



LEADERSHIP & Large-Scale Change

*How to Accelerate
Learning and
Deepen Impact*

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The Leadership Learning Community is a national nonprofit organization transforming the way leadership development work is conceived, conducted, and evaluated, primarily within the nonprofit sector. We focus on leveraging leadership as a means to create a more just and equitable society. We combine our expertise in identifying, evaluating, and applying cutting-edge ideas and promising practices in leadership development with access to our engaged national network of thousands of experienced funders, consultants, and leadership development programs, to drive the innovation and collaboration needed to make leadership more effective.

This report was funded to answer the following questions using a series of interviews, research and findings from a meeting of 45 evaluators and program officers with leadership development expertise, hosted on October 2014 at the Annie E. Casey Foundation:

- What are the key elements of leadership development approaches that are contributing to measurable progress on significant social problems?
- What evaluation approaches are being used or developed to successfully measure and document the impact of leadership development that results in large-scale change?
- What opportunities exist to replicate, spread, adapt, or apply lessons from these models to increase the impact of leadership development programming and investments?

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INTRODUCTION

Leadership Need: Individual and collective leadership has always been integral to effective efforts to advance social justice and to make broad, meaningful social change. Just recently, President Obama’s March 2015 speech in Selma acknowledged the critical role of leadership in advancing voter rights 50 years ago. The commemoration itself was a stark reminder of the kind of leadership that contributes to major social change. We were reminded of the value of leadership on multiple fronts, drawing on the strengths and networks of many different constituencies, from many backgrounds, with both overlapping and complementary skills—men and women, people of color and white people, young and old, local and from outside, organizers, citizens, pastors, lawyers, farmers, and students—all with both collective and separate parts to play towards a common goal. In his speech, President Obama explicitly noted the urgent, deep need for similar forms of leadership today.

Leadership Challenge: Unfortunately, in the face of this urgency some evidence points to declining investment in nonprofit leadership.¹ In addition, while some leadership development efforts are aimed at promoting networking, developing cohorts, and collaborating, many efforts are still focused completely, or primarily, on individual-level growth, success, and action. There are at least two reasons for this: a focus on individual change aligns more closely with mainstream ideas about what leadership is; and the contribution of any given leadership effort to issue-, community-, or population-level outcomes can be easier to show at the individual level than at the collective level. This focus on the individual is particularly the case in the short term or mid-term, when these efforts are often being judged. As one funder from a large national foundation points out, “A persistent challenge for advocates of increased leadership development in the social-change sector is lack of data connecting these investments to outcomes on the ground.”

Leadership Opportunity: Despite this decline, there is an opportunity to address these challenges head on. Many who do believe in leadership—practitioners, funders, and evaluators—are designing and supporting leadership strategies that have set their sights on the type of large-scale change commemorated in Selma. (See “Why Funders Invest in Leadership Development and the Results They Hope to Achieve” on page 4). This report addresses several things that must happen if we are to realize the potential of these efforts:

- We need to identify, develop, and use methodologies that can deepen our learning about the contributions of leadership to large-scale change.
- We need to share credible evidence about how that happens, as well as credible evidence of results.
- We need to learn from these evaluations about the kinds of leadership needed for different social change purposes and how they’re developed.
- We need to disseminate results and lessons about leadership development approaches that are most likely to support on-the-ground results.
- We need to apply those lessons in multiple settings and for multiple purposes.



About the Report

Report Purpose: This report describes evaluation methodologies that are being used to understand the contributions of leadership development to large-scale change, share early lessons from leadership programs and research about the kinds of leadership needed and how to develop it, and offer recommendations for strengthening learning and application of lessons about how to develop the leadership needed to make more progress on complex social problems.

Report Contributors: This report is a synthesis of the thinking of funders, evaluators, practitioners, and researchers. It draws on conversations, current approaches, research, and scholarship to look at how leadership development efforts can more effectively contribute to large-scale change. The report draws on the expertise of evaluators to help leadership funders and staff think about interim-level changes that predict longer-term ones, and how to assess the contribution of leadership programs within multi-actor initiatives, movements, and other complex and large-scale change efforts.

Defining Leadership and Leadership Development: For purposes of this report, we define leadership as both individual agency and the process by which many social actors align their efforts to take action on a common social purpose. By leadership development

we mean the strategies that programs and others use to identify, support, strengthen, and help activate capacities in individuals and among groups of individuals that the program, funders, or people involved believe are essential to moving an agenda forward.

Report Organization: This report integrates perspectives of a wide range of leadership development stakeholders, including practitioners, funders, scholars, and evaluators, gleaned from research, interviews, and findings of a national convening. It’s organized into two major sections, and while we encourage you to read the entire report, the sections can also be read separately:

- **Evaluating Leadership Contribution to Large-Scale Change:** This section explores the challenges of evaluating leadership development efforts, key developments in leadership evaluation, and promising tools and approaches.
- **Leadership Development Strategies:** This section highlights three brief case studies of leadership development approaches that are mentioned throughout the report, key competencies needed, and innovations in delivery approaches.

At the end of each section there’s a summary of recommendations specific to that section.



WHY FUNDERS INVEST IN LEADERSHIP DEVELOPMENT, AND THE RESULTS THEY HOPE TO ACHIEVE

LLC interviewed 20 funders regarding their beliefs about why it's important to invest in leadership development. We share quotes from these interviews in the list below of the most commonly articulated reasons for investing in leadership.

- **People at the heart of change:** All change, whether in an organization's or a community's achievements, fundamentally comes back to people. "It's all about people. You cannot support organizations and think you can make change without supporting the people doing the work."
- **Demographic changes:** Leadership development can create leadership pipelines that are more representative of the changing demographics of this country and that can respond to a generational transfer of leadership.
- **A changing environment calling for leadership change:** "The changing environment of increasing complexity and demographic shifts are calling for more representative and inclusive leadership that can lead in new ways and in different contexts."

During the October 2014 Funders and Evaluators meeting, participants were asked to map the results they intended to achieve or support through their leadership development strategies on the change continuum pictured below. In the image, results above the blue line were the desired results and results below the line were the results being measured. Participants placed the post-its in the appropriate categories; these were, from left to right: individual, organization, community, network, field, movement, population, systems, and culture change. The chart below provides a sample of these results which were distributed across all categories indicating the need to evaluate leadership development results on a much broader spectrum to keep pace with intended program results.



In the exercise participants provided examples of desired results in all change levels. The table below shows a sample of responses.

Change Level	Types of Results Being Measured
Individual	Effective organizational leadership; mastery of leadership competencies; healing; self-awareness; leadership pipelines for people of color
Organization	Organizations becoming more inclusive of people of color; more sustainable organizations; more effective focus on mission
Community	Community-defined and -driven change; multi-racial dialogues and community conversations; stronger infrastructure in under-resourced regions
Network	Stronger resident decision-making power; refugee and immigrant groups working together; increased collaboration and alignment of local leaders; increased social capital; networks improving the condition of children
Field	New cadre of lawyers with a reproductive lens; strong nonprofit sector; early career leaders ready to assume positions in the nonprofit sector and develop best practices knowledge for leadership field
Movement	Masses of people engaged in creating democracy; women of color leading reproductive organizations at state and national levels; unified vision and direction to end violence against women and girls
Population	Women enrolled in the Affordable Care Act; increase in the number of 10- to 19-year-olds receiving sex education; reduction in pregnancy rates; measurable change in school readiness
Systems	Dismantling of structural and institutional barriers; power shifts; policies that support women's reproductive health
Culture	Results-based and data-driven narrative shift around reproductive health and justice issues

The responses shown above constitute an important shift in what funders are hoping to achieve and in the types of results being monitored and measured. Measuring these results will require new methodologies discussed in this report.

EVALUATING LEADERSHIP CONTRIBUTION TO LARGE-SCALE CHANGE

The Challenges

Leadership development evaluators have been grappling with the question of how to assess the contribution of leadership development to large-scale change for many years. There are a variety of challenges related to this question. For evaluators, key challenges include:

- **Lack of clarity about desired outcomes at the community, field, and systems levels.** For many leadership programs, the focus has been on building leadership capacity within individuals, without necessarily specifying the purposes to which leadership could or should be put. For some funders and practitioners, it was a deliberate choice not to constrain or prescribe the leadership focus for participants, and for others it was more a case of not feeling their program should be or could be held accountable to outcomes beyond their direct control. As a consequence, the field of leadership development has a lack of valid and reliable information from which to identify short-term and interim outcomes that predict longer-term goals.
- **Technical barriers to isolating the value a leadership development effort adds at the individual level.** Without a comparison group, it's difficult to assess how much individuals were helped along in their leadership capacity as a result of a program, and how much would have happened without the program. This is particularly an issue for leadership programs that are highly selective or that focus on people already on a leadership track—for example, school administration leadership development programs targeted to assistant principals, or leadership development programs for emerging leaders of color in the health field that are targeted to Ph.D. and medical students.

