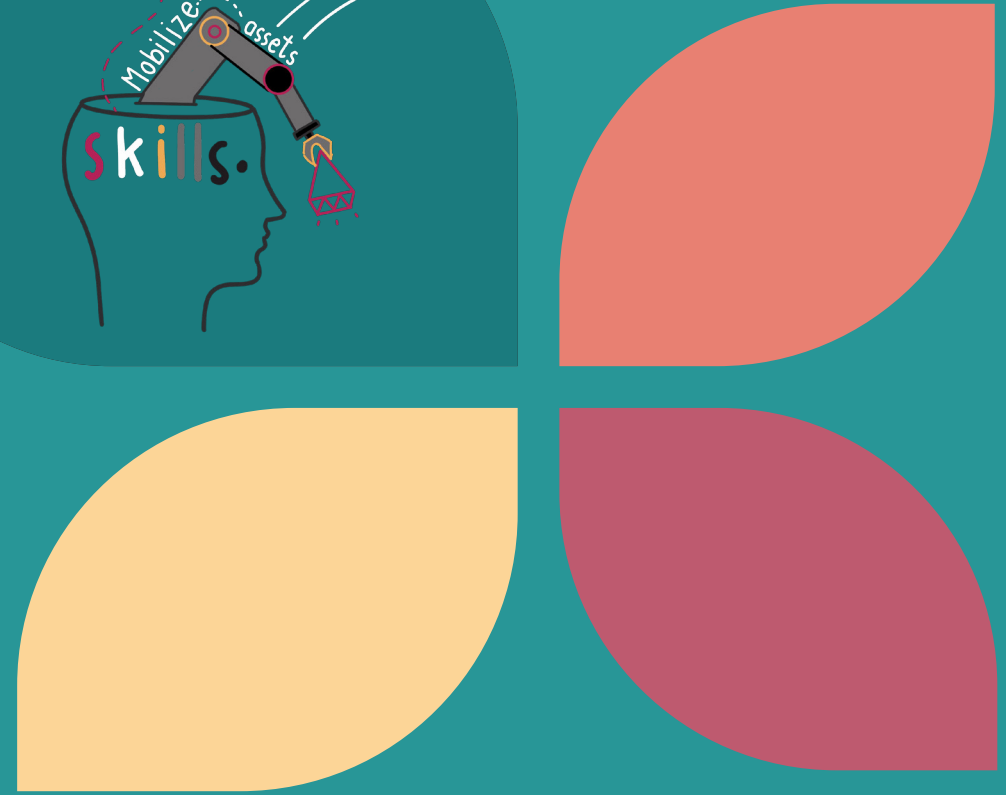
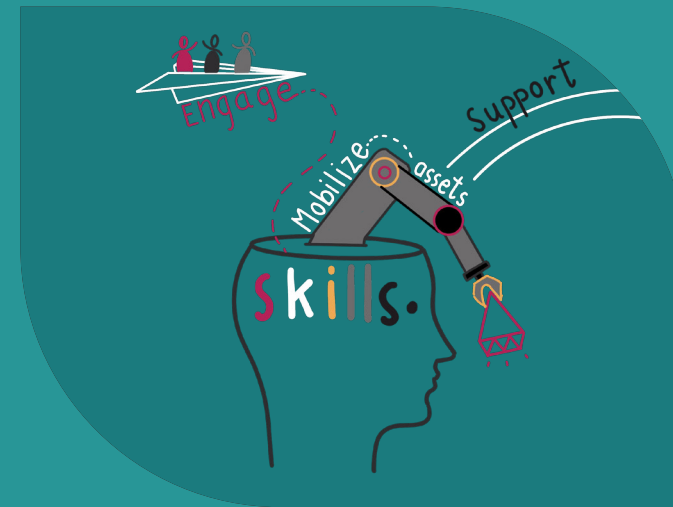


Knowledge Capsule #3

BOOSTER

Core Capabilities for Groups
Starting Community Foundations



Learn By Doing



Learn By Doing

01

Which core capabilities?

Considering the crucial skills for community foundation leaders.

02

How to support learning?

Ways of cultivating core capabilities as a support organization.

03

Experimenting in practice

When starting up, encourage learning-by-doing experiences.

WHICH CORE CAPABILITIES?

Considering the crucial skills for community foundation leaders.

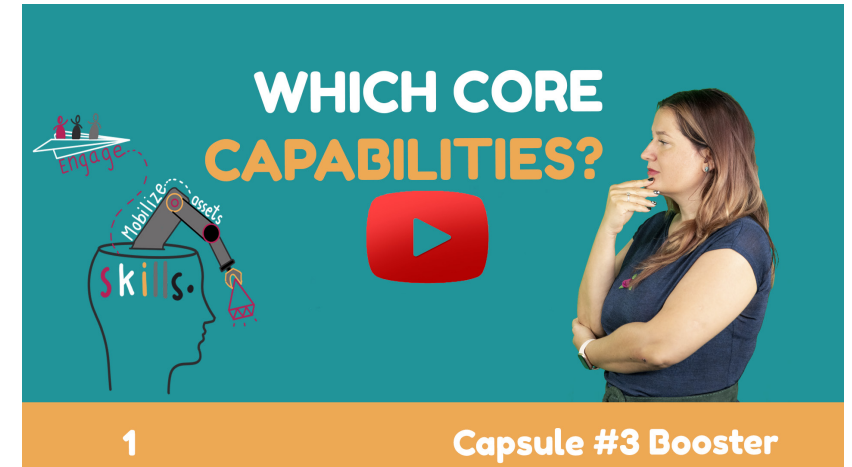
What skills do new community foundation leaders need?

Now that you have your co-adventurers, it's time to start the journey together.

