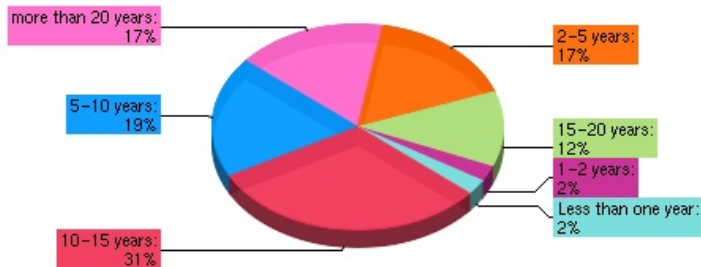


Summary Report - Participant Mapping

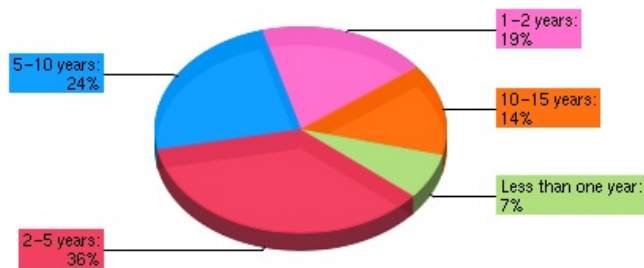
Number of years in philanthropy



Value	Count	Percent %
10-15 years	13	31%
5-10 years	8	19%
more than 20 years	7	16.7%
2-5 years	7	16.7%
15-20 years	5	11.9%
1-2 years	1	2.4%
Less than one year	1	2.4%

Statistics	
Total Responses	42
Sum	260.0
Average	7.6
StdDev	4.43
Max	15.0

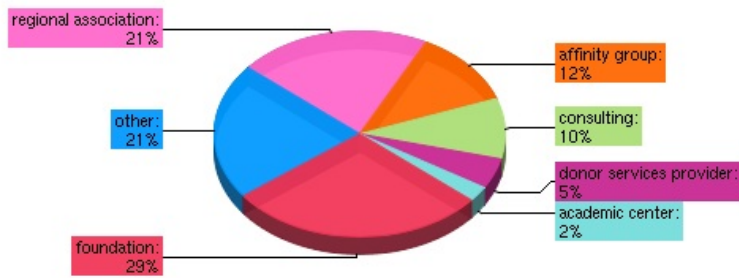
Number of years in current role



Value	Count	Percent %
2-5 years	15	35.7%
5-10 years	10	23.8%
1-2 years	8	19%
10-15 years	6	14.3%
Less than one year	3	7.1%

Statistics	
Total Responses	42
Sum	148.0
Average	3.8
StdDev	3.02
Max	10.0

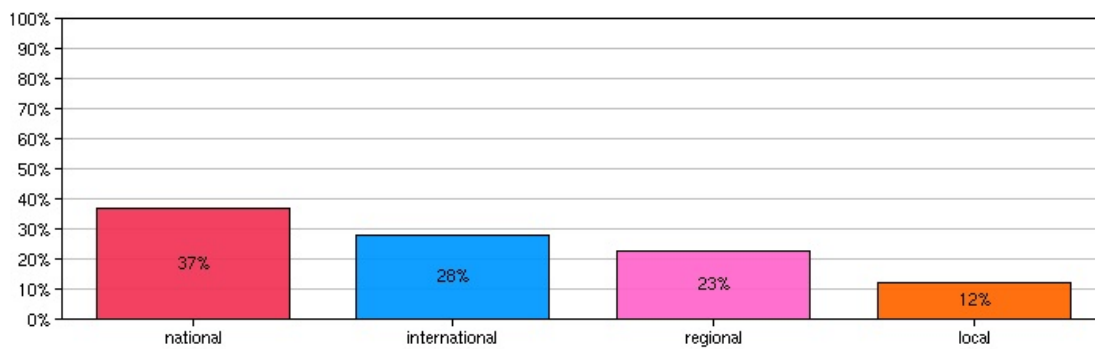
Organization type:



Value	Count	Percent %
foundation	12	28.6%
other	9	21.4%
regional association	9	21.4%
affinity group	5	11.9%
consulting	4	9.5%
donor services provider	2	4.8%
academic center	1	2.4%

Statistics	
Total Responses	42

Geography served:



Value	Count	Percent %
national	16	38.1%
international	13	31.0%
regional	10	23.8%
local	3	7.1%

Statistics	
Total Responses	42

Membership organization?



