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Leaders and Managers: A Review of Educational Approaches",  
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PRELIMINARY DRAFT

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## **Development of Nonprofit Sector Leaders and Managers:**

### **A Review of Educational Approaches**

Dennis R. Young, Case Western Reserve University

August, 1998

#### **Overview**

This paper offers an overview of educational programming now in place to prepare individuals for careers as managers and leaders of private, not-for-profit organizations in the United States and to develop the leadership and management capacities of current nonprofit managers and leaders. The focus here is on programming directed to personnel in the private, nonprofit sector as a whole, especially those working in public benefit organizations such as those with 501(c)3 or 501(c)4 tax exempt status. No specific attention is given here to specialized programming for particular nonprofit subfields such as health care, social work, education or the arts. Moreover, attention is focused largely on educational programming provided through colleges and universities. Thus, specific programming offered by professional and trade associations, management support organizations or consultants is not given close attention except as it is provided in partnership with university programs. This limitation is necessary to confine the present paper to a manageable scope. It is by no means meant to minimize the importance of educational programming for nonprofit organization leadership and management by such organizations. Associations, for example, allocate significant proportions of their expenditures to member education (Nonprofit Times, July 1998)).

The purpose of this paper is to provide the Council for Initiatives in Jewish

Education (CIJE) with a sense of the thinking behind various approaches to leadership and management education in the nonprofit sector, so that CIJE can judge the applicability of these ideas to the domain of leadership in Jewish education. Despite the specific emphasis here on university-based programming, the portfolio of offerings described here is rich and diverse, and offers many possibilities for CIJE's possible consideration. Moreover, given that Jewish education can be seen as a proper subsector within the nonprofit domain, the various educational approaches to management and leadership described here are appropriate for CIJE's consideration.

## **Background**

The field of university-based nonprofit management and leadership education has grown rapidly since the early 1980s. The evolution of thinking in this field, and the proliferation of programs, is documented in two books that bracket the early days and the current state of continued rapid growth (see O'Neill and Young, 1988 and O'Neill and Fletcher, 1998). Today, more than seventy universities in the U.S. have substantial educational programming for nonprofit managers and leaders at the graduate level (Wish and Mirabella, 1998). While most of these educational offerings are found within masters degree programs directed towards entry and middle level managerial staff, the menu is actually quite diverse, encompassing several different schools of thought, several alternative student target groups, a variety of curricular models and different modes of program delivery. This variety of approaches is sketched below.

## **Schools of Thought**

University-based nonprofit management and leadership education has developed on the basis of at least four intermingled, underlying philosophies:

- 1) Before the 1980s, nonprofit management and leadership was not



conceptualized as a field of study in itself. Rather, education in this arena was fragmented and specialized into certain major subfields of professional administration such as social work administration, arts administration, higher education administration and health care administration. These streams of educational programming for administration continue to prosper in parallel with the new developments in nonprofit management education. The educational philosophy under this model is that the particular subfield is unique and requires its own special approach. The nonprofit manager in this paradigm may be thought of as a "clinical professional/administrator" - a social worker, artist, physician or educator - who has taken on responsibilities of administration in the natural course of his or her professional career but does not necessarily think of herself or himself as primarily a manager.

2) Many nonprofit management and leadership programs in the U.S. have developed within the framework of graduate programs in public administration. In this context, nonprofit management and leadership is considered a variant of a career in public service and the commonalities between service in government and work in the not-for-profit sector are emphasized. This model is seen as increasingly relevant as government downsizes its own operations and carries out much of the public's business through financing and contracting with private, nonprofit organizations, or indeed by withdrawing from certain areas of service delivery, such as employment and income support for former welfare clients, and ceding responsibility to the private sector. Thus, in the public administration paradigm, the manager/leader is seen as a public servant *per se* attuned to carrying out the public's business in the public interest - whether inside or outside government.