To prepare for this journey, it is helpful to think about the skills that Community Foundation leaders will need, both in the start-up phase and once they have been established, in order to become strategic, impactful organisations in their territories.

These skills are connected to the main functions of a Community Foundation.

A first critical skill is reaching out to other people in the community – specific groups and networks – to map the leaders and assets of that particular territory. It is important to have a constant openness towards the community and its resources, understanding what is already there. This includes fact-checking their intuitions and making decisions based on what is on the ground, not only on their own ideas and perceptions of reality.



Another key skill to develop is identifying, cultivating and mobilizing assets – the capacity to engage with other groups in a way that generates a response to contribute. How can they inspire others to want to come together with their resources and invest them long-term, in order to generate value for the community as a whole?

A third skill is offering support to leaders, initiative groups and drivers of change. These can be NGOs, but they can also be informal leaders, groups or networks that are active in the community. The main way to offer support is through grants, while these can be complemented by support for collaboration, expertise sharing, knowledge and trust building.

Learn By Doing

01

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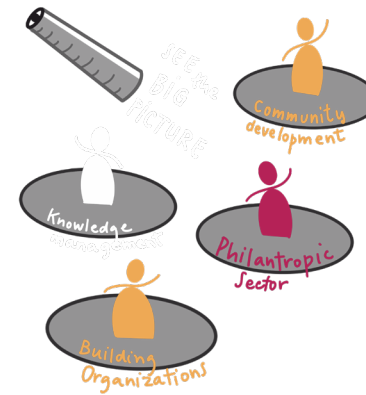
How to support learning?

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A fourth skill is related to good governance.

How are decisions structured in the community foundation, once it is set up? Who makes these decisions? What is the role of the founders? What is the role of the board of trustees? How are they connected to the executive leadership and executive team? To what degree does the governance reflect the diversity in the community and is able to build a cohesive position for the Community Foundation?

In summary, we will focus on 4 skill areas in which CFSOs can help local teams to better understand and develop:

1. Community mapping & engagement
2. Asset mobilization
3. Supporting doers
4. Good governance

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HOW TO SUPPORT LEARNING?

Ways of cultivating core capabilities as a support organization.

How do you help community foundation initiatives cultivate these skills?

These skills are important in the set-up phase, as well as in the first years of the Community Foundation.

The support organisation can think of different ways to approach these areas, depending on the stage in the development of the initiative group and later of the foundation.

The set-up phase is about **building a vision** that will have long-term implications for these areas, and about **testing practical ways of working** in the context of their own communities.



At this starting moment, it is important to offer a structure that gives space for **successful first experiences in the essential functions** of a Community Foundation. It is about testing new ways and being present as a partner on this journey, helping local leaders navigate this experimental phase.

It is good to find a balance between these two types of positions, in negotiation with community foundation leaders, keeping in mind the field building considerations, as they will have an impact in the long-term positioning of the community foundation.

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What are some roles that the CFSOs can take in this support relationship?

1. They can bring in **new concepts**.
2. They can bring in **inspiration for practice**.
3. They can help Community Foundation Initiative Groups **design their plans through coaching sessions and tools**.
4. They can **provide feedback and be a partner in dialogue** whenever doubts emerge, both conceptual and practical.
5. They can help Community Foundation Initiative Groups **connect with other groups** in their country. And connect to existing community foundations in other countries and compare experiences.

If you want to take a broader perspective, looking from the system of support, the main dilemma is **how much does a CFSO support the needs that the Community Foundation initiative groups are aware of and understand, and how much is a CFSO a conversation-starter for what is possible**, what would be needed in the future, how the context may evolve, and what is important to think through at this stage, even if the practical implications will show up later on.

It is good to find a balance between these two types of positions, in negotiation with community foundation leaders, keeping in mind the field building considerations, as they will have an impact in the long-term positioning of the community foundation.

Learn By Doing

EXPERIMENTING IN PRACTICE

When starting up, encourage learning-by-doing experiences.

Designing a strong accompaniment or support program.

We have defined **four areas of essential skills** that community foundations must have.

We also recommended that the purpose of this phase, before initiative groups register as community foundations, **could be about connecting understanding** with experimenting in practice.

In other words, the start up phase could support the members of the initiative groups to have a direct **experience of how a community foundation works once it is started** - to explore how they fit within the context of the community, how people respond to it, and what type of challenges come up when putting ideas linked with the CF concept in practice.



