From Vulnerable to Powerful
Cultivating Collective Leadership for Community Change

A summary of learning from
Kellogg Leadership for Community Change
2002-2009

Prepared by
The Center for Ethical Leadership
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EXECUTIVE SUMMARY

From 2002-2009, the W.K. Kellogg Foundation implemented an innovative national initiative to cultivate and learn about the role of collective leadership in fostering community change. This Kellogg Leadership for Community Change program advanced learning on a powerful form of leadership that is inclusive, collective, and adaptive to diverse cultures and perspectives.

At its core, this collective leadership work centered on promoting social justice in tangible ways to affect everyday lives of people living in communities across the United States. KLCC provides a view into what is possible when primarily marginalized populations are engaged in leadership to improve their communities. It also highlights the shift that can occur when leadership focuses on tapping into the collective wisdom of the community.

The report provides rich analysis of what was learned and serves as the culminating report on the KLCC initiative. Readers can focus on the sections most pertinent to their interests. We offer four sections: Part One provides an explanation of collective leadership and description of the structure and core concepts of KLCC, Part Two offers an analysis of the program’s impact, Part Three summarizes key lessons and insights, and Part Four offers an overview of KLCC implications. Appendix C also provides links to a wealth of collective leadership materials and resources developed during KLCC.

KLCC has produced a distinctive, innovative asset that can be used to support community change work. Vulnerable communities have shown that they can become powerful when they cultivate collective leadership to build capacity to make changes they want. KLCC communities have developed resources and approaches that can help other communities do this work, specifically:

- A collective leadership framework that has proven effective in cultivating a cooperative approach to community change that is highly inclusive and culturally relevant.

- A dynamic Community Learning Exchange network that provides ongoing learning opportunities for communities to share their approaches and wisdom directly with other communities.

- An approach that creates Gracious Space as a powerful container to hold the dynamics of change, particularly in a highly relational model of collective leadership.

Collective leadership works. We are only beginning to capture its power to make a difference, particularly in our most vulnerable communities.
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INTRODUCTION

As the second decade of the 21st century begins, we have an opportunity to reflect on the state of the world and determine how well life is working for individuals, families and communities. A wave of crises has emerged that adds to the stress and sense of overwhelm many people in communities are experiencing. The failure of some of our prominent institutions has allowed us to witness firsthand the disparities they create—disproportionately benefiting the powerful while burdening others. For those who were vulnerable even before the economic crisis, the pervasiveness of its reach has only added to their despair. It has also made other communities newly vulnerable. It seems someone is always being left behind in our communities. If we are truly a nation committed to justice for all, then we have an obligation to make a change.

This moment in time presents an opportunity for us to choose a new course for our future. What storyline will we create for the rest of this century? Will we work together in new ways to create better futures in our communities? Will we undo the disparities and marginalization of people of color, immigrants, women and others? Or will we perpetuate and repeat the inequities and injustices of our past? What kind of leadership will help communities build a more just future?

For decades the Kellogg Leadership programs identified and nurtured hundreds of individual leaders from within the United States and abroad. Kellogg fellows made significant contributions to the world and their success inspired other organizations to create similar leadership development initiatives. Though pleased with its leadership programs overall, the Kellogg Foundation noticed one disturbing pattern, a majority of its fellows soon left the communities in which they were living, taking their freshly honed leadership capacity with them. The Foundation wondered whether a different approach to leadership development might prove more effective at building local capacity to change communities.

From 2002-2009, the Kellogg Foundation pioneered a new program called Kellogg Leadership for Community Change (KLCC). The initiative not only fostered collective leadership to improve local conditions and the quality of life in communities, it created a national learning community to generate and harvest lessons on collective leadership for community change. KLCC cultivated a kind of leadership where community groups claimed
their own power to make positive changes. Though made vulnerable by their circumstance, these communities tapped into their rich human resources to improve local conditions.

This report summarizes the learning from the KLCC initiative. The document is organized into four sections:

**PART ONE** provides an explanation of collective leadership, a description of the KLCC program structure and its core concepts and framework;

**PART TWO** offers an analysis of the program’s impact;

**PART THREE** provides a summary of the program’s key lessons and insights; and

**PART FOUR** offers an overview of KLCC’s implications.

We’ve also included an appendix which provides further detail and directs readers to additional resources.

In 2009, the Kellogg Foundation decided to discontinue KLCC as a discrete program, opting instead to integrate collective leadership into all of its other program work. The decision led us to structure the writing of this learning document around two primary questions:

- **What have we learned about collective leadership for community change that can inform future Kellogg work?**

- **What lessons and insights do we have to share with communities and other change agents working to make their communities more just?**

We hope this document will serve as a useful guide to the Kellogg Foundation and others who aim to integrate collective leadership into their programmatic and leadership development work. The KLCC experience has been a rich and inspiring journey. We dedicate this report to the 11 KLCC communities who led the way and wish them continued success as they persist in their transition from vulnerable to powerful.
PART ONE
PLACE-BASED LEADERSHIP FOR COMMUNITY CHANGE

WHAT IS COLLECTIVE LEADERSHIP?
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Leadership is often viewed as something individuals do or qualities they possess. Many leadership development programs are directed toward individual leadership development. In contrast, KLCC’s emphasis was more prominently on the community nature of leadership. The initiative intended to develop leadership capable of collective action on issues chosen by the community. It looked to cultivate leadership that involved broader participation from the community, and which grounded its work in the context of community.

The first attempts to describe this leadership used terms such as shared leadership and collaborative leadership. Eventually, we came to use the term collective leadership. This term more fully captured the collective holding of leadership among a diverse group of people working together. This choice seems to be affirmed as more people are talking about collective leadership than when we began the work in 2002.
Collective leadership is people working together as partners to make a difference. It is based on the premise that needed leadership and answers emerge from the collective wisdom of a group. It is highly relational, meaning the group holds the purpose, direction, and action collectively in service of the change they have come together to affect. The group learns together, letting go of what no longer is effective in order to create openings for new work and discovering possibilities together.

Distinguishing characteristics of collective leadership are that it:

- Emphasizes the importance of tapping into wisdom from diverse sources, particularly from those who have been marginalized and previously left out of leadership.

- Works across boundaries to cultivate trusting relationships capable of undoing the structures that perpetuate inequities.

- Shares power among people and works across positions and hierarchies.

- Develops both individual and collective skills (the I and we).

- Believes everyone can be a leader when they are ready to share their gifts and talents in service to the community.

- Is embedded in and shaped by context and place to make approaches and changes relevant and appropriate.

Why Collective Leadership Matters

One aspect that makes collective leadership so relevant for our time is that at its heart is a drive for social justice and the desire to undo the disparities created by policies, practices, and institutions. Collective leadership offers a moral dimension of striving to include those who are most disaffected in providing leadership for their communities.

Collective leadership provides the space for working through tensions created by disparities, exclusion and alienation. It allows for healing needed to move the communities forward. Because collective leadership is so inclusive, the wisdom of diverse perspectives in the community can be honored. It offers a hopeful way to engage the mix of cultures experienced in most communities in the United States.

As KLCC participant, Saroeum Phoung often says, “You can’t get to a good place in a bad way.” Collective leadership is a good way to move communities toward a healthier, more just and more inclusive future.
THE KLCC STRUCTURE

KLCC was organized as a series of multi-year sessions that cultivated and explored collective leadership for community change using a theme relevant to one of the Kellogg Foundation’s program areas. The theme for KLCC Session One was: *Strengthening public will and action toward quality teaching and learning*. The theme for Session Two was: *Valuing and building youth and adult partnerships to advance just communities*.

Communities were selected in 11 states (see Fig. 1) to work on building their local collective leadership in service of community change. Simultaneously, they formed a national learning community that generated and harvested lessons on collective leadership for community change that could be applied in other communities.

Host agencies (see Fig. 1) in each participating community created leadership teams within their own organizations to guide the work and develop leadership capacity. They also identified a diverse group of local individuals who became the KLCC leadership fellows. Together with the leadership team, the fellows formed plans to address their local issues related to the session theme. Simultaneously, they developed individual and collective leadership skills in service of their change work.

