

The Peter F. Drucker and Masatoshi Ito Graduate School of Management
Claremont Graduate University

Summer 2008 Module I—Seven Thursday Sessions 4:00 – 6:50 p.m.

**MGT 353 - The Nonprofit Leader:
21st Century Challenges and Opportunities**

SYLLABUS

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NOTE: Pre-course Requirement—one-page perspective of a nonprofit issue/challenge, **submitted electronically to Professor Orr by May 19**—see course requirements. Readings also required for first session.

Course Summary:

While the evolution of the social/nonprofit sector has been steady since its beginnings early in the formation of our country's democratic society, the most significant and challenging growth occurred in the latter part of the 20th century. As society moves into the early part of the 21st century, massive social change continues to present leaders with opportunities to innovate, lead, and to shape a new way of building and strengthening the quality of our society through this sector.

The focus of this course will be on nonprofit leaders. When a "leader" of a nonprofit organization is referenced, often an image of the organization's CEO or executive director first comes to mind. But leadership in nonprofit organizations can take many forms. Supervisory staffs of many nonprofits do much of the day-to-day leading. Boards play a critical strategic and governance leadership role; there are often multiple layers of volunteers—many of whom serve in key leadership roles in other organizations.

This course will explore the key areas of challenge and opportunity for nonprofit leaders and examine leadership theories, models and methods considered applicable for improving the effectiveness of organizations in the social sector. The course can be useful for those currently in professional or board/volunteer roles as well as for those considering involvement in the social sector as a nonprofit leader—either as a volunteer or in a professional position.

Teaching Goals and Approach:

The objective of this course is to provide an overview of key areas of challenge and opportunity for nonprofit leaders, to consider concepts related to how nonprofit organizations work, and to address leadership roles and competency areas to be developed and strengthened by those in leadership in nonprofit organizations. This course is not a “how-to” training session, but rather a graduate-level course that integrates societal trends and leadership theory with practice. Assigned readings, class presentations and discussions are designed to stimulate thinking and to point out current and new demands, directions and ideas for leading that are well grounded in theory, research and practice.

Philosophical bases, applicable historical contexts, leadership and management theory, as well as best practices will be provided, primarily through mini-lectures, readings, case studies, and the involvement of guest experts.

Guest expert speakers may be invited to participate in a particular session in a loosely structured dialogue between the professor, the guests and the class. The fifth session will feature a representative group of highly successful nonprofit leaders in an open dialogue with students about leadership challenges and best practices/innovations in the social sector.

Case studies will be utilized to expand students’ application of leadership models and their understanding of issues faced by nonprofit leaders through the use of study questions and team problem solving methods.

The class meets on Thursday afternoons beginning May 22, 2008, each week for just under three hours, from 4:00 – 6:50 p.m. for seven sessions. Each class contains a mini-lecture with a class dialogue framed by study questions based upon each week’s reading. A variety of interactive learning methods will be utilized, including guest speakers and possibly an off-site agency visit.

Learning Objectives:

At the completion of the course, students will—

- Understand key challenges and trends impacting nonprofit organizations and their leadership as the 21st century unfolds.
- Expand their understanding of the various roles the nonprofit leader is responsible and held accountable for—leader, follower, collaborator, strategist, communicator/marketer, developer and manager of resources and an evaluator of programs.

- Be exposed to 'best practices' in the nonprofit sector.
- Be familiar with the basic principles of managing people in the nonprofit sector: motivation of volunteers, working with boards/trustees, motivating and developing staff, and development of effective and ethical staff/board relationships.
- Be familiar with basic literature in the field, and with resources for obtaining further information/learning.
- Experience different approaches to learning.

Readings:

Required Text

Collins, Jim, *Good to Great and the Social Sectors: A Monograph*, (Boulder: Jim Collins), 2005.

Orr, Sarah Smith, and Ronald Riggio, Eds., *Improving Leadership in Nonprofit Organizations*, (San Francisco: Jossey-Bass Inc.), 2003.

Required Readings

Required readings are listed within each session segment and a copy of each reading requirement included in the tab area for each session.

Also articles are assigned to augment the required text readings and are listed, and copies provided, in the syllabus within the session tabs for each class.

Recommended Optional Readings:

Texts

Austin, James E., *The Collaboration Challenge: How Nonprofits and Businesses Succeed Through Strategic Alliances*, (San Francisco: Jossey-Bass Inc.), 2000.

