



BETWEEN THE REAL AND THE IDEAL

Ethics, Philanthropy and the
Professional Adventure

St. Mary's University of Winona



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OUR OBJECTIVES

- ◆ Common work – exploring the links between philanthropy, democracy and leadership
- ◆ The ethics of personal, professional, organizational and public lives
- ◆ Paying attention – ethics as reflective practice
- ◆ Promise-keeping – stewardship as the highest form of philanthropic leadership
- ◆ Ethical decision-making models

WELCOME AND INTRODUCTIONS

- ◆ A ritual we read to each other...
- ◆ Ground rules – the ethics of our work
- ◆ Acquainting ourselves through what we read – a text/story you turn to again and again for guidance, inspiration, insight...
 - Who are you?
 - Who am I?



SAY SOMETHING PHILANTHROPIC...

COMMON WORK:
Philanthropy and Democracy
In America

Teach me about philanthropy...

- ◆ The lessons I learned from an international student...
- ◆ What we take for granted in the remarkable practice of philanthropy in our country
- ◆ Our need to be reflective, to celebrate, to take responsibility for our “impulse to generosity”

What is philanthropy?

- ◆ What the word means...where we find it in our lives.
- ◆ The philanthropic dimension of our lives — how we love each other.
- ◆ “Ghettoized” in a sector, nonprofit organizations, fundraising...
- ◆ Say something philanthropic!

The role of philanthropy in our lives

- ◆ Personally – our stories of giving, volunteering, receiving...
- ◆ Organizationally – leadership and common purpose, being philanthropic together
- ◆ In public – the public practice of philanthropy and how it shapes our democracy

It begins with you

- ◆ You are the chief philanthropic officer in your life!
- ◆ What does that mean? How does that feel? Have you any training or preparation for that role?
- ◆ Are you prepared to tell your philanthropic story?

Philanthropic autobiography

- ◆ What are the experiences, people, and values (positive and not so!) that have shaped your understanding of philanthropy?
- ◆ Take a few moments to recount your philanthropic autobiography – then share it with someone
- ◆ If we can't make these links, how can we hope to lead philanthropic lives?

My philanthropic autobiography

- ◆ Rooted in a place, a community, a set of values, a religion, a family...
- ◆ Learning to be a grain-gatherer
- ◆ Understanding how my role as grain-gatherer is connected to all of us who care about the world

A vision for philanthropy in democracy

- ◆ We then turn to our duties to lead various institutions in their philanthropic efforts...
- ◆ One persuasive vision for philanthropy is “common work”
- ◆ The story of Jane Addams and her notion of “humane philanthropy”

The Addams' legacy

- ◆ Responsibility of being human vs. the responsibilities of wealth
- ◆ The social ethic of democracy
- ◆ The mutuality of interests and needs
- ◆ The central roles of agile and accountable institutions – working together

Philanthropy as common work

(1)

- ◆ Philanthropy as common work means that philanthropy is at the core of the mission of your institution
- ◆ Think about where philanthropy “resides” in the organizations you work with and for
- ◆ How do we integrate the “philanthropic dimension” of all aspects of our mission-based work?

Philanthropy as common work

(2)

- ◆ Philanthropy as common work means that philanthropy involves everyone in the community
- ◆ Reclaiming roles for professional staff, faculty, executive directors, volunteers, board members, alumni, students, and so forth
- ◆ Redressing the imbalance of the philanthropic community

Philanthropy as common work

(3)

- ◆ Philanthropy as common work means that philanthropy must be publicly accountable
- ◆ Since it belongs to everyone, everyone has a right to know what went well (and what did not!)
- ◆ Pursuing rather than waiting for accountability to be imposed – the lessons of 9-11

Philanthropy as common work

(4)

◆ Implications for the work of professional philanthropic fundraising:

- The public roles of fundraisers – missionaries for philanthropy
- The leadership roles of fundraisers – modeling common work in organizations
- The conscience roles of fundraisers – public accountability

The public practice of philanthropy

- ◆ One of the several practices that help to form a democracy – along with education, justice, and health
- ◆ Think about what we assume and count on as we navigate our lives together – what happens when those goods and practices are not there?

The component parts of the public practice of philanthropy

- ◆ A sense of history – remembering
- ◆ A sense of place – rooted
- ◆ A sense of values – grounded
- ◆ A sense of hope – faithful
- ◆ A sense of service – the connection between the liberal and domestic arts

The messiness of it all

- ◆ John Courtney Murray's wonderful phrase: democracy as the "intersection of conspiracies"
- ◆ Philanthropy and democracy as intertwined throughout history – no monolithic definition then nor now
- ◆ Evolving conspiracies mean evolving social patterns and institutional arrangements

Practicing philanthropy in public

- ◆ Who are our role models?
- ◆ The role of civic teachers and philanthropic counselors
- ◆ Helping to promote perspectives of trust, generosity, and abundance in our commonweal

Say something philanthropic!