- **Technical barriers to isolating how cohorts and networks cultivated through leadership programs collectively contribute to large-scale and complex movements, system change efforts, community change efforts, and similar initiatives.** It's a challenge to isolate the contribution of leadership development to a policy "win" to which multiple actors contributed. For example, how do we quantify the difference it makes that parent leaders (as a result of participating in a parent leadership program) organized and spoke in favor of a policy at state legislative hearings? While we can ask state legislators and their staff whether their decision was influenced by parent action and how they weighed that contribution against the actions of others, it's difficult to quantify the parents' contributions, particularly relative to other factors that influenced the win.

Thus, while there's a large body of wisdom among movement builders, organizers, community organizers, and other practitioners about how leadership contributes to social movements and large-scale change, this wisdom has not generally been developed via formal evaluations. For example, one funder we interviewed for this report, when asked, reported learning via "anecdotal feelings among people who have been through leadership development about the experience creating cooperation." There are also many unanswered questions. For example, another funder we interviewed expressed interest in knowing "what are the indicators of community-level leadership capacity that are most critical to measure in relationship to improving health and the quality of life in our community?"

At the same time, research and practice in evaluation are beginning to catch up with lived experience and different ways of knowing, as demonstrated by recent theoretical work—Theory of Aligned Contribution², Theory U³, and Collaborative Leadership⁴—and by techniques like Social Network Analysis⁵.

EVALUATING LEADERSHIP CONTRIBUTION TO LARGE-SCALE CHANGE

This section describes some of the developments in evaluating leadership development efforts, including those aimed at large-scale change, relevant to addressing the challenges just stated. The section is organized as follows:

- Developments in Leadership Evaluation
- Evaluation Processes and Tools That Are Filling Learning Gaps in Leadership Development Practices

Developments in Leadership Evaluation

For many years, the primary focus of leadership development was to develop the knowledge and skills of individual leaders so that they could become more effective leaders in their organizations. One of the classic leadership outcome evaluation strategies was to ask program participants to rate their knowledge and skills before the program and rate them again after the program, to see what changed. This strategy has several limitations, including response-shift bias⁶ and the biases of collecting only self-reported data. To address these limitations, evaluators are more frequently using a retrospective pre-post and 360-degree leadership assessments, to more validly assess changes over time. However, these methods remain focused on the individual. Methods to connect leadership development program results with longer-term actions weren't generally part of the evaluation plan for most evaluators. Because this made it difficult to connect leadership development and large-scale change, funders started to question the value of leadership development programs that were focused primarily on developing and evaluating individual capacity, and in some cases organizational capacity.

In the early 2000s, the W.K. Kellogg Foundation commissioned a study to better understand what outcomes and impacts were resulting from investments in leadership development programs (Reinelt et al., 2002)⁷. The study identified outcomes at the individual, organizational, community, field, and systems levels. While programs were interested in community-, field-, and systems-level change and there was some progress in efforts to capture or

evaluate changes at those levels, the leadership field did not have a comprehensive framework for measuring and documenting change at multiple levels.

Articulating a Theory of Change and Reconceptualizing Evaluation

Another growing trend is the use of theory of change and mapping approaches, both for programmatic reasons and to help guide evaluations. While the approach has limitations (for example, it tends to focus only on anticipated pathways and outcomes), leadership development program designers, investors, and evaluators are helped tremendously by having a theory of change, a pathway map, or a roadmap that makes the following visible and transparent:

- the desired changes that an intervention intends
- the hypotheses a group of stakeholders has about how change is likely to happen in a community, field, or system
- the reasons why leadership development is a critical contributing factor

Without theories and shared conceptualizations about how leadership development contributes to change, evaluators find it difficult to know what data to collect and what leadership benchmarks to use to monitor and evaluate the changes that are most important for stakeholders. At the Funders and Evaluators meeting in October 2014, evaluators repeatedly commented that one of their biggest obstacles is the lack of theory of change, or for that matter a process in which key stakeholders come to a shared understanding and agreement about how they'll know if their investments will make a difference and what success looks like.

There are, however, some approaches that more intentionally articulate assumptions and results at multiple levels. For example:

- **Pathway Mapping:** OMG, with support from the Annie E. Casey Foundation, developed a pathway mapping process that uses a theory of change approach to clarify assumptions and activities and to map the linkages and connections between individual-, organizational-, and societal-level outcomes that were desired from leadership

program investments. The pathway mapping process helps stakeholders clarify their change assumptions and map the outcomes of leadership development over time (Gutierrez and Tasse, 2006)⁸. This approach is still widely used in leadership program evaluations, and it helps funders, program staff, and evaluators align their understanding, learning, and evaluation systems (see also ORS, 2004)⁹. One criticism of this approach is that development and change are not linear; the people developing a pathway map or theory of change typically know this, but the resulting graphic often makes that difficult to see. OMG cautions that a good theory of change evaluation needs to be open to change and that evaluators need to remain flexible and not overconfident about the accuracy of a program's articulated theory of change or the details of the pathway map.

- **EvaluLEAD and Results Mapping:** The Public Health Institute and the W.K. Kellogg Foundation (along with USAID) funded a process to design an evaluation framework for assessing leadership development that could assess both downstream and upstream results of leadership programs using an open systems approach (Grove et al., 2005)¹⁰. An open systems approach recognizes that leadership programs cause, seed, and spark change in multiple domains, and that some types of change are directly attributable to the program while others are the result of multiple contributing factors (of which the leadership program may be one among many). EvaluLEAD was designed as a more holistic approach to understanding the contribution of leadership programs to change in multiple domains. Using the EvaluLEAD tool, stakeholders can create a results map (a nine-cell matrix that has been tested by dozens of leadership programs) to develop a shared understanding of desired results and changes in different domains. It has been particularly helpful in providing a framework for gathering stories and gaining insights about transformative change at the societal/community level that can be used by stakeholders to redesign leadership supports upstream to produce more compelling results downstream (Grove et al., 2006)¹¹.

- **Investment Frameworks:** In the 2000s, the Grant Makers for Effective Organization (GEO) and LLC developed frameworks that funders could use to make strategic choices about how to invest in leadership development if they wanted to achieve certain outcomes (Hubbard, 2005; McGonagill and Reinelt, 2011)¹². It became clearer to everyone that investing in individual leadership capacity did not by itself produce organizational-, community-, or field-level change, that leadership strategies needed to be better aligned with the desired outcomes, and that evaluations needed to prioritize learning about which strategies produce outcomes at the appropriate level and scale.

Embedding an explicit focus on racial equity to evaluation processes and findings

There is also a growing understanding of the importance of looking at leadership and leadership development and evaluation through lenses that explicitly acknowledge that both the process of leadership development and the expected outcomes occur within a systemic and racialized context. Understanding and being explicit about the racialized context and processes is important because it influences how progress is defined and who gets to make that determination. Some valuable resources include, for example, the Philanthropic Initiative for Racial Equity (PRE), which has published a volume in its Critical Issues Forum titled "Marking Progress: Movement Toward Racial Justice,"¹³ with multiple chapters on, for example, evaluation, racial justice, and systems thinking (John A. Powell), the use of transformational as well as transactional goals for measuring racial justice work (Rinku Sen), and potential indicators towards reduced structural racialization (Sally Leiderman), all of which are applicable to evaluating the contribution of leaders and leadership development to large-scale change. Other resources include the evaluation and leadership sections of Racial Equity Tools and a toolkit for Racial Equity Impact Assessments¹⁴.

Evaluation Processes and Tools That Are Filling Learning Gaps in Leadership Development Practices

Evaluating How Leadership Development Contributes to Population-Level Change: Results-Based Leadership

The Leadership in Action Program (LAP) implements a Results-Based Leadership theory of change that is designed to use leadership development as a critical lever for driving action and alignment to produce population-level results in one measurement cycle. The Leadership in Action Program has a growing evidence base that the program model helps to create the conditions needed to “turn the curve” on a population-level outcome (Goddard-Truitt, 2010)¹⁵. For example, the program has contributed to an increase in the number of children in Maryland entering school ready to learn from 49% in 2001 to 82% in 2012 (O’Brien et al., 2013)¹⁶.

Each LAP gathers baseline data about an urgent issue and identifies a desired result—for example, all students in Baltimore City enter school ready to learn, or all adult offenders in Marion County are successfully reintegrated into their community. The LAP begins by recruiting accountability partners who identify an indicator that will be used to measure progress, such as the number of students assessed as “fully ready” to learn or the recidivism rate to track integration of adults into their community. A baseline is established on the desired result, and changes in this indicator are tracked over time. The program is then able to demonstrate a correlation between the intervention and the improved indicator. (To read more about the LAP program elements and methodology, see the Results-Based Leadership mini-case study in the following section on page 13.)