Hesselbein, Frances, Marshall Goldsmith and Iain Somerville, Eds., *Leading Beyond the Walls*, (San Francisco: Jossey-Bass Inc.), 1999.

Hesselbein, Frances, Marshall Goldsmith, Richard Beckhard and Richard F. Schubert, Eds., *The Community of the Future*, (San Francisco: Jossey-Bass Inc.), 1998.

Hesselbein, Frances, Marshall Goldsmith and Richard Beckhard, Eds., *The Leaders of the Future*, (San Francisco: Jossey-Bass Inc.), 1996.

Nanus, Burt, and Stephen M. Dobbs, *Leaders Who Make a Difference*, (San Francisco: Jossey-Bass Inc.), 1999.

Salamon, Lester M. Ed., *The State of Nonprofit America*, (Washington, D.C.: Brookings Institution Press (2002)

Articles

Bowen, William G., "When a Business Leader Joins a Nonprofit Board," *HBR*, (September-October 1994).

McFarlan, F. Warren, "Working on Nonprofit Boards: Don't Assume the Shoe Fits," *HBR* (November-December, 1999).

Nelson, Stephen, J., "What Can Managers Learn from Nonprofits?" *Harvard Management Update* (December, 1999).

Porter, Michael E., and Mark R. Kramer, "Philanthropy's New Agenda: Creating Value," *HBR* (November-December 1999).

Assignments:

Pre-course Work—an electronically transmitted memorandum will be sent to each registered student requesting a **one-page response with your name as a header**, to the professor containing the following information: **the student's experience in or with a nonprofit organization—one they know best; their role with/in the organization; a brief profile of the organization and, from the student's perspective, a list of the nonprofit's leadership challenges—internal and external. Or if the student doesn't have an experience of that nature, select an issue related to nonprofit governance/work that has appeared in the news within the past year and write your perspective on that issue.** *This is due prior to the first class session; submit electronically by May 19. Please put the words "Pre-Course Work" in the subject line.*

Weekly Assignments—you will be expected to complete the week's reading assignments before class. A set of study questions, related to the assigned readings, will be provided prior to each class session, which you should be prepared to discuss in class. **Note: There are readings for the first session.**

Final Paper—you will prepare a research paper, with a minimum of 10 pages, selecting a topic of choice and one approved by the professor. The specific topic area you wish to research must be determined and communicated to the professor, electronically, by the end of Session Two, May 29. You are asked to electronically submit, by the beginning of the third session on June 5, a one-paragraph summary of your research paper topic area. All submissions must be made electronically to the professor.

The final paper is to be submitted electronically to the professor and may be submitted at any point for review and comment during the course, ***but the final paper submitted for grade must be received by the end of the day July 17, 2008.***

Course Requirements and Performance Evaluation:

All members of the class are expected to study each of the assigned readings and be prepared to participate in class dialogue focused around the study questions posed for each class session. Your preparation for and attendance in class are critically important. In addition, you will be asked to complete the assignments listed above.

Performance will be evaluated based on the following composite criteria:

	<u>Grading Weight</u>
• Pre-course Assignment	10%
• Class Participation, Case Study and Study Question Dialogue and the Best Practices Session conduct and summary	40%
• Final Research Paper	50%

Grading/scoring rubrics for class participation and the final research performance areas are presented as an addendum to this syllabus.

Contact Information

As your Professor, I will be happy to discuss the course, your progress, or any other issues of concern to you on an individual basis. Appointments can be made through communication by E-mail to sarah.orr@cgu.edu or by telephone, 818.516.2011.

Course Schedule—By Session/Date:

The schedule for the course follows with each session/date providing detailed information about the session, assignments, required readings/case work and a set of related study questions.

Session One, May 22, 2008—The first session will be an introduction to the course and will include:

- A review of the course syllabus and expectations for the course.
- Distribution of non-text readings, if any, for subsequent sessions not included in the pre-course package of text/materials.
- Assigned readings dialogue, within the study question framework, with a focus on gaining a better understanding of nonprofit organizations and the challenges/opportunities faced in the 21st century.
- View and dialogue related to *The New Heroes*, a PBS special focused on the Social Entrepreneur
- Brief review of Session Two focus, study questions, and final research paper topic requirement.