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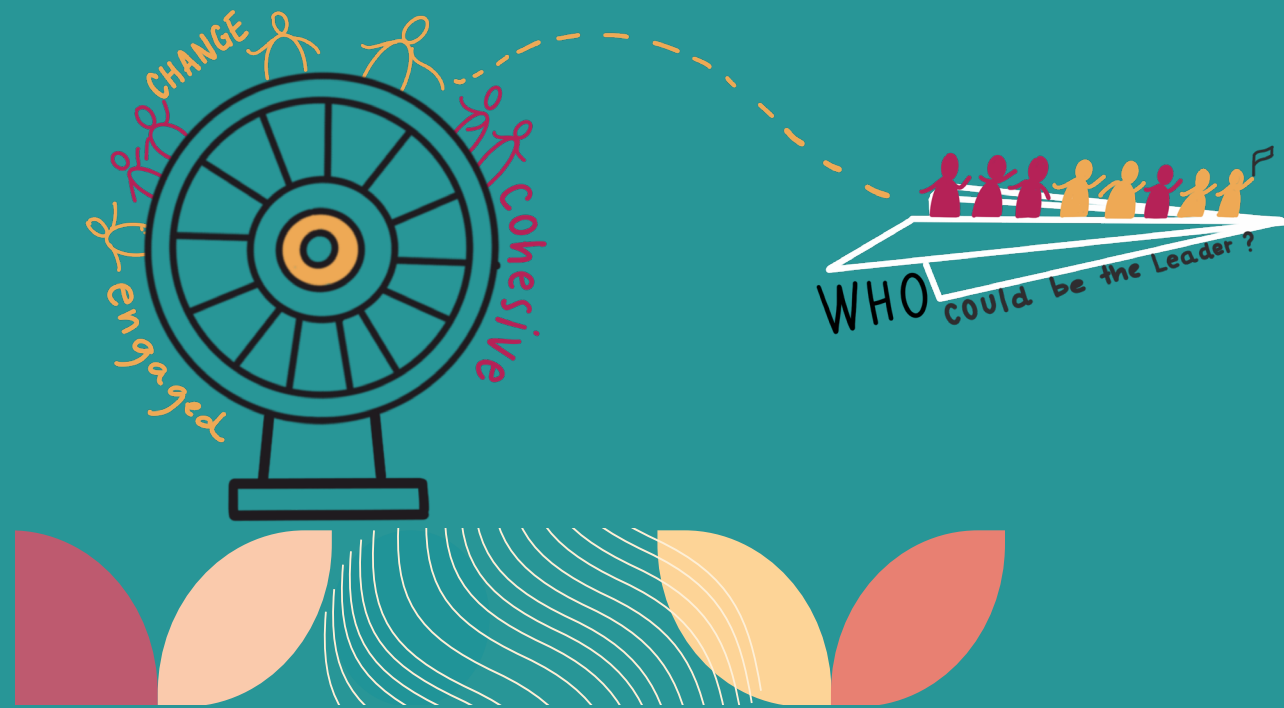
Experimenting in practice

When starting up, encourage learning-by-doing experiences.

So rather than designing a curriculum that would be fit for an university program or for conceptually understanding a field, it is important to **design experiences that help the leaders practice, reflect and learn from these experiences, by doing**. This also gives a chance to the CFSO team to respond to the situations that emerge at the local level and adapt their support, as they themselves are also learning by accompanying these experiences.

Next, let's look at how such experiments can be designed. What should they include? What could they look like in action? And how can they be reflected upon and learned from? We will consider this for each of the four areas of critical skills.

Community Engagement



Community Engagement

04

Practice: Map people (1)

Mapping people, places, projects and potentials in the community

05

Practice: Map people (2)

Identifying people assets: map 100 influential people

06

Reflecting and learning

What has been learned through the mapping exercise?

07

Core capabilities explored

What type of skills are we looking at?

PRACTICE: MAP PEOPLE (1)

Mapping people, places, projects and potentials in the community.

As an organization that has its territorial community as the focus of development, it is essential to gather knowledge about the people, places, projects and potentials of the community.



These constitute the asset base that the foundation will engage with, connect to and multiply through its mechanisms.

Knowing about the community is a continuous and cumulative process. Community foundation initiators may feel intimidated by thinking they have to know everything and everyone from day one. Reassure them that this is a gradual process built in time, driven by their continuous pursuit to surface assets and aspirations.

You can help them get started to reach out to their community by suggesting a mapping exercise that focuses on a key community asset: people.



Invite the team into the following challenge: identify 100 influential people in their community. The list can include people with valuable voices, contributions and achievements in various areas: entrepreneurs, educators, journalists, lawyers, facilitators, marketers, social workers, activists. They are people who have shown a **concern for the well being of the place** they call home.

Remind initiators that who they put on their map speaks of their vision and values, the filter through which they see the community and its people.

It is a good exercise to do as a team because it helps them define a shared system of beliefs informed by each team member's perspective.

The resulting list of 100 people is a great base for pursuing people for different roles of the community foundation – potential **grantees, donors, board members** and other forms of engagement and contribution.

The team would be targeting them to be their allies in building the community foundation, in different capacities.

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PRACTICE: MAP PEOPLE (2)

Identifying people assets: map 100 influential people

After they have mapped the people and sketched out their profiles (topics of interest, abilities, affiliations etc.), they can think of several ways of gathering them around some shared interests.

It is more effective to group them into smaller groups that can be invited to a conversation, than to have a large meeting with all 100 of them at once – especially at the beginning, when people do not yet know what community foundations are about.

Also, some of these leaders, donors and contributors can also be approached through individual meetings or conversations if the initiative group creates a plan on how to split outreach between its members who are interested and willing to carry these conversations.

Creating a thoughtful invitation for these groups is important. It is important for the initiative group members to take the time to imagine what might move them to respond to an invitation that comes from a group working to set-up a community foundation.



What message are they sending out, that speaks of their intention to build an organization that leverages the community's assets for the community's benefit? How does that message reflect the respondents abilities and interests? Do they feel seen, when they are invited? Are they intrigued by the invitation?

During the gatherings with the groups, facilitation will also make a difference in their engagement and response. It is important for the initiative groups to consider who will open the conversation from their team and what other roles would be important to have around for the conversation.

To make the meeting engaging and create a sense of connection and generosity, guests could be invited to share stories - preparing this in advance - as a way of opening up the floor to a larger **conversation about the assets and the hopes** that exist in the community.

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REFLECTING AND LEARNING

What has been learned through the mapping exercise?

Community engagement – Reflecting on the first experience

Reaching out to different people in the community can bring up a **diversity of perspectives** about what is of value and what needs resourcing to address.

This diversity is **desirable**, as it puts resources on the map and opens up possibilities for further engagement about the ways in which people can contribute to what they care about.

However, it is common that people first see needs and gaps more than the assets of the territory they share.

To prevent community foundation initiators from feeling overpowered by what comes up in these conversations, it is important to keep this process as a surfacing of issues and potential, but not as a transfer of responsibility towards them, as the foundation team, to take these forward and solve them.



The foundation can do this only in partnership with community members and contributors.