- ◆ The work of citizenship – “the thronged and common road”
- ◆ Negotiating our lives with strangers
- ◆ Finding and sharing a language adequate to our needs and aspirations
- ◆ Agile and accountable organizational arrangements – common work is possible!

Philanthropy and democracy as common work

- ◆ It is about stewardship, accountability, and changing the way we live
- ◆ It is about a new mythology for the work of being philanthropic – personally, organizationally, and in public – it's not all about economics!
- ◆ It is about being both responsible and successful



MIXED MOTIVATIONS

A conversation about why we give
and serve

MIXED MOTIVES

- ◆ Reflecting on why we give and why others give – helping to educate and form more reflective givers...
- ◆ Obligatory giving, social giving and strategic giving – for example...
- ◆ How comfortable are you with mixed motivations?

HOW SHALL WE PROCEED?

- ◆ Recognize and accept the reality of mixed motivations
- ◆ Realistic, but not deterministic – can motivations be refined, transformed...?
- ◆ Lead with personal and organizational integrity – a grounded sense of the right “fit” – accountability to core values

RAMBAM'S LADDER

◆ Responsibility

◆ Anonymity

◆ Corruption

◆ Boundaries

◆ Shame

◆ Solicitation

◆ Proportion

◆ Reluctance

HOW WOULD YOU ORDER MOTIVATIONS FOR GIVING?

- ◆ Your list and why...
- ◆ Share with colleagues – compare and contrast
- ◆ Can you convince each other to reorder your lists?



PROMISES TO KEEP

Crafting a Stewardship Covenant for Your Organization

Paul Pribbenow, Ph.D., CFRE



Some initial thoughts

On becoming reflective practitioners

My daily reminders

- ◆ Reminders of the foundations of our common life:
- ◆ *Trust* - integrity - image
- ◆ *Abundance* - imagination - resourcefulness

My problem

- ◆ Where are trust and abundance in our day-to-day lives?
- ◆ What is the link between the causes and values we espouse in our missions and how we live our daily lives in organizations?
- ◆ What sorts of perspectives, skills, courage... does it take to recover and secure that link?

Why Stewardship?

- ◆ It might change your life
- ◆ The philanthropic community needs a new mythology for its work--a shaping story
- ◆ The notion of philanthropy as common work--a public practice--translates into healthy organizations
- ◆ Our roles in that translation--to be good stewards

Defining Stewardship

- ◆ A way of understanding human nature
- ◆ A way of ordering our common lives
- ◆ A way of behaving/seeing the world



Getting personal

Your understanding of stewardship and the difference it makes in your life

Reflective practice

- ◆ The challenge of reflective practice; dialogue between practice and ideas
- ◆ Grounded, informed practice
- ◆ Linking ideas like stewardship with our leadership and management as philanthropic professionals
- ◆ Stewardship autobiography

Stewardship autobiography

- ◆ Your stewardship mission
- ◆ The role models you have (positive and not so) who inspire your stewardship
- ◆ The mirror test: What difference does it all make to your management and leadership? What do others think? How does it link to your various roles?

The claim of stewardship

- ◆ A way of life -- an attitude, perspective, set of practices we live out in our day-to-day work
- ◆ A way of ordering our common lives -- manage and lead so that our organizations are good stewards
- ◆ The values of “gifted” people -- obligations to care for the gifts we have been given

The logic of stewardship

- ◆ Gifts entrusted to us
- ◆ Obligations to care for them
- ◆ Good practices of the steward
- ◆ Pursuing accountability



Stewardship at work

The initial steps: definition, priorities,
and alignment

(1) Defining stewardship--the logic

- ◆ What are the gifts we have been given?
- ◆ Who and what?
- ◆ What obligations do we have to care for the gifts?
- ◆ How shall we be good stewards?
- ◆ How shall we be accountable as good stewards?

Stewardship and the Human Condition

- ◆ “Gifted” human nature
- ◆ The tension between good and evil
- ◆ Individual and corporate practices
- ◆ A moral basis for viewing our lives as humans

Stewardship and Professional Practices

- ◆ Facilitators of conversations
- ◆ Management and leadership as moral skills
- ◆ Value-based, what do you “profess” faith in as you work?