One of the notable strengths of the KLCC participants was that, as a group, they looked like the population of the United States. They included Americans of African, Asian, European, Latino and Native descent; recent immigrants; and youth, adults, and elders hailing from rural and urban communities. Each individual came with a distinct perspective representing the diversity of their communities. Positional leaders were included along with everyday residents; those with college degrees became fellows as did high school students on the verge of dropping out; there were low-income and middle-class fellows; parents and

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**KLCC COMMUNITIES**

- **Benton Harbor, Michigan**  
  Boys & Girls Club of Benton Harbor

- **Buffalo, New York**  
  The Public Policy and Education Fund of New York

- **Caretta, West Virginia**  
  Big Creek People in Action

- **Chelsea, Massachusetts**  
  Roca Inc.

- **Denver, Colorado**  
  Mi Casa Resource Center

- **Eastern Cibola County, New Mexico**  
  New Mexico Community Foundation and Pueblo of Laguna Department of Education

- **Edcouch–Elsa, Texas**  
  Llano Grande Center for Research and Development

- **Flathead Reservation, Montana**  
  Salish Kootenai College

- **Lummi Reservation, Washington**  
  Lummi CEDAR Project

- **Northwestern Wisconsin**  
  New Paradigm Partners Inc.

- **Twin Cities, Minnesota**  
  Migizi Communications Inc.

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Figure 1
teachers; former gang members and judges; and teenage moms and grandparents. The fellows covered a broad geographic range as well: coming from northern and southern border states as well as states in the West and East, Upper Midwest and South.

This rich mix of participants allowed the Foundation to see how leadership capacity could make a difference when a fuller range of community members was engaged rather than a smaller pool of up-and-coming leaders. KLCC drew many individuals who’d previously operated on the margins into long-term stewardship of their communities. Having the previously excluded community members in the mix gave positional leaders an opportunity to work with and learn from those they might otherwise not have recognized as leaders with something to contribute. Because all of the communities had experienced deep discrimination and poverty, KLCC could confront the traditional structures and practices that created and maintained inequities. It focused on
crossing racial and other significant boundaries that typically keep many people trapped in unfair and unacceptable circumstances.

In addition to a well-grounded local structure, the KLCC organization also included a group of intermediary organizations, collectively called the KLCC Coordinating Organization (CO), which provided overall leadership for each session. This CO (see Fig. 2), which involved two organizations for each KLCC session (three in total because the Center for Ethical Leadership served both sessions), identified tools and approaches to help host agencies with their leadership and change; coached local leadership teams; and provided leadership development tools and technical assistance. The CO also nurtured a national learning community by convening leadership teams across the sites and hosting annual gatherings of community fellows.

KLCC also included an evaluation component and a communications component (see organizational partners Fig. 3). The national evaluation team, which was led by Maenette K. Benham (then of the University of Michigan-Ann Arbor), coordinated an evaluation of each session and a longitudinal evaluation two years after the initial grants were completed. The evaluators' highly participatory approach emphasized reflecting and
learning and how to utilize evaluation as a tool for carrying out community change. Sites appreciated this approach. In addition to Benham, the national evaluators included Crystal Elissetche, Patrick Halladay, Matthew Militello, John Oliver and Anna Ortiz.

Langhum Mitchell Communications, a national strategic communications firm, provided public relations support for the program. They also helped communities learn to use communications as an effective tool for social change.

THE KLCC CORE CONCEPTS AND FRAMEWORK

KLCC’s primary objective was to promote local capacity to lead community change. The Foundation spent a couple of years reflecting on its previous leadership work and research, reviewing the leadership field, and assessing community needs before it selected the following core concepts to guide its new work:

- Place-based leadership,
- Working across boundaries,
- Collective leadership,
- Individual leadership, and
- Community change.

With these core concepts in mind, the KLCC Coordinating Organization decided on two approaches that contributed greatly to the success of communities in developing collective leadership and community change. The first was to create an inquiry-based framework as a guide for the work. It combined the phases of collective work with the elements of understanding context and place, individual and group leadership, and making change happen. The collective leadership framework posed questions to help communities identify where they were in the change process and the work they needed to do next. This offered the flexibility needed to work across a diverse range of communities instead of trying to develop one ready-made leadership curriculum to fit all of these communities.
The second was to use an approach called “Creating Gracious Space” to help build trusting relationships capable of working through challenges associated with change. In every community and at all KLCC gatherings, the participants intentionally created a collective spirit and setting strong enough to invite vast diversity and learn together. This helped people feel they belonged and created safety for honest conversations. Participants learned to share power and voice and to see the gifts in each other. These practices were eventually carried into the work the fellows pursued in their communities.

**GRACIOUS SPACE**: a spirit and a setting where we invite the stranger and embrace learning in public.

*From* Gracious Space: a practical guide for working better together.
PART TWO
IMPACT ANALYSIS

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PART TWO
IMPACT ANALYSIS

DID THE CORE CONCEPTS HOLD UP?

One of the questions we asked in reviewing the impact of KLCC on the communities and individuals who participated was, “How well did the core concepts hold up?” We’re pleased to report that the choice of these foundational concepts was validated throughout the initiative. They proved to be a powerful combination. Any one of the components by themselves would not have added up as powerfully as when woven together.

Connecting leadership to change work is critical to building the capacity of local communities to improve wellbeing.
• **LEADERSHIP AND CHANGE ARE STRONG ALLIES**

Connecting leadership to change work is critical to building the capacity of local communities to improve wellbeing. When leadership development is the primary focus of a group, it often has a positive affect on individuals but limited impact for others or the community in general. Individuals gain new skills and can enhance career connections. The application of what they learn is sometimes less immediate because the focus is more on developing leadership and less on bringing about change.

When change is the sole focus of a community initiative and leadership development is left out, the work can quickly narrow to implementing a solution or taking action on a project. As people focus primarily on promoting tangible change results, they can shortcut the time and attention needed to build relationships essential to leadership.

When a group forms around working on a particular aspect of social change, and when the importance of leadership capacity is explicit from the beginning, the leadership development of participants has a clear purpose. Participants not only are more capable of making progress on the issue they are addressing, but they also become a new local asset, increasing the community’s capacity for pursuing ongoing change beyond the project that originally brought them together.

• **FOCUSING ON PLACE OFFERS PROFOUND POSSIBILITIES FOR LEADERSHIP AND COMMUNITY CHANGE**

The culture and history of a place imprint a story on a community. This story can reveal the strengths as well as the divisions and inequities. To make change that is good for all of the community, people must know their community’s story. They can then carry forward the essential aspects of what helps, let go of what does not serve them, and create new ways of working together. When they know what works in their community, they can effectively adapt good ideas from other communities to their own environment.

Leadership arising out of a place attracts people who love a particular place and are committed to long term stewardship of that place. Contrary to some leadership
programs that help people move beyond their circumstances by “escaping,” this approach is about empowering local leaders to improve the circumstances of their community so that it is a desirable place in which to remain.

- **WORKING ACROSS BOUNDARIES IS ESSENTIAL TO COMMUNITIES BECOMING HEALTHIER, MORE JUST AND MORE INCLUSIVE**
  Identity groups often live parallel lives in communities separated by race, citizenship, gender, religion, age, etc. Too often, the boundaries that define differences between people become the foundation for inequities and discrimination. Communities can become stuck in a story of disparity. When communities bring together a full representation of their community, work across boundaries and include individuals not typically seen as leaders, tremendous resources become available to the community. The energy typically spent in perpetuating barriers becomes available for working together on new solutions.

  Because residents share the same community context, they can find the shared purpose that will draw them together. When people gather around a deep community need, they will find the strength to work through their divisions and histories. This can lead to profound transformations – both collective and individual.