Mapping and engaging those first 100 people is a good exercise of meeting with diverse voices and **positioning the community foundation as a community-powered platform for collaborative change-making.**

It also introduces to people connected to different networks, where they can spread the message, the motivation of building the community foundation and the specific tools it uses to support doers: fundraising and grantmaking.

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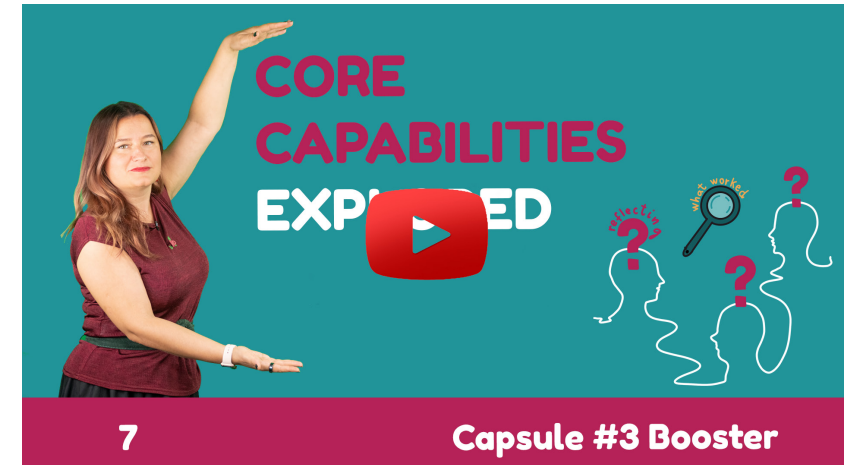
CORE CAPABILITIES EXPLORED

What has been learned through the mapping exercise?

Some of the capacities that are practiced at this stage of start-up accompaniment in building community foundations include:

-> **Mapping leaders and donors from an asset perspective and creating engagement opportunities** to gauge people's interests and capacities to contribute to the community foundation's mission and mechanisms.

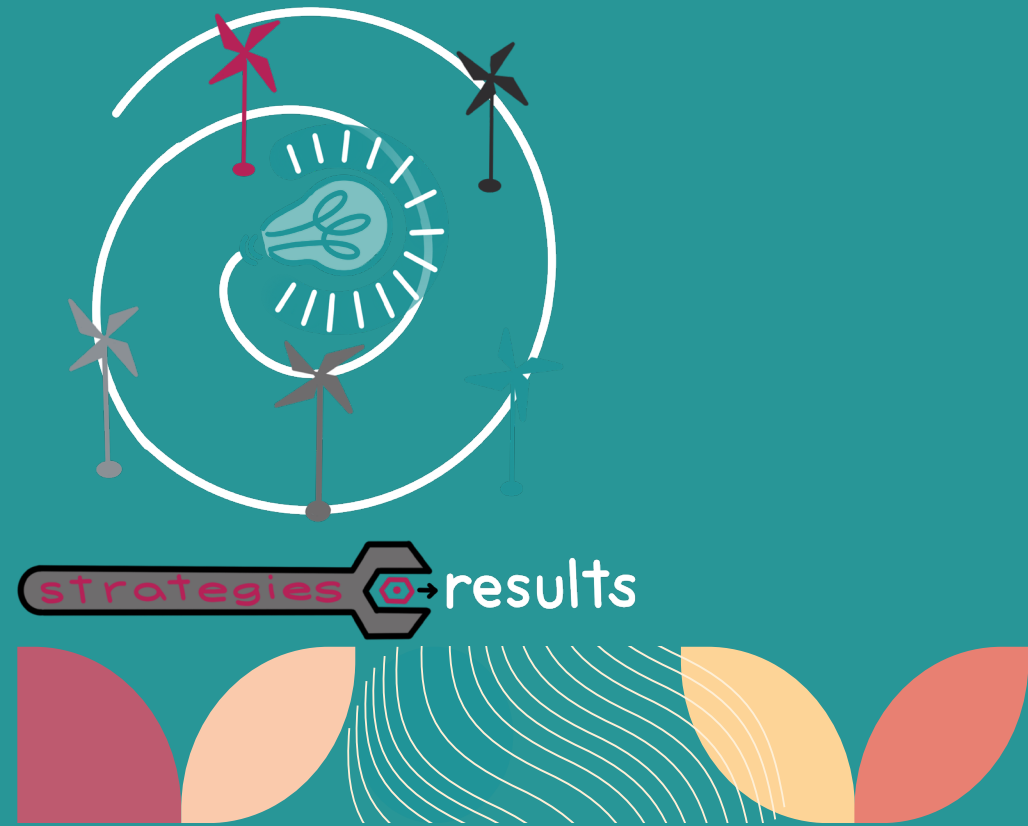
-> **Hosting and facilitating conversations that start from people's concerns, hopes and perspectives** about the future of their community. Initiators convene inclusive conversations to look at the community with a filter of detecting potential, and are careful to set the right expectations about the community foundation's role in the civic and social development ecosystem - **as a partner in catalyzing change, not an implementer or social services provider.**



-> **Grouping / curating people from the community by interest and capacity to contribute**, thus developing the constituency of the future community foundation.

From reflecting on the experience of mapping and engaging 100 people, community foundation initiators can think of ways to better leverage and expand their outreach, facilitation and engagement resources. From this exercise, **potential contributors and new team members may emerge.** They can also create a **map of topics and approaches** that the community members and leaders are most interested to contribute to.

Fund Development



Fund Development

08

Practice: Donors Circle (1)

Mobilizing assets identified in the community.

09

Practice: Donors Circle (2)

Practicing through an event of raising resources.

10

Reflecting and learning

What lessons have emerged from the fundraising event?

11

Core capabilities explored

Key capacities being tested through a first fundraising event.

