Consultant

**Conservation Learning Company, *Australia***

Kath Means, President

**Conservation Society of Pohnpei (CSP), *Federated States of Micronesia***

Willie Kostka, Executive Director

Emeliana Musrasrik, Board Chairwoman

**CorCom Corporate Community Investment, *United States***

Shirley Buzzard, Director

**David and Lucile Packard Foundation, Conservation Program, *United States***

[www.packfound.org](http://www.packfound.org)

Jeanne Sedgwick, Director

Mark Valentine, Director of Cross-Cutting Initiatives

Bernd Cordes, Western Pacific Program Officer

Will Hildesley, Program Officer

Wendy Philleo, Associate Program Officer

**David and Lucile Packard Foundation,  
Organizational Effectiveness and Philanthropy Program, *United States***

[www.packfound.org](http://www.packfound.org)

Barbara Kibbe, Director

Rick Green, Program Analyst

Kim Hsieh, Program Officer

Ruth Norris, Program Officer

Jayne Booker-Dies, Program Officer

Marjorie Fujiki, Former Program Officer

Diane McIntyre, Consultant

**Effective Use of Consultants Initiative, *United States***

Jim Thomas, Evaluation Consultant

**Environmental Support Center, *United States***

[www.envsc.org](http://www.envsc.org)

Jim Abernathy, Executive Director

**Eureka Communities, Boston, *United States***

[www.eureka-boston.org](http://www.eureka-boston.org)

Stephen Pratt, Executive Director, Boston

**Eureka Communities, National Office, *United States***

[www.eureka-comm.org](http://www.eureka-comm.org)

Steve Vetter, Executive Director

**Eureka Communities, San Francisco, United States**  
www.eureka-comm.org  
Cynthia Chavez, Executive Director, Oakland

**Ford Foundation, Philippines, www.fordfound.org**  
Gary Hawes, Program Officer

**Foundation for the Philippine Environment, Philippines**  
www.fpe.ph  
Julio Galvez Tan, Executive Director  
Julian Bautista, Finance and Administrative Manager  
Sylvia Mesina, Env'tl Networking Officer

**Gerbode Foundation, United States**  
Tom Layton, Executive Director

**Global Excellence in Management (GEM), United States**  
Jo Mann, Program Director

**Grantmakers for Effective Organizations (GEO), United States**  
www.geofunders.org  
Diane McIntyre, Coordinator

**Haribon Foundation, Philippines**  
www.haribon.org.ph  
Blas Tabaranza, Program Director  
Carmela Socorro Bergado, Administrative Officer  
Marge Lavides, Researcher, Marine Ecosystem Program

**Hawaii Alliance for Community-based Economic Development (HACBED), United States**  
Bob Agres, Executive Director

**Hawaii Community Foundation, United States**  
www.hcf-hawaii.org  
Kelvin Taketa, Executive Director  
Chris Van Bergeijk, Director of Programs  
Piikea Miller, Program Officer

**Hawaii Justice Foundation, United States**  
Peter Adler, Executive Director

**HIVOS, India**  
Jamuna Ramakrishna, Program Officer

**Innovation Network, United States**  
www.innonet.org  
Allison Fine, Executive Director

**Institute for Conservation Leadership**, *United States*  
www.icl.org  
Barbara Rusmore, Senior Program Associate

**Institute for Non-profit Management**, *United States*  
Suzanne Feeney, Director

**Interaction Associates**, *United States*  
[www.interactionassociates.com](http://www.interactionassociates.com) and [www.interactioninstitute.org](http://www.interactioninstitute.org)  
Marty Rosenthal, Senior Associate  
Pat Averett, Regional Manager

**International Center for Living Aquatic Resource Management (ICLARM)**, *Philippines*  
www.cgiar.org/iclarm//  
Sheila Vergara, Senior Research Associate

**International Council on Management of Population Programmes**, *Malaysia*  
www.icomp.org.my  
Jay Satia, Executive Director

**International Marinelife Alliance (IMA)**, *Philippines*  
www.imamarinelife.org  
Vaughan Pratt, President

**Island Consulting**, *Vanuatu*  
Kathy Fry

**Kauffman Foundation**, *United States*  
www.emfk.org and [www.entreworld.org](http://www.entreworld.org)  
Rhonda Holman, Vice President, Director of Public Sector and Entrepreneurship