Competency assessment systems are built into the program and are applied and reviewed at every session. For instance, the collaborative leadership competency includes the ability to make decisions and to take action together as a result. Each person assesses whether he or she is “not developing, developing, approaching, or sustaining the competency” at each

session. A graph displays collective mastery of the competency across sessions. Another tool that’s used is the four-quadrant model, to assess whether groups of leaders are working in High Action/High Alignment¹⁷ with each other. This tool is designed for leaders to self-assess their level of action and alignment. The information can be displayed to show progress over time and identify opportunities for moving to higher action and higher alignment with each other. The visual display of ratings improves problem solving and accountability and increases collaborative leadership efficacy.

Evaluating Changes in Collaboration and Partnership Development Using Social Network Analysis

There has been an increase in the number of tools for measuring collaboration. These include social network analysis, a tool that reveals the patterns of relationships that are formed as a result of a leadership intervention. Network mapping is beginning to be more widely used by leadership programs, both to support leaders to think and act in more networked ways and to calculate and visualize who is relating to whom and how the network as a whole is connected and collaborating. The maps can be used to identify network hubs, network bridgers, and other types of people in a network who are critical to the flow of ideas, resources, and activist energy within a network.¹⁸

The Barr Network in Boston, the Fellows Action Network in Western and Central New York, the New Leaders Network in Fresno, and the Prime Movers Network in Massachusetts have all used network analysis to identify where program participants are collaborating, who has influence in the network, and where opportunities exist to increase connectivity for greater social impact.¹⁹ Combined with profiles and case studies, network analysis provides insights into how a network evolves and develops over time. We have many examples of how leadership investments create the conditions for collaborations to emerge and how leaders leverage their relationships to develop and scale innovative projects that improve the quality, health, and well-being of people’s lives. For example, graduates of the Health Leadership Fellows Program

collaborated on the launch of an innovative multi-service center for elders called Town Square.

Barr Fellows collaborated to develop a successful proposal to bring a Boston Promise Neighborhoods grant to Boston. Through a network analysis, a third of the Barr Fellows Network indicated their involvement in the application, planning, and implementation phases of the Promise Neighborhood Initiative. Several Fellows collaborated to create the Dudley Street Neighborhood Charter School, a model for “in-district charter schools,” and No Child Goes Homeless, a multi-sector partnership between schools, a nonprofit human services agency, and property managers working together to identify families that are homeless or at risk for homelessness in order to find them permanent housing so that children can stay in school.

Evaluating How Leadership Development Contributes to Successful Movement Outcomes

The Program for Environmental and Regional Equity (PERE) at USC Dornsife has developed a framework for measuring the outcomes of ten base-building strategies, including organizing, leadership development, and alliance building. PERE researchers make the case that “metrics that matter” capture both transactions and transformation. Transaction metrics are quantifiable markers such as “number and diversity of partnering groups,” or “active participation, turnover, and retention in an alliance.” Transformation metrics capture how people, organizations, and movements are changed through collective efforts and how societal and political views have shifted. Transformation metrics might include “the trust and alignment built that carries over to new issues and shared work” or “the ability to transcend organizational interests for long-term collective interests.” (Pastor et al., 2011)²⁰

PERE applied this framework to their assessment of SOL, the Strategy, Organizing, and Leadership program co-designed by National Domestic Workers Alliance, generative somatics, and Social Justice Leadership. The SOL evaluation identified transaction metrics such as how many new members are brought into an organization and how many members give

public testimony in support of a piece of legislation, and transformation metrics such as how centered leaders are in their commitment and ability to navigate conflict, how clear they are in making decisions and pivoting with confidence, and how well they can build trust among diverse groups and organizations and align around movement openings. Thus far, PERE has collected baseline data from with the first cohort using the metrics developed. In the future, SOL can use this baseline data collection and analysis to document where transformation has been most significant.

Conceptualizing and tracking how leadership development contributes to achieving movement-level outcomes is actively being explored by others as well. Management Assistance Group has conducted research on network leadership and social movements and found that all effective movement networks have leadership that builds trust and the capacity to embrace change and manage ongoing tensions—for example, to deal constructively with conflict in a network, balance organizational and network goals, build and share leadership within the network, consolidate and distribute power, and balance short-term and long-term goals of the network (Leach et al., 2013)²¹.

Evaluating the contribution of leadership development to movement building is in its early stages. PERE, MAG, and others²² are on the forefront of progress by identifying metrics, lessons learned, and leadership indicators that benchmark movement leadership development that is aligned with movement growth and success.

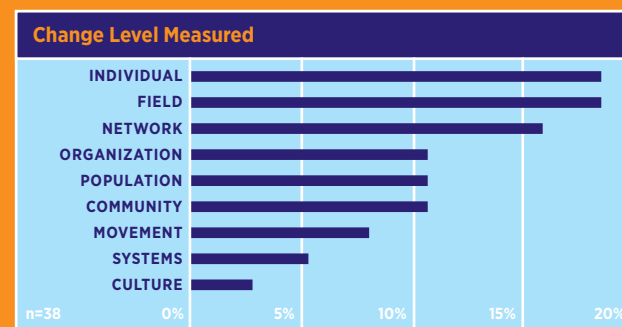
Evaluation recommendations:

- Build in evaluation from the outset of an initiative or program so that key questions are discussed that clarify assumptions, desired outcomes, and change pathways. Incorporate evaluative reflection and learning into the delivery process so that groups/cohorts/networks can make collective meaning of their experience.
- Do more case studies and retrospective assessments of large-scale change and how leadership investments contributed to change at multiple levels (individual, organizational, network, community, and field). Combine case study findings with pathway results mapping to better understand how change happens over time.
- Create a knowledge system or “data lake”²³ for collecting and analyzing data about how leadership development is being evaluated, to better leverage and build on what works to drive large-scale change. Share methodological challenges and workarounds widely, including what works and what doesn’t work in terms of feasibility and usefulness for capturing reliable and valid information.
- Experiment with developing leadership metrics that can be applied to assess leadership contributions to large-scale change across contexts and programs. To derive leadership metrics with a strong evidence base that correlate with improved community health outcomes or movement success, conduct more longitudinal cross-program, cross-movement, or “cluster” evaluations.

Shifts in desired results and what is being evaluated

In 2008, during LLC’s Leadership Funders meeting, participants were also asked to place a post-it in the grid below to indicate what level of result their program or leadership investment was targeting. The majority of responses were in the upper left hand quadrant as indicated in Table A below. In the 2014 Funders and Evaluators meeting, participants were seeking and measuring larger scale results. As Table B demonstrates, while most programs still measure individual change, there are a large number of participants that are measuring field, network, community and population level changes.

Change Level Targeted	Individual Capacity	Organizational Capacity	Network Capacity	Systems Capacity
Individual Level				
Organization Level				
Community Level				
Field Level				



This section of the report focuses on the practice of leadership development for large-scale change, rather than on ways of evaluating such efforts. The section is organized as follows:

- **Context**
- **Mini-Cases**
- **What We Are Learning About The Kind of Leadership Needed?**
- **How to Develop Leadership That Can Contribute to Large-Scale Change**

Context

Funders, practitioners, constituents, and evaluators who are thinking about the role of leadership within large-scale change are influenced by multiple drivers. A few of these drivers, noted below, also support a focus on collective and collaborative leadership, in which multiple actors work together towards a common goal, and in which the full component of necessary leadership skills and strengths are dispersed among a variety of people (not necessarily resident in each person).

- **Systems thinking:** Current action and scholarship around collective impact, place-based change, racial equity, and movement building all highlight the importance of systems thinking—particularly in addressing what some call “wicked problems.”²⁴ A systems view of the many interconnected factors producing almost all of our most pressing challenges is reminding the field of the limitations of a single-issue approach. It’s also calling for different ways of working and learning together across issues, organizations, and sectors.

“No one organization is going to be able to advance the level and depth of change that needs to happen on issues we deal with. People need to learn how to work more collaboratively.”

- **Network successes:** Networks that are expanding the connectivity, reach, and impact of collective efforts are getting results on tough issues like climate change and are underscoring the value of connected leadership.²⁵ In addition, as noted in the previous section, the ability to measure network development and activation is growing.
- **Expanded perspectives around what leadership is:** There is renewed acknowledgment of the wide array of different culturally specific narratives of what leadership is, and of previously discounted or underrepresented research and scholarship highlighting collective and collaborative leadership and challenging the narrative of the heroic individual leader.²⁶

In response to these influences, many funders are reexamining and reconsidering how to invest most effectively in leadership development.



In a bold movement, the Robert Wood Johnson Foundation, which has invested in human capital since 1972, decided to develop new programs that would build on the strengths of prior investments and use “entirely new approaches to develop and connect people across sectors and disciplines, capitalize on technology to promote networking, mentoring, and reach and support many more individuals.”²⁷ This report is intended to draw on research and experience to support a broad reconsideration of leadership development and its potential contribution to large-scale change efforts.