Stewardship and Organizational Practices

- ◆ How do we live up to the public trust?
- ◆ Being good stewards of organizational resources: investment, infrastructure, image
- ◆ Philanthropic partnerships and relationships

Stewardship and Public Life

- ◆ What is public, philanthropic leadership?
- ◆ A focus on “public practices” - they hold our democracy together
- ◆ Our roles as teachers and rhetors
- ◆ Our organizations’ roles as both forums and “missions” for philanthropy
- ◆ Negotiating the “intersections of conspiracies” in public

(2) Stewardship priorities

and goals

- ◆ Mission statement related to stewardship (commitment to service, donors come first...)
- ◆ Stewardship priorities: planning, integrity, personalization, accountability, and celebration

A stewardship covenant

- ◆ Into the fray we enter with gifts to care for and promises to keep
- ◆ Peter Block's idea (slightly adapted) of a stewardship covenant
- ◆ The intent is to redesign our organizations so that service is the centerpiece, grounded in ownership, responsibility, and public accountability

The principles of the covenant (1)

- ◆ Maximize choice for those closest to the work
- ◆ Reintegrate managing and doing
- ◆ Measurements and controls serve core workers
- ◆ Yield on consistency, support local solutions

The principles of the covenant (2)

- ◆ Service is everything
- ◆ De-glorify management, de-mystify staff functions
- ◆ End secrecy
- ◆ Demand a promise
- ◆ Redistribute wealth

The principles of your stewardship covenant

- ◆ Stewardship practices you value – what do they stand for?
- ◆ Stewardship principles you aspire to – what difference do they make?
- ◆ The values, practices, principles, and traditions that tell others who you are, what you care about, your organizational integrity...

Your stewardship covenant (1)

- ◆ An exercise in articulating the principles of a stewardship covenant for your organization
- ◆ Name two or three key principles--linked to mission--that define how your organization can be designed and governed to support public service over self-interest, to become healthier and integrated

Stewardship at Wabash College:

The principles of our covenant

- ◆ Philanthropy as common work
- ◆ Always balance tradition and future needs
- ◆ Students always come first
- ◆ Don't wait for someone else to take the lead
- ◆ Fluidity between offices/departments is a sign of abundance

(3) Align stewardship

- ◆ Crafting an institutional ethos/culture
- ◆ The practice of stewardship: collaboration and alliances, communication, donor-centered inquiry, and so on
- ◆ Inspiring, aspiring, forging an environment in which stewardship is pursued in an integrated and seamless way

Stewardship and Change

- ◆ Stewardship is careful, not cautious
- ◆ Focus on connection between organizational thinking and practices
- ◆ How do we pursue better, healthier, more value-oriented organizations?

Stewardship and the Context for Change

- ◆ Postman on the “weavers in our midst”
- ◆ Helping to make sense of circumstances, to navigate the inevitable tensions
- ◆ From data to information to wisdom - our challenge as leaders and managers
- ◆ Learning to pay attention

Organizational Change Requires

- ◆ Value-based understanding of organizational life
- ◆ A culture of accountability
- ◆ An organization committed to teaching and learning
- ◆ A holistic picture of organizational reality

Value-based organizations: paying attention at work

- ◆ Mission: why do we exist?
- ◆ Values: what is going on here?
- ◆ Strategies: what are we going to do?
- ◆ Competency: why us?
- ◆ Ownership: who owns us?

A culture of accountability

- ◆ Change from culture of entitlement
- ◆ Be a role model for change and hold others accountable for their participation in the new initiatives
- ◆ Do your homework - understand people and organization fully
- ◆ Accountability overcomes fear

Toward a teaching and learning organization

- ◆ Change is about genuine education
- ◆ We are all educators
- ◆ Finding, supporting, and structuring feedback loops
- ◆ Make assessment a mission-based learning tool, not just a management burden

Holistic picture of organizational reality

- ◆ Four lenses into organizational reality (Bolman and Deal on *Reframing Organizations*, 2nd ed., Jossey-Bass, 1997)
- ◆ The structural frame
- ◆ The human resources frame
- ◆ The political frame
- ◆ The symbolic frame

The structural frame

- ◆ The linear logic of planning and management - toward goals and objectives
- ◆ The construction of our organizational lives - how it all fits together
- ◆ Roles and responsibilities
- ◆ Structure and translation - e.g., managing by objective

The human resources frame

- ◆ The needs of our people; the needs of our organizations - and how they fit together
- ◆ Issues of inclusion
- ◆ Issues of communication
- ◆ Complementarity of skills, perspectives
- ◆ Toward a repertoire of skills