3) Several of the new university programs in nonprofit management and

leadership education start from the premise that nonprofit organizations are essentially businesses with public or semi-public missions. They must compete successfully in the marketplace for their sustenance, they must break even financially or fail, and they must be competently managed. This view is embraced especially by education programs that have developed in a business school context. It is reenforced by current trends indicating that fee revenue and commercial sources of income have been steadily growing as a proportion of nonprofit revenues and now constitute the largest single component of such income, ahead of charitable contributions and grants from government (Salamon, 1992). A new emphasis on social entrepreneurship as a productive approach to social problem solving also reenforces this educational philosophy (Dees, 1998; Shore 1995). In the business paradigm, the nonprofit manager is viewed as a manager *per se*, responsible for running the nonprofit "business" effectively and efficiently to promote its mission in the context of its particular economic environment.

4) Many of the new programs, especially those that have developed under independent auspices (outside schools of business or public administration) or in interdisciplinary contexts, have conceived of nonprofit management and leadership education as a unique and holistic field of study, applicable across the whole nonprofit sector and substantially different from business management or education for public service. In this view, nonprofits are driven by a wide variety of missions conceived independently of government, imbued with special values such as voluntarism, charitable giving and community service, governed by volunteer boards, and responsive and accountable to numerous, diverse societal groups that have come together voluntarily to pursue their collective goals.

Under this philosophy, leaders and managers of nonprofit organizations require



their own particular brand of education which emphasizes the historical context and value-basis of the sector, and the unique aspects of managing these particular types of organizations. In this paradigm, the nonprofit manager is seen as an inspirational, galvanizing leader and responsible steward of the organization's resources, charged with defining the vision of the organization, getting its various constituencies to work together, articulating its social and moral values, and managing the organization in a manner that respects and promotes those values.

While the four metaphorical conceptions of the nonprofit manager - as clinical professional, as public servant, as business manager and as galvanizing leader - capture the essence of the different contemporary approaches to university-based nonprofit management education, their manifestations are not dramatically distinct in practice. All educational programs, no matter what their philosophical basis, tend to combine these different perspectives to some extent. Still, these metaphors are helpful in understanding why nonprofit management education programs vary so much from university to university and from one field of service to another.

It is also worth noting that these distinctions apply most strongly to education of paid managerial staff of nonprofit organizations. There is more consensus surrounding the conception of volunteer leaders who serve as trustees of nonprofit organizations, than there is for professional management. While in practice, nonprofit boards of trustees are seen to vary greatly in effectiveness and widely in need of improvement, it is generally understood that trustees serve as voluntary stewards of their organizations, responsible for ensuring corporate and financial integrity, setting corporate direction, and addressing organizational mission as effectively as possible. (The for-profit notion of board members as paid corporate directors, while practiced in some quarters of the nonprofit sector, is generally frowned upon in this sector.) Most educational

programming addressed to trustees underlines these basic ideas, while also providing trustees with background in practical skills such as strategic planning and fund raising.

## Curricula

The four alternative paradigms reflect themselves to varying degrees in the nonprofit management and leadership curricula offered by various university programs across the country. Curricular content in these programs can be divided into six broad categories of subject matter. Most programs have at least a smattering from each category, but emphasis on any given category varies widely and depends on a program's particular philosophy and auspice, student body, and overall intensity and comprehensiveness. The following is a brief summary of the major conceptual categories of educational subject matter to be found in university programs for nonprofit managers and leaders. (See Wish and Mirabella, 1998 for an alternative classification system and examples of course titles):