Below we describe three efforts that are working to strengthen collective leadership for large-scale change: Results-Based Leadership (RBL), the Health Leadership Fellows Program (HLFP), and the National Domestic Workers Alliance (NDWA) Strategy, Organizing, and Leadership initiative (SOL). Each of these was also mentioned in the previous section because of how they're evaluating their contributions to such change; the slightly expanded descriptions here will focus on the strategies they're using for leadership development.

These efforts use different leadership strategies and have different theories about how leadership development contributes to, accelerates, and drives large-scale change. At the same time, they share some common ingredients that depart from traditional approaches and warrant deeper investigation. We'd like to highlight these differences for your consideration as you read about these models. All of the approaches do the following:

- Develop leadership in the context of real work that is important to participants
- Bring leadership supports to groups of individuals who are working together, or who will work together, to achieve a common concern or purpose
- Support work to advance equity or reduce disparities
- Bring together diverse groups of stakeholders in the issues
- Address personal and social systems transformation

They also have these important differences:

- Each has its own specific focus and goals. RBL seeks to build cross-sector partnerships to get measurable results for children and families; HLFP seeks to foster collaborations in communities that improve health outcomes; and NDWA's SOL seeks to organize and build collective power among domestic worker-leaders to organize for domestic worker rights and immigration reform.
- Each employs a different combination of leadership development supports and delivery processes, tailored to its participant groups and the capacities and connections it hopes to foster over different periods of time.
- Each uses different metrics for assessing the success of leadership development. RBL focuses on performance accountability and working in high action and high alignment²⁸; HLFP focuses on connecting in networks, increased collaboration, and ways of experimenting with innovative solutions to "wicked problems"; and SOL focuses on personal transformation, organizing, and movement building to shift the narrative, policies, and practices of domestic work and caregiving.
- RBL and HLFP are place-based, whereas SOL in its first phase was national.

Case Study 1: Results-Based Leadership

What the leadership strategy is designed to do:

The Annie E. Casey (Casey) Foundation has invested extensively in programs and research to develop and support Results-Based Leadership (RBL). RBL is an approach to leadership that enables a group of leaders to make changes intended to produce a result—for example, reducing the number of juveniles in detention or increasing the number of children entering school ready to learn. RBL programs are designed to accelerate results by blending program content and real-world context with leadership development. Based on the Theory of Aligned Contributions developed by Jolie Pillsbury and her colleagues²⁹ and on Results-Based Accountability as developed by Mark Friedman and his colleagues,³⁰ RBL addresses the challenge of alignment in cross-sector collaborations.

Who the leadership strategy is designed for:

RBL is designed for cadres of multi-sector leaders, with different roles, whose work is more likely to contribute to population-level outcomes if they are taking aligned action at scale. One of the foundational programs that Casey has supported using this approach is the Leadership in Action Program (LAP). LAPs are designed for "leaders in the middle," including those who are the agency or division leaders at the state or local level, business owners, heads of non-profit organizations, faith leaders, or representatives of associations or community groups, all of whom have in common that they have something to contribute to the result (Pillsbury et al., 2009)³¹.

How leadership competencies are defined and developed:

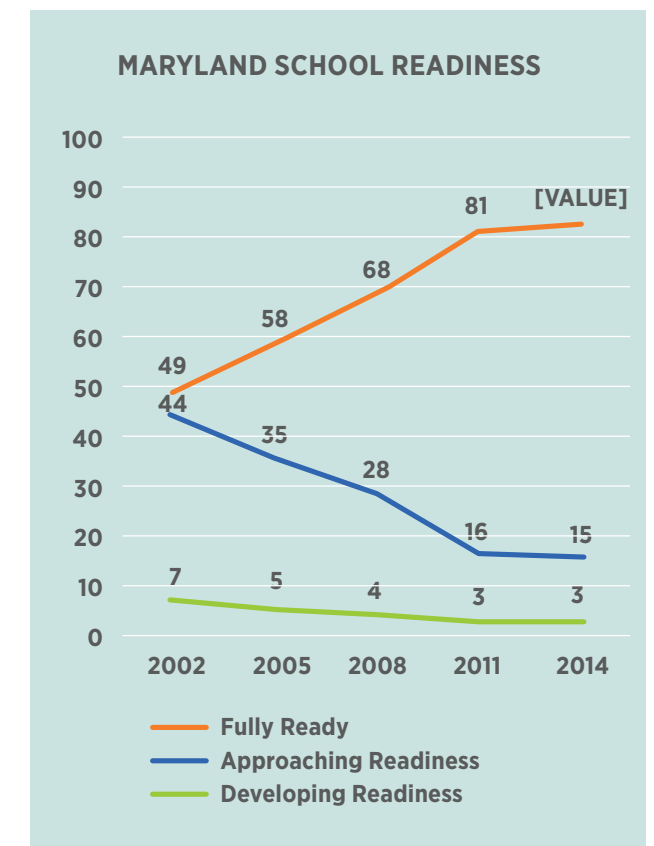
RBL is designed to support leaders to develop five core competencies:

- Be results-based and data-driven.
- Use the self as an instrument of change.
- Bring attention to and act on disparities.
- Master the skills of "adaptive leadership."
- Collaborate with others.

LAPs begin with a call to action by an influential group of leaders who identify a result and data that measures the success for a population. This group is known as the accountability partner. They invite 30 to 40 leaders from multiple sectors to work collaboratively to make a collective impact on the result. LAP leaders meet for nine 2-day meetings, held at 6- to 8-week intervals over the course of 12 to 14 months. LAP creates a "container" to support leaders to work in high action and high alignment with each other to get things done. Leaders manage issues of power and authority, develop accountability systems, use data to make decisions, address issues of disparities and manage conflict.

What results the leadership strategy has contributed to:

One of the biggest success stories from this strategy is the increase in the number of children who are



LEADERSHIP DEVELOPMENT STRATEGIES: MINI CASES

entering school ready to learn in Maryland over the past 13 years, since RBL was first used in the Leadership in Action Program. After the start of the first LAP, the percentage of children entering kindergarten fully ready for school grew from less than half (49%) in 2001 to 82% 11 years later.³² The Maryland LAP served as a model for other LAPs; for instance Baltimore city’s LAP also focused on improving children’s school readiness. By 2012, more than 75% of all Baltimore city’s kindergarteners were entering school fully ready for school, largely as a result of the Baltimore LAP. Other successes include reducing recidivism rates in Marion County, Indiana.³³

The research by O’Brien et al. (2013) used path analysis to test whether causal relationships predicted by the Theory of Aligned Contributions, the basis for the RBL approach, are justified by the data. Per the research study’s findings, “A skilled implementation team and high-quality accountability partners are able to promote individual accountability within collaboratives, and to develop strong collaborative

leadership skills. The collaborative itself is then involved in the work of developing effective strategies that lead to community-level changes.” This research relied on participant self-report and did not directly measure the variables themselves.

Unique or promising practice features of this approach:

- A core element of RBL is the call to action by an accountability partner, who creates a sense of urgency, focus, and a commitment of responsibility for producing results.
- It’s a public accountability system in which participants make a commitment to take action and to check in with each other to see what actions were or were not taken.
- The focus on cross-sector accountability to get a measurable result in one measurement cycle accelerates aligned actions.
- RBL offers a framework, a common language, tools, and a practice community³⁴ that is supporting, spreading, and accelerating its use.

Case Study 2: Health Leadership Fellows Program

What this leadership strategy is designed to do:

The Health Leadership Fellows Program (HLFP) is funded by the Health Foundation for Western & Central New York (HFCWNY) to improve the health outcomes of frail seniors and children from communities of poverty in western and central New York. The program is based on the assumption that a network of diverse, highly skilled, collaborative leaders who have developed trust relationships will result in the collaborative work needed to make progress on the complex factors affecting the health outcomes of seniors and children in the region.

Who this leadership strategy is designed to support:

This leadership program targets individuals who have experience leading and have attained positions within organizations that focus on the health of underserved children and seniors, and who represent a diversity

of sectors and geography within the target region of western and central New York.

How this strategy defines and develops leadership competencies:

HLFP seeks to develop enhanced self-awareness and self-reflection, systems thinking, communication skills, Results-Based Accountability, Institute of Medicine competencies, leading change, and collaborative capacity. The program develops these competencies over an 18-month period, during which a cohort of up to 40 individual leaders convenes in four 2- or 3-day residential sessions with required work between sessions and individualized coaching. Participants are assigned to smaller teams and in the first year learn about themselves through assessment tools; they also focus on team development during monthly meetings with a team advisor. During the final six months,

the teams implement a project focused on health improvement. Fellows are also expected to remain connected and collaborating beyond the program’s formal duration. To increase this likelihood, the Foundation for Western & Central New York created a pool of \$50,000 in grant funding that program graduates can apply for to support collaborative efforts and that’s disseminated in grants of \$5,000 to \$20,000. The network of HLFP graduates is supported by a formal organization, the Fellows Action Network, also with funding from the foundation.