The political frame

- ◆ The distribution of resources - what resources are available? Scarcity vs. abundance
- ◆ Issues of power and turf
- ◆ The role of conflict - how do we make it a constructive part of our lives
- ◆ Coalition and alliance-building

The symbolic frame

- ◆ Process vs. product
- ◆ What it means vs. what it is
- ◆ The role of ritual, history, story-telling, heroes/heroines
- ◆ The value-base of our management and planning
- ◆ Building a culture

Your stewardship covenant (2)

- ◆ Once you name your stewardship principles, use the four frames to translate principles into policies and practices
- ◆ Each principle has concrete implications for the structure, human resources, politics, and symbolic culture of your organization
- ◆ Complete the chart

Your stewardship covenant (3)

- ◆ Once you have principles and have translated to management policies and practices, then turn to even more concrete implications
- ◆ What does stewardship mean for how you hire, communicate, plan, supervise, budget, organize staff development, and so forth?

Stewardship in practice: translating the covenant

◆ Principle is “always balance tradition and future needs”

- Structure:

- ◆ Emeritus trustee roles--active links to past alongside and a part of forward-looking conversations

- Human resources:

- ◆ Defining a new, but critical, role for long-time advancement staff member

Translating the covenant (2)

- Politics

- ◆ Address past controversy honestly and completely--
take back the terms of the debate

- Symbols

- ◆ Campaign kick-off video--legends in the
background with new buildings in the fore

Stewardship in practice: translating the covenant

◆ Principle is “fluidity is a sign of abundance”

■ Structure:

- ◆ Ad hoc--cross-departmental--stewardship groups
- ◆ Staff members managing each other in common projects (reunions, sub-campaigns)

■ Human resources:

- ◆ Plan for alumni affairs officers--generalists who serve a variety of purposes and roles

Translating the covenant (2)

■ Politics

- ◆ Senior Staff meetings are forums for constructive conflict
- ◆ Web director reports to me, staffs across departmental boundaries

■ Symbols

- ◆ Rewards come to those who collaborate
- ◆ Lifting up unlikely heroes/heroines in faculty-staff campaign

Practicing stewardship

- ◆ Personal practices: reflective, in pursuit of integrity
- ◆ Professional practices: philanthropy as public service
- ◆ Organizational practices: linking values and aspirations with day-to-day work
- ◆ Public practices: stewardship and philanthropy as central to democracy

What shall we do?

- ◆ Be a force for good
- ◆ Be informed advocates
- ◆ Be full of hope
- ◆ Keep the faith

Join me in conversation

- ◆ *Notes for the Reflective Practitioner*; musings, references, ideas, practices
- ◆ An e-mail newsletter published every two months
- ◆ Helping to form a community of reflective practitioners
- ◆ Send me an email: (augpres@augsborg.edu) to join



The Privileges and Obligations of Prospect Management

A facilitated discussion among senior professionals

What we know of each other...

- ◆ If you don't know...
- ◆ A pattern others make may prevail...
- ◆ Awake people must be awake...
- ◆ Yes, no or maybe should be clear...
- ◆ The darkness around us is deep.
- ◆ William Stafford's ritual that is at the heart of healthy and good relationships

How do I feel about being a “managed” prospect?

- ◆ Philanthropic autobiography
- ◆ An inelegant phrase to describe a grace-filled process
- ◆ Privileges and obligations

Philanthropic autobiography

- ◆ Your philanthropy mission
- ◆ The role models you have (positive and not so) who inspire your work in philanthropy
- ◆ The mirror test: What difference does it all make to your management and leadership? What do others think? How does it link to your various roles?

Why manage prospects?

- ◆ Values – what's at stake?
- ◆ Principles – what guides us?
- ◆ Practices – what works?
- ◆ One word/phrase for each table!

Why prospect management?

- ◆ It's about good stewardship of philanthropic relationships
- ◆ It's about strategic philanthropy – linking mission and fundraising
- ◆ It's about accountability for what we do and how we do it

What is prospect management?

- ◆ Way of organizing the identification, cultivation, solicitation, and stewardship of donors
- ◆ Documents the “history” of our relationships with donors and prospective donors
- ◆ Builds an infrastructure to sustain on-going philanthropic activity

Objectives of prospect management program

- ◆ Coordinate prospect activity across the organization
- ◆ Increase level of prospect contact
- ◆ Track and measure visit activity
- ◆ To provide focus on priorities
- ◆ Gather better information and communicate more effectively
- ◆ Generate management reports

Key components of prospect management program

- ◆ A pyramid of campaign prospects capable and inclined to give at a certain level (research and tracking)
- ◆ Call/contact reports
- ◆ Staff/volunteer responsibilities
- ◆ Means of managing information
- ◆ Leadership to guide process and monitor trends/results

Where and how do we find prospects?