Class Assignment: Pre-course profile of nonprofit experience/challenges to be electronically transmitted in advance of class to Professor Orr. Also, you will be expected to complete the week's reading before this first class. Study questions related to the assigned readings will be transmitted to you prior to the first class.

Session One Required Readings—Text plus duplicated readings placed behind Session Tab 1:

The Non-Profit Sector: A Research Handbook, 2nd Edition, (Powell & Steinberg 2006), Chapter 2. 63 pages.

The Nature of the Nonprofit Sector (Ott, 2001), Chapters 1 & 2. 30 pages.

Managing a Nonprofit Organization in the Twenty-First Century (Wolf, 1999), Chapter 1, 24 pages.

The Essential Drucker (Drucker, 2001), Chapter 25, 8 pages.

Improving Leadership in Nonprofit Organizations (Riggio & Orr, 2003), Chapter 1, pages 3-9.

Session Two, May 29, 2008—The second session will focus on the social sector leadership challenges and opportunities in the 21st century and will include a dialogue involving leadership theories and applications.

Class Assignment: *Topic selection for final research paper confirmed, in writing, with Professor Orr by the end of class Session Two.* You will be expected to complete the week's reading before class. The study questions related to the assigned readings will be distributed at the conclusion of Session One. You should be prepared to discuss during the second class.

Session Two Required Readings—Texts plus readings duplicated and placed behind Session Tab 2:

Good to Great and the Social Sectors: A Monograph (Collins, 2005), entire Monograph, pages 1-36.

Improving Leadership in Nonprofit Organizations (Riggio & Orr, 2003), Chapter 5, "Transformational Leadership in Nonprofit Organizations," pages 49-61, 12 pages.

Leadership in Nonprofit Organizations (Dym & Hutson, 2005), Chapter 1, Introduction pages 1-14.

Managing the Nonprofit Organization (Drucker, 1990), Part One: Chapters 1 and 2, pages 3-27, 24 pages.

Hesselbein on Leadership (Hesselbein, 2002), Part II, Leading the Organization of the Future. pages 47-91, 44 pages.

How to Change the World: Social Entrepreneurs and the Power of New Ideas (Bornstein, 2004), Chapters 1 & 2, pages 1-19.

Session Three, June 5, 2008—The session will begin the course focus on the leadership challenge of strategically positioning the organization through focus on mission, managing the board and executive/staff relationships.

Class Assignment: *Submit a one-paragraph summary of topic chosen for final research paper.* Also, you will be expected to complete the week's required readings before class. The study questions related to the readings will be distributed at the end of class Session Two.

Session Three Required Readings—Text plus readings duplicated and placed behind Tab 3:

Improving Leadership in Nonprofit Organizations (Riggio & Orr, 2003), Chapters 8-10, pages 102-147, 45 pages.

Managing the Nonprofit Organization (Drucker, 2001), Part Two: Chapters 1 and 2, pages 53-71, 18 pages.

"Trust, Authenticity, and Community: Our Vital Assets," *The Nonprofit Quarterly* (Winter, 2006), 3 pages.

"Tough Love for Board Members," *For Boards 2.0* (March 2007), 3 pages.

The Director had a Heart Attack and the President Resigned: Board-Staff Relations for the 21st Century (Bubis, Ed.1999), Toward a Contingency Model of Board-Executive Relations (Kramer). pages 133-150, 17 pages.

"Marching to a Different Mission," A Case Study, *Stanford Social Innovation Review*, Spring 2008, pages 60-65.

**Guest Speaker— Mitch (John M.) Dorger, Chief Executive Officer
Pasadena Tournament of Roses**

Session Four, June 12, 2008—The session will focus on developing and managing your human resources and creating organizational frameworks designed to respond to accountability demands and change.

Class Assignment: You will be expected to complete the week's required readings before class. The study questions related to the readings will be distributed at the end of class Session Three. The study questions listed below relate to the case study.

Session Four Required Readings—Text plus readings duplicated and placed behind Tab 4:

Managing the Nonprofit Organization (Drucker, 2001), Part Four (all chapters), pages 145-185, 40 pages.

The Jossey-Bass Handbook of Nonprofit Leadership & Management, 2nd Edition (Herman & Associates, 2005), Chapter 6, Board Leadership and Development (Axelrod), pages 131-152 and Chapter 22 Keeping the Community Involved (McCurley), pages 587-622, 56 pages total.