- 1) *Core Management and Leadership Skills and Principles*: This curricula component addresses nonprofits as organizations *per se*, recognizing that nonprofits share common attributes and principles of management and leadership with many other kinds of organizations. Hence, this component covers basic ideas of organizational theory, leadership theory, human resources management, financial management and accounting, marketing, and strategic planning. It also includes fundamental analytical skills generally considered important for successful nonprofit management and leadership, including statistical analysis, research methods, computer skills, and economic analysis.
- 2) *Historical, Theoretical and Policy Context*: This component of nonprofit curricula is intended to provide leaders and managers with broader, longer term perspectives on the context and traditions of the nonprofit sector and its relations



to other sectors. Subject matter here includes the history of charity and philanthropy, the size and scope of the sector in the U.S. and internationally, the public policy context of nonprofits and why they developed as a special legal form, and the various economic and social theories explaining why nonprofit organizations exist in a market economy and democratic society. Programs that emphasize nonprofit careers as forms of public service stress the interrelationship between nonprofit organizations and government, the role of nonprofits in influencing public policy and the impacts of public policy on nonprofit organizations.

3) *Values*. This segment of nonprofit curricula emphasizes the uniqueness of nonprofit organizations and the special value basis of the sector, including charitable, religious, community and social values embodied in nonprofit organizations, and the nature and importance of ethical standards and accountability in the nonprofit sector. This curricular component also emphasizes the special character of nonprofit trusteeship and the role of mission as the primary performance criterion of nonprofits, compared to the more instrumental role that mission plays in the business and government sectors.

4) *Special Mechanics of Nonprofit Organizations*. Many educational offerings for nonprofit managers emphasize the special practical skills that distinguish the management and leadership of a nonprofit organization from that of business management or administration of a government bureau. These skills include charitable fund raising, managing volunteers, managing funds from a panoply of sources - donations, sales, grants, investment income, etc., adhering to special legal and governmental reporting requirements, managing a variety of stakeholder groups, and operating within the framework of a volunteer governing board. Curricular offerings in this category strengthen the "nuts and bolts" skill



capacities of nonprofit managers by adapting core management and leadership skills and principles to the particular context of nonprofit operations.

5) *Experiential Learning*. Most university-based programs in nonprofit management and leadership recognize that learning is best motivated and mastered by relating it closely to the contexts where it applies. Thus, students at every level are encouraged to bring their experiences to the classroom in the form of examples and term projects that address problems and issues within organizations where they have worked. Nonprofit curricula also increasingly utilize case studies, especially as published case studies specific to nonprofit organizations become more widely available through journals such as *Nonprofit Management and Leadership* and special projects such as the nonprofit case study collection of the University of San Francisco.

In addition to integrating experiential learning into extant coursework, many programs offer various explicit field work components. These include team projects in which groups of students work with nonprofit organizations in the community on a consultation basis, supervised individual student internships, and mentoring relationships established between students and senior nonprofit managers. Such arrangements, in addition to providing practical learning experiences, often help students establish important contacts for future career advancement.

6) *Issues and Applications*. Given the wide variety of fields spanned by nonprofit organizations, and the need for students to advance their knowledge and skills in specific contexts, some programs offer electives that allow students to specialize in particular service areas or on particular issues. Thus, otherwise generic programs in nonprofit management and leadership may offer special courses in arts management, social services administration, or health care administration.

Alternatively, programs emphasizing the public service philosophy might offer courses on special issues such as tax policy or government contracting.

Similarly, nonprofit curricula emphasizing the business philosophy might offer special course work in social entrepreneurship or social marketing. In general, a wide variety of special topics is possible within the framework of nonprofit management education, depending on the interests of the students and faculty and the resources available to pursue these interests.

As indicated, the emphasis on these various curricular components can be expected to vary, depending on the educational philosophy of the program. Table 1 summarizes this idea. The X's in the cells of the matrix indicate the curricular components that programs based on each of the four educational paradigms of nonprofit management are likely to emphasize. Double X's indicate special emphasis. As previously noted, there is substantial overlap in the specific curricula emanating from the different approaches. Still, differences emerge in both the degree of emphasis on particular curricular components as well as in the overall intensity of focus of a given program on the nonprofit sector *per se* versus public policy, business or a given professional field such as social work or health care. (For details of curricular differences among nonprofit management programs based on public administration, business administration, social work, and stand-alone generic nonprofit management, see Wish and Mirabella, 1998.)