What results this leadership strategy has contributed to:

The HFCWNY evaluates program results on multiple levels: individual change, network strength, collaborative projects, and community change. The fellows who participate provide feedback about personal change, and they and the teams themselves are also evaluated by all team members and team advisors. External evaluators have conducted a social network analysis in which the first four cohorts have participated to produce maps that show new connections and collaborations formed as a result of the program (see below).

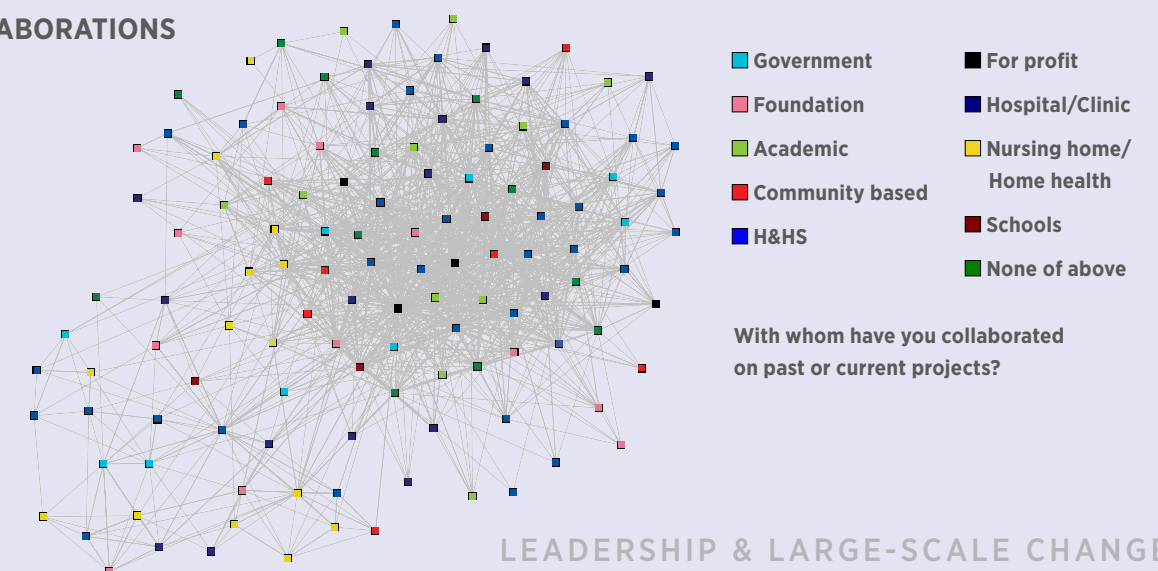
The maps show the quantity of collaboration but do not tell the story of the impact of these collaborations. To understand how these collaborations are improving services and potentially the health of the target population, evaluators will conduct site visits to more deeply understand how these collaborations,

initiated or supported by fellows, are making a tangible difference in the quality of care and health outcomes for the target population. For example, one collaboration resulted in an ongoing trauma task force that develops policy and programs for better diagnosis and treatment of trauma that correlates with poor health outcomes. Another collaboration is developing an integrated treatment service center called Town Square, where seniors can be treated by physicians, see a social worker, visit a food pantry, access transportation services, or have their hair done in an onsite salon.

Unique or promising practice features of this approach:

This program has clearly articulated its Theory of Change about the relationship between collaborative leadership and desired changes in the health of the target population. It explicitly articulates a point of view about the importance of recruiting a cohort with a track record and a shared commitment to improving health in the region—a consistent focus on collaborative leadership that the program is implementing by developing self-awareness in individual participants and by engaging teams with a shared passion in developing their collaborative capacity through joint activity. The expectation that fellows will continue to work collaboratively on improved services and policy that will benefit children and seniors is supported through grants for collaborative work and an investment in the network of program graduates.

COLLABORATIONS



Case Study 3: National Domestic Workers Alliance’s Strategy, Organizing, and Leadership Initiative (SOL)

Leadership development works best when it is not only practiced in a bucolic retreat center; it must have immediate applications in the field. And we found that it can have real world and direct impacts on legislative campaigns and movement building when the cohort is part of the same long-term alliance and striving towards the same goals.

— Jennifer Ito, Rachel Rosner, Vanessa Carter, and Manuel Pastor, “Transforming Lives, Transforming Movement Building,” 2014

What this leadership strategy is designed to do:

The National Domestic Workers Alliance (NDWA), with the support of several foundations (including the Ford Foundation, Bend the Arc, and Hidden Leaf Foundation), launched a 2-year capacity-building program that included the Strategy, Organizing, and Leadership initiative (SOL), an intensive organizer and leadership development training, 2-year grants to member organizations participating in SOL, and technical assistance to support organizations to be involved in national-level campaign work. SOL was designed to accelerate the development of local, grassroots leadership to take on more national leadership roles and to usher in a new culture of organizing to strengthen the domestic worker movement.

Who this leadership strategy is designed for:

The overall goal of SOL is to “provide domestic worker leaders with transformative leadership capacities and organizing skills to push the scale and power of local and national organizing in a way that is grounded in vision, strategy, healthy and generative relationship building and sustainability” (Ito et al., 2014)³⁵. At the core of SOL’s transformative approach is an assumption that sustainable change requires “the interdependence and interconnectedness of change on the individual, organizational, community, movement, and society levels.” SOL is targeted and tailored to grassroots leadership (and organizers) who identify with and participate in NDWA and are committed to building

a powerful movement for domestic worker rights, respect, and dignity. A total of 25 organizations from 11 states participated in SOL; 10 were considered “pathbreaker” organizations because they were well established, and 15 were “sunrise” organizations, in their nascent and early stages. While organizational histories differed, they all had a commitment to the domestic worker movement.

SOL sought outcomes on four levels:

- **Individual:** personal centering; clarity of purpose and vision; greater self-confidence and awareness; improvement in organizing skills
- **Organizational:** strategy and sustainability to increase the impact of organizations (for example, systems and processes for leadership and organizational development)
- **Alliance:** greater trust, stronger relationships, and deeper political alignment among staff and leaders across organizations
- **Movement:** deeper and stronger organizing, a new culture of organizing, and an understanding of the domestic worker movement within a broader context (Ito et al., 2014)

How this strategy defines and develops leadership competencies:

- integrating mind and body
- embodying new ways of being in unison and aligning with others
- centering and skillfully navigating difficulties and conflicts
- analyzing the external context, assessing possibilities in real time, making proactive choices, and stepping into leadership with confidence
- building trust and connection with others to collectively hold a long-term vision amid multiple perspectives and differences
- lifting each other up and aligning around movement openings

SOL organized five 4-day retreats that were held over a period of two years, and in between they received organizational grants, technical assistance, coaching, and phone training. They provided simultaneous translation in five languages, child care so that women could participate, and stipends. Part of the NDWA strategy was to align SOL with national campaigns, such as Caring Across Generations and the Domestic Workers’ Bill of Rights. The retreats provided space to learn and practice new skills and ways of relating within oneself and with others in real-world, real-time campaigns. For instance, during the fourth SOL retreat (January 2013) there was growing momentum for Comprehensive Immigration Reform, which became the focus of the retreat. “SOL participants were given realistic scenarios about the possible outcomes of immigration reform from concessions to Executive Order. With each of the scenarios they centered on their long-term vision and commitment, and debated what to do.” (Ito et al., 2014)

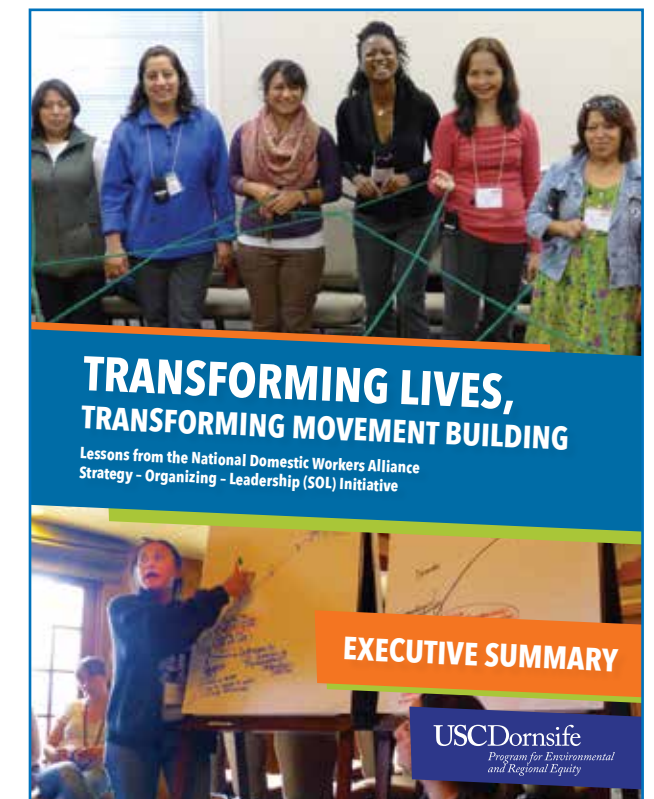
What results the leadership strategy has contributed to:

As leaders engaged with each other on campaigns such as comprehensive immigration reform, they better understood their collective long-term vision, even though in the short term they all wanted to take different actions. In the past, these differences might have led to a breakdown in relationships, but this time they were able to acknowledge the movement opening for immigration reform and align their efforts and mobilize constituencies and networks to transform the immigration system (Ito et al., 2014).