**KEMALA**, *Indonesia*  
www.bsp-kemala.or.id  
Kath Shurcliff, BSP Kemala Team Leader

**KKP or WWF-PI**, *Philippines*  
www.wwf-phil.org.ph  
Ed Tongson, Director  
Antonio Lazaro, VP for Administration and Development  
Dr. Flor Lacanilao, Science Director

**Leadership Learning Community**, *United States*  
Deborah Meehan, Coordinator

**Malama Hawaii**, *United States*  
www.malamahawaii.org  
Aulani Wilhelm, Coordinator  
Pauline Sato, Coordinator

**Management Center, United States**

[www.tmcenter.org](http://www.tmcenter.org)

Bob Walker, Executive Director

Matthew O'Grady, Associate Director

Emily Hall, Executive Search Manager

**Marine Aquarium Council, United States**

[www.aquariumcouncil.org](http://www.aquariumcouncil.org)

Paul Holthus, Executive Director

**Mary Reynolds Babcock Foundation, United States**

[www.mrbf.org](http://www.mrbf.org)

Sandra Mikush

**Micronesian Seminar, Federated States of Micronesia**

[www.micsem.org](http://www.micsem.org)

Father Fran Hezel, Director

**Monitor Company, United Kingdom**

Angus Parker

**National Center for Nonprofit Boards, United States**

[www.ncnb.org](http://www.ncnb.org)

Judy O'Connor, President and CEO

**The Nature Conservancy, Asia Pacific, United States, Federated States of Micronesia, Palau, Papua New Guinea, New Zealand**

[www.nature.org](http://www.nature.org)

Russell Leiman, Executive Director

Sheldon Cohen, Director, Center for Innovative Conservation Finance

Lori Forman, Director, Japan Program

Carol Fox, Director, Greater China Program

Wep Kanawi, PNG Country Program Manager

Betsy McGean, Director, Conservation Leadership Initiative

Bill Raynor, FSM Program Director

Rod Salm, Director, Coastal Marine

Andrew Smith, Director, Pacific Division Coastal Marine

Scott Smith, Director, Conservation Finance & Policy

Peter Thomas, Director, Pacific Division

**The Nature Conservancy, Mexico**

[www.nature.org](http://www.nature.org)

Stephanie Rust, Training and Institutional Development Director

**The Nature Conservancy, California, *United States***

[www.nature.org](http://www.nature.org)

Henry Little, Director Conservation

Greg Gamble, Director of Operations

Carol Baudler, Director of Government Relations

**New Millenium, *United States***

Henry Izumizaki, Executive Director

**New Zealand Overseas Development & Assistance Program, *New Zealand***

Roger Cornforth, Environment Specialist

**Palau International Coral Reef Center, *Palau***

[www.PICRC.org](http://www.PICRC.org)

Francis Matsutaro, Chief Executive Officer

Stephen Goodall, Project Manager

**Palau Resources Institute, *Palau***

Julita Tellei, Founder

Tina Rehuher, Founder

Maura Gordon, Founder

**Philippine Business for Social Progress, *Philippines***

[www.pbsp.org.ph](http://www.pbsp.org.ph)

Gesala Velasco, Director, Center for Corporate Citizenship

Jazmin Gutierrez, Assistant Director, Training and Consulting Unit

**Philippine Coastal Resource Management Project, *Philippines***

[www.oneocean.org](http://www.oneocean.org)

Catherine Courtney, Chief of Party

Alan White, Deputy Chief of Party

**Pohnpei Agriculture & Trade School (PATs), *Federated States of Micronesia***

Father Greg Muckenhaupt, Director

**Portland State University Institute of Nonprofit Management, *United States***

Suzanne Feeney, Director

**RARE Center for Tropical Conservation, *St. Lucia***

[www.rarecenter.org](http://www.rarecenter.org)

Paul Butler, Director, Conservation Education

**Samoa Marine Protected Area Project, *Samoa***

Sue Miller, Project Manager

**South Pacific Regional Environment Programme (SPREP), Samoa**

[www.sprep.org.ws](http://www.sprep.org.ws)

Tamari Tutangata, Director

Joe Reti, SPBCP Director

Sam Sesega, Action Strategy Coordinator

Audrey Dropsey

**Technology Works, United States**

Trabian Shorters, President

**U.S. Fish & Wildlife Service, United States**

Paul Henson, Director, Pacific Islands Ecoregion

**U.S. Peace Corp, Samoa**

Steve Nagler, Director, Pacific Initiative

**Wilder Foundation, United States**

[www.wilder.org](http://www.wilder.org)