- **INDIVIDUAL AND COLLECTIVE LEADERSHIP ARE INTEGRALLY CONNECTED**
  Focusing on collective leadership does not diminish the importance of individual leadership. The reality is that we need both, and leadership should be about the power of *we* as well as the strength of *I*. Collective leadership is a powerful way to connect to the long-standing inclusion in leadership practiced in many cultures and the increasing modern awareness of how interconnected the world is. Collective leadership believes that the answers needed will arise from the collective wisdom of the group. It also believes that individual leadership matters and it is important to build the skills of individuals to contribute to the group. Participating in the group helps individuals identify the gifts and talents they have to share. The group also provides the safety and support for the individuals to take on the challenges and risks that will develop their leadership in service of the group.
DID KLCC LEAD TO POSITIVE COMMUNITY CHANGE?

KLCC has produced a wide array of positive results in communities.

- **COMMUNITIES CHANGED HOW THEY VIEWED THEMSELVES**
  Many low-income communities and communities of color are labeled by statistics such as number of people living in poverty, school dropout rates, alcoholism, drug abuse, diabetes, domestic violence, crime rates and unemployment. Statistics can be useful to clarify the work to be done. They paint one picture of the many deficits a community experiences. The disparities are real and not to be diminished. They often have deep roots in the injustices of the past. Yet, this view of community can become one dimensional and serve to perpetuate the marginalization the community. This picture belies the assets that are often at work in the community.

  When community members dwell on these deficits, they can become overwhelmed, give up hope, and doubt their own abilities. The KLCC communities
tended to do the opposite – they focused on tapping into the assets and talents available in their community. They constructed new narratives that told about the power community members had to create positive change.

In Benton Harbor, Michigan, for instance, the Boys and Girls Club changed the community story. Often characterized by outsiders as a community where nothing good happens, the local KLCC group created a new narrative for the community as a place that produces talented youth capable of going to college and of being active partners with adults to tackle important civic issues. The story changed from “youth are part of the problem” to “youth are part of the solution.”

In South Texas, the Llano Grande Center countered a local narrative that concluded, “We are a poor community.” Their KLCC participants said “We are not poor. We are rich in human resources, culture, and creativity.” They have helped numerous youth go to college and then come back to the community after graduation to build a new, more prosperous economy.

HOST AGENCIES BUILT RELATIONAL CAPITAL THAT OPENED NEW POSSIBILITIES FOR COMMUNITY CHANGE

The host agencies increased their local reach by strengthening their ability to bring people together to work across boundaries for the good of the community. They bridged community divides – particularly age, race, institutional role, and citizenship. In Session One communities worked more directly across race and ethnicity and in Session Two the focus was on bringing youth and adults together. KLCC sites included community members in the KLCC work who were not previously part of their organization’s constituency group. They didn’t pick people for their past accomplishments. They were inclusive of different perspectives and engaged people to make sure the community didn’t lose their gifts. This inclusiveness released new energy into the community.

Roca inc., in Chelsea Massachusetts, changed their narrative. They moved away from a history of combative relationships with other community institutions toward a new narrative as a partner with local police, schools and courts. They did this with youth, whom many had considered beyond reach – school dropouts and those engaged in the harsh culture of the streets. Roca built youth and adult partnerships capable of working on issues of school discipline, community violence and immigration rights. Many of the youth Roca works with are immigrants. Roca’s KLCC participants decided to partner with a local immigrant rights organization to develop a booklet, “Know Your Rights,” and companion workshop to help immigrants become more familiar with their rights under local, state and federal laws. To date, the organization’s youth and adult partnership has trained 1,500 immigrants through the Know Your Rights program. The program helps prevent the dismantling of families, through deportation and separation of children, by
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Educating immigrants about how to avoid compromising themselves when confronted with deceptive practices of immigration law enforcement officials. The program also has helped to reduce community fear.

**Host Agencies Increased Their Capacity to Deepen and Spread Collective Leadership in Their Communities**

KLCC groups created pathways and pipelines for community members to develop their collective leadership skills and to work on collective action together in their communities. They have established their agencies as sources of leadership development and hosts for community change work.

Prior to becoming a KLCC Session Two site, the Mi Casa Resource Center had good experience in helping students through after school programs. Through KLCC, they have become a place where youth and adults can work together to improve the schools and address community issues such as an adult bookstore in a residential neighborhood. The students go onto college and others come into the program. Adults learn this approach and bring it into other organizations as they move into new jobs. Through all these transitions, the organization remains as a stable structure to support this continuous development of collective leadership in youth and adults.

**KLCC Created Space for the Transformation of Individuals, Agencies and of System Practices and Policies**

There are many examples of impact on KLCC communities. Though this summary report is focused on an analysis of learning about collective leadership, it is important to note the sites reported a range of positive community changes. At the agency level, changes included: incorporating racial equity analysis into the work of a social change agency; utilizing youth and adult partnerships to supplement a previous model of youth development; and incorporating circle process as a way of sharing voice and power.

Some of the systems changes included: formalizing collaborations across school districts; creating pathways for youth voice in city government; adopting memorandum of agreement between a Native American community and a public school board on how to work with Native American youth; instituting immigrant rights education in the community; incorporating youth voice into tribal organizations; passing school bond issues; and instituting community oversight of school construction.

One remarkable observation is that most Session One sites have continued to practice collective leadership even though four years have passed since their primary funding for this work was completed. More specific information about these transformations can be found in the online archive of the KLCC Bridge.
newsletter and in the Leadership for 21st Century brochure (both at www.klccleadership.org).

All KLCC sites reported transformations of individual participants. They found voice and identity, claimed a role in their community, and identified gifts and talents they wanted to contribute to the good of their community. In a number of sites, this transformation involved deep individual and community healing in order to release talents and gifts to the greater good. For those participants who came into KLCC as positional leaders, the experience showed them the value of working across traditional boundaries, and increased their capacity to identify leadership when it emerges in unfamiliar ways and settings.

In Montana, a Session One community, an adult participant came to KLCC with great rage after experiencing a lifetime of discrimination as a Native American woman. During the process of working to improve their local schools, she learned to trust her White colleagues who listened respectfully and affirmed her story. When the group later encountered an obstinate school board, seemingly indifferent to special efforts for Native American students, this woman was able to transform her rage into a relationship of respect in honest dialogue with the school board chair. Eventually, the board passed a policy more supportive of Native American youth and parents.

Additionally, KLCC sites found ways to engage their communities in the healing work needed to move forward. KLCC communities have experienced being marginalized, abused or left out. Host agencies learned to offer a safe place, listen to personal stories, build relationships, and help community members find hope and develop the skills to move forward. These processes were important not only to community members but also to agency staff as a way to move through difficult issues and times of conflict.

An elder at the Lummi CEDAR Project talked about the wounds created by his tribe’s encounters with Europeans and their descendants. As a consequence, the Lummi learned to doubt the worth of their own ideas and voice. This wound has been passed down through the generations. He said the elders have difficulty talking about it, but he noticed that young people can talk more freely about tough issues. Youth experience the same doubt, yet don’t know where it comes from. The elders and youth need each other to work through this healing and get to a better place. At Lummi, they are learning to use the peacemaking circle process to help with these delicate conversations. Sareoum Phoung, a former staff member at Roca, is teaching the Lummi how to use the circle process to build a healthy community through healing and dialogue. Roca learned this process from a First Nations group in the Yukon.
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SUMMARY OF LESSONS

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PART THREE
SUMMARY OF KEY LESSONS

KLCC created a dynamic, national learning laboratory for gathering insights and observations about collective leadership and community change. From the beginning of our work with communities the focus was on building local capacity to advance communities AND on surfacing learning about the emerging practice of collective leadership.

