



ALLIANCE *for*
REGIONAL
STEWARDSHIP

**Best Practices Scan:
Regional Leadership Development Initiatives**

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I. Executive Summary

Kim Walesh and John Parr conducted a national scan of 10 Regional Leadership Programs around the country to collect best practices of leadership development. What these programs have in common is *an ongoing, structured approach to preparing and connecting a critical mass of leaders to be effective in their region.*

This document provides an overall summary of the 10 programs surveyed, as well as more in-depth case studies of each individual program.

Purpose and Emphasis

In general the purpose of regional leadership programs today is to prepare people to provide collaborative leadership on regional issues. Typically, programs include opportunities for some or all of the following:

- *Skill Development*—Opportunity to develop collaborative leadership skills, such as process planning, negotiation, leading interculturally, communication and dialogue.
- *Regional