**TABLE 1**

<b>Paradigm/ Curriculum Component</b>	<b>Professional</b>	<b>Public Servant</b>	<b>Business Manager</b>	<b>Galvanizing Leader</b>
<b>Core Mgmt Skills</b>		X	XX	X
<b>History/Theor y/Policy</b>		XX		XX



Values	X			XX
Special Mechanics	X	X	X	X
Experiential	X	X	X	X
Issues/ Applications	XX	X		

Currently there is no professional consensus on what is the best curriculum or best degree programs for a career in nonprofit management. Haas and Robinson (1998) indicate that from the perspective of nonprofit employers there is no single degree of choice, that the relatively new concept of specialized degrees and certificates in nonprofit management is generally well-received, and that employers in larger organizations tend to prefer the more traditional programs based in public administration, business administration or a given service profession.

### Levels and Formats

While most attention to date in university-based nonprofit management and leadership education has been focused on the professional masters degree level, there is in fact substantial variation in both the types of educational programs offered and the types of students who attend these offerings. Students who attend nonprofit management and leadership educational programs may be roughly divided into the following four categories:

*Top Executive Leaders.* This group encompasses the chief executive officers and other top professional staff of major nonprofit organizations such as national associations, fund raising federations, or large institutions such as hospitals, universities and museums. These individuals may be considered the professional leadership of important segments of the nonprofit sector, nationally, regionally or within particular communities.

Such individuals are unlikely to have the time or inclination to attend intensive degree programs but often seek less time consuming educational experiences that enhance their skills and perspectives.

*Executive and Professional Staff.* These are the top management people of smaller and moderate sized nonprofit organizations and middle managers in larger nonprofit organizations. These individuals may be attracted to graduate degree and certificate programs that enhance their basic skills and offer credentials for advancing their careers, as well as to less time-intensive and less formal educational offerings.

*Aspiring Nonprofit Managers.* These are generally younger individuals who are interested in pursuing careers in the nonprofit sector. They are likely to have some work and volunteer experience in nonprofit organizations and may be attracted to either undergraduate or graduate programs in nonprofit management, depending on their current educational status.

*Volunteer Leaders and Trustees.* Board members obviously play a critical role in the stewardship of nonprofit organizations of all types and sizes. These individuals derive from a wide variety of business, professional and other backgrounds and most are engaged in nonprofit work only on a part-time and voluntary basis. While many trustees are interested in educating themselves to their board responsibilities, and while many nonprofit executives see the value in developing the capacities of their boards, finding the appropriate modes for trustee education constitutes an important challenge. Various short term workshops and training programs have recently emerged to address this challenge.

Clearly the educational interests and constraints of these diverse nonprofit management and leadership groups require a variety of educational options. The



following is a rough description of the spectrum of educational formats in which nonprofit management and leadership education is offered. The spectrum runs from programs involving intensive university involvement, to programs that involve universities only peripherally or not at all, and from programs requiring substantial time commitments by participants to those that require only a few hours:

*Doctoral Programs.* There are few if any doctoral programs in study of the nonprofit sector *per se*, but various programs are available that allow students to focus their doctoral studies on nonprofit management and leadership issues. Most of these are based in disciplinary departments such as history, social work, economics, sociology or management. Examples include the economics doctoral program at Indiana University and the social policy/history program at Case Western Reserve University. There are also some interdisciplinary "practicing doctorate" programs that allow students to shape their own course of study to focus on the issues they face in practice. Examples include the doctoral program of the Union Institute and the Executive Doctorate in Management program of Case Western Reserve University, both of which serve significant numbers of nonprofit sector leaders. The latter programs also allow students to continue to work while they pursue their studies. As such, these programs can accommodate high level professional staff and even top leadership of nonprofit organizations.