We have organized the observations around questions that emerged from the learning community. These questions include: What factors and conditions contribute to collective leadership? What skills are needed? What are critical moments and considerations in the journey? What support do communities need as they pursue this work? What helps in crossing boundaries – particularly to build youth and adult partnerships? And what roles do evaluation and strategic communication play in this work?
SETTING THE STAGE FOR COLLECTIVE LEADERSHIP

The starting place of communities, host agencies, and individual change agents makes a substantial difference in how collective leadership will form and how challenging it will be to take on community change. We noted three insights:

- **OPENNESS TO LEARNING IS A CRITICAL ATTRIBUTE FOR COLLECTIVE LEADERSHIP**
  It creates space for new possibilities. Too much certainty or righteousness closes down interaction and stifles relationships. For individuals, openness means dealing with their own personal journey of learning. What do individuals need to learn in order to be effective in this work? Where are individuals struggling and what do they need to do differently in order to make the group and the work flow? For groups, openness is about discovering how to work together in ways that utilize every participant’s gifts. How do groups seek to discover creative solutions and ideas together? How can individuals bring their solutions in a generative way and not impose them on others?

- **READINESS OF HOST AGENCY FOR COLLECTIVE LEADERSHIP**
  Community-based organizations that aim to foster collective leadership that is capable of community change need certain capacities. They require staying power and stability, since crossing boundaries and building collective leadership are time-consuming endeavors. They need to articulate clear goals that align with community advancement; and need enough staffing capacity to commit to providing ongoing support and coaching for leadership development. The organization’s leadership should also be open to their own transformations and be willing to share power more collectively with those they engage. This openness includes a willingness to build truly collaborative partnerships in the community.

- **COMMUNITY READINESS**
  Communities wanting to create collective leadership need to assess who, on the local scene, needs to work together in order to advance the community. They also need to identify a compelling issue of importance to their community that people are willing to take on. The compelling issue serves as a powerful attractor to bring people

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COLLECTIVE LEADERSHIP REQUIRES STRONG LEADERSHIP OF AN INDIVIDUAL TO JUMPSTART THE PROCESS.
However, this leadership can become dominant so as to stifle the shared nature of collective leadership. The individual leader must have the insight, restraint, and ability to link the individual AND collective to a global goal that gives change both synergy and meaning.

-KLCC Longitudinal Evaluation August 2009
together across boundaries and to keep them together as the difficult conversations come up. Additionally, it is vital to attract those community members who are bridge builders and can work across different parts of the community that may not interact regularly. These people are able to suspend judgment and, at least temporarily, to create small spaces and openings for new relationships and the discovery of new possibilities.

**SKILLS THAT SUPPORT COLLECTIVE LEADERSHIP**

Because collective leadership is so relational, it requires skills and approaches that build trusting relationships capable of addressing challenging community issues. Some we identified include:

- **REFLECTION**
  This involves creating the time and space to periodically assess, in the group, how the group is progressing, what the group is learning, and what adjustments are needed. Reflection should not be an add-on activity or considered optional. Collective leadership requires adapting to what is learned along the way.

- **STORYTELLING**
  This is an essential and multi-faceted tool. Storytelling contributes to relationship building when people can share enough about their individual journeys for others to make deeper connections. It helps develop personal voice when participants identify and express their deepest passions for the community – many for the first time. Group stories support the claiming of cultural identity as a source of strength and grounding for the group’s work. Stories are useful for analyzing the disparities within the community in order to construct a new more positive story the group will help create.
• **DIALOGUE**
It is important to hear all the voices of the group and to bring in the different community perspectives needed to develop solutions that are more just. Group members need to learn to express their views and to listen to others. Individuals should neither dominate discussion nor deprive the group of their perspective.

• **PLANNING THROUGH CO-CONSTRUCTION**
In collective leadership, how plans are developed matters. Groups that engage in co-construction determine together what leadership and change activities make most sense for their community. This provides opportunities for creativity because input is inclusive.

• **ACTING AND IMPLEMENTING**
Taking collective action enlists the gifts of the group. People have different roles. The group tries various approaches to accomplish their purpose. They learn, adapt, persevere, innovate and move forward.

• **CREATING SPACE FOR OTHERS TO JOIN AND OFFER THEIR GIFTS WITHOUT STARTING OVER**
People come and go in collective leadership work. It is important to make those new to the effort feel like they belong and can join in the collective holding of the work. It is also helpful to be able to stay connected as some move out of the group. They may be vital to later stages of work and more able to return at that time.
• **CREATING ENVIRONMENTS FOR HONEST CONVERSATIONS THAT MOVE THE COMMUNITY FORWARD**

It is a skill to create the setting and relationships that support the deeper dialogue needed on challenging community issues. Leaders who can create space that is inclusive, loving, and resilient, build a different kind of leadership capacity.

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**CRITICAL MOMENTS AND CONSIDERATIONS ALONG THE JOURNEY**

Collective leadership involves ongoing adjustments in weaving together different skills, world views, approaches and ideas. There are numerous paradoxes, tensions and transitions that need to be navigated.

• **BALANCING ATTENTION TO “I” AND “WE”**

Each community needs to build both their collective and individual leadership capacity. Collective leadership requires that people determine how they will “be together.” This involves building relationships, clarifying purpose and direction, structuring decision-making, and determining how to implement change. Simultaneously, the individual needs to develop their leadership skills to be able to
work effectively with the group. What do I need to learn or let go of for the group to move forward? What do I need from the group to share my gifts? The collective and the individual are in a relationship that continually rebalances as needed.

- **Dealing with Tension and Conflict**
  Working collectively exposes many differences — personalities, leadership styles, orientation toward action or process. Crossing boundaries of age, ethnicity, class, etc., can contribute to conflict and tension within a group. The group needs to create an environment and relationships where they can have open, honest, and supportive conversations about challenging issues. Groups can stay at the surface or they can go deeper. They need to become more comfortable with discomfort as a source of positive movement.

- **Working through Key Transitions**
  There are a number of points in the process of building collective leadership for community change where the group makes a significant transition. The group can either move forward or become stuck.
  - Moving from initial relationship building to claiming shared purpose. This tension will make clear who in the group is oriented to process and which participants like to take action.
  - Translating general shared purpose into a project(s) and plan for bringing about change. It is important to translate intentions into actionable steps.
  - Transitioning from a coach/facilitator-as-leader paradigm to one in which the group is the leader. In the latter construct, the coach provides important support for the work of the group but, ultimately, the group needs to take more responsibility for itself.
  - Integrating the work deeply in the agency in order to sustain it and make it a way of life.
  Being aware of and making these transitions explicit in the group can be helpful.

- **Establishing Accountability**
  What does accountability look like in a collective leadership model? The group needs to establish the values and practices that will guide its work including how people will hold each other accountable. When an individual does not show up or someone fails to follow through, they need to be contacted. Having open, honest, and supportive conversations is essential.

- **Moving at a Pace to Bring Everyone Along**

  Determining the pace of change can be a controversial matter in leadership collectives. The choice is usually between slowing down and moving at the pace of the slowest group member or moving forward without them. This dynamic can occur at transition points where decisions need to be made. Some people need more time to work through
discernment. It can also occur when there are a number of group members who do not have the foundational skills to work in a group (e.g. sharing their voice, drawing out others, leading parts of the process, etc.). This is an opportunity for coaches to work one-on-one with individual leadership development.

**SUPPORTING COMMUNITIES AS THEY CULTIVATE LEADERSHIP AND CARRY OUT CHANGE**

Helping people in communities to form collective leadership and make progress on community change is not quick work. It takes time, patience, and commitment to stay connected while the group builds its capacity. Supporting communities in this work, therefore, requires putting in place structures that can sustain the collective work over the course of time.

KLCC offered a range of support structures and activities for communities. These are described more fully in Appendix A. The following elements stood out as being most effective at helping communities.

- **A NATIONAL LEARNING COMMUNITY IS A POWERFUL SUPPORT FOR LOCAL COLLECTIVE LEADERSHIP WORK**
  
  Face-to-face gatherings help communities break the isolation participants often feel when they are working on their own issues. Participants can meet others who have different backgrounds and contexts but share similar issues and challenges. As a participant from Big Creek People in Action in West Virginia often said to other communities, “You are our window to the world.” For several KLCC participants, attending a national gathering was their first out-of-county experience.