Carol Lukas, Director of National Services

**World Wildlife Fund, South Pacific, Fiji**

[www.wwfpacific.org.fj](http://www.wwfpacific.org.fj)

Peter Hunnam, Former Director

Cedric Schuster

**Yap Institute of Natural Science, Federated States of Micronesia**

Margie Falunruw, Director



## Additional Programs Recommended for Consultation

This is a partial list of programs recommended during interviews. Most were suggested for their strength in one or more areas of capacity-building explored during this sabbatical, ranging from leadership to evaluation. Others were suggested for their links to the Asia Pacific region. Contact information and interview comments are available for some of these programs. Most are based in the United States. A similar list of suggested international programs is provided in Norris and Richards (1997).

- Academy of Leadership, University of Maryland
- Aid to Artisans
- American Society for Association Executives
- American Leadership Forum
- American Management Association
- Annie E. Casey Foundation
- ARNOVA
- Asia Institute of Technology
- Asia Pacific Environmental Network
- Asia Pacific Philanthropy Consortium
- Asian American/Pacific Islanders in Philanthropy
- Asia Pacific American Women's Leadership Institute
- Asian Neighborhood Design
- Aspen Institute
- AVENA
- AVSC
- BEST
- Bridge Group
- Brookings Institution
- CARE
- Center for Community Change
- Center for Creative Leadership
- Chaortic
- Citizen Base
- Coach Federation
- Coach University
- Coaching Institute
- CompuMentor's Tech Soup
- Conference on Asian Pacific American Leadership
- Coro Fellows
- Corporate Coach University
- Council for Excellence in Government
- Denali Fellows
- Drucker Foundation
- Durfee Foundation
- Echoing Green
- Eco-Consult Pacific
- Executive Service Corps
- Fetzer Institute
- FlashBase
- Frameworks
- Ford Foundation
- Foundation for the Peoples of the South Pacific-International
- Fund for International Nonprofit Development
- Golden Gate University
- Green Business Newsletter
- Harvard Initiative for Social Enterprise
- Harvard Strategic Perspectives in Nonprofit Management
- Hellsberg Entrepreneurship Mentoring Program
- Hawaii Agricultural Leadership Program
- Hawaii Community Services Council
- Impact Online
- Institute for Cultural Affairs
- International Working Group for Capacity Building
- Kauffman Fellows
- Kellogg Fellows
- Land Trust Alliance
- Leadership Education for Asian Pacifics
- LISTEN
- McKinsey/Ashoka Partnership
- Mentor Center
- Midwest Center for Non-Profit Management
- Minneapolis Institute for Executive Directors
- National Center for Experiential Learning
- Nonprofit Enterprise and Self-sustainability Team
- National Society for Fundraising Executives
- Npower
- Outward Bound
- Oxfam
- PACT
- PATH
- Peter Block's School for Managing Together
- Pew Civic Entrepreneurs
- Pew Environmental Fellows
- Public Allies
- Regional Community Forestry Training Center (Thailand)
- River Network
- Roberts Foundation

- Rockefeller Foundation, Leaders in Environment and Development
- San Francisco Foundation
- Smithsonian Environmental Leadership Course
- Society on Learning (Peter Senge)
- Southern Rural Development Initiative
- Stanford University's Social Entrepreneurship Program
- Support Services Institute for Women (SIW)
- Strategic Interventions
- TEC
- TechnoServe
- The Nature Conservancy's Conservation Learning Network
- Third Sector New England
- Training Resources for the Environmental Community
- University of Philippines - Los Banos
- University of Phoenix
- University of Rhode Island's Coastal Resource Center
- Whitecap Foundation
- Wilburforce Foundation
- Women's World Banking
- World Conservation Union (IUCN)

## **Selected Readings**

Guidance from the Field

**A Framework for Organizational Development: The Why, What and How of OD Work.** Ann Philbin and Sandra Mikush, Mary Reynolds Babcock Foundation, 2000. Web site: [www.mrbf.org](http://www.mrbf.org)

**Built to Flip.** James C. Collins, *Fast Company*, Boston, March 2000.

**Built to Last: Successful Habits of Visionary Companies.** James C. Collins and Jerry I. Porras, Harper Collins: New York, 1997. (See