SOL has led to the design of a next phase of leadership development, called “Get BIG,” a 2-year base-building innovation program at the state and local levels to build grassroots leadership to mobilize and pass legislation, like a Domestic Workers’ Bill of Rights, in every state. So far, four states have organized and passed this legislation.

Unique or promising practice features of this approach:

- SOL was a custom-designed leadership strategy tailored to support domestic worker-leaders to transform themselves and the domestic worker movement.
- SOL is designed to link societal and systems transformation with individual and interpersonal transformation.
- SOL introduces somatic methods that enable individuals and groups to embody new ways of being and acting that align with their vision and values, and that strengthen the domestic workers’ actions and their movement.
- SOL retreats provided a space to develop real-world, real-time campaign strategies and align local, state, and national efforts.



USC Program for Environmental and Regional Equity

What Are We Learning About the Kind of Leadership Needed?

Beyond evaluations and program models, academic and applied research and scholarship offered insights about leadership, as did the funders we interviewed. Our recent scan brought to light several ideas about necessary leadership competencies for large-scale change. For example, the White House Council on Community Solutions supported research by Bridgespan on what can be learned from community collaboratives that achieved a 10%-plus improvement on indicators.³⁶ The OMG Center for Collaborative Learning conducted research on investments made by the Bill and Melinda Gates Foundation to improve postsecondary education systems, and The California Endowment has sponsored a number of studies of their investment in the Building Healthy Communities (BHC) initiative.³⁷

In this report we're focusing on collaborative leadership because it has been less understood and is a critical competency for connecting the work of multiple organizations working on complex issues. However, programs focusing on individual leadership development continue to play an important role in developing a diverse leadership pipeline or strong organizational leaders. Many of the funders we interviewed for this report, including the American Express Foundation and the Walter and Evelyn Haas, Jr., Fund, invest in strengthening nonprofit leadership.

Key Competencies for Collaborative Leadership:

This section synthesizes leadership program experience, evaluations, and field research on successful collaboration to suggest six competencies associated with collaborative leadership and practice that contribute to large-scale results. Many of these were foreshadowed in the previous two sections on promising leadership development practices and models.

Vision and Framing

In lessons from the BHC initiative, Manuel Pastor describes the importance of a frame that provides a way for people to make sense of their experience

and unify around a common vision. Most leadership programs acknowledge building shared vision as a critical leadership practice. Research by Sonia Ospina and Erica Foldy from the Wagner School elaborates on the importance of fostering a cognitive shift that creates a shared sense of interest (Ospina et al, 2010).

Commitment, Alignment, and Accountability

To make progress, community collaboratives require a focused and sustained commitment of multiple stakeholders to a shared purpose. In Case Study 1, Jolie Bain Pillsbury adds the dimension of accountability as essential to moving commitments to tangible results, and has operationalized and implemented this theory in a Results-Based Leadership model. Bridgespan found that it was important to build trust so that a group has a shared responsibility to quantifiable goals. The Center for Creative Leadership has created a DAC (Direction, Alignment, and Commitment) theory of leadership that makes the case that leadership is a process of creating shared direction, building strong alignment, and acting on shared commitments (Drath et al., 2008)³⁸.

Diverse Stakeholder Engagement

Successful collaborative efforts effectively and authentically engage a diverse group of stakeholders. The engagement and support of different constituencies is a critical part of the RBL case study and the Health Leadership Fellows Program, which bring clinicians, nonprofit staff, people from government, and academics together to benefit from diverse perspectives and to leverage the resources of different agencies and institutions. The case studies in this report highlight the importance of getting all the right eyes on the problem and the benefits of a multi-group perspective. Leadership programs that recruit a diverse group of participants can serve as containers in which people with very different experiences learn to have difficult conversations, understand different perspectives, and build trust. The competencies of collaborative leadership described in Case Study 1, for example, address power and foster adaptive leadership to help diverse groups work effectively together.

Successful collaborative efforts also need to ensure that

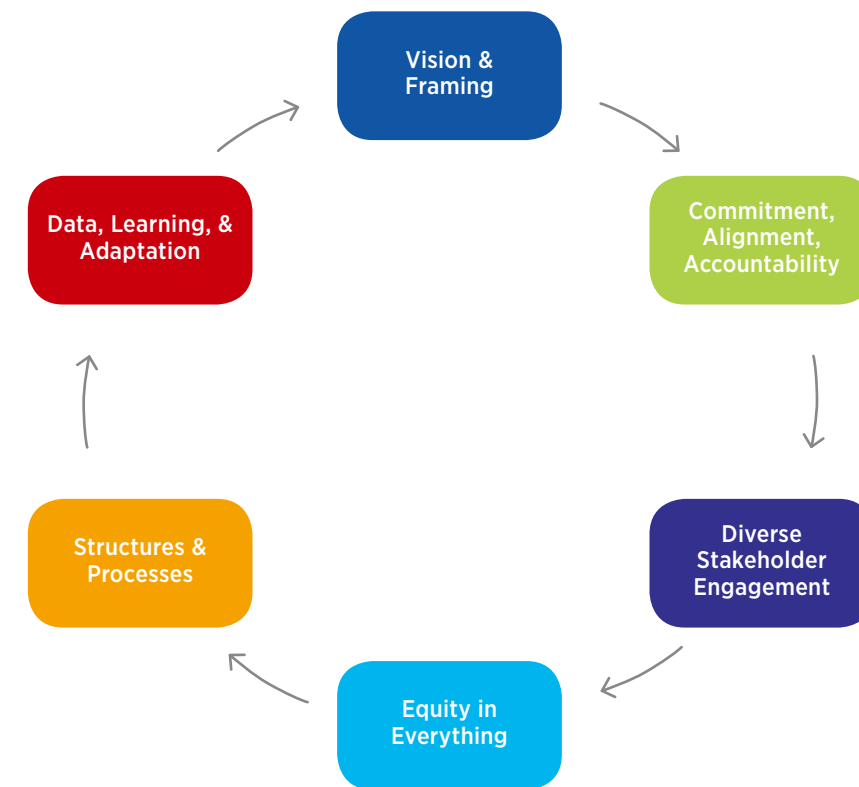
community members are represented and have power and voice in policy making. In sharing lessons from the BHC initiative, the PERE study provides the example that when community members or youth “are seen as clients they are robbed of their agency and potential as change agents.”³⁹ A number of leadership programs, including Urban Habitat’s Boards and Commissions Leadership Institute, focus on giving increased access and voice to people who have been excluded from policy tables. Another example is the National Leadership Academy for the Public’s Health, funded by the Centers for Disease Control, which helps health professionals focused on community health improvement to develop community engagement strategies and capacities. Several of the funders interviewed for this report invest in leadership for this purpose; one funder told us, “We think the only way to make lasting change is to have it led by those who are most affected by the issues and most knowledgeable of the place where it is going on.”

Equity in Everything (Purpose, Process, and Structures)

Sonia Ospina from the Robert F. Wagner School of

Public Service identifies the importance of engaging in dialogue about difference and acting on disparities. The Results-Based Leadership model being implemented by Casey brings attention to and acts on disparities. In reflections on the work of BHC, Manuel Pastor says, “Equity has to be at the forefront of the work, starting in communities with the greatest disparity.” Implicit in these comments is an assumption that issues of inequity and disparity reside within all communities, and thus any community change effort, and need to be made explicit in both the processes of the work and its goals and strategies. Race Forward has developed racial impact analysis tools, and a number of health leadership programs bring an understanding of health disparities to health leadership development work.

Research on successful collaboratives consistently found that equitable models of governance and decision making are essential for access, trust, and engaged decision making. Models of shared leadership and network governance offer new ways of thinking about structures but do not always bring a power and equity lens to these discussions. Bridgespan points out in



LEADERSHIP DEVELOPMENT STRATEGIES

their research that strong collaboratives “must work to create and maintain an inclusive table where large and small organizations have voice.” In the BHC initiative, they found that you cannot erase power differentials but you can find ways to equalize standing, voice, and influence. Cultivating a strong power lens and strategies for engaging and equalizing power differentials is an important part of leadership work in most contexts.