  The national gatherings also provide the time and space for each community to experience team reflections. Teams identify their lessons learned and develop plans for next steps. Hearing the approaches of other communities stretches their thinking. Additionally, they build strong, caring relationships with other communities that offer inspiration and support. Because of these

**KNOWLEDGE “TRADING ZONES” ENCOURAGE INNOVATION IN KNOWING AND DOING**

National gatherings, workshops and inter-site visits are integral to the KLCC leadership learning process. These institutions provide opportunities for networking; learning through differences and similarities; learning new processes and strategies; brainstorming and planning; and accessing needed technical support for sustaining site-based projects.

-KLCC Longitudinal Evaluation August 2009
relationships, there is also positive peer pressure to do the work in advance so teams will have some progress to share.

- **Site Visits by Critical Friends Are Valued by Communities**

  Having a national team that works directly with community coaches from all the sites in ongoing relationship provides outside perspective to local leadership teams. Periodic visits by the Coordinating Organization team helps local leadership take stock of their progress and learning. The main focus of these on-site visits is to facilitate reflection of what is and is not working, identify specific assistance needed, and create next step plans. Sites report they greatly appreciate this time and space for reflection.

  These visits also provide a way to orient new staff, and help board and community partners understand the potential of collective leadership for their agencies and communities. This is important, since the makeup of local teams changed substantially over the course of an initiative.

- **Capacity Building and Technical Assistance Support for Host Agencies**

  Each agency has its own needs regarding the capacities they see as important to build in order to be strong, stable organizations for their communities. In KLCC they were given funding support and guidance to identify local consultants capable of working on key areas. The types of technical assistance utilized by sites ranged from helping with executive director succession, developing agency brand, designing communications plans, creating digital storytelling labs, planning fund development, recruiting staff, etc. We find the capacity of smaller agencies to be especially vulnerable, since they are more negatively affected by the illness, absence, departure or death of key staff. Sometimes agencies need interim staffing.

- **Establishing Mutual Relationships Between Communities and the National Staff Involved in the Initiative, Creates Space for Communities to Design Approaches That Work Locally**

  It is a challenge to create authentic, helpful relationships when there are power differences in national initiatives. Power matters — between Foundation and grantees, intermediary and communities, community members and host agency, and between community members. Communities need to be able to own their work is supported through funding and technical support. Ongoing technical assistance to support fellows as they learn and act collectively works in tandem with the funding that creates the space and resources to do social change work.

  -KLCC Longitudinal Evaluation August 2009
work and ground it in their contexts without undo external influence. As Paulo Freire says, only when “those who help and those who are being helped help each other simultaneously – can the act of helping become free from the distortion in which the helper dominates the helped.”

Ultimately, decisions such as who to include and what change work to take on are left to each community. This working principle helps create a strong sense of partnership between communities and the national staff and consultants.

CROSSING BOUNDARIES

Crossing boundaries is one of the most promising aspects of collective leadership. When done well, it builds an entirely new capacity in terms of how community leaders work together. There is a great deal to learn about crossing boundaries and each boundary can have its own unique challenges. One of the advantages of the KLCC structure is that it allowed each session to focus a spotlight on different community issues and different aspects of collective leadership.
Session Two offered rich learning around crossing the boundary of age to build partnerships among youth and adults. This section highlights some of the insights learned about building these partnerships.

It is no easy task to build partnerships among youth and adults. People are much more familiar with the concept of mentoring youth, teaching leadership, letting youth lead projects, and having adults work on behalf of youth. Youth are thought of as the future and adults are considered current leaders. Engaging youth and adults as partners in current social change work is less common. We have few role models to learn from.

What does a youth and adult partnership look like? Adults and youth work together on real projects that benefit their communities. They listen to each other, hear voices of all participants, share their leadership gifts and skills, and participate in decision making. While mentoring can still take place, it is in the context of a different, more equal relationship. Here are some of the lessons learned about building youth-adult partnerships.

- **Adults need to be willing to let go of power**
  This creates space for youth to enter into the partnership and to make their voices heard. Sharing power can be challenging for adults, particularly for those who have worked so hard to gain power. It can also be hard for adults who have been oppressed or marginalized as they can feel that they don’t have any power to share.

- **Adults need to step back, but not let go**
  There is a fine line between creating space for youth to exert their leadership and stepping back so far that adults become almost invisible. This work requires that adults step up in a different way — listening, understanding, and opening up to dialogue and at the same time sharing their individual gifts with the group by participating fully.

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**PLACE-BASED COLLECTIVE LEADERSHIP MUST BE INTERGENERATIONAL AND INCLUSIVE.** Host organizations wishing to broaden their sphere of influence and advocacy must reflect on their history of community service and tailor outreach and partnering efforts to be inclusive across the spectrum of race/ethnicity, gender/sexuality, age, language, special needs and more.

-KLCC Longitudinal Evaluation August 2009
• **YOUTH-ADULT PARTNERSHIPS NEED SUPPORT AND MODELING**

Using exercises and activities (e.g. Innovation Center tool kits) can help adults and youth create connections between each other and find similarities in background or interests. It also helps to incorporate youth-adult partnerships at all levels of the organization. This makes it clear that young people are both valued and necessary.

• **YOUTH-ADULT PARTNERSHIPS ARE A JOURNEY NOT A DESTINATION**

Most progress is made when people realize that partnerships are something they have to keep learning over and over again and in different ways. People want to do them right, get them done, and then move on, but with youth-adult partnerships you never get there; it is a perpetual process of being aware and open. Even sites that have a lot of experience in youth-adult partnerships make more progress when they accepted that there was always more to learn.

• **ORGANIZATIONS NEED TO BE FLEXIBLE TO SUPPORT PARTNERSHIPS**

The existing structures of management around money, policies, accountability, goals, etc., frequently exclude youth. The pressure to get things done on time and on budget can interfere with time needed to develop youth-adult relationships. It often requires an intentional shift from the status quo to develop partnerships with youth. For example, In Benton Harbor youth were not typically involved in money discussions. With KLCC they were involved in decision-making around stipends and budgets. This deepened the relationships and helped the young people become partners in the process.
EVALUATION AS A TOOL FOR CHANGE

The KLCC longitudinal evaluation looked at the process and outcomes of collective leadership of community-based organizations effecting social change. The evaluators’ findings, several of which are scattered throughout this report, affirm many of the observations described in this Summary of Learning report.

Overall, the evaluation findings suggest that community-based, collective leadership has many dimensions, including building trusting relationships and alliances, and managing tasks to achieve measurable goals. Collective leadership changes systems by fostering changes at the individual, fellowship and partnership levels. It requires individual leadership development, effective relationships and a strong organizational infrastructure. Sites adapt the work of KLCC to their own contexts. There is evidence that the principles of collective leadership are being replicated within the active communities.

Beyond the obvious role evaluation played in helping the Foundation and the Coordinating Organization to assess the process and outcomes of the KLCC program, we also observed that the participatory evaluation model used by the KLCC evaluation team, both at the local and national levels, positioned evaluation to itself become a powerful part of the leadership development and community change process. By engaging KLCC participants in


the evaluation process, this model allowed some who had developed a mistrust of
evaluation processes, based on previous experiences, to view it with a fresh perspective.
To those who were new to evaluation, it gave them an opportunity to learn how
strategically gathered information can facilitate and strengthen the change process.

The evaluation methodology also allowed the program to embrace new data gathering
techniques as they emerged from within the program sites. One example is the way digital
storytelling transitioned from being a programmatic tool, used by the South Texas site
in Session One, into an evaluation tool used by virtually all of the 11 sites as well as the national
evaluators to capture and share the narrative of the change process. This progression also provided an opportunity for participants to
practice collective leadership as part of the evaluation process, since digital storytelling
requires multiple participants to define a common goal, carve out roles for each to play,
and marshal their collective assets toward the shared goal.