- ◆ Values – what's at stake?
- ◆ Principles – what guides us?
- ◆ Practices – what works?
- ◆ Each table names one “good practice”

Identifying prospects

- ◆ Define a prospect! – and then look for them...
- ◆ Electronic screening
- ◆ Peer screening
- ◆ Informal referral (from board, staff...)
- ◆ Past giving and involvement
- ◆ Prospect research

Where and how do we learn more about prospects?

- ◆ Values – what's at stake?
- ◆ Principles – what guides us?
- ◆ Practices – what works?
- ◆ What's the best piece of information you have ever learned about a prospect and where did it come from?

Rating prospects

- ◆ Capacity ratings: estimated net worth and estimated giving capacity—codes assigned based on ratings
- ◆ Inclination ratings: level of involvement, asking others, asking prospects themselves

Our Peer Screening Model

- ◆ Our model is ‘silent,’ honors confidences but also focuses on strategic links
- ◆ Our model is intense, challenges screeners to identify only those they truly know
- ◆ Our model has several objectives, not simply the identification of prospects

Objectives of Peer Screening

- ◆ To gain better information on major prospects (capacity, inclination, context, linkages, etc.)
- ◆ To identify potential campaign volunteers
- ◆ To cultivate prospective donors
- ◆ To test campaign themes, case for support, and funding objectives

What do we hope to learn?

- ◆ The potential gift capacity of approximately 4% of the prospects screened
- ◆ The giving inclination of some prospects
- ◆ The willingness of volunteers to help make contacts, open doors, cultivate support...
- ◆ Whether the campaign case is persuasive, clear, meaningful...

Getting ready for peer screening

- ◆ Recruit potential screeners – ideal size screening group is 8-10
- ◆ Send letter of invitation from high-placed institutional leader (volunteer or executive) – preferably outside of development office
- ◆ Follow-up calls to explain, flatter, etc.

The Peer Screening Event (1)

- ◆ Two hours in length
- ◆ In a comfortable, spacious setting (consider the ambiance based on your screeners and organization)
- ◆ Begin with 30 or so minutes of social time – and then it is down to work!

Peer Screening Event (2)

- ◆ A fifteen (15) minute presentation – by campaign leader or institutional head
- ◆ Basis for campaign (strategic plan)
- ◆ Themes and case for campaign
- ◆ Fundable objectives
- ◆ Behind the scenes look at campaign – simple hand-outs

Peer Screening Event (3)

- ◆ A five (5) minute introduction/instructions for working with the prospect lists
- ◆ Simple reference materials
- ◆ Key points: info only on those you know are capable; capacity; inclination; context; are you willing to help?

Peer Screening Event (4)

- ◆ Sixty (60) minutes for silent screening
- ◆ Approximately 1,000 names in personalized books – move quickly!
- ◆ Blank sheets for names we missed...
- ◆ Some generic prospect books for walk-ins
- ◆ Staff stays near by to answer questions
- ◆ When time is up, let people leave...

Post Screening Follow Up

- ◆ Thank you letters to screeners – perhaps include a summary of how many names were reviewed and how much information was gathered
- ◆ Follow-up on offers to help with particular prospects – consider how screeners can help in other ways

Managing Screening Information

- ◆ Staff to enter information from screening books into database (Excel or your fundraising system)
- ◆ Remember, information must be corroborated/cross-validated
- ◆ Build results back into your prospect pyramid and strategies

Peer Screening Redux

- ◆ Remember your multiple objectives – information, volunteers, campaign theme testing, etc.
- ◆ Remember to thank, inform, and invite to help in other ways (meaningful volunteer work!)
- ◆ Keep in mind, these sessions are both noble and fun!

How do we build lasting and successful relationships with prospects?

- ◆ Values – what's at stake?
- ◆ Principles – what guides us?
- ◆ Practices – what works?
- ◆ Strategy case studies

Assigning prospects

- ◆ Staff or volunteer assignments
- ◆ Portfolios of prospects (how many, where...?)
- ◆ Managing prospect assignments—the need for oversight and guidance
- ◆ Cross-cutting prospect management

Prospect moves management

- ◆ A “move” is a planned contact with a fixed action and objective
- ◆ One move per month is good (four to five personal visits each year)
- ◆ Moves help assess prospect relationship, who else to involve, ways of evaluating past moves, appropriate next steps, etc.