**High Performance Organizations: Linking Evaluation & Effectiveness.** Report on the GEN-GEO Conference, Grantmakers Evaluation Network (GEN) and Grantmakers for Effective Organizations (GEO), Kansas City, 2000. Web Sites: [www.hogg.lac.utexas.edu/gen/](http://www.hogg.lac.utexas.edu/gen/) and [www.geofunders.org/](http://www.geofunders.org/)

**In Search of Excellence in Capacity Building: An Overview of Programs in the Asia/Pacific Region and Best Practices Worldwide with Recommendations for Development of TNC's Capacity Building Program.** Ruth Norris and David Richards, Prepared for The Nature Conservancy, Asia Pacific Region, Honolulu, 1997.

**In Search of Excellence: Lessons from America's Best-Run Companies.** Thomas J. Peters and Robert H. Waterman, Jr., Warner Books: New York, 1982.

**Lessons Learned from 15+ Years of Grantmaking to Support the Organizational Effectiveness of Grantees.** Barbara D. Kibbe, The David and Lucile Packard Foundation: Los Altos, CA, 2000.

**Making Non-Profits Work: A Report on the Tides of Nonprofit Management Reform.** Paul C. Light, The Aspen Institute and Brookings Institute: Washington, DC, 2000. Web site: [www.brookings.edu](http://www.brookings.edu)

**Organizational Effectiveness Program Literature Review.** The Lewin Group. Prepared for the David and Lucile Packard Foundation, July 2000.

**Sustaining Innovation: Creating Nonprofit and Government Organizations that Innovate Naturally.** Paul C. Light, Jossey-Bass, Inc.: San Francisco, 1998. Web site: [www.josseybass.com](http://www.josseybass.com)

Catalytic Capacity-Building in Action

**Coastal Resource Management Project in Mid-Stream: On Course to a Threshold of Sustained Coastal Management in the Philippines.** Special Mid-Term Report (1996-1999) Coastal Resource Management Project, Cebu City, Philippines, 2000. E-mail: [courtney@mozcom.com](mailto:courtney@mozcom.com) or [awhite@mozcom.com](mailto:awhite@mozcom.com)

**Evaluation of the Eureka Communities: Third Year Findings.** Susan T. Batten and Peter J. York, Center for Assessment and Policy Development, 1999.

**Integrated Coastal Management in the Philippines: Testing New Paradigms.** Catherine A. Courtney and Alan T. White, *Coastal Management* 28:39-53, 2000. E-mail: [courtney@mozcom.com](mailto:courtney@mozcom.com) or [awhite@mozcom.com](mailto:awhite@mozcom.com)

**KEMALA Implementation Report 7: April to September 1999.** Biodiversity Support Program, USAID, Jakarta, 1999. Web site: [www.bsp-kemala.or.id](http://www.bsp-kemala.or.id)

Learning Leaders

**The Center for Creative Leadership Handbook of Leadership Development.** Cynthia D. McCauley, Russ. S. Moxley and Ellen Van Velsor (eds.), Jossey-Bass Publishers: San Francisco, 1998. Web Site: [www.josseybass.com](http://www.josseybass.com)

**Co-Leaders: The Power of Great Partnerships.** David A. Heenan and Warren Bennis, John Wiley & Sons: New York, 1999. E-mail: [PERMREQ@WILEY.COM](mailto:PERMREQ@WILEY.COM)

**The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations.** Peter Senge, Art Kleiner, Charlotte Roberts, Richard Ross, George Roth, and Bryan Smith. Currency/Doubleday: New York, 1999,

**Harvard Business Review on Leadership.** Harvard Business School Press: Boston, 1998. E-mail: [custserv@hbsp.harvard.edu](mailto:custserv@hbsp.harvard.edu)

**How Leaders Grow Leaders.** John P. Kotter, *Across the Board* 25(3): 38-42, March 1988.

**The Leadership Challenge.** James M. Kouzes and Barry Z. Posner, Jossey-Bass Publishers: San Francisco, 1995. Web Site: [www.josseybass.com](http://www.josseybass.com)

**Leading Change.** John P. Kotter, Harvard Business School Press: Boston, 1996.

**Leadership Development Opportunities and Challenges: A Scan of the Leadership Literature and the Field of Leadership Development.** Deborah Meehan, Prepared for The California Endowment, January 1999.