Within KLCC, the evaluation developed into a strong component of the leadership
development process. This was especially obvious with respect to the engagement of youth
in the local and national evaluations. Because many of the KLCC youth came to the
program with a higher degree of new media and technology knowledge than their older
counterparts, they often volunteered to lead on components of the evaluation process that
required those skills. Evaluation, therefore, emerged as an opportunity for youth and
adults to cross the age barrier and experience youth adult partnerships in a whole new
way.

In collecting data for their evaluations, several sites found the information they were
gathering useful to their change work as well. For example, a survey of attitudes toward
education in the Flathead Reservation community of Montana site (Session One) yielded
dramatically different results based on the culture and ethnicity of the respondents. For
many of the Salish and Kootenai tribal members, the painful history of Bureau of Indian
Affairs boarding schools left them mistrustful, fearful and hostile toward public education;
a perspective not shared by others in the community. The information led the fellowship
focus on building a new relationship between Native American families and the schools.

In summary, one of the key lessons from the KLCC evaluation process is that evaluation can
be much more than a detached tool for program assessment. The participatory approach
repositioned evaluation from something that participants feared outsiders might come in
and do to the communities into something participants took ownership of and ultimately
welcomed as a core component of the leadership development and community change
process.
Strategic communication within the KLCC initiative fell largely into two categories: technical assistance at the site level; and communication at the national level, with the bulk of the efforts being focused toward the latter. KLCC has unearthed several lessons about the role of communication in place-based, community change efforts:

- **STRATEGIC COMMUNICATION IS AN IMPORTANT TOOL FOR COMMUNITY CHANGE**
  Being intentional about incorporating communications strategies into the work, increases the impact on the community.

  KLCC communities that were able to achieve this found that it brought significant benefits to their change work. In Buffalo, for example, fellows developed a “Your Voice, Your Choice” campaign to get the community to define what they wanted in school board members. The campaign relied heavily on communication tactics such as media relations, town hall meetings, strategically placed posters and flyers, and social networking to engage community members who had historically been left out of these discussions. The characteristics articulated by the community were then used to shape conversations with the candidates. The result was a more issues-focused public conversation leading into the election; higher voter turnout; total reconstitution of the school board; and election of the first Latino board member.

- **FEW COMMUNITY BASED ORGANIZATIONS KNOW HOW TO ENGAGE IN STRATEGIC COMMUNICATIONS AND NEED ASSISTANCE TO LEARN THESE SKILLS**
  Agencies working to develop collective leadership seldom know how to build communications strategically into their work. Technical assistance can help them identify their audience, messages, and approaches. The Llano Grande Center in South Texas, for example, credits their KLCC communications training with helping them to become more intentional about how they use communications and more skilled at incorporating it into their social change work.

- **STRATEGIC COMMUNICATION IS VITAL TO EXPANDING THE COLLECTIVE LEADERSHIP FIELD**
  Considerable thought was given to who might benefit from information about KLCC as an incubator for the practice of collective leadership. Once key stakeholders were identified, products and tactics (e.g. reports, brochures, Websites, etc.) were designed to attract interest and persuade stakeholders that the KLCC approach was worthy of contemplation. These efforts have contributed to the growing number of practitioners and funders who are now exploring the practice. Documentation and dissemination of lessons learned, capturing and sharing images to convey the human aspects of the programs, and using new media to support social networking are all cost-effective means of spreading the word and can provide vital support to this emerging field.
PART FOUR

IMPLICATIONS

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IMPLICATIONS

The Kellogg Foundation has made clear its commitment to the success of vulnerable youth and their families. They want to change the conditions in education, health and family economic structures to support this mission. They know they need to promote racial equity and civic engagement as critical approaches. Leadership will need to be incorporated into all aspects of this work.

Many communities across the country are interested in the same work although they may use different language. They want to promote healthier, more just and inclusive communities. They want people to work together to eliminate disparities and inequities in communities with legacies of injustice. They want community members to be involved in bringing about these changes.
The KLCC initiative has produced a distinctive, innovative asset that can be used to support community change work. Vulnerable communities have shown that they can become powerful when they cultivate collective leadership to build capacity to make changes they want. This asset consists of a powerful combination of resources and approaches.

**The Collective Leadership Framework is a Proven Methodology for Cultivating a Cooperative Approach to Community Change That is Highly Inclusive and Culturally Relevant**

*The Collective Leadership Framework Workbook* delineates the framework’s process of combining the four phases of collective work (building trust, co-creating purpose and plans, taking action, and sustaining the work) with the elements of understanding context and place; individual and group leadership; and making change happen.

The framework has been field tested in wide range of communities including: communities of color, rural and urban settings, and with youth and adults. It is flexible and can be adapted to the context and culture of any group. Rather than using a fixed curriculum, it uses inquiry to help groups identify their next steps and to understand where they are in the leadership and change process. It has been evaluated longitudinally and shown to be a robust model for creating collective leadership capable of carrying out community change in a wide range of communities.

**The Community Learning Exchange Network, Created by KLCC Communities, is a Dynamic Resource for Learning about Collective Leadership**

The KLCC communities valued the national learning community so much that they gave birth to the Community Learning Exchange (CLE) as way to support a cohesive, national network of communities and change agents who practice collective leadership across boundaries. The CLE is a structure for sharing the learning and equipping change agents/organizations with the skills and knowledge they need to apply collective leadership in their local settings. It helps communities break their isolation – getting out of their usual environment and opening up to new insights and experiences. It not only deepens the work of each community, but it allows local wisdom to illuminate regional and national conversations on important social issues. It also provides a way to spread ideas emerging from communities to the fields of leadership and social change.

Over the past two years, communities have partnered with the Center for Ethical Leadership to convene five learning exchanges. Participants have come from the 11 KLCC communities as well as from other communities across the United States, each bringing their own change projects. Learning exchanges are helping these teams apply new skills and approaches to their work, build deeper relationships with their community partners and renew their energy and momentum. It also
inspires them to use collective leadership best practices in their communities as a way to strengthen local relationships. More than 200 change agents from across the country have participated in the CLEs, and several of these have participated in more than one exchange.

**CLE Gatherings 2008-2009**

**Llano Grande**, situated in a predominantly Mexican American community on the South Texas border, hosted a learning exchange on the use of youth-adult partnerships in collective leadership to effect changes in teaching and learning. Participants learned how to analyze and construct new community narratives to advance social change. As an example, Llano Grande showed how they used digital storytelling to direct local legislators’ attention towards cleaning up a toxic waste site in the community.

**Roca Inc, in Chelsea Massachusetts**, hosted a learning exchange on how to mobilize young people and adults around immigration education, advocacy and policy. They taught peacemaking circles, strategic use of the arts to cross community barriers, and collective leadership. The convening also showcased Roca’s Immigrant and Refugee Initiative.

**Laguna Department of Education in New Mexico** hosted a learning exchange focused on how the Laguna and Acoma pueblos are using storytelling to claim and maintain their core identity despite centuries of outside influence. The power of language, history, and the culture of place were presented as a source of collective identity and grounding for moving forward – particularly through education in the schools.

**Public Policy and Education Fund of New York**, led an exchange on building strategies across race and class, forging new relationships for social change. The exchange focused on helping community change agents incorporate proven principles of racial equity into their social change organizing efforts. It also looked at the roles power and race play in creating strategies.

**Migizi Communications and New Paradigm Partners** hosed an exchange in Minnesota on Educational Equity in rural and urban communities. Participants learned how to cultivate collective leadership partners and how to create Gracious Space for work with public school systems that perpetuate disparities for different groups of students. The exchange highlighted the new media work of Native American youth regarding the media images of Native Americans, and the healing and forgiveness needed in communities of color. This CLE gave the Wisconsin participants an opportunity to view their own circumstances through a more diverse and global lens, freeing them from the misperceptions that they are the only ones struggling with the types of issues facing their community. For both the rural and urban participants, the Minneapolis CLE provided an opportunity to undo group stereotypes that typically emerge from lack of meaningful exposure. It also provided an opportunity for two former KLCC host agencies to come together around a common issue and provide a vivid example of collective leadership in action.
The CLE network includes a diverse mix of racial and ethnic groups: African, Asian, Native, Latino, and European Americans; recent immigrants and long-time citizens; youth and adults; urban and rural; and geographic diversity. They represent different kinds of agencies with varied approaches to change (organizers, educators, social service providers and community foundations), pursuing youth development, economic development, street outreach, immigrant rights and other critical social change agendas.