Structures and Processes

Over the past 30 years, many leadership development programs were focused on training leaders in an organizational context. In today’s world of increasingly complex problems, it’s difficult for any one individual

“We think the only way to make lasting change is to have it led by those who are most affected by the issues and most knowledgeable of the place where it is going on.”

or organization to make progress going it alone. This means we need new structures and processes to support collaboration, and in some cases staffing for initiatives or networks. This is new turf for most leadership development practitioners and

fundors. The Collective Impact model emphasizes the importance of having a backbone organization to guide vision and strategy and support aligned activities so that cross-sector groups can be effective in transforming inefficient and fragmented systems (SSIR, 2012). The BHC research emphasizes the importance of hub structures that can build trust relationships and coordinate the work of multiple groups. They also stress the need to invest in the collaborative leadership capacities of people working in these roles and structures. These are new leadership questions that are as critical as, if not more current and relevant than, organizational management and are worth the attention of leadership development providers.⁴⁰ Leaders will be increasingly called to utilize new forms that don’t conform to ideas about strong organizational leadership.

Data, Learning, and Adaptation

In Bridgespan’s “Needle-Moving Community Collaboratives” research, data was used to help groups continually adapt and align their resources towards what was working.⁴¹ In their review of postsecondary school systems change, OMG found that data-driven solutions enabled them to elevate early wins. The Results-Based Leadership model uses data as a catalyst for change. According to the Casey report “Leading for Results,” “seeing the data can create a sense of urgency, and tracking changes over time is motivating. When the trends are good, it inspires us to keep going. When the trends are in the wrong direction, we know it’s time to change the strategy” (Casey, 2013). The Health Leadership Fellows Program, funded by the Health Foundation for Western & Central New York, is training program participants in how to use data effectively.

How to Develop Leadership That Can Contribute to Large-Scale Change

Innovations in Delivery Approaches

Keeping pace with expanded expectations for leadership development investments, a number of shifts have also occurred in the design and delivery of leadership development programs, as illustrated in the earlier case studies and in examples discussed below. Some of the innovations profiled in case studies are making a strong case for the contribution of their leadership strategy to improved results for communities and benefits to specific populations.

- **Leadership development as one of the strategies within comprehensive initiatives:** One funder we interviewed articulated a critical question for the field, “Do we think of leadership development as a separate area to invest in or is it something that we try to think about more organically as an element of the work?” In the SOL case study, the National Domestic Workers Alliance saw the need to strengthen grassroots leadership in order to reinvigorate their movement, and initiated a leadership program that strengthened their

campaigns and supported several big wins. When leadership development supports are embedded within an initiative, the supports can be targeted more responsively and strategically to increase collaboration, alignment, and impact. This was the case with the BHC, which provided leadership supports to Hub leaders to strengthen collaboration and to youth who successfully led school discipline policies across several of the sites. The Russell Family Foundation applied some of the lessons learned from the Jane’s Fellowship Program to embed leadership supports within the Puyallup Watershed’s broad-based and community-led initiative that focused on clean water and a healthy community.

Most initiatives offer a number of capacity-building strategies that complement each other. For example, the Strong Field Project funded by Blue Shield Foundation of California supported organizations working on domestic violence with convenings and with technical assistance supports from organizations such as the National Nonprofit Finance Fund and ZeroDivide, as well as a leadership development program run by CompassPoint.

- **Leadership development with a results focus:** More foundations are explicitly linking their leadership investment to a desired result by connecting and strengthening the leadership of those working in a specific field or on specific issues. For example, the Community Leadership Network being supported by the W.K. Kellogg Foundation is supporting and connecting leaders working on behalf of vulnerable children. The Health Foundation for Western & Central New York and the Annie E. Casey Foundation introduced a Results-Based Accountability framework. As described in the earlier case study, the RBL model provides a shared language, skill sets, and assessment tools that keep leaders focused, aligned, and accountable for making progress on a desired result. By providing these supports to participants who are recruited with a shared sense of urgency and who represent a diverse cross-section of people working on the problem, the program has been able to see a correlation between its work and measurable population-level changes.

- **Leadership development with a place focus:** Both RBL and HLFP are recruiting with a geographic focus, providing opportunities for participants to engage in joint work across their organizations that will benefit people in their communities. This approach also increases the likelihood that participants can remain connected in collaborative efforts without distance barriers. Many leadership programs, including the W.K. Kellogg Foundation’s Community Leadership Network, the Jane’s Fellows Program, and the Barr Fellows Program, have a place focus.

- **Leadership development with a network lens:** A number of foundations, including the Barr Foundation, the W.K. Kellogg Foundation, and the James Irvine Foundation, are designing leadership programs to support stronger local networks of leaders within a region and in some cases focused on specific issues. Development with a network lens is more than just introducing network curriculum. For example, the New Leadership Network funded by Irvine uses a Social Network Analysis to strategically recruit people who are part of clusters that can be connected to build a more robust and effective network in the Central Valley of California. The New Leadership Network has documented network growth and 86 collaborations.

- **Scaling and replicating leadership development:** A number of funders we interviewed asked questions about the dosage, cost, and scale of leadership programs. There are several examples of programs scaling or replicating their work. The RBL model has also been replicated and adapted to a number of contexts, consistently producing results on issues such as homelessness in King County and a reduction in recidivism in Virginia.

Other innovative examples of scaling are reaching large numbers of people. The Presencing Institute, for instance, recently experimented with using the EdX platform to engage thousands of people worldwide in U.Labs to develop their capacity individually and in groups to use the Theory U methodology, a methodology developed and tested by Otto Scharmer and his colleagues at MIT. It’s

designed to help leaders shift from learning from the past to leading and learning from the emerging future. Over 300 U.Lab hubs have been created worldwide through the EdX course, involving thousands of participants. They're working together in coaching circles and developing and sharing prototypes to advance an inclusive and sustainable global market system.

The Kansas Leadership Center (KLC) was funded by the Kansas Health Foundation based on the belief

that the health of people throughout the state will be improved when large numbers of Kansans are engaged in civic leadership. KLC currently reaches 1500 to 2000 people a year by offering trainings that range from three days to three months, accompanied by coaching. To scale the program, they also run a Teaching Leadership program to increase the number of people in the field who are able to teach leadership using their competencies.

Practice recommendations:

- Create theories of change and build pathway mapping routinely into the development of a leadership program or strategy, and revisit and adjust at regular intervals.
- Identify the full set of capacities or competencies you believe are important to advance your goal, and identify which ones you believe are important to foster in each individual and which are important to promote among the full set of individuals and groups who will be part of the effort. Build those understandings explicitly within your strategies to identify, support, connect, and help activate individuals, cohorts, and networks.
- Consider building the core competencies that research and experience suggest are key for large-scale change: equity, collaboration, data savvy, and so on.



Participants we surveyed about the joint Funders and Evaluators meeting in October 2014 all found value in learning about leadership development together. There are few opportunities for leadership evaluators to connect findings from their work to accelerate learning across multiple contexts about the approaches that contribute to large-scale change. To advance leadership development practice, we need to support convenings of leadership development stakeholders, collaborative research, platforms for sharing evaluation findings, journal articles, and the like, to create more opportunities for leadership practitioners, constituent groups, funders, and evaluators to do the following:

- Share short-term, intermediate, and long-term indicators that they believe predict effective and sustained contribution of leadership to large-scale change, looking at things like the role of leadership with respect to policy change, culture change, community capacity, civic engagement, movement building, and the relationship between the leadership development supports and other complementary change strategies.
- Consult with constituent groups, those being influenced, and other people with knowledge of the results of groups of leaders' actions and behaviors, and share what they've observed to be core competencies or capacities (habits of mind, skills, and practices).

- Similarly, focus on core competencies that explicitly acknowledge 21st-century leadership challenges and opportunities to influence large-scale change, to accelerate our learning about:
 - collective and collaborative leadership
 - structuralization of racism and privilege, and entry points for change at system, community, and individual levels
 - context: organizational, place-based, issue-focused, and systems change settings (and various goals, cultures, dynamics, and ways in which work happens in these settings)
 - valid and reliable indicators and tools for measuring collaborative leadership at the individual, cohort, place, issue, and population levels (for example, building on the fields of social capital measurement, 360-degree leadership assessments, network analysis, and transformative learning leading to action)
- Capture the level of evidence supporting these lessons, as well as the lessons themselves.
- Continue to update and share learning on the full continuum between innovation to evidence-based practices, based on both failures and successes.