**Leadership Is an Art.** Max Depree, Dell Publishing: New York, 1989.

**Seven Habits of Highly Effective People: Powerful Lessons in Personal Change.** Stephen R. Covey, Simon & Schuster: New York, 1990.

## Peer Networks

**Learning Circles Project, 15-Month Report.** Margo Bailey, Lynn Cogswell, Allison Fine, Monica Heuer, and Veena Pankaj. Prepared for the Fannie Mae Foundation, July 2000.

## Mentors & Coaches

**Annotated list of articles & books on mentoring in business.** Prepared by Packard Foundation Librarian, Sarah Keenan, April 2000.

**Managers as Mentors: Building Partnerships for Learning.** Chip R. Bell, Berrett-Koehler Publishers: San Francisco, 1998.

**Mentor Functions and Outcomes: A Comparison of Men and Women in Formal and Informal Mentoring Relationships.** Belle R. Ragins and John L. Cotton, *Journal of Applied Psychology* 84(4): 529-550, 1999.

## Accessible Experts

**Consulting with Nonprofits: A Practitioner's Guide.** Carol Lukas, Amherst H. Wilder Foundation: Saint Paul, MN, 1999. Web site: [www.wilder.org](http://www.wilder.org)

**Evaluation Report: The Initiative on Effective Use of Consultants 1998.** Jim Thomas, Prepared for the Organizational Effectiveness Program of The David and Lucile Packard Foundation, Los Altos, CA, January 1999.

**Institute for Nonprofit Consulting (INC).** Barry B. Grossman and Jude Kay, CompassPoint Nonprofit Services: San Francisco, 1999. Web site: [www.compasspoint.org](http://www.compasspoint.org)

**Succeeding with Consultants: Self-Assessment for the Changing Nonprofit.** Barbara Kibbe and Fred Setterberg, The Foundation Center: New York, 1992.

**Voices and Visions: Snapshots of the Southeast Asian Communities in the Twin Cities.** Bicultural Training Partnership, The Saint Paul Foundation: Saint Paul, MN, 1996.

## Getting to Scale

**High Performing Nonprofit Organizations: Managing Upstream for Greater Impact.** Christine W. Letts, William P. Ryan, and Alan Grossman, John Wiley & Sons, Inc.: New York, 1999. Web site: [www.wiley.com](http://www.wiley.com)

**Linking the Balanced Scorecard to Strategy.** Robert S. Kaplan and David P. Norton, *California Management Review* 39(1): 53-79.

**Perspectives on NGO Capacity Building in Mexico.** Renee Lagloire and David Palmer, Prepared for the Organizational Effectiveness and Philanthropy Program of The David and Lucile Packard Foundation, Los Altos, CA, September 1999.

#### Additional Manuals & Training Resources

**Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey.** Michael Winer and Karen Ray, Amherst H. Wilder Foundation: Saint Paul, MN, 1996. Web site: [www.wilder.org](http://www.wilder.org)  
This book provides an insightful introduction to the steps to successful collaboration. This is just one of the Wilder Foundation's training series for nonprofits, which includes strategic planning, marketing and community building.

**Facilitating Change: Skills for Guiding Organizational Transformation.** Interaction Associates, San Francisco, 1999. Web site: [www.interactionassociates.org](http://www.interactionassociates.org)  
Very useful materials used in a well-designed 4-day training workshop to develop a "road map" for an ongoing or planned organizational change process. Interaction Associates is also well known for training in Facilitative Leadership and Essential Facilitation Skills.

**Facilitator's Guide to Participatory Decision-making.** Sam Kaner, New Society Publishers: Gabriola Island, British Columbia, 1996. Web site: [www.newsociety.com](http://www.newsociety.com)  
This book is a training manual and sourcebook for facilitators, managers, and leaders who want to encourage full participation, promote mutual understanding, and help groups build inclusive, sustainable agreements. It presents more than 200 valuable tools and skills and places them in the context of a realistic model of the dynamics of group decision-making. It will also help all facilitators improve their diagnostic judgment and increase their repertoire of methods and skills for supporting groups to make sounder, saner decisions. (Review from GEO Web site.)