Gracious Space is a powerful container to hold the dynamics of change, particularly in the highly relational model of collective leadership. Originally developed by the Center for Ethical Leadership, Gracious Space has been adopted by KLCC and CLE communities. When people come together from very different backgrounds and identities, it is essential to create safety and belonging so everyone can show up fully with all their gifts and passions. Gracious Space is a way to intentionally create a supportive spirit and setting to “invite the stranger” and open participants up to learning together. When the tensions and the discomfort of change emerge in the group, Gracious Space helps people deal with issues in a positive way that moves their work forward.

Each community needs to create this space in a way that works in their context. From invoking local traditions (such as hospitality through food and the arts) to implementing peacemaking circles, communities need to apply the Gracious Space
philosophy to create the environments that allow difficult conversations to occur in a respectful and productive manner.

These resources and approaches are transferable to other grantees and to other communities looking to cultivate collective leadership and bring about community change. The transference is already taking place through the CLE. The Collective Leadership Framework and Gracious Space are core elements of the learning exchanges. Communities across the country are sending teams to learning exchanges to enhance their local work. Participants are coming primarily from indigenous communities, immigrant communities, communities of color and rural white communities where economic, health, education and other disparities exist. The five CLEs held the past two years (see Fig 4) illustrate the training and support available to communities.
CONCLUSION

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CONCLUSION

Communities are always changing. Collective, place-based leadership offers those who care about the life of their communities a means of initiating the kinds of changes that can benefit the whole community. It is about engaging change in a way that adapts to external circumstances by bringing together the internal forces in a manner that allows the burdens and benefits of change to be shared justly. Establishing and maintaining such a community ethos requires leadership that is focused on the we as well as the I. It requires leadership that is committed to a particular place and capable of tapping all of that place’s human assets when seeking to solve local problems. And it is leadership that understands that power is strongest and least harmful when it is shared.

Collective leadership is not always intuitive to people living in societies such as ours, which value individual growth and development over collective growth and development, but it can be learned. The KLCC experience demonstrates that communities and individuals who do learn to lead collectively can move peacefully toward positive change even when seemingly irreconcilable differences need to be bridged. But it requires deliberate and consistent commitment to the collective leadership process by community members who understand its power to create meaningful and sustainable change.
The journey from vulnerable to powerful is a long one. Communities that have endured years and/or generations of exclusion, exploitation and polarization must find their own source of inspiration and hope to believe they have any capacity to change local situations. Outsiders with the financial means and earnest intentions to help too often lack the genuine belief in the wisdom of a community and don’t allow those living there to identify for themselves meaningful and or sustainable solutions. Place-based, collective leadership offers perhaps the most benefit to communities that are ready to transition from vulnerable to powerful because it validates the community’s sense of self worth. By encouraging communities to identify their own assets and together figure out how to use those assets to bring about change, it reduces the sense of helplessness and persuades them that they themselves are in the best position to create a new narrative for their future.

The KLCC experience has yielded a rich harvest of knowledge about how communities and their allies can support collective leadership development as a tool for community change. It also has generated a new movement of collective leadership that connects communities through the Community Learning Exchange (CLE). This growing community of practitioners believes that together, communities will continue to expand and explore the possibilities of cultivating a cooperative approach to community change that is highly inclusive and culturally relevant. For its courage and innovation, the Kellogg Foundation is deeply appreciated by this community. And the people who deserve the most credit for the lessons that have emerged from this work are the communities and the individuals who committed themselves to implementing this innovative approach to leadership development and community change. Drawing from their courage, this work will continue to advance through the CLE. All others with similar dreams are invited to join and share in the learning.

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Appendix A – KLCC Structure and Roles

The KLCC initiative designed a robust structure to support community work. This structure incorporated both local and national roles.

Local Roles:

Host Agency.
This organization applies for the grant, representing the community partners that would be involved in its implementation. It administers the grant and carries overall responsibility for carrying out the local site’s participation in the KLCC program. They identify opportunities to increase pathways for youth engagement in community life; engage young people as partners in all aspects of proposal development and project leadership; facilitate selection of community fellows; set up governance structures; collaborate with the Coordinating Organization; and contract with other youth-friendly consultants to deliver services or provide training as desired.

The Host Agency is also responsible for developing and implementing a communication plan to keep the community informed about the work of the fellowship; ensuring that evaluation lessons are built into the ongoing progress of the program; and determining a strategy for sustainability.

The Host Agency will assemble a leadership team that will include:

- **Project Lead.** This is someone from the host agency who has overall responsibility for the project, coordinates the local leadership team, aligns the work of the fellows with the host agency, and helps the host agency incorporate lessons learned during KLCC into the work of the agency.

- **Coaches.** Adult and youth co-coaches co-develop a learning plan with fellows and facilitate the development of action plans over a 24-month period. They facilitate local group formation, learning and interaction; provide continuity to the collective leadership over the course of the session; promote collaboration; and assist in mediating group tensions as necessary.

- **Local Evaluators.** Adult and youth co-evaluators teach fellows how to use evaluation as a tool for leadership and community change and gather data to address local learning and program improvement needs.

- **Advisory Group.** This is a group of respected community members who can open doors for fellows to new networks and can serve as a support and sounding board for the local leadership team and the fellows.

- **Fellows.** Twenty-five participants are selected to create a fellowship. The fellowship is a diverse group that crosses many community sectors. The individual fellows are willing to learn from each other and work together for community change. Fellows include people in positions of leadership, those in informal leadership roles, those who have not seen themselves as leaders, and those who are engaged in non-traditional roles of supporting community action.
National Roles:

Coordinating Organization. This national organization, composed of the Center for Ethical Leadership, The Institute for Educational Leadership, and The Innovation Center, serve on behalf of the Kellogg Foundation to coordinate the orientation and preparation for launching KLCC, provide coaching to local leadership teams in all aspects of KLCC, provide direct training and facilitation to sites (as appropriate), and assist sites in identifying consulting and training assistance to support local learning plans. The CO also coordinates a national, cross-site learning community.

National Evaluators. A team of qualitative and quantitative evaluators visits sites to gather data about leadership for community change, facilitates a national learning conversation about the use of evaluation as a leadership tool for community change and for learning, and coaches local evaluators in their work.

National Communications Team. This organization tells the KLCC story nationally by producing the KLCC Web site and a newsletter, preparing press releases, and developing other innovative ways to communicate the work and lessons emerging from all sites. This team also coordinates communications among the various KLCC internal stakeholders needed to tell the national story.
Appendix B - Activities and Expectations
KLCC engaged communities in a series of intentional activities and learning experiences designed to help them build their local collective leadership capacity and carry out local social change. There are three levels of involvement:

Local
Construct a local leadership team
- Designate an agency project lead to participate fully in the entire program. The budget allocations assume at least a half-time position.
- Hire youth and adult co-coaches to guide the learning experience and change work.
- Hire youth and adult co-evaluators to develop evaluation as a leadership tool for the fellowship.