CONCLUSION

We began this report with a set of assertions about what funders and evaluators, and the authors of this report, believe are needed to strengthen investments, practice, and evaluation in leadership development that supports large-scale change. The report offers some insights and examples around those assertions, both in terms of methods for linking the results of leadership development efforts to on-the-ground change and in terms of looking more specifically for, and capturing, lessons about leadership development competencies and strategies for population-, issue-, or community-level change. Our impression is that leadership development is undergoing a sea change as funders, practitioners, researchers, and evaluators engage in new conversations about what leadership is, how leadership strategies can contribute to shifting power, the ways our understanding of leadership is influenced by dominant cultural bias, the kinds of leadership it will take to tackle complex social problems, and how to develop people, cohorts, networks, and places that individually and collectively

activate those types of leadership. These conversations are important, because the issues facing us are important, and because what we can prove about the contribution of leadership to resolving those issues has not yet fully caught up with the needs of investors.

At the same time, we do have examples (some provided in this report) that certain kinds of leadership development strategies are playing a part in community, population, and systems changes. Further, interviews with funders and evaluators, along with research about what's happening in the field, suggest that an increasing number of leadership program investments are incorporating some of the promising practices identified in this report, and that many are aimed towards outcomes at the population, movement, issue, and community levels. The leadership evaluation field is "on the case," developing and using multiple ways of measuring cohort, network, community, and other results. This report is intended to support those advances and amplify and contribute to the conversation.



ENDNOTES

1. In 2011, the year for which the most data is available, funders distributed \$24.5 billion and only \$179 million or 0.7% of grant funds (\$179 million of \$24.5 billion in total grants by the thousand largest U.S. foundations). The percentage in 2011 was down almost half from a 20-year (1992–2011) annual average of 1.24% of total grant dollars. (“Foundations That Invest in Nonprofit Leadership: Count Them on Your Hands!,” Talent Philanthropy Project blog, Foundation Center, <http://www.talentphilanthropy.org/2014/07/count/> (2013))
2. Jolie Bain Pillsbury, “Theory of Aligned Contributions: An Emerging Theory of Change Primer,” edited by Victoria Goddard-Truitt, <http://rbl-apps.com/TOAC.php>
3. See books by Otto Scharmer, including *Theory U and Leading from the Emerging Future*, Presencing Institute, <https://www.presencing.com/theoryu>.
4. “Collaborative Leadership,” Section 11 of Chapter 13 in the Community Tool Box, <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main>
5. Bruce Hoppe and Claire Reinelt, “Social Network Analysis and the Evaluation of Leadership Networks,” *The Leadership Quarterly*, http://leadershiplearning.org/system/files/SNA_and_Leadership_Networks_-_LQ.pdf (2010)
6. One example of response-shift bias is that respondents may rate their skills more favorably before a program and then, through the intervention, develop a more humble self-assessment and a better understanding of what competency actually entails, causing them to then rate themselves lower after the program even when they’ve developed greater proficiency in that area.
7. Claire Reinelt, Paul Foster, and Siobhan Sullivan, “Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs,” *Development Guild/DDI*, http://leadershiplearning.org/system/files/Evaluating%20Outcomes%20and%20Impacts_0.pdf (2002)
8. Manuel Gutierrez and Tania Tasse, “Leading with Theory: Using a Theory of Change Approach for Leadership Development Evaluations,” *Handbook of Leadership Development Evaluation*, edited by Kelly Hannum, Jennifer Martineau, and Claire Reinelt (Center for Creative Leadership, 2006)
9. Organizational Research Services, “Theory of Change: A Practical Tool for Action Results and Learning,” <http://www.aecf.org/resources/theory-of-change/> (2004)
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11. John T. Grove, Barry M. Kibel, and Taylor Haas, “EvaluLEAD: An Open Systems Perspective on Evaluating Leadership Development,” *Handbook of Leadership Development Evaluation*, edited by Kelly Hannum, Jennifer Martineau, and Claire Reinelt (Center for Creative Leadership, 2006)
12. Betsy Hubbard, “Investing in Leadership,” GEO Publication, <http://www.philanthropy.org.nz/sites/all/files/investing-in-leadership.pdf> (2005); Grady McGonagill and Claire Reinelt, “Leadership Development in the Social Sector: A Framework for Supporting Strategic Investments,” *The Foundation Review*, <http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1077&context=tf> (2011)
13. PRE Critical Issues Forum, “Making Progress: Movement Toward Racial Justice,” Volume 3 (July 2010), <http://racialequity.org/docs/cif3/cif3finalweb.pdf>
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APPENDIX A: LIST OF INTERVIEWEES

Interviewees

NAME	ORGANIZATION
Barbara Kibbe	SD Bechtel, Jr. Foundation
Barbara Squires	The Annie E. Casey Foundation
Caroline Altman Smith	Kresge Foundation
Caroline Gikuru	The Women's Foundation of California
Cindy Rizzo	Arcus Foundation
Connie Galambos Malloy	The James Irvine Foundation
Daniel Lee	Levi Strauss Foundation
David Chavis	Community Science
Debra Joy Pérez	The Annie E. Casey Foundation
Deitre Epps	Results Leadership Group
Diane Littlefield	Sierra Health Foundation
Efrain Gutierrez	FSG
Ellen Friedman	Compton Foundation
Esther Nieves	W.K. Kellogg Foundation
Eugene Eric Kim	Consultant and Founder of Faster Than 2.0
Geri Mannion	Carnegie Corporation of New York
Hanh Cao Yu	Social Policy Research Associates
James Keddy	The California Endowment
Jessica Coloma	W.K. Kellogg Foundation
John Marker	Jim Joseph Foundation
Julia Fabris McBride	Kansas Leadership Center
Kathy Hall	Summit Fund of Washington
Kien Lee	Community Science
Liz Weaver	Tamarack Institute for Community Engagement
Maryjoan Ladden	Robert Wood Johnson Foundation
Meaghan Calcarì Campbell	Gordon and Betty Moore Foundation
Meg Long	OMG Center for Collaborative Learning
Nancy Fishman	Robert Wood Johnson Foundation
Pamela David	Walter & Elise Haas Fund
Paul Harder	Harder+Company Community Research
Rachel Flynn	Omidyar Network
Ricardo Millett	Community Science
Sandra Witt	The California Endowment
Sonya Taddy-Sandino	Harder+Company Community Research
Susan Dobkins	The Russell Family Foundation

APPENDIX B: LIST OF FUNDER AND EVALUATOR MEETING PARTICIPANTS

List of Meeting Participants

NAME	ORGANIZATION
Adena Klem	REACH Healthcare Foundation
Adria Goodson	Hunt Alternatives
Adrienne Mansanares	The Denver Foundation
Amber Slichta	Health Foundation for Western & Central New York
Amy Morris	Surdna Foundation
Ashley Stewart	The Annie E. Casey Foundation
Caitlin Fisher	Hunt Alternatives
Carol Hoyle	Mosaic Group
Catherine McGuire	Bush Foundation
Cindy Rizzo	Arcus Foundation
Claire Reinelt	Evaluation and Learning Consultant
David Chavis	Community Science
Deborah Meehan	Leadership Learning Community
Debra Joy Pérez	The Annie E. Casey Foundation
Deitre Epps	Results Leadership Group
Deloris Vaughn	Paul J. Aicher Foundation—Everyday Democracy
Denise Herrera	Robert Wood Johnson Foundation
Donna Stark	The Annie E. Casey Foundation
Elizabeth Lanyon	Leadership Learning Community
Ellen Liu	Ms. Foundation for Women
Esther Nieves	W.K. Kellogg Foundation
Hanh Cao Yu	Social Policy Research Associates
Jessica Coloma	W.K. Kellogg Foundation
Jill Pfitzenmayer	Rhode Island Foundation
Jonalyn Denlinger	Baltimore Community Foundation
Julia Coffman	Center for Evaluation Innovation
June Holley	Network Weaver institute
Kathy Hall	Summit Fund of Washington
Kelly Hannum	Aligned Impact
Laura Hamasaka	Legacy for Health
Leah Tuzzio	GHRI Center for Community Health & Evaluation
Libbie Landles-Cobb	The Bridgespan Group
Lourdes Rivera	Ford Foundation
Malgorzata Long	OMG Center for Collaborative Learning
Milano Harden	The Genius Group
Nancy Blaschak	American Red Cross
Nancy Wieler Fishman	Robert Wood Johnson Foundation
Natalia Castaneda	Leadership Learning Community
Paul Harder	Harder+Company Community Research
Reggie LaGrand	W.K. Kellogg Foundation
Sally Leiderman	Center for Assessment and Policy
Scott Hebert	Community Science
Stacey Millett	Blue Cross and Blue Shield of Minnesota Foundation
Susan Dobkins	The Russell Family Foundation
Tracy Enright Patterson	Center for Creative Leadership
Virginia Oehler	Health Foundation for Western & Central New York
Wilma Montañez	Jessie Smith Noyes Foundation
Yasya Berezovskiy	CompassPoint

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