

Leadership Development

I. Leadership Development Models

▪ *Grassroots Community Model*

Grassroots Community Leadership programs have been charged with identifying, training, and supporting people at the community level to create their own solutions and develop leaders who can carry forward their vision. These programs maintain a unique niche distinct from other leadership efforts in the following ways: an ability to move leaders from focus on specific issues and problems to a broad community perspective that strives for systems-wide change; the ability to move people to a higher calling, ethic, or commitment to their community; and the ability to work across wide-ranging areas of expertise, differing position on issues, and across divisive boundaries so that the outcome reflects the common good of the community (Campbell, 1997). Examples: Grassroots Community Leadership programs include: ACORN Institute for Social Justice, Highlander Education and Research Education Center, Grassroots Leadership, Democracy Resource Center, Interdenominational Theological Center, National Coalition Building Institute, National Council of La Raza, Robert Greenleaf Center, Southern Empowerment Project, and Western States Center.

▪ *Individual Skills/Capacity Building Model*

The programs included within this trend all share an assumption that they can positively effect social change and development through an investment in leadership. All of these programs offer some formal training to a group of fellows/leaders convened for the purpose of skills development. While there is no agreement about what are critical leadership competencies, many of the programs offer training in computers, media, conflict resolution, public speaking, strategic planning, multi-cultural competencies, and team building. Some of the programs offer seminars in overarching issues like democracy, systems thinking, and globalization or those with a specific focus offer specific training in theories on violence prevention or healthcare reform. Many of these programs offer some form of experiential learning and require the development of individual learning plans initiated by the fellow. Examples: Kellogg International Leadership Program, William C. Friday Fellowship Program, Asian Pacific Islanders Women's Leadership Institute, Rockefeller Next Generation, Fetzer Fellowship, RWJ Executive Nurse Fellows, Join Together Fellowship Program, Commonwealth Fellows Program, Annie E. Casey Fellowship Program, Women's Health Leadership, Bush Fellows, Henry J. Kaiser Media Fellowship, RWJ Urban Health Initiative Fellows Program, and Open Society Community Fellows Program

▪ *Social Entrepreneurial Model*

This approach supports the development of ideas and projects to advance the public sector. These programs provide seed money for projects that might not be developed enough to secure grant funding. Programs may run 1-3 years and provide \$15,000-\$30,000 per year in addition to medical benefits. They also offer coaching and technical support to enable creative and innovative entrepreneurs to launch programs that might not otherwise receive funding. The focus on these programs is on the successful implementation of the project or idea. Examples: Echoing Green Fellowship, Ashoka, Youth Service America Social Entrepreneurs, Southern Community Partners, and California Wellness Community Leaders Fellows Program.

▪ *Award Model*

The general mission for awarding prizes ranges from rewarding good work to the notion that if you give money to people who are already doing good things they will use it to do more good. It is important to be comfortable with the idea of rewards that may serve only as an appreciation or acknowledgement of accomplishments. That said, recognition could serve as an opportunity to inspire similar efforts and achievement in others. Examples: MacArthur Award, California Wellness Foundation Peace Prize, Betz Award, Norman Cousins Award, and Lyndhurst Career Prize.

▪ *Organizational Model*

This model focuses specifically on developing the capacity of organizations by focusing on the executive directors or comparable leaders within non-profit organizations. The leaders of these organizations are brought together for training in skill areas basic to organizational development. Most programs also focus

on establishing networks for peer and/or practitioner assistance. Examples: Eureka Communities Fellowship, Frances Hesselbein Fellowship, and Denali Initiative Fellowship Program.

- *Academic Research Model*

The majority of fellowship programs fund academic study. In most cases, the mission supported by investment in these fellowships is to support research that will advance a discipline or a break-through. Although these fellowships have traditionally not been included within the leadership development field, they could become a resource to inform the work or change activists and practitioners through the merger of theory and practice. Examples: Pew Environmental Scholars, Greenling Institute Fellowship, Packard Fellowship for International Fellows, and Ford Public Policy Fellowship.

- *Community Service Model*

These programs use experiential learning opportunities that expose individuals to new cultures, concepts, and experiences. The community service model encourages new citizen leaders with a greater awareness of social inequities and cultivates a sense of responsibility and commitment to change. Examples: Peace Corps, Americorps, Vista Youth Service America, UC Joint Medical Students Program, Center for Leadership Studies and Service Learning, City Year, and Public Allies.