Develop a fellowship of collective leadership for community change
- Recruit fellowship of 25 youth and adults to participate in a two-year collective leadership for community change work. Keep the fellowship vibrant with new participants if there is turnover.
- Identify change work to create new ways for youth and adults to partner and to incorporate youth as decision makers.
- Identify a focus for work to advance “just community.”
- Develop a learning plan to support collective and individual leadership development including core competencies such as:
  - Understanding relationships and interdependencies in solving complex problems, seizing opportunities, and engaging in community-based systems change;
  - Exploring dynamics of power and influence in a community;
  - Building skills in conflict resolution, creative thinking, personal efficacy, identity with community, decision making, communication, and networking;
  - Mobilizing collective community action to address a chosen issue;
  - Understanding and embracing cultural differences as important resources;
  - Facilitating engagement between communities and institutions; and
  - Building collaborations and partnerships that inspire commitment and result in positive action.
- Develop plans to mobilize the collective fellowship to make an observable difference in the community around specific issues of concern.
- Identify local partner organizations to support the work and help develop resources – financial and otherwise. Build collaborations that inspire commitment and result in positive action.
- Develop plans to use communications and media as tools for social change.
National

**Participate in a national learning community**

- Participate in a welcoming and introduction meeting (the Host Agency).
- Participate in an orientation session (the leadership team).
- Attend two national meetings (Fellows, project leads, coaches, and evaluators).
- Attend four coaches’ meetings (project leads and coaches).
- Attend two national evaluation meetings.
- Participate in national evaluation learning community and support data collection.
- Develop plan for cross-site visits to another KLCC site.
- Post lessons and tools on the Collective Leadership Knowledge Well (Technology will be employed to develop a well of knowledge to gather practices, approaches, and lessons from sites and create connecting structures using the Web and telephone bridge lines to allow the Knowledge Well to be a resource for Session II sites and related fields. Youth will lead virtual seminars and conferences sharing practical applications with colleagues nationally.)
- Be part of a network of KLCC communities spanning across sessions.

**Additional Ways to Expand Work Nationally**

**Opportunities to deepen youth and adult engagement work**

- Recruit youth and adult team for training in digital storytelling.
- Recruit youth and adult volunteers to become trainers in a KLCC youth engagement corps to assist other communities wanting to learn about youth adult partnerships.
- Recruit youth and adults to participate in the W.K. Kellogg Foundation’s 75th anniversary seminars.
Appendix C - Summary of Resources and Materials

The lessons emerging from the KLCC work have been incorporated into a number of communications products to disseminate the learning more broadly.

**KLCC Web Site.** The site contains an overview of KLCC, issues of the KLCC Bridge newsletter, and a list of available publications, photographs, and videos describing aspects of the collective leadership framework. It is part of the Foundation’s web site and is found at: http://www.wkkf.org/default.aspx?tabid=75&CID=276&NID=61&LanguageID=0

**KLCC Bridge Newsletter.** This monthly e-newsletter highlights stories of participants, offers explanations of collective leadership concepts, showcases best practices in communities doing this work, and presents stories of change being carried out by communities around the country. Editions are posted on the KLCC Web site.

**Collective Leadership Framework Workbook.** The Framework developed by the Coordinating Organization in partnership with KLCC communities describes the stages and elements involved in cultivating collective leadership for community change. The *Collective Leadership Framework: A Workbook for Cultivating and Sustaining Community Change*, is a 54-page publication offering an easily digested guide through the collective leadership process. Rather than prescribing a set curriculum, it uses an inquiry-approach, asking reflective questions to help groups discover where they are in their own processes and to identify what they need to do next. It is highly flexible and has worked well across a wide range of rural and urban settings, low-income communities, and communities of color. The first printing of 5,000 copies ran out and a second printing was done for 5,000 copies. Available at the Kellogg distribution center — Item # 538.

KLCC Framework Video Series. These short films feature KLCC participants describing how elements of the Collective Leadership Framework have been used to advance their community change work. Also included is a film about the evolution of the Collective Leadership Framework as told by those who contributed to its development. http://www.wkkf.org/Default.aspx?tabid=90&CID=276&ItemID=5000607&NID=5010607&

Making Collective Leadership and Youth-Adult Partnerships a Way of Life
This video features the KLCC leadership team from the Mi Casa Resource Center in Denver, Colorado, talking about their journey to live into the concepts of collective leadership and youth-adult partnerships. Their discussion illustrates how using the KLCC Framework can shift perspective about the best ways to work together.

Developing a Shared Vision and Moving to Action
The KLCC Framework calls for community groups to invest ample time to develop a shared vision before they move to collective action. When all participants contribute to, understand, and buy into the higher-level vision, it can help the collective action phase of change efforts move more smoothly and productively. In this video, members of the KLCC leadership team at Roca, in Chelsea, Massachusetts, describe how they get to and practice this stage of the Framework and how it is helping them to move collectively toward their goals.

The Value of Place, Culture and History in Collective Leadership
Developing a shared understanding of place, culture and history in the journey toward collective leadership for community change is a critical stage of the KLCC Framework process. In this video, members of the KLCC leadership team at the Lummi CEDAR Project, in Bellingham, Washington, describe how appreciating their place, culture and history has helped them begin to bridge generational divisions within their community.

The KLCC Framework: Its Evolution and Application
The KLCC Framework was shaped collectively by members of the Center for Ethical Leadership, the Institute for Educational Leadership and the W.K. Kellogg Foundation, with additional contributions by the Innovation Center for Community and Youth Development and participants in the first two sessions of KLCC. In this video, some of the Framework's developers discuss the evolution of the tool, its intended uses and how they envision it assisting communities and grassroots organizations to bring about positive change in the years ahead.
Leadership for 21st Century Change. This 16-page brochure highlights the work of the Kellogg Leadership for Community Change program (KLCC). In addition to featuring what the Foundation is learning about place-based collective leadership, and chronicling the impact KLCC is having on the fellowship communities, the new brochure describes developments that are growing out of the KLCC experience. It is available on the KLCC Web site and at the Kellogg distribution house – Item #601.

Valuing and Building Youth-Adult Partnerships to Advance Just Communities. This e-brochure features information about KLCC II, its five participating communities, and some of the collective leadership practices and tools the youth and adult participants are using to bring about positive change for their communities. Available on the KLCC Web site. – Item #882

Collective Leadership Works: Preparing Youth & Adults for Community Change. This 181-page tool kit draws upon the collective experience, work and spirit of phase II of the Kellogg Leadership for Community Change project. The resources in the tool kit can be used by both youth and adults who are interested in creating, leading, facilitating, or participating in asset-based community development, community building, or social justice efforts. These lessons can benefit groups at any stage of development, from building readiness for collective leadership to strengthening existing relationships. http://theinnovationcenter.org/store/164

Knowledge Well. The Innovation Center for Community and Youth Development, part of the Coordinating Organizing, specializes in working with youth and adults on community development. They operate a KLCC knowledge well that contains resources for fostering youth and adult partnerships. It also provides support for online discussions around youth and adult partnerships. http://www.theinnovationcenter.org/klcc-knowledge-well.
Collective Leadership Book. Maenette Benham has led 23 people from the KLCC network in writing collecting a book on collective leadership. It features an explanation of the core concepts involved in collective leadership and a range of case stories for use in teaching collective leadership. This publication should be available in 2010.

Collective Leadership Field book. The Collective Leadership Framework Workbook: A Workbook for Cultivating and Sustaining Community Change offers a guide for any group wishing to undertake its own leadership development process to advance community change. Building on this tool, the upcoming Collective Leadership Field Book will share lessons that have come out of the KLCC work and the emerging Community Learning Exchange as community organizations have lived into the process outlined in the Framework. The stories coming out of this shared experience will illuminate how to shift the social dynamics for change so that change is shaped by the wisdom of community. The Field Book will show how a number of communities have learned to think differently about the way we work together in organizations and community as we change the rules of engagement from me to we.

The Community Learning Exchange Network. The national learning community was a vital component of the ongoing process of building collective leadership in communities involved in the KLCC initiative. Because this learning was so valued by participant sites, they created an ongoing forum for bringing communities together to share approaches to collective leadership for community change, address critical issues, build national/local relationships, and support each other in developing capacities. The Community Learning Exchange is operated out of the Center for Ethical Leadership in partnership with KLCC communities and other communities that have participated in the first five learning exchanges offered in 2008 and 2009. The 2010 schedule of learning exchanges is currently being developed. For information contact the Center for Ethical Leadership at www.ethicalleadership.org or at www.communitylearningexchange.org.