*Professional Masters Degree Programs.* As suggested above, these programs come in a variety of forms, including concentrations of MPA and MBA programs, majors or concentrations in professional masters programs in social work, health care or the arts, and holistic, generically focused nonprofit management degree programs in nonprofit management such as the Master of Nonprofit Organizations (MNO) program of Case Western Reserve University or the

Master of Nonprofit Administration (MNA) of the University of San Francisco. The MPA option is featured at many schools including Indiana University, the Bloch School of the University of Missouri/Kansas City, the Humphrey Institute of the University of Minnesota, and Center for Public Service of Seton Hall University. The MBA concentration is featured at the Haas School of the University of California/Berkeley and the business school of the University of St. Thomas in Minnesota. Moreover, business schools at universities including Stanford and Northwestern feature combined concentrations in the public and nonprofit management. Harvard University has recently instituted concentrations in both its MBA program in the Harvard Business School and in its MPA program in the Kennedy School of Government. A variation of the professional masters degree is the executive masters degree designed to provide a more intensive and usually higher priced accelerated masters program for experienced MBAs or MPAs. While there are few if any executive MBAs focusing on nonprofit management, the executive MPA program at Baruch College, City University of New York serves substantial numbers of nonprofit executives. Finally, it should be noted that many professional masters programs without formal nonprofit concentrations are now offering individual courses in nonprofit management. For example, the Yale School of Management offers such courses and has served many students from the nonprofit sector in recent years.

*Undergraduate Coursework.* The nonprofit sector has been widely neglected in undergraduate education. However, progress is now being made in introducing coursework on the nonprofit sector into undergraduate offerings. For example, at Case Western Reserve University undergraduates may enroll in introductory nonprofit sector courses in economics and history. *American Humanics* is notable for its work in nonprofit management at the undergraduate level. This



not-for profit organization works in partnership with several dozen college and universities to institute undergraduate courses in nonprofit management and offer internships leading to careers in youth serving organizations such as the Boy Scouts.

*Certificate Programs.* Some universities offer formal certificate programs in nonprofit management or in specialized areas such as fund raising. Some of these programs, such as the Certificate in Nonprofit Management of the Mandel Center at Case Western Reserve University, offer credit-bearing coursework which may be used towards a masters degree program. While most certificate programs attract local clientele, some programs such as CWRU's national certificate program and George Mason University's (GMU) internet-based certificate program, attract students on a national and international basis. Most certificate programs, such as those of CWRU, GMU and the University of San Francisco (USF), are generically focused on nonprofit management. Others are more specialized, including the certificates in fund raising of USF and of the Fund Raising School of the Center on Philanthropy of Indiana University.

It should be noted that the concept of a "certificate" is much less standardized than that of a university degree. Some certificates involve credit-bearing coursework and others do not. Moreover, the requirements for achieving a certificate vary widely. Certificate programs in nonprofit management are also gaining popularity outside the formal university context. Professional societies such as ASAE and NSFRE have long provided certifications in association management and fund raising, respectively, sometimes utilizing university-based coursework as credit towards these certifications. Recently, the The Learning Institute for Nonprofit Organizations, part of the Society for Nonprofit Organizations in Wisconsin, announced "the first

national certificate program in nonprofit leadership and management", provided in partnership with the PBS Adult Learning Service and co-sponsored by United Way of America. This program does not draw on academic resources but features eight lectures by distinguished practitioners broadcast by satellite. It offers participants options for certificates of participation or certificates of excellence, the latter including continuing education units (CEUs) creditable towards professional licensure requirements. The program bears some resemblance to an earlier satellite program series offered by the Peter F. Drucker Foundation which also provided participants with certificates of participation and CEU credits.

Certificate programs such as those of the Learning Institute, George Mason's internet-based program, and the Mandel Center's national certificate program, signal a growing trend towards "distance learning" in nonprofit management education. The Open University in the United Kingdom has pioneered distance learning techniques for university education in general, and has offered a masters degree concentration in nonprofit management via distance learning for several years now (see Smith, 1994).