II. Outcome domains

- *Individual leadership outcomes* include the development of skills and knowledge; changes in attitudes, perspectives, and behaviors; and clarification of values and beliefs. Longer-term outcomes are the leadership paths that individuals pursue and the relationships that support them in their work.
- *Organizational outcomes* may include enhancing capacity, creating program innovation, or improving organization functioning. Organizational effects are frequently mentioned as desired outcomes for leadership programs, whether the program explicitly structures activities to produce these outcomes, or not.
- *Community leadership outcomes* take the form of broadening leadership participation and collaboration. These outcomes are often the most difficult to evaluate for several reasons. Programs do not benchmark the community's leadership capacity at the outset so it is difficult to determine what impact the program has had. Community leadership programs tend to focus on bringing together diverse individuals, not on addressing particular issues. Community leadership programs often do not have well-articulated theory of change so it is difficult to know what outcomes to look for in the short-term.
- *Field leadership outcomes* include strengthening the capacity of future leaders, replication of leadership programs in other sites, development of networks, and growth in policy knowledge and expertise.
- *Systemic impacts* may entail changing public discourse on a topic, public policies that benefit particular constituents, institutional cultures, and practices that focus on maximizing people's assets and capacities. Often leadership programs that articulate systems change impact are part of a strategic initiative that has other component parts.

III. Further examples of leadership development programs

- *Annie E. Casey Foundation's Children and Family Fellowship Program*

The four goals of this program are: 1) to broaden the Fellows' vision of change, not only on systemic and societal levels, but along personal and organizational dimensions as well; 2) to enhance Fellows' capacity to lead change; 3) to enlarge the networks from which the Fellows can draw ongoing information, knowledge, advice, and support; and 4) to build Fellows' confidence. *Building Leaders for Change* provides an overview of this program and can be found at:

<http://www.aecf.org/upload/PublicationFiles/Monograph%20Building%20Leaders%20for%20Change.pdf>

- *Center for Third World Organizing, Movement Activist Apprenticeship Program*

This 8-week intensive training provides people of color with the opportunity to develop skills and experience in grassroots organizing. After a brief orientation, interns serve as full-time members of host

organizations. Interns work together to learn how to conduct systemic contact work, research communities and campaign issues, organize large scale public actions, conduct grassroots fundraising, and work with others to design and carry out intensive campaign plans. For more information, refer to the Center for Third World Organizing website: <http://www.ctwo.org>

- *Commonwealth Institute for Parent Leadership*

The Pritchard Committee for Academic Excellence created the Commonwealth Institute for Parent Leadership to explain the Kentucky Education Reform Act and support its implementation by training parents and community members to understand what is needed to educate all children to high standards and to help schools get there. Fellows attend three two-day sessions, offered at sites around the state. Each participant agrees to design and complete a project aimed at engaging other parents to improve student achievement. The experience of the Commonwealth Institute and other similar programs is shared in *The Case for Parent Leadership*. It can be found at http://www.centerforparentleadership.org/Case_Final.pdf

- *Kellogg Foundation*

The Kellogg Foundation offers several leadership programs, including Community Health Scholars, National Fellowship Program, Leadership for Institutional Change, and Michigan Community Foundations Youth Project. In 2002, the Kellogg Foundation launched Kellogg Leadership for Community Change, which urges the development of shared leadership in a community setting. After selecting a diverse cohort of fellows for several communities from around the county, the program works with these leaders to develop shared leadership skills and provides opportunities to exchange best practices and resources while advancing a new collective vision for their communities. The Foundation's publications on leadership can be found at <http://www.wkkf.org/default.aspx?tabid=134&CID=-1&CatID=-1&NID=212&LanguageID=0>

- *Mary Reynolds Babcock Foundation*

Through its Grassroots Leadership Development Learning Initiative, the Foundation has produced multiple reports and publications, which can be found at http://www.mrbf.org/resources/default.aspx?cat_id=1

- *Center for Leadership Development*

The Center for Leadership Development's mission is to foster the advancement of minority youth in central Indiana as future professional, business, and community leaders by providing experiences that encourage professional development and educational attainment. The Center for Leadership Development has produced 6,876 students that have completed its core program, the Self-Discovery/Career Exploration Project that boasts a 92% retention rate. The purpose of the Self-Discovery/Career Exploration Project is for the young achiever to explore his or her total self through career exploration. The Project's 13-week curriculum provides 32.5 hours of intensive instruction and group dynamics designed to assist the participants in answering three critical youth development questions: 1) who am I; 2) where am I going; and 3) How do I get there? Read more about the Center for Leadership Development's programs at <http://www.cldinc.org/index.asp?p=1>

IV. References

Development Guild/DDI, Inc (2002). Evaluating Outcomes and Impacts: A Scan of Leadership Development Programs. *W.K. Kellogg Foundation*. Retrieved April 12, 2007 from www.leadershiplearning.org

Meehan, D. (1999). Leadership Development Opportunities and Challenges: A Scan of the Leadership Literature and the Field of Leadership Development. *The California Endowment*. Retrieved April 12, 2007 from www.leadershiplearning.org