PRACTICE: DONOR CIRCLE (1)

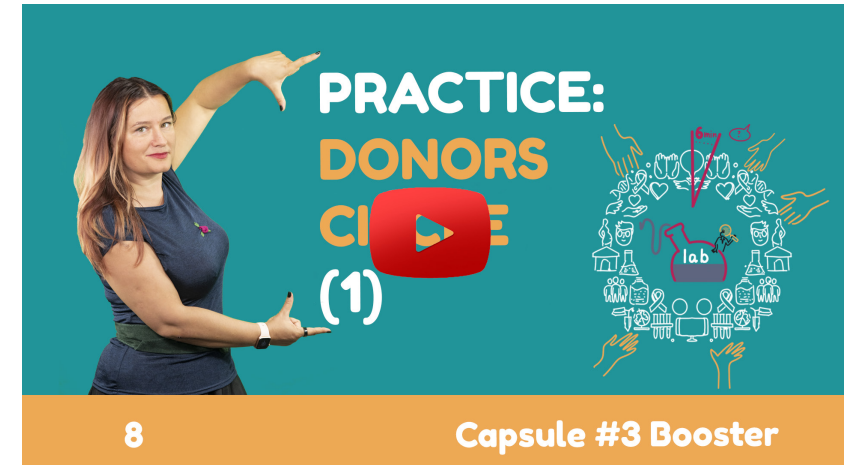
Mobilizing assets identified in the community.

To develop the skills related to asset mobilization, a good learning context can be a specific experience for raising resources.

It is often easier to organise it as an event, because this manages to mobilize the energy of the whole team of initiators, as well as all of the community. One such event can be a Donor Circle.

A donor circle enables community members to build an identity as contributors and donors, while also allows for the participation of a large group of people in setting up and promoting the event.

In a Donor Circle the projects from the community meet with the donors from the community, thus we can look at it as a laboratory for fundraising and grant-making, the core processes of a community foundation. A donor circle can offer space to present 3 or 4 community led projects, within a clear format to show the relevance of these projects and to encourage donations.



The management of the event is quite tight. It has specific stages and structure. One way we can put it is that Donor Circles events, such as the one that the Funding Network organises, brought the fun back into funding. Or the alternative, brought the 'ding' back into funding.

Indeed, the event combines an enthusiastic and energizing atmosphere with a tight schedule. Each project gets exactly 6 minutes to present and another 6 minutes to answer questions from the audience.

The presentations are made in as engaging a style as possible, and this may require some training for the project leaders, to help them prepare.

Imagine a sort of Dragons Den, the friendly version.

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PRACTICE: DONOR CIRCLE (2)

Practicing through an event of raising resources.

After introducing the projects, it is time for donations.

This is the bidding moment when project leaders leave the room and donors decide where to put their money. The rules of engagement are explained and the first person to speak is a project ambassador – someone who wants to support the project with a first higher than expected average donation and who explains why they want to do that.

It's important to keep a fun, light and friendly atmosphere, encouraging a little bit of games and challenges, for entertainment. For example, a donor can say "I'm going to match all the contributions up to a certain ceiling." Or "Anybody born in the same month as me wants to contribute to this project?" The point is to make the process interesting and playful and to keep the attention of the room.

I think that Donor Circles manages to create a human connection between project leaders and donors, so they don't see themselves as coming from separate worlds, but as being part of a shared process.



Project leaders usually feel very supported because Donor Circles exceed their expectations. They never think, until that point, that regular people from the community may want to donate in support of the cause that has been so important to them to that point.

The organizing of the Donors Circle can be done with a team of donors and ambassadors who can have ownership of this process.

These types of events are not just about the money, but also about building connections and a sense of shared responsibility in the community.

The Donor Circle is just one of the potential fundraising strategies to test.

The local initiative groups can decide on other ways to raise funds that they think might work well in their community.

What is important for this illustrative example is to build momentum and be well thought out so as to generate a first experience of success. This can be built on, for further learning on how to approach fundraising in the community.

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REFLECTING AND LEARNING

What lessons have emerged from the fundraising event?

In a reflection phase, the support organisation can help the local groups **understand the experience and the results it has generated**. It can also help connect some of their results to the specific steps in the process they practiced during the event.

Both in the case of **succeeding or failing**, it is important to understand what worked well and what did not, so that these become lessons that can be incorporated in the planning of future activities.



It is helpful for someone from the support organisation team to be present in the room, to have another eye looking at the event from an external perspective. They can notice some of the nuances in the organizing of the event from a more detached perspective.

It can also be helpful to invite people from other initiative groups and other communities to be present, so that this can be the basis of creating a **support network between future community foundations**.

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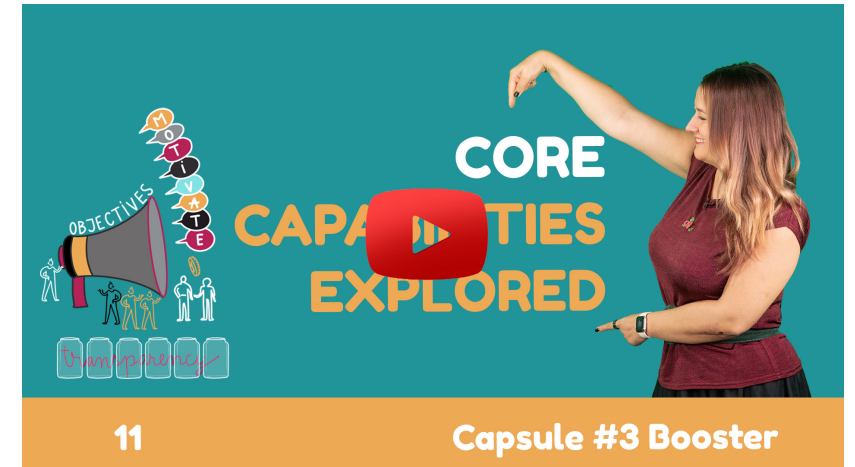
Key capacities being tested through a first fundraising event.