*Fellows Programs.* Some universities offer international fellows programs that attract high (doctoral) level students, advanced practitioners and other leaders to study nonprofit sector issues in the United States. Examples include the international fellows programs of the Institute for Policy Studies of Johns Hopkins University and the Center for the Study of Philanthropy of the City University of New York. Another interesting example is the exchange program of the Cleveland International Program which sometimes places professionals from other countries within research or educational programs associated with nonprofit management or social work at Case Western Reserve University.



Outside the university context, the Peter F. Drucker Foundation has also instituted the new Frances Hesselbein Community Innovation Fellows Program. This competitive program selects four outstanding nonprofit sector leaders in the U.S. each year to participate in special educational programs of the Drucker Foundation designed to advance their professional development.

*Contractual and In-Service Programs.* University centers sometimes work intensively with particular nonprofit organizations or associations to offer customized educational programming for the members of those organizations. For example, the Mandel Center has developed specialized programs, ranging from a few days to several weeks in duration, for such national associations as the Girl Scouts of the U.S.A., Boys and Girls Clubs of America, the Jewish Community Centers Association, and Opera America, as well as for local organizations such as the the Jewish Federation of Cleveland. These programs customize the general curricula and faculty capacities of the Mandel Center's graduate programs to the particular interests and needs of the individual client organizations. Some of these programs resulted in "certificates of completion" for those who successfully participate in the programs. (For example, participants in the Girl Scouts program receive certificates of completion jointly issued by the Mandel Center and Girl Scouts of the U.S.A.) Often, such contractual programs are extensions of existing in-service programs of national associations that wish to upgrade the quality and scope of their training services to members. Such was the case with the Girl Scouts and the JCCA which maintain extensive educational program offerings for their memberships, or with the National Health Council which recently enhanced its annual leadership program for executives and board chairs of national voluntary health associations by inviting presentations of various scholars contracted through the

Mandel Center. Historically, the National Academy for Voluntarism of United Way of America has also contracted with academic scholars from various schools to provide in-service coursework in management and leadership of United Ways and other nonprofit organizations.

*Short Courses and Workshops.* University centers such as the Mandel Center or the Institute for Policy Studies of Johns Hopkins University, professional support organizations such as the National Center for Nonprofit Boards, or professional associations such as the National Society of Fund Raising Executives or the American Society of Association Executives periodically offer short courses and noncredit workshops on particular subjects such as trusteeship, fund raising, or financial management. Such workshops are often focused on specific skills such as grant writing or board development.

*Conferences and Think Tanks.* University centers such as the Center on Philanthropy at Indiana University, the Mandel Center at CWRU or the Institute for Nonprofit Organization Management at the University of San Francisco, regularly sponsor conferences on general topics such as devolution, nonprofit management education, the involvement of nonprofit organizations in the marketplace, or other contemporary issues. While these events may showcase the work of university faculty, they also engage important speakers from the world of practice and they provide a framework for two-way exchange of information and ideas between academic and nonprofit sector leaders.

Professional organizations such as the National Center on Nonprofit Boards or the Peter F. Drucker Foundation for Nonprofit Management also offer such conference programming, focused on topics of management and governance skills and capacities. Alternatively, scholarly associations such as the Association for Research on Nonprofit Organizations and Voluntary Action



(ARNOVA), the National Association of Schools of Public Affairs and Administration (NASPAA) or the Academy of Management offer a variety of research-oriented presentations of interest to nonprofit managers and leaders, within the context of their annual conferences, while professional membership associations such as the American Society of Association Executives (ASAE) and the National Society of Fund Raising Executives (NSFRE) offer a variety of practical workshops as well as academic presentations within their annual membership meetings.