Prospect Strategy

- ◆ Key management tool for ensuring that strategy is planned and tracked
- ◆ Prospect objective(s)
- ◆ Background information and key players
- ◆ Time frame
- ◆ Next steps
- ◆ A case study – Trent Robert Jones!

Prospect status

- ◆ I1 – needs introduction (3-6 month process)
- ◆ I2 – general cultivation (6-12 months)
- ◆ I3 – focused cultivation (6-18 months)
- ◆ I4 – ready to be asked (0-3 months)
- ◆ I5 – considering/responding (1-3 months)
- ◆ I6 – closing/stewardship (ongoing)

Prospect management reports

- ◆ Moves management report – summary of moves within a selected time frame
- ◆ Pyramid report – capacity and inclination
- ◆ Contacts/reminder report – the tickler
- ◆ Performance report – number of moves by level by staff/volunteer

Performance management

- ◆ Building accountability into program
- ◆ How many moves, with whom, outcome of moves
- ◆ Our performance management system includes administrative duties (5%), fund raising administration (30%), and fundraising moves (65%) – monthly benchmarks based on plans and itineraries

How do we tend and care for a relationship over time?

- ◆ Values – what's at stake?
- ◆ Principles – what guides us?
- ◆ Practices – what works?
- ◆ The logic of stewardship plans

Stewardship and prospect management

- ◆ Who are our major donors? Do we know them? Do we pay attention?
- ◆ The special case of long-term relationships
- ◆ The sorts of information and values at play in major/planned giving relationships
- ◆ Do we earn and sustain the trust of major givers? Are we good stewards?

Making the case for stewardship planning

- ◆ Where does stewardship fit in our philanthropic work?
- ◆ Should stewardship be planned (like cultivation and solicitation) for individual prospects?
- ◆ Stewardship as part of prospect and moves management - integrated into our management practices (forms, policies, etc.)

Working the plan

- ◆ The audience--individual or group
- ◆ Our purpose or objective
- ◆ Background information
- ◆ Key players
- ◆ Timeline
- ◆ Budget
- ◆ Action steps

The logic of stewardship

- ◆ Gifts entrusted to us
- ◆ Obligations to care for them
- ◆ Good practices of the steward
- ◆ Pursuing accountability

Summing Up

- ◆ Prospect management and philanthropic leadership
- ◆ The challenge of common work – ways of facilitating philanthropic relationship building
- ◆ The privilege of working with donors – and the obligation to tend relationships well

Please join us

- ◆ *Notes for the Reflective Practitioner*-- musings, observations, sources of inspiration and information
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PAYING ATTENTION

Ethics and Philanthropic Fundraising

St. Mary's University of Winona

BETWEEN THE REAL AND IDEAL

- ◆ The professional adventure...between expertise and social compact
- ◆ Philanthropy as a public practice
- ◆ Philanthropic fundraising as a calling
- ◆ Ethics as reflective practice – dialogic and educational

ETHICS AND PAYING ATTENTION

- ◆ How I learned to pay attention...
- ◆ Attending to the most important values, relationships, issues in our lives
- ◆ Paying attention as leadership
- ◆ Paying attention in a democracy – the genius of the intersection of individual and common values



The *AFP Ethics* *Assessment Inventory*[™]

The *AFP Ethics Assessment Inventory*™

- New benefit for AFP members.
- Voluntary & confidential.
- Available online.
- Provides users a snapshot of their ethical performance along six dimensions of ethical practice.
- Users are compared with AFP peers.
- Designed as developmental tool.

The *AFP Ethics Assessment Inventory*™

- Six dimensions of ethical behavior
 - Adherent/observant
 - Accountable
 - Courageous
 - Trustworthy
 - Integrity
 - Transparent

The *AFP Ethics Assessment Inventory*™

- Built on information and insights provided by AFP members.
- AFP Ethics Committee guided development.
- Almost 2,000 AFP members participated in design and testing.
- Linked directly to AFP's mission: *AFP ... advances philanthropy by enabling people and organizations to practice ethical and effective fundraising.*

The AFP Ethics Assessment Inventory™

- Development of this instrument was one of three strategic priorities for AFP's 50th anniversary year.
- Funded through the AFP Foundation for Philanthropy with major gifts from numerous chapters and individuals.
- Developed by the Center for Ethical Business Cultures® (CEBC) at the University of St. Thomas~Minnesota with the oversight of AFP Ethics Committee.