CORE CAPABILITIES EXPLORED

Key capacities being tested through a first fundraising event.

At a minimum, the capacities that need to be created at this stage of accompaniment include:

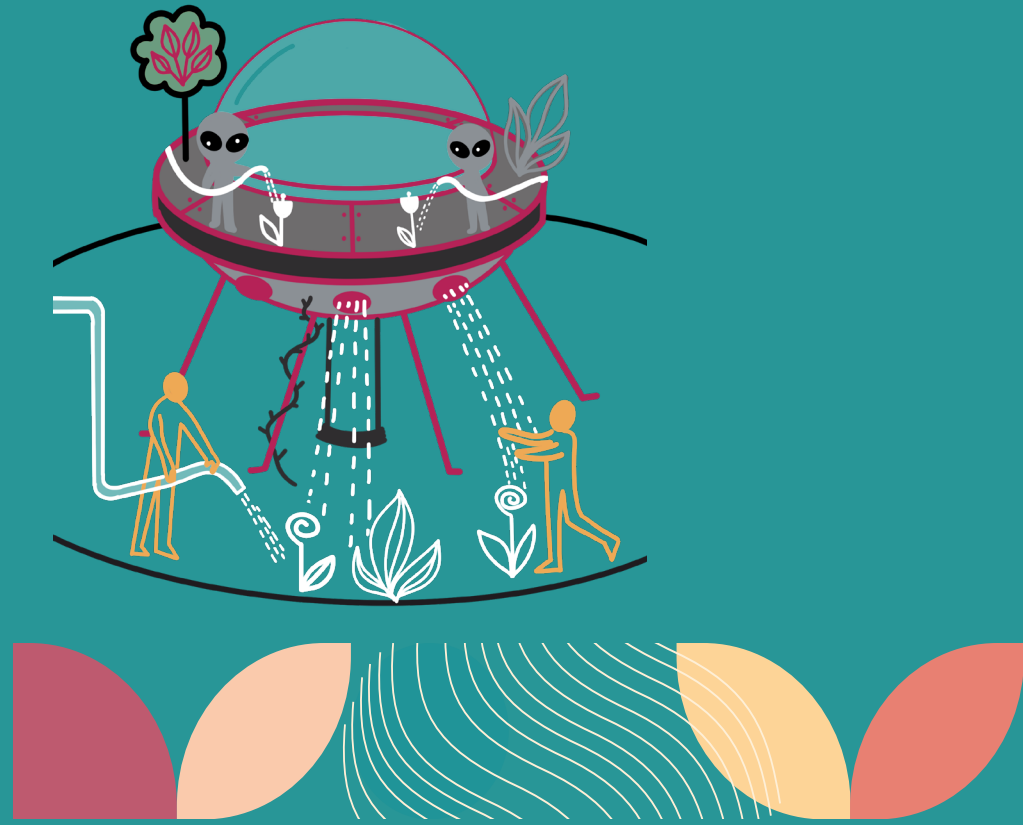
- **setting realistic objectives for the fundraising**, taking into account the interest areas and capacities of local donors,
- **finding ways to incentivize donations, as well as the participation of the community** in the fundraising itself, which should be fun, light and interesting enough, not be seen as a burden, and
- **deciding about transparency and communicating how the money is spent.** For example, in case the local initiative group decides to use some of the donated funds to cover event costs or own administration, this should be communicated to donors beforehand. Also, both the option to do so or deciding to dedicate all funds to local projects come with longer term implications that an analysis of benefits and risks can help surface.



Donor Circles are a particularly good learning experience because they give the opportunity to initiative groups to **practice both asset mobilisation and grantmaking**, and also to make the connection between the two.

In all fundraising activities, a key decision is linked to the cause or specific projects that money is mobilized for. This can generate big effects on the willingness of local donors to contribute, as well as on the size of funds being raised.

Grantmaking



Grantmaking

12

What this skill is about

Considering changes in the mindset needed to be a good grant-maker

13

Practice: Giving grants

Thinking through goals, incentives, formats and decision-making

14

Reflecting and learning

Not just money, but building capabilities, connections and credibility

15

Core capabilities explored

Combining resources and skills to add value to local initiatives

WHAT THIS SKILL IS ABOUT

Considering changes in the mindset needed to be a good grant-maker

Finding ways to practice some of the skills related to grant making and to identifying and building the capacities of local leaders is also important to happen in this early stage.

It is common for community foundation initiators to be more interested at the start up phase in generating money and in ways of structuring the foundation, and less so in ways of giving money well in the community. **However, knowing how to give money well is equally important as knowing how to raise funds.**



The quality of both practices generate better conditions for the donors' money to be well spent and to reinforce a virtuous feedback cycle of raising, giving, achieving and communicating results. This encourages donors to continue giving and new donors to become part of the community foundation platforms.

These skills are related to grant giving program design and may not be so easily within the reach of local groups, if their activity so far has been operational.

It requires a change in the mindset from the perspective of what I can do with my body, time, energy, knowledge and team to the perspective of **what the community can do through many people** who have specific interests and motivations.

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PRACTICE: GIVING GRANTS

Thinking through goals, incentives, formats and decision-making

So a good grantmaking program **identifies motivations** in the community and **provides incentives** for people to engage, to bring their ideas forward as potential solutions.

In all communities there are some usual suspects, **organizations that are known** as having the capacity to generate good projects, and there is also a lot of or **hidden talent** – people who might bring their solutions, but who have not yet found the right frameworks to do so.

A **decision in the grant-making process** can be exactly this one: should we work with the usual suspects? Should we try to surface new talent from the community? Working with the usual suspects often means less risk, while surfacing hidden talent means generating a stronger impact on the participation and leadership infrastructure in the community.