An interesting variant of the conference format is the "think tank" program in which a small group of top nonprofit leaders and academic scholars is invited to deliberate on a topic of special interest to the field. Examples include recent think tanks held by the Mandel Center and funded by the Lilly Endowment on issues including nonprofit sector accountability, and boundaries of the nonprofit sector, regional programs on devolution sponsored by the Humphrey Institute of the University of Minnesota and the Center on Philanthropy of Indiana University, and the recent convening of nonprofit and academic leaders by the American Assembly of Columbia University and the Center on Philanthropy of Indiana University to deliberate on the future of the nonprofit sector. Some of these events have resulted in formal publications and joint resolutions of conference participants. (See American Assembly, 1998 and the Special Issue of *Nonprofit Management and Leadership*, 1995).

The foregoing variety in content and format allows, to a substantial extent, the different nonprofit management and leadership constituencies to find educational combinations that best suit their particular needs for conceptual as well as skill development. While there is no one-to-one fit of particular constituent groups to specific types of program offerings, there is some sorting of groups by the types of

programs that best suit them. Table 2 below, provides a rough sketch of the landscape of program offerings by constituent groups. The X's in the boxes suggest which modes of educational programming are best adapted to each of the constituency groups. Double X's indicate particular suitability of a given group to a specific type of program offering:





TABLE 2

Group/ Program	Top Leaders	Professional Staff	Aspiring Nonprofit Managers	Volunteer Leaders
Doctoral	X	X		
Masters		XX	XX	
Undergrad			X	
Certificate		XX		
Fellows	X	X		
Contractual	XX	XX		X
Workshops		XX		XX
Conferences	XX	X		X

### Major Trends and Future Directions

The last decade has witnessed a number of trends in education of nonprofit managers and leaders, including:

- \* Exponential growth of university programs addressed to nonprofit management and leadership, and emergence of this field of study as having its own identity, distinct from management and leadership in the business and government sectors;
- \* Increasing collaboration between nonprofit organizations and associations on the one hand, and university programs on the other;
- \* A growing recognition that education of nonprofit managers *per se* is not sufficient to improve the effectiveness of nonprofit organizations. In particular, the role of boards of directors has become broadly recognized as critical element in nonprofit effectiveness and trustee education is emerging as an important priority;
- \* A growing recognition that ethics, values and accountability are as important as

business skills in the effective leadership of nonprofit organizations.

The latter two points are worth some further elaboration. The movement towards graduate education of nonprofit managers began in the early 1980s with an emphasis on finding ways to make nonprofit organizations more efficient by training professional managers in business methods and management techniques. Over the years, nonprofits have indeed become more businesslike, relying more heavily on earned income, emphasizing the marketing of their products and services, engaging in strategic planning, and in other ways. However, the nonprofit sector has also recently been plagued with highly visible scandals in major nonprofit institutions such as United Way of America, Covenant House and the NAACP, and public confidence in nonprofit institutions has declined. While by no means pervasive, these scandals and other problems have highlighted both ineffectiveness of some boards of trustees in dealing with issues of corporate integrity, and difficulties nonprofits sometimes experience in adhering to their special values and maintaining their public trust. Hence, educational programs for leaders and managers have begun to broaden their scope beyond professional management, to include volunteer trustees and to make ethics, values and accountability more prominent in their curricula. The issue of how to respond to market-based and governmental incentives while remaining true to mission represents a growing conundrum for the future of nonprofit organizations and in the education of its managers and leaders.

A major issue for the future is whether, nonprofit leadership and management education will continue to develop in its own way, or whether it will ultimately become reintegrated with management and leadership education for business and the public sector. There are reasons to suggest that either could occur. On the one hand, the field of nonprofit management and leadership development could grow more and more distinct from business and public sector programming as the special character of the



sector becomes more widely appreciated and as research knowledge and educational materials particular to the nonprofit sector become more abundant. On the other hand, the borderlines between sectors continue to blur and nonprofit leaders must become more adept at boundary spanning. Arguments can be made that nonprofit leaders must be mobile across government-nonprofit borders if the new partnerships between government and nonprofits are to prosper and if government continues to devolve its responsibilities to local communities and the private sector. Similarly, as nonprofits put more emphasis on sales income and commercial initiatives, and as the "social enterprise" movement produces organizational configurations that confound easy distinctions of nonprofit versus for-profit, the argument for a more generic approach to management and leadership which crosses business/nonprofit lines becomes stronger.