LIVING AND WORKING MORALLY

- ◆ Reflective practice – the meaning of ethics
- ◆ Common vs. individual values – the tension and balance that define American culture
- ◆ Where do we learn this stuff?

ETHICS AND VALUES IN ORGANIZATIONAL LIFE

- ◆ The integrity of mission and daily work
- ◆ The leadership and management structures and practices that create healthy, democratic organizations
- ◆ The ethical discernment and decision-making process

ORGANIZATIONAL INTEGRITY

- ◆ Stephen Carter's definition: reflect, act, and be accountable
- ◆ The links between the values we claim and the ways we lead our lives
- ◆ The challenges to be agile and pursue accountability
- ◆ Encouraging common work

VICE AND VIRTUE IN ORGANIZATIONAL LIFE

- ◆ The seven deadly sins: pride, lust, gluttony, sloth, anger, covetousness and envy
- ◆ The virtues: prudence, justice, fortitude, temperance, faith, hope and charity
- ◆ Where do we see examples of vice and virtue in our experiences of organizational life?

COMMUNITIES OF MORAL DISCOURSE

- ◆ Move away from “dilemma-based” to strategies for ethical growth
- ◆ Create community frameworks for this important work
- ◆ Concrete strategies to engage a community in talking with each other about ethics

AN ORGANIZATIONAL ETHICS STATEMENT

- ◆ Independent Sector model
(www.independentsector.org)
- ◆ Donor Bill of Rights (p. 25)
- ◆ Process and substance – inviting our staffs and trustees into the dialogue

ADMINISTRATIVE CASE ROUNDS

- ◆ Adapted from “medical case rounds”
- ◆ Common focus across institutional boundaries
- ◆ Creating a culture of conversation around important values and topics

CLEARNESS COMMITTEES

- ◆ Quaker concept using questions to choose a path
- ◆ Small group of people come together to help an individual discern an answer to some dilemma
- ◆ The strength of community to pursue wisdom

ETHICS AND PHILANTHROPY

- ◆ Fund raising and baseball—not just about dilemmas, hot issues...
- ◆ Professional ethics and the ethos of professions - defining public character
- ◆ My moral stories and yours: an aspect of reflective practice
- ◆ The various contexts of moral activity: personal, organizational, professional, public

PERSONAL ETHICS

- ◆ What is ethics? Why should we care?
- ◆ Finding a vocabulary and the skills to negotiate a moral life
- ◆ Living with the messiness of human life: learning to be morally reflective—making a list and checking it twice
- ◆ Moral autobiography

PROFESSIONAL ETHICS

- ◆ What are the virtues and principles we value as professionals in the philanthropic community?
- ◆ Let's look at the AFP code (p. 273)
- ◆ What does it mean to be a professional?
- ◆ Philanthropy as an ethical act and fundraisers as moral teachers

A QUICK EXERCISE

- ◆ Let's take the ethics quick quiz (p. 164)
- ◆ How do you decide the “right” answer?
- ◆ Codes, intuition, relationships, laws...

THREE STRANDS OF ETHICAL THEORY

- ◆ Deontology – rules-based
- ◆ Utilitarianism – consequences
- ◆ Character – vice and virtue

ETHICAL DECISION- MAKING

- ◆ Four central perspectives that influence and inform ethical decision making for professionals in philanthropy
 - Public trust/values
 - Organizational mission
 - Professional relationships
 - Personal integrity

THE BASIC COMMITMENTS OF PHILANTHROPIC PROFESSIONALS

PUBLIC TRUST/VALUES

ORGANIZATIONAL MISSION

PROFESSIONAL RELATIONSHIPS

PERSONAL INTEGRITY

PUBLIC TRUST/VALUES

- ◆ Channeling moral energies—the expressive dimension of our lives
- ◆ Social reform
- ◆ Gift-giving: charity, compassion, generosity
- ◆ Gift-receiving: gratitude, mutuality, stewardship
- ✓ What are the public values we uphold?

ORGANIZATIONAL MISSION

- ◆ Why we exist as a philanthropic organization.
- ◆ Clarity of mission and values
- ◆ Consistency with mission and values
- ◆ Efficiency/effectiveness of mission-based activities
- ✓ What are the values of your organization and how do we live them out?

PROFESSIONAL RELATIONSHIPS

- ◆ The critical role of trust: agency, systems, interpersonal trust
- ◆ Respect and fundamental moral worth
- ◆ Particularity—personalization
- ◆ Honesty; Fairness; and Cooperation
- ✓ Are your professional values adequately included in various codes of ethics?