Leveraging the New Human Capital (Burud & Tumolo, 2004), Chapter 5, Choosing to Invest in People, pages 79-91, 12 pages.

"The Nonprofit Sector's Leadership Deficit," *The Bridgespan Group* (March 2007), **EXECUTIVE SUMMARY ONLY REQUIRED READING 4 pages;** REMAINDER FOR YOUR REFERENCE.

Case Study: Seattle Day Nursery—Filling the Needs of Children at Risk (3 parts).

Case Study Questions:

1. What do you think about the leadership style of Executive Director Pat Gogerty—his style of operating and his strategy relative to the agency's culture and mission?
2. What are some of the risks and opportunities he is facing—with his staff, his board and with the state (a key stakeholder)?
3. What about the mission? What are the ethical issues to be considered?
4. What has contributed to getting him into his conflict with the state?
5. The big question: What should he do? What should he learn from this?

Session Five, June 19, 2008—The session focus will be on issues and opportunities related to the "business of giving," and of developing your organization's resources and utilizing evaluation processes and procedures. **Guest Speaker Cathy Clement, Director of Philanthropy, Five Acres.**

Class Assignment: You will be expected to complete the week's required readings before class. The study questions we will be working with in class will be distributed at the conclusion of Session Four.

Session Six Pre-Class Assignment: Prepare a summary, of no more than two double-spaced pages (with your name in the heading of each page) of key insights gained from learning to date. Specifically, what are the key challenges and trends impacting nonprofit organizations and their leadership as the 21st century unfolds? What have you learned about the various leadership roles of those in the nonprofit sector? Also, is there an area of interest or an area where additional information is needed prior to the conclusion of class? Please explain. The professor will provide time during the last session to cover areas of interest or where additional information is needed. **Please submit the summary electronically to the professor Monday June 23, 5:00 p.m.**

Session Five Required Readings—Text plus readings duplicated and placed behind tab 5:

Improving Leadership in Nonprofit Organizations (Riggio & Orr, 2003), Chapter 14, pages 207-218 and Chapter 11, pages 151-162, 22 pages.

Securing your Organization's Future (Seltzer, 2001), Chapter 6, The Many Sources of Funding and Support, pages 143-151, 8 pages.

Strategic Giving: The Art and Science of Philanthropy (Frumkin, 2006), Chapter 8, Giving Styles, pages 253-292, 39 pages.

"Capitalizing on Convergence," *Stanford Social Innovation Review*, (Winter 2007), pages 24-31, 8 pages.

The Jossey-Bass Handbook of nonprofit Leadership & Management, 2nd Edition, (Herman & Associates, 2005), Chapter 14, Evaluating the Effectiveness of Nonprofit Organizations (Murray), pages 345-370, 35 pages.

"The Networked Nonprofit," *Stanford Social Innovation Review*, Spring 2008, pages 38-43.

Best Practices Teams: The Best Practices interview teams will be assigned at the conclusion of Session Five. All information regarding the Best Practices session will be distributed at that time.

Session Six, June 26—This session may be off campus—it will be determined at the first session how we can proceed and the focus of our special guests based upon student interests. The session will be an interactive team dialogue with successful nonprofit leaders related to Best Practices/Innovations in the Social Sector. Dialogue teams will be formed in advance of the session with each team provided a set of questions that they will be responsible for handling as they lead the dialogue with their assigned Best Practices guests. Following the team dialogue activities, each team will report back to the entire class their key learning points.

Since we will have special guests at this session, please dress in more business-like dress. *Also, light refreshments will be served during the session.*

Session Six Pre-Class Assignment: Prepare a summary, of no more than two double-spaced pages (with your name in the heading of each page) of key insights gained from learning to date. Specifically, what are the key challenges and trends impacting nonprofit organizations and their leadership as the 21st century unfolds? What have you learned about the various leadership roles of nonprofit leaders?

Also, is there an area of interest or an area where additional information is needed prior to the conclusion of class? Please explain.

The professor will provide time during the last session to cover areas of interest or where additional information is needed. **Please submit the summary electronically to the professor Monday June 23, 5:00 p.m.**

No reading assignments—only research on the organizations represented by our Best Practices leaders.