**Getting To Yes: Negotiating Agreement without Giving In.** Roger Fisher and William Ury, Penguin Books: New York, 2nd edition, 1991. Web site: [www.penguinputnam.com](http://www.penguinputnam.com)  
This book discusses methods of principled negotiation that can be used whether there is one issue or several, two parties or many, whether there is a prescribed ritual, or an impromptu free-for-all. The method applies whether the other side is more experienced or less, a hard bargainer or a friendly one. Principled negotiation is an all-purpose strategy. Unlike almost all other strategies, if the other side learns this one, it does not become more difficult to use; it becomes easier. This book is a classic on negotiation relevant for all current and hopeful partners and collaborators. In fact this gem of a book is relevant for everyone who gets out of bed in the morning and wants to work with other people on a common goal. (Review from GEO Web site.)

**Grantmaking Basics: A Field Guide for Funders.** Barbara D. Kibbe, Fred Setterberg, and Colburn S. Wilbur, The Council on Foundations, Washington, DC, 1999. Web site: [www.cof.org](http://www.cof.org)  
This book outlines guiding principles and work routines of a funder's life. In a clear, step-by-step approach, this resource provides an explanation of a grantmaker's role, responsibilities, obstacles, and opportunities. Separate chapters are devoted to reviewing grant proposals, conducting site visits, analyzing financial statements, communicating with boards of directors, and cultivating professional skills throughout your career. (Review from GEO Web site.)

**Greater Than the Sum of Their Parts: Designing Conservation and Development Programs to Maximize Results and Learning.** Nick Salafsky and Richard Margoluis, Biodiversity Support Program, Washington, DC. Web Sites: [www.BSPonline.org](http://www.BSPonline.org) and [www.BCNet.org](http://www.BCNet.org)

This is one of a series of excellent publications documenting lessons learned from a portfolio of projects in Asia and the Pacific islands designed to use economic development as an incentive for conservation.

**How to Make Meetings Work.** Michael Doyle and David Straus, Berkeley Publishing Group: Berkeley, CA, 1993.

This book is a classic in meeting design, facilitation, and management. It introduces the Interaction Method of conducting meetings. Tested on more than 10,000 participants, this method is proven to increase productivity by up to 15 percent. Demonstrating how time and people can be better used in meetings, this manual is valuable for any meeting facilitator and participant. (Review from GEO Web site.)

**Resources for Success: A Manual for Conservation Organizations in Latin America and the Caribbean.** Paquita Bath (editor), Latin America and Caribbean Program, The Nature Conservancy, Arlington, VA, 1993.

Written by Latin American partners and Conservancy staff based on their experiences promoting institutional development and financial self-sufficiency in the field.

**Self Assessment for Association Boards: User's Guide and Questionnaire.** National Center for Nonprofit Boards (NCNB), Washington, DC, 2000. Web site: [www.ncnb.org](http://www.ncnb.org)

Very thorough guide on preparing for and conducting a self-assessment, which could be adapted for use with other self-assessment tools. This is just one of NCNB's more than 50 books, videos and other useful publications on working with nonprofit boards.

**Strategic Planning Workbook for Nonprofit Organizations, Revised and Updated.**

Bryan Barry, Amherst H. Wilder Foundation: Saint Paul, MN, 1997. Web site: [www.wilder.org](http://www.wilder.org)

This classic workbook—now completely revised and updated—gives practical guidance through five planning steps. Reproducible worksheets help you develop the plan, involve others in the process, and measure results. Four planning methods show how to tailor the process to fit your organization's individual needs. Also included are: critical ingredients of a sound plan; a new, more detailed sample of one nonprofit's strategic plan; and information on how multiple organizations, coalitions, and communities can use strategic planning. (Review from GEO Web site.)

## Appendices

### Schedule

|                |  |
|----------------|--|
| March 2000     | GEO/GEN Conference in Kansas City  |
| April          | Orientation to Packard Foundation's OEP Program and staff<br>TNC transition  |
| May            | Pacific Islands Conservation Trust Fund meeting in Apia, Samoa<br>Vacation (Samoa and Australia)                                   |
| June-August    | Interviews, reading, and on-line research<br>Packard Foundation visits (two)<br>Training: Learning to Lead Collaboratively in Hilo |
| September      | Philippines and Micronesia trip with Barbara Kibbe   |
| October        | Packard Foundation OEP Program Retreat<br>Training: Facilitating Change in San Francisco   |
| November       | Pacific Island Roundtable for Nature Conservation in<br>Wellington, New Zealand  |
| December       | Draft Sabbatical Report<br>Training: Institute for Nonprofit Consulting in Honolulu  |
| January 2001   | Final Meeting with Packard Foundation team in San Francisco<br>Return to TNC<br>Sabbatical report review by colleagues             |
| February-March | Sabbatical report finalized  |
| April-June     | Final sabbatical report printed and distributed  |