PERSONAL INTEGRITY

- ◆ Harmony with soul
- ◆ Fidelity to ideals
- ◆ Accountability
- ◆ Judgment, responsibility, and moral courage
- ◆ Finding our balance—virtues and vices—
living in a messy world
- ✓ What's on your list?

THE ETHICAL DECISION- MAKING MODEL

Alternatives	1	2	3	4
Public Trust/ Values				
Organizational mission				
Relationships				
Personal Integrity				

APPLYING THE MODEL

- ◆ Public trust: How does this alternative promote or detract from public philanthropic values?
- ◆ Organizational mission: How does this alternative promote or detract from organizational mission?
- ◆ Professional relationships: How does this alternative affect long-term relationships with colleagues, donors, volunteers, and the public?
- ◆ Personal integrity: In what ways does this alternative help or not help you develop into the sort of person you want to be?

ETHICAL DECISION-MAKING STEPS

- ◆ What are the critical facts?
- ◆ What are the key, perhaps competing, values and ethics at stake?
- ◆ Who are the players and stakeholders in the decision?
- ◆ What are the driving forces?
- ◆ What is the worst-case scenario?

WHAT ARE THE ETHICAL DILEMMAS WE FACE ?

- ◆ Relationship issues – e.g., donor intent, making the ask
- ◆ Economic issues – e.g., tainted money
- ◆ Personal vs. organizational issues – e.g., impropriety, compensation
- ◆ Cultural diversity issues
- ◆ Technology issues

YOUR ETHICAL ISSUES AS FUNDRAISERS

- ◆ Loyalty vs. honesty
- ◆ Transactional vs. transformative relationships
- ◆ Who does what? – the issue of expertise
- ◆ What else?

Lists for the taking

Your small college has decided to put the alumni directory on your website (allowing access to all alumni). You are worried that some alumni may misuse the privilege of access to the list and begin to contact others for commercial purposes or political fundraising. What might you propose to ensure that lists are not used inappropriately?

Cozy Business

A member of the faculty of a two-year community college phones the advancement officer with an idea for supporting the college's annual fund. This faculty member has a print and frame shop that she runs "on the side." (Many other faculty members also have businesses.) She suggests that she bring a selection of inexpensive prints to her office for a couple of days, and through the college's e-mail system, invite faculty and staff to come to her office to look at what she has for sale. She says her e-mail message will state that 10 percent of all sales will go to the college's annual fund. Do you see ethical problems with this arrangement?

The Mask of Prejudice

You're chief development officer at the City Community College Foundation. Your most promising prospect, a prominent businessman, has begun hinting about a seven-figure endowment gift. The prospect has also made little secret of his contempt for a certain minority group. Your most promising deputy (and probable successor), Bill Bell, is a member of that minority group. Under normal circumstances, you'd introduce Bell to the prospect and have him help with the solicitation. But is this big chance "normal circumstances?"

Freelance Commission

Money is tight at your agency and you do not have the time to write a specific grant proposal. Your chief executive officer (CEO) asks you to contact a highly-skilled, freelance grant writer in town. She only charges if a grant is funded, but then she asks for a percentage of the grant as her fee. How do you respond to the CEO?

Double Agent

Amy Ames, director of development at West End School, has been cultivating a donor who's approaching a decision on leaving her estate to West End, her grandson's school. Ames accepts an offer to become chief fundraiser for East End School; in the meantime, she learns that her prospect has a granddaughter at East End. The elderly donor has become quite fond of Ames, who would start this new job with a bang if she could deliver a \$400,000 bequest. Should she continue to court the donor--for her new school?

Recognition Categories

You are director of development for a retirement community that is sponsored by several churches in town. The Mennonite Church, with its tradition of quiet giving, has been a strong supporter. However, support is increasing from another denomination, whose members feel strongly that big donors deserve public, hearty thanks. You are worried that you cannot simply cater to each group, but that a clash is brewing. What do you do?

SUMMING UP

- ◆ Practice, practice, practice...your list
- ◆ Resources: www.afpnet.org,
www.ephilanthropy.org, Anderson, Fischer,
and Rion texts
- ◆ Professional peers: keep talking about the
issues you face, write your own cases
- ◆ Organizational peers: write an ethics code,
keep the conversation alive, case studies

WHAT SHALL WE DO?

- ◆ Be a force for good
- ◆ Be informed advocates for philanthropy—
moral teachers
- ◆ See leadership as stewardship
- ◆ Be full of hope
- ◆ Keep the faith