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Grant making also has practical considerations.

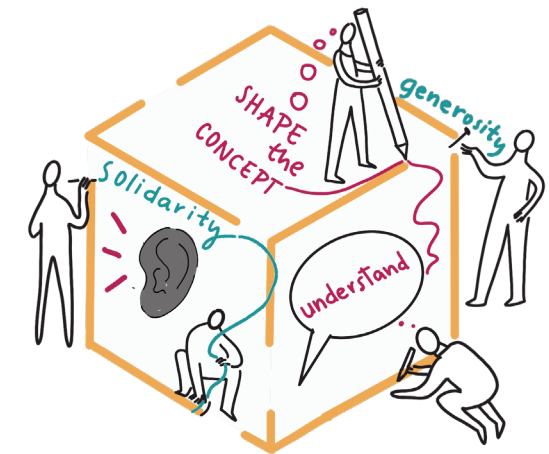
One is in terms of **what information** is asked from potential grantees. How complex should the proposal be?

Another one is who **will make the decision** about which proposals should be brought forward? Are we going to support all proposals or do we want to work with the ones that show most promise? A framework such as a Donors Circle has a limited space for 3 or 4 projects, so in case of a stronger interest from the community, somebody will need to decide which are the projects to be brought forward.

Both questions are important and they require nuanced responses.

For instance, decision-makers may be knowledgeable people, but part of the elite of the community, perhaps reinforcing power imbalances.

Deciding also needs defined criteria, but these criteria should be connected to the **potential and capacities that actually exist in the community, rather than theoretical ones** or what is considered best practice. This requires knowledge of the community.



All these decisions have implications on the credibility of the group. Very likely, these will be new situations for the local initiators.

As such, it is the role of the accompaniment program to support these decisions with real-life practical situations from other communities that can show what happens, as well as to inspire the local initiators and to support their analysis of the risks and benefits of different alternatives.

In the end, there will not be a perfect solution, but it can be a well thought-out solution that the local group is comfortable with, at this stage.

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REFLECTING AND LEARNING

Not just money, but building capabilities, connections and credibility

Where do you draw the line on supporting initiators, especially when you yourself are new to the game? How does a community foundation contribute to the value that local initiators put into their projects?

This is a setting where the 4C+ frame, as applied to community foundations, can be quite useful.

- The community foundation provides **financial resources**, thus enabling projects to be put in practice. But it is not only this.



- The community foundation may support the capability of the initiatives by **providing a framework** where they can increase their professionalism and understanding of the sector.

- They can help build **new connections** between initiators and between these and other community leaders and donors.

- They can help bring **credibility** to the initiatives that they support.

Many times, a support framework is not strictly about the money, but also about the **trust** that the community foundation or a large community of donors facilitated by the foundation puts into that project.

It is also an **incentive to act** at that moment, not later, or to increase the quality of the project or how well thought that project is. Oftentimes, this trust and capability investment is equally important or even more relevant than the financial investment, but the real power lies in the combination.

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CORE CAPABILITIES EXPLORED

Combining resources and skills to add value to local initiatives

Local initiative groups will have somebody that cares about the success of the project on their side. How much of this genuine motivation and care can be translated into practical ways depends a lot on the capacity of the group and the resources that the foundation itself has.

In cases where the foundation works with **new initiative groups** from the community, with people who are not experienced in running projects, it is quite helpful to raise resources for the **capability and connection** aspects, as these will be important contributions to the value of the projects.

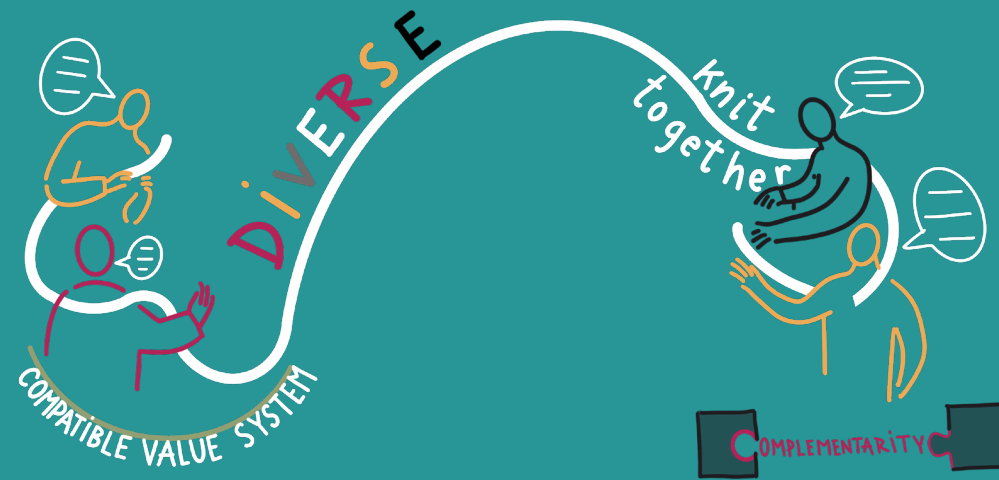


This is also linked to the skills of the grantmaker to have a good reading of the community assets and to be able to connect projects to resources in the community, rather than only seeing the foundation team as a provider of resources.

It is also important to be able to set limits and define the foundation's role as a supporter rather than as a manager or a volunteer for all the projects receiving grants. The main responsibility to implement the project and make it successful lies with the leaders and managers of that particular project.

But what the Community Foundation can do is to **combine different resources and skills to add value** to that particular project and to a specific field of activity. And to help the teams identify their own position and address situations when needed.