## **Interview Outline**

### **Organization Name**

Personal Interview

Person

Date

### **Introductions**

*Purpose of Meeting: sabbatical with Packard Foundation (OEP/Kibbe)*

- *exploration of outstanding programs in capacity-building and social entrepreneurship*
- *looking for approaches and programs that we might adapt to Asia Pacific*
- *hopefully recruit some partners to join us*
- *here to get a better understanding of program and plans for the future.*

Materials reviewed: list major sources read in preparation for interview

### **Interview: Quick Version**

1. Program Overview
2. Program History
3. Impact
4. Intangibles
5. Delivering Services at Scale/Distance
6. GO DEEPER ON: specific initiatives from materials
7. Suggestions of other outstanding programs

### **Interview: Longer Version**

Two kinds of questions: philosophical/conceptual; nuts and bolts

### *Philosophical*

1. Please take a few minutes to give me an overview of your organization and its history. I always find it very helpful to hear the stories behind how organizations and programs develop. (The sequence of the following questions would depend on what was covered in their “story”)
2. What do you think are the secret ingredients to your success? The tacit or “intangible” aspects that are essential to its effectiveness?
3. Which services do your members/clients use most? Which do you think have greatest impact?
4. How do you think your approach would work with
  - Conservation groups
  - Developing countries, especially Asia/Pacific
  - Government agencies
  - new, emerging organizations (and hence leaders)

5. How do you measure impact?
6. How do you identify best practices?
7. Are you interested in collaborating with groups wanting to adopt/adapt your programs? How?

If appropriate, ask for:

- GREAT STORIES or examples from the field:
- FLAGS to be aware of when adapting their approach
- GO DEEPER ON: questions on specific initiatives from materials reviewed

#### *Nuts and Bolts*

8. Helpful materials, copies available?
  - Assessment tools (individual and organization)
  - List specifics for this organization
9. Other capacity-building programs that you think are extremely effective (in their area of focus) that I should know about?
10. Any questions I can answer for you?

## Sabbatical Overview

27 June 2000

Dear Friends:

Thanks again for all your time and thoughtful conversations. I'll be back in the office on Thursday and then off to Hawaii, returning on August 7-15.

I have learned so much in my chats with each of you that I thought it might be helpful to give you an idea of my goals for this sabbatical and a list of the topics that I am diving into.

*I took this sabbatical to help me answer one of the big questions facing TNC:*

**How can we fast track capacity-building for conservation in Asia and the Pacific Islands?**

My learning goals are to:

- learn about effective tools, approaches and organizations in capacity-building and social entrepreneurship
- strengthen my personal leadership and management skills (with a special interest in facilitation and strategic planning)
- expand TNC's network in the field

If I am successful, I should have some of the missing pieces needed to outline a conceptual strategy for addressing the capacity and scale issues in the Asia/Pacific (that we can trial and adapt/improve upon my return to TNC).

My areas of great interest are:

- Leadership: how to find it, how to nurture it
- Mentoring/Coaching: how to make good matches, coach training for "doers"
- (Note: effective intern/counterpart programs would be included)
- Peer Learning Networks: what works, how to build them
- Management Support Services: increasing the pool of experts cost-effectively
- Best Practices: how to identify and share them
- Quality Referral Service (e.g. for consultants, programs): is it possible?
- Distance Learning: including technology tools
- Organizations with similar geographic and capacity challenges and how they have addressed them (e.g., CARE)
- Social Entrepreneurship: introduction to major concepts, approaches and players; Conservation Capacity Builder: who is doing good work in this field

That should keep me busy. I am interested in programs and people that you think are outstanding in the US or internationally, in conservation or other fields.

As we work together over this year, I really welcome your suggestions for readings, grants, organizations or people that you think will offer ideas or insights in these areas. I'm also very happy to join you for meetings (by phone or in person when I am here). If my exploration can help you in your work, please let me know so we can look at ways to work together.

Thanks for all you've done already. This is loads of fun for me, and I am looking forward to learning and sharing with all of you.

With aloha,  
Audrey