The interview team assignments will be made at the end of Session Five. Each team will be expected to prepare, in advance, for the professional conduct of their team's interview. It would be wise to do some Internet information gathering on the assigned agency prior to the session. Please remember to dress appropriately for your work with the Best Practices leaders. Each team will submit a report following the class session to share with the entire class. The report will be due prior to Session Seven and is considered part of the Class Participation Grade.

Work on final research paper.

Session Seven, July 3 or 10, TBD

Session Seven Assignment: This is the last session of the course. It will serve as:

- A recap of the Best Practices session—identifying what was learned from the leaders involved.
- A summary session for the course and an opportunity to cover information either not covered or areas where questions still exist.
- A summary discussion about nonprofit leadership challenges and opportunities.
- A dialogue about the leadership of oneself.

Session Seven Required Reading—Text and readings duplicated and placed behind tab 7:

Improving Leadership in Nonprofit Organizations (Riggio & Orr, 2003), Conclusion, pages 267-277, 10 pages.

The Forces for Good: The Six Practices of High-Impact Nonprofits (Crutchfield & Grant, 2008), Chapter 1, Forces for Good, pages 11 to 29, 18 pages.

The Essential Drucker (Drucker, 2001), Chapter 4, What the Nonprofits are Teaching Business, pages 39-50, 11 pages.

Final Papers Due:

Final papers may be submitted to the professor, electronically, at any point during the course for review and comment, but the final paper submitted for grade must be received, electronically, by the end of the day July 17, 2008, (yes, 11:59 p.m. is acceptable).

ADDENDUM

SCORING/GRADING RUBRICS (2 PAGES)

WEB RESOURCE LIST (2 PAGES)

The Nonprofit Leader: 21st Century Challenges and Opportunities

Scoring Rubric for Class Participation*

Level of Achievement	General Presentation
Superior (10 pts.)	<ul style="list-style-type: none">• Student comes to class prepared.• Contributes to the discussion without trying to dominate.• Makes thoughtful contributions.• Shows interest and respect for others' views.• Participates actively and effectively in small groups.
Competent (8 pts)	<ul style="list-style-type: none">• Student comes to class prepared.• Makes thoughtful comments when called upon.• Contributes occasionally without prompting.• Shows interest in and respect for others' views.• Participates actively in small groups.• This score also might be given to a student who actively participates, but whose contributions are less developed or cogent than a student who receives a 10.
Adequate (6 pts)	<ul style="list-style-type: none">• Student participates in discussion, comes prepared but does not voluntarily contribute to the discussion and gives only minimal answers when called upon.• Student shows interest in the discussion and listens attentively.• If the student is very shy, the instructor may assign an 8 if the student shows progress in the large group or participates fully in small group discussions.
Inadequate (4 pts)	<ul style="list-style-type: none">• Student comes somewhat prepared, participates in discussion but in a problematic way.• The student may talk too much, make rambling or tangential contributions, interrupt others, or bluff when unprepared.
Unacceptable (0 pts)	<ul style="list-style-type: none">• Student is disruptive, hostile or rude, undermining class discussion.

*Note: Scores may be reduced if students are frequently tardy or absent.

The Nonprofit Leader: 21st Century Challenges and Opportunities

Scoring Rubric for *Final Research Paper*

Level of Achievement	General Presentation	Reasoning, Argumentation
Superior (10 pts.)	<ul style="list-style-type: none"> • A perceptive, intelligent paper, reflecting a sophisticated analytical response to all parts of the research/writing assignment. • Well-written, organized and detailed. • Uses complex and varied sentence structure and effective diction (no errors). 	<ul style="list-style-type: none"> • Demonstrates an accurate and complete understanding of the subject area. • Uses several arguments and backs arguments with examples, data that support the conclusion and recommendations, and are presented in logical order.
Competent (8 pts)	<ul style="list-style-type: none"> • Combination of above traits, but less consistently represented (1-2 errors). • Same as above but less thorough. Clearly organized and developed. • Skillful in sentence construction, variety and word choice. 	<ul style="list-style-type: none"> • Uses only one argument and example that supports conclusion and recommendations.
Adequate (6 pts)	<ul style="list-style-type: none"> • An adequate analysis of the research/writing assignment. • Reasonably developed and focused. • Uses adequate style and grammar—may have minor weaknesses, but uses appropriate sentence structure and diction (more than 2 errors). 	<ul style="list-style-type: none"> • Demonstrates minimal understanding of the subject area, still accurate. • Uses a small subset of possible ideas for support of the conclusion.
Inadequate (4 pts)	<ul style="list-style-type: none"> • An inadequate analysis of the research/writing assignment. • States no relevant arguments. • Is not clearly or logically organized. • Fails to use acceptable style and grammar. 	<ul style="list-style-type: none"> • Demonstration of understanding of the subject area is inadequate. • Does not provide evidence to support response to the issue/conclusion.
Incompetent (2 pts or less)	<ul style="list-style-type: none"> • A minimal analysis of the research/writing assignment. • Lacks focus, direction, coherence, or completion. 	<ul style="list-style-type: none"> • Shows little understanding of the challenge or issue. • Fails to express even the most basic ideas comprehensibly.