Value	Count	Percent %
No	22	52.4%

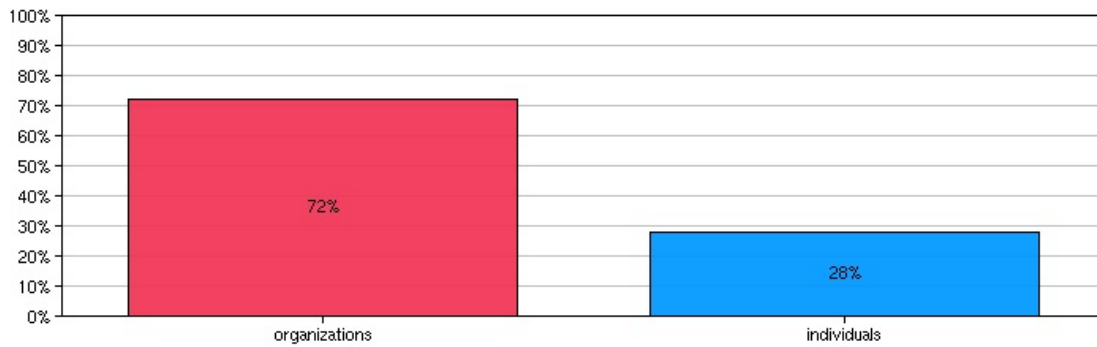
Statistics	
Total Responses	42

Yes

20

47.6%

If yes, members are?



Value	Count	Percent %
organizations	18	72%
individuals	7	28%

Statistics

Total Responses	20
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Roles organization plays in learning and education for philanthropy (check all that apply and indicate primary):

	All Roles Played	Primary Role	Totals
content creator (learning programs, materials, other resources)	27 62.8%	16 37.2%	43 100%
content distributor	30 81.1%	7 18.9%	37 100%
content syndicator (e.g., we collect content and deliver it to multiple distributors)	12 92.3%	1 7.7%	13 100%
presenting organization (e.g., we host events on behalf of others)	22 95.7%	1 4.3%	23 100%
learning network of members	15 57.7%	11 42.3%	26 100%
funder of support organizations that develop content	7 77.8%	2 22.2%	9 100%
foundation user/consumer of content	11 78.6%	3 21.4%	14 100%
foundation developer of content for foundations, donors, or other philanthropic vehicles (donor advised funds, giving circles, etc.)	10 100.0%	0 0.0%	10 100%

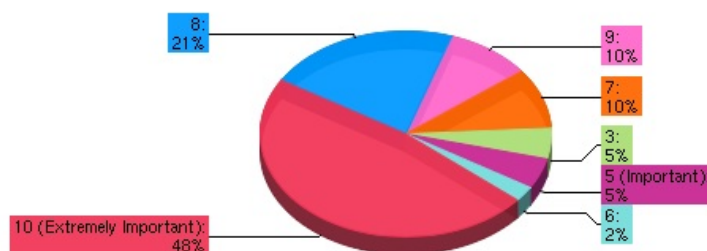
How would you describe your personal state of belief that:

	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree	Totals
Ongoing learning (developing skills, sharing knowledge) is a key driver of organizational effectiveness in philanthropy.	0 0.0%	0 0.0%	2 4.9%	11 26.8%	28 68.3%	41 100%
The time is right for a collaborative effort to address learning in the field.	0 0.0%	0 0.0%	8 19.5%	19 46.3%	14 34.1%	41 100%
A collaborative learning system could be created that would be win/win for content providers, distributors and learners.	0 0.0%	0 0.0%	12 29.3%	19 46.3%	10 24.4%	41 100%
It's important to keep skills current and sharp in	0 0.0%	0 0.0%	2 4.9%	16 39.0%	23 56.1%	41 100%

order to deliver on mission.	1	2	3	4	5	Totals
Pressure to cut costs in the current economic environment is competing with the need to meet new performance imperatives.	0 0.0%	9 22.0%	3 7.3%	22 53.7%	7 17.1%	41 100%
If I could better identify the value and expected return of formal learning programs/resources, I could better justify their cost.	2 5.1%	3 7.7%	9 23.1%	20 51.3%	5 12.8%	39 100%
There is rising appetite among individual grantmakers to learn from others and share knowledge with others.	0 0.0%	1 2.4%	7 17.1%	21 51.2%	12 29.3%	41 100%
Foundation trustees are an important, underserved learning audience in philanthropy.	1 2.4%	2 4.9%	5 12.2%	19 46.3%	14 34.1%	41 100%
There will be increasing emphasis on organizational learning and building organizational capabilities, not just individual capabilities, within and across foundations in the next few years.	0 0.0%	0 0.0%	9 22.0%	24 58.5%	8 19.5%	41 100%

To what extent do the following statements align with your organization's experience with learning and education for grantmakers:

	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree	Totals
Most foundations do not have someone formally tasked with supporting training and learning.	1 2.4%	2 4.8%	5 11.9%	21 50.0%	13 31.0%	42 100%
Most organizations that develop or disseminate learning and education content are unable to cover costs through fees.	0 0.0%	1 2.4%	10 23.8%	23 54.8%	8 19.0%	42 100%
Most grantmakers feel they do not have access to quality learning opportunities.	1 2.4%	13 31.0%	12 28.6%	13 31.0%	3 7.1%	42 100%
Learning, for most grantmakers, is self-directed (eg. reading publications or talking to people).	0 0.0%	3 7.1%	6 14.3%	28 66.7%	5 11.9%	42 100%
Grantmakers primarily seek to learn from peers through networking.	0 0.0%	4 9.5%	8 19.0%	24 57.1%	6 14.3%	42 100%
Grantmakers are not particularly focused on career pathways.	1 2.4%	11 26.2%	12 28.6%	14 33.3%	4 9.5%	42 100%
Less experienced donors and staff are more interested in learning than more experienced donors and staff.	4 9.5%	16 38.1%	12 28.6%	9 21.4%	1 2.4%	42 100%
Presidents/CEOs are responsible for setting the learning agenda in most foundations.	2 4.9%	7 17.1%	9 22.0%	17 41.5%	6 14.6%	41 100%



Value	Count	Percent %	Statistics	
10 (Extremely Important)	20	47.6%	Total Responses	42
8	9	21.4%		

9	4	9.5%	Sum	358.0
7	4	9.5%	Average	8.5
3	2	4.8%	StdDev	1.88
5 (Important)	2	4.8%	Max	10.0
6	1	2.4%		

Provide any explanation on your ranking above:

ID	Response Data
2	Link between learning and effectiveness well understood
4	Our mission is to improve the knowledge, skills, and abilities of grants managers so it is why we exist.
6	We provide grantmaker education as one of our primary activities and organizational goals.
10	Our business is grantmaker learning! We believe strongly in its value and role in moving the needle on individuals and foundations philanthropic agenda's.
13	Our primary reason for being is to provide grantmaker education.
15	We've put someone in the director of learning position but we don't have a clear vision or mission for the role. We have not built a learning framework into our day to day workflow....yet.
17	There are generous funds available for learning experiences, but no specific career pathways at the foundation, and no individual learning plans or larger learning agenda. You have freedom to pursue opportunities but it is not part of a coordinated process through HR or any other dept.
18	I believe our organization depends on hiring the right people - i.e. those that are self-directed learners and achievers - and doesn't particularly pay much attention to how much people actually are learning.
20	A major reason the Council on Foundation exist is to help education the field.
23	Value I'll bring comes from my history and less from my present activities.
24	I believe grantmakers are an emerging market for us that has been largely untapped to this point.
25	This is the core to what we do.
26	Supporting the learning of donor families and their staffs--is a key part of our mission.
29	In order for my consulting services to be valuable, there has to be motivation on the part of the funding organization to participate in a learning process and put to use that which they learn. Otherwise it's a waste of my time and their money.
30	Consistent with our mission
31	Program dependent.
33	One of our five core goals
36	As a regional association grantmaker education is one of the primary services we provide.
37	We want to be strategic and we want to have impact. We wouldn't be able to be either if we were not constantly asking tough questions to see where we are, where we are going and is there anything else that we should know or do to get there.
39	It is a key part of our mission to reach as many nonprofit orgs as we can in helping their boards be more effective; this is made more or less possible but the degree of interest on the part of the grantmakers to these orgs.
40	We exist to connect and inspire strategic philanthropy and view education and learning as a key strategy to doing that.
42	Learning is extremely important, but it isn't always labeled as such. Much of philanthropy is "learning by doing."