Governance



Governance

WHAT IS IT ABOUT

Using task forces as an experiment for future governance structure

Good governance – Task forces as learning experiences

The board of the foundation will **start its formal function at the legal set-up of the foundation**. Nonetheless, in the initiative group phase, there are several approaches that initiators can take to be in a better position when deciding who the board members for the future foundation will be. Also, to have a good process base on how to work collectively as a board.

The practice that we propose for the set-up period is to **organize the work of the initiative group and of potential allies and collaborators from the community in different committees or task forces** responsible to create a strategy and offer oversight for particular aspects of the initiative group work.



16

Capsule #3 Booster

16 What it is about

Using task forces as an experiment for future governance structure

17 Skills of the board

Bringing together diverse experiences, perspectives and skills

18 Reflecting and learning

Matching board skills with foundation's future development goals

Such committees could be a fundraising committee, the organizing team of the Donors Circle or a task force that reaches out to the community, maps assets and engages others. The jury that selects projects for grant making in the Donors Circle or for other funds that the foundation wants to develop also has a number of similarities to the tasks that the board members will carry in the future.

These are helpful exercises to check the engagement and commitment of the different people contributing to the community foundation initiative group. They also help contributors understand the different roles of the future foundation and offer a **testing ground for how they can work together** as a collective body that is able to produce results through collaboration.

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SKILLS OF THE BOARD

Bringing together diverse experiences, perspectives and skills

The future board will be a **collective decision-making body** and it requires a **diversity of skills and perspectives** – the capacity to think strategically, to provide oversight to the organization and to reach out to the community and develop resources.

What should initiators look for, when pursuing people for this kind of work, in light of their potential invitation to be part of the future community foundation's board of directors?

For the future board, the local initiative groups would be looking for a **diversity of perspectives**, by means of their **professional background or life experiences**.

SKILLS OF THE BOARD



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Capsule #3 Booster

It is good to have a **combination and complementarity of skills and perspectives**, bringing together experiences in the entrepreneurial field, communication and marketing, human resource development, financial management, legal advisory, program design, community and organizational development.

They can also look for diversity across **gender, generations and regional representation** – for example, making sure you have people from both urban and rural areas or from a variety of neighborhoods in the city, not just the center.

All of these elements, in the initial phase, can help the local initiative groups reach out to and select good potential future board members.

Governance

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What can initiators learn from these experiences of working with people through task forces and committees? Who should "pass the test" and be considered for a position in the board of the future community foundation?

Let's recall what is important for good governance, as a sort of checklist.

As mentioned, there can be a **diversity of backgrounds** in terms of skills contributed or position in the community, people with diverse perspectives who can find a common ground through dialogue.



Another crucial element is for people who will be invited into the board to **have a philanthropic motivation** – to be there to give resources and support the foundation and the community. It is not recommended to have people who see their engagement with the board as a way of promoting themselves in the community. It is important to invite people who are **genuine and generous**.

It is also useful to realize what are the strategic priorities of the foundation in the first three to five years of work. Then, considering these, **create the profiles and skill sets** that board members need so as to be able to offer support towards these objectives and priorities that are strategic to the foundation.

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For example:

- If the foundation wants to be a **bridge builder** in the community, it is important to bring on your board people who have the capacity to **communicate and collaborate across a variety of groups**.

- If they want to be a good **grantmaker and supporter**, it is important to bring on the board people who **understand community development**.

- If they want to be a good **fundraiser and philanthropic counselor**, it is important to bring on the board people with the capacity to understand and **communicate with potential donors**, including researchers, entrepreneurs and marketers.

- If they want to **function well and be cohesive as an organization**, it is important to bring on the board somebody who understands the importance of **consensus building, mediation, collective decision-making and organizational development**.

- **If they want to build permanent funds**, it is important to bring on board somebody who understands **investments**.

Of course, all of these areas will be important, but the initiative group needs to make sure the particular essential skill sets for the next period of time are well represented as perspectives within the board.

CFSO Role



CFSO Role

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Matching action with institutional building opportunities

SUPPORTING CAPABILITIES

Matching action with institutional building opportunities

To summarize, as a **support organization**, you can help the initiative groups **organize and structure their work in the key areas**, including fundraising, grant making and outreach and engagement of the community.

You can support the groups to have clear **objectives and agendas** for these meetings, as well as a good **facilitation** process. And to reflect on the next steps and development opportunities after different iterations.

You can also support the groups to create **connections between direct action and thematic areas** that they're working on and the **institutional development** of the foundation, being aware that the recruitment of board members, for example, can be part of their objectives when they set up the task forces.



You can also support them to **better understand the responsibilities** of the board by connecting to other board members from the same country or from different countries.

In many of the places where you work, it's quite possible that there is not a very strong governance culture, so this understanding of responsibilities, roles, ways of working together, ways of relating with the other parts of the team, for example, with the executive leadership of the foundation, are part of a **long term reflection and development** process.



ABOUT THE AUTHOR

Alina Porumb is a strategic thinker, consultant and leader with over 25 years of experience with civil society and philanthropy development initiatives in Romania and internationally.

She is also a contemporary dance practitioner exploring the topics of change from the perspective of movement and embodiment practices.

Alina is currently the Executive President of the Association for the Practice of Transformation (APT) and director of the INSPIRE program, focusing on sharing knowledge on community philanthropy support.

She is a board director of WINGS, a global network of philanthropy supporters, where she acts as ambassador for the 4C initiative to support strategic thinking, impact assessment and communication for philanthropy infrastructure organizations.

Alina holds a PhD in Sociology from the Babes-Bolyai University with a research on supporting innovation and institutionalization in social development, a post-graduate diploma in social development practice from the London Metropolitan University, and a Senior Fellowship at the Center for Civil Society and Philanthropy at City University of New York.

In 2015, Alina has received the Olga Alexeeva Memorial prize for remarkable leadership, creativity and results in developing philanthropy for progressive social change in an emerging market country.



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