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Web Resource List

Chronicle of Philanthropy

This is an excellent weekly/biweekly (depending up the time of year) resource for those interested in the up-to-date news about nonprofit organizations, leadership, issues and resources, such as jobs. I have subscribed to it for many years and am providing you temporary access using a user name and password provided me. The access information is as follows:

General Access: <http://philanthropy.com>

For all the grants, go to <http://philanthropy.com/grants>

For all jobs, go to <http://philanthropy.com/jobs>

For links to articles and many more on other topics, go to
<http://philanthropy.com/free/update/update.htm>

You may use my user name (ssoclass) and password (summer2008). If you have any difficulties with the above, please let me know. You will find up-to-date information for your research as well as general information that may be of interest to you. An annual subscription to the Chronicle in print form (and that provides access to the online form) is \$69.50. I will have a copy in class if you'd like to review it.

The Drucker Institute

The Drucker Institute provides access, through the Drucker Archives, to a wealth of digitized Drucker writings and reflections, with a fair amount of information on the nonprofit/social sector. The website address is: <http://www.druckerinstitute.com/>. If you have questions, go through Zachary First at zachary.first@cgu.edu.

Independent Sector Website

The Independent Sector mission is: to promote, strengthen, and advance the nonprofit and philanthropic community to foster private initiative for the public good.

The general website access is: <http://www.independentsector.org>. IS is primarily made up of nonprofits and foundations. To join you must have a nonprofit or foundation affiliation and the membership fee is based upon a percentage of budget—see website for details. But the general site has access to reports and other “public domain” information that can be useful for the nonprofit leader, even if not a member, such as the standards for ethical leadership. In fact, they have available, standards from many organizations that have been created specifically for the organization or a function within the organization.

Leader-to-Leader Institute Website

The mission of the Leader-to-Leader Institute is “to strengthen the leadership of the social sector.” Frances Hesselbein is the Chairman of the board of this organization. The Leader to Leader Institute (formerly the Drucker Foundation) has a website which is: <http://www.leadertoleader.org/>.

This website gives you access to many of the articles featured in the quarterly publication as well as information about a variety of interest areas, such as collaboration, innovation, etc. The site also provides reviews on recently published books.

Nonprofit Online News

Nonprofit Online News is a service of The Gilbert Center. The opinions and observations are those of Michael Gilbert and the authors. You will find the topics of varying interest—I have found some of value and others not of interest to me. The website is <http://news.gilbert.org/> for general access with a variety of other addresses for reports and articles. Once at the general news site, you can register, with your email address, to receive a weekly newsletter.

Stanford Social Innovation Review

This is a relatively new entry into the nonprofit news market. The Stanford Graduate School of Business publishes it. The website is: www.ssireview.com and one can download some articles or papers from the site without subscribing. I do have a subscription so if a student finds an article that they would like to download, please request it through an email to: sarah.orr@cgu.edu.

Board Source: Building Effective Nonprofit Boards

This is a primary resource for practical information, tools and best practices, training, and leadership development for board members-- It is an excellent source to answer all possible questions one might have regarding board structure, board performance, board organization, etc.

www.boardsource.org

There are many more sites, such as the Aspen Institute, that provide research reports on various aspects of nonprofit operations. Additional Resources: Leadership Resources—Leadership for a Changing World—has archived talks with nonprofit leaders of innovative programming, <http://leadershipforchange.org/talks/archive>. Another, Nonprofit Research at www.nptimes.com/ —a great resource for a wide variety of issues.