What do you hope will be achieved at this Symposium - for you, your organization, the field of philanthropy?

ID	Response Data
2	For me: Support efforts, for org, learn about new resources: for field brainstorm efficiencies
4	1. Understand what educational opportunities are out there now and how we can connect our org and our members to them so we don't duplicate anything 2. Understand where the gaps are--in content and in user

	needs 3. Come away with very concrete next steps on filling (or partially filling) those gaps through better communication and coordination.
6	A clear understanding of both the opportunities and significant barriers to a more cohesive system of grantmaker education. An action plan for moving forward with clearly defined roles and responsibilities as well as timelines.
7	The biggest barrier to more effective philanthropy are the trustees, especially at mid-sized or small foundations. We need to figure out how to engage trustees and get good grantmaker education into their hands.
8	Agreement on basic standards and infrastructure.
10	Several things. First I hope the "system" proposed is one that does not attempt to bestow control of any portion of grantmaker learning responsibilities on any particular organization. Competition is good and excellence should be provided an opportunity to bloom in a system that allows the customer to compare options and performance. Second, I hope there will be substantial representation from "decision-makers" of field leading foundations - none of this works unless the customers decide they are going to place a high value on grantmaker education and willing to pay what it actually costs to receive it. Finally, a sense of a start and end to this effort. Meaning that we are working on a real plan that has interim steps and a relative end that we all can agree upon and a committed team in place to see it through.
12	I hope that we will find agreement across the field to work together to create a system that will help grantmakers know more easily the education resources that are available and make it more clear to all of us where there are gaps in education resources that should be filled. I think the time is exactly right to be doing this.
13	I hope this is a turning point for the field - an opportunity for leaders and thinkers to come together to change the way grantmaker education is made available to all those engaged in the craft of grantmaking.
14	It's a good conversation to have. I hope we arrive at a few, common sense, actionable things and don't get overly ambitious and try to make a large systemic change that won't be accomplishable in a few meetings.
15	For me, we come up with actionable next steps for creating portal for posting and managing documents and workshops on learnphilanthropy that includes honest identification of the hurdles that if crossed, will lead to participation by each and every participant. For my organization -- I can take back a clear plan and exactly what is needed from my organization to participate For the field -- a commitment to a campaign for making learnphilanthropy the go to site in the field by 2012.
16	I would hope more than anything for some consensus, some clarity from the grantmaker perspective on what they see as working and not working. What do they envision being delivered at the regional level, and what are they willing to travel to attend...or is it simple a matter of resources, with those able to afford national training simply taking advantage of more?
17	Hope to figure out how to be part of an ongoing conversation to support grantmakers' educational needs at all stages of their careers--I think this is an area where coordination is overdue and I am excited to be part of the conversation. My main interest is in educational opportunities for grantmakers who are new to the field, and those in the field for 5-10 years who have moved beyond the basics but don't have a clear path to know what it takes to move to the next level.
18	Not sure for my organization. For me - more clarity on whether a field-wide system is possible and the contours of what it might look like. For the field - a vision for what a system might look like and steps on how to move toward it that are agreed upon, more or less, by a bunch of people with interest and expertise in this area.
20	A more seamless system for learners regardless of their role or type of philanthropy they practice.
23	Resources should be made available to vet, purchase, and reconstruct information into a system useful to philanthropy, intermediaries, and their grantees. Simply recreating digital editions of existing materials fails to take advantage of new technologies.
24	I hope I will become better educated on foundation trustees' educational needs and the differences between charity governance and foundation governance. For our organization, I hope we will learn how to address those educational needs, both through existing products and services and new ones we create, and find new and better ways to reach the trustees who will benefit from them. For the field of philanthropy, I hope to see an increasing desire to collaborate rather than compete, acknowledging that the universe of need is great and there is plenty of business to go around, if the offerings are targeted, timely, and helpful.
25	(1) A better understanding among all attendees of where the strengths and weaknesses are in grantmaker education and of potential collaborations that might close this gap. (2) How can we do a better job of collaborating that would allow us to offer grantmaker education at an attractive price? (3) An increased focus on education and training for foundation trustees.
26	I hope we will identify new ways the field can raise the quality and quantity of donor education, particularly through collaboration with a sustainable model for each of the partners.