### **Best Practices**

The field of nonprofit management and leadership education is still a young and evolving one, so there are few principles yet set in stone. The following are a few tenets around which there is probably general consensus among nonprofit educators and leaders:

- \* Education for nonprofit leadership and management requires not just skill proficiency in management techniques but also an understanding of the special value context and social role of nonprofit organizations;
- \* Education for nonprofit leadership and management cannot be solely academic but must be integrated with field work and job experience;
- \* Education for nonprofit leadership and management cannot be solely generic but must be tuned to the practical differences of running nonprofits versus other types of organizations, including the unique ways in which nonprofits raise and spend money, the manner in which they are governed, the way in which they

recruit and reward people, the special economic, legal, political and social environments to which they must respond, and the special missions they address;

\* Education for nonprofit leadership and management must acknowledge that the nonprofit sector itself is extremely diverse and provisions must be made to accommodate the varying needs of smaller versus larger nonprofit organizations, and organizations in such different fields of service as the arts, religion, social service, health care and environmental conservation. Differences among service producing versus advocacy organizations, and between smaller, less formal, solely volunteer organizations and those that employ professional staffs, must also be accommodated.

It also probably too early to identify "exemplary programs" of nonprofit leadership and management education in any definitive way at this stage of development. There are some programs that have been recognized by peers as leaders over the past decade, but in many ways the field has been led collectively by academic leaders through institutions such as the Nonprofit Academic Centers Council, ARNOVA and Independent Sector. Just for purposes of illustration, and at the risk of leaving deserving programs out, the following programs can be cited as exemplary in various ways:

\* The Center on Philanthropy at Indiana University: This program administers the well known Fund Raising School, has developed a new Masters of Philanthropic Studies that emphasizes the value basis of the nonprofit sector, and has developed a nonprofit management concentration in the MPA program of the School of Public and Environmental Affairs which promises to become a major source of graduates in the field of nonprofit management and leadership.

\* The Mandel Center at Case Western Reserve University: This program has



pioneered the Master of Nonprofit Organizations (MNO) degree, a professional credential equivalent to the MBA or MPA but designed solely for nonprofit managers and leaders. It has also developed a creditbearing Certificate in Nonprofit Management in two versions - one of which attracts students nationwide and internationally. The Mandel Center has also pioneered think tank programs that have allowed national sector leaders to deliberate on major issues affecting them, and also various local seminar, lecture and workshop programs for trustees and nonprofit managers on issues such as government devolution, accountability, and cross-fertilization of management ideas between nonprofits and business.

\*The Institute for Nonprofit Organization Management of the University of San Francisco was the first to create a separate degree program for nonprofit managers, its Masters of Nonprofit Administration. USF has also distinguished itself by convening national and regional conferences for nonprofit leaders and scholars on diverse topics including nonprofit management education, and the role of ethnic groups and women in the nonprofit sector.

\* The Institute for Policy Studies of Johns Hopkins University is the leading center for the study of the nonprofit sector on an international basis. It has pioneered fellows programs for visiting nonprofit leaders and scholars and is currently developing a graduate nonprofit management program that focuses on the partnership between nonprofits and government.

Many other accomplished programs could be cited including those of the University of Missouri/Kansas City, Seton Hall University and the New School for Social Research. In addition, exciting developments are taking place at Harvard University at both the Kennedy School of Government and the Harvard Business School, which may provide models for nonprofit management and leadership development in the future. In

all, the Nonprofit Academic Centers Council (NACC) now includes more than two dozen directors of university-based nonprofit management and leadership programs, all of which have contributed to the field's development in some important way.



## AMERICAN JEWISH ARCHIVES

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