29	An honest discussion about why a "collaboration" that does not actually dictate that which is important for organizations to learn (already evidenced in the other sectors including nonprofits) is not going to move the field. This conversation should not be about what individuals who happen to work in philanthropy need to learn to be effective. It should be about what it takes in terms of USE of knowledge and learning for organizations (foundations are organizations) to be effective. We need to move this conversation to the organization level and focus on CEOs whose job it is to make sure this happens.
30	Hope to have concrete conversations on (1) where and how the findings from the three working groups intersect; (2) how this momentum can be kept up when everybody is busy; and (3) what success looks like when we are done.
31	Dialogue with sector colleagues to develop the common language needed for the field to build and share the story of grantmaker learning importance. Build a strong field advocate group for sector learning. Understand better the current discussion of learning through networked practices. What is the learning language/practice needed to engage new generation of philanthropists?
33	Stretch my thinking Opportunities to collectively leverage resources with new partners Consensus that we are a field and on a common roadmap to pursue - especially for regional associations
36	My hope is that we will be able to identify strategies for creating a system for grantmaker education so that members of my association have access to the highest quality education and training that is available, whether they choose to engage in that training and networking, online, in person, in the region, or regionally or nationally. I've always longed for strong content with appropriate delivery vehicles so that members get the education and information they need and the association is able to provide access to those resources. I still believe that "place-based" opportunities to connect in person, as well as having access to high quality content is of most importance to grantmakers who do their work primarily in place-based settings.
37	For me, to have an authentic discussion with colleagues and partners so that we can identify actionable next steps and we make it happen. For my organizations, to contribute as a valuable partner by sharing what we've done and learned over the years and is relevant to the topics being discussed. For the field, that we overcome self-imposed barriers (size, "you've seen a foundation and you've seen a foundation") and we really move into action, with concrete, clear, manageable next steps. I would be very disappointed if we generated a lot of excitement and then nothing happened next.
38	Network with others pursuing this area of interest
39	That we can agree to coordinate efforts and come together to meet grantmakers needs for ongoing education in the most effective way possible.
40	I hope we can wrestle with the issues of: 1) How to find good programming that already exists and make it available in a cost effective way 2) Good programming/curriculum needs good trainers, but paying for consultants to travel is prohibitive; how to build capacity not just around curriculum, but also delivery 3) knowing that good learning happens before, during and after an event, how can we work together to build a learning cycle that is more than just a one-time event, and as part of this, better understand how to use both online and face to face tools for synchronous and asynchronous learning (together and on own time). 4) Can we think about learning beyond the individual, and also consider learning for organizations and communities? How do we build networks of learners? I guess my comments really break into process and product issues. My big goal would be for us to find the best content that exists, wherever it is, and make it easy to find and deliver, using what we know about adult learning to make it as impactful as possible.
42	Creating a culture of shared learning and working together in creating a cohesive, widely accepted system of grantmaker education as a step toward further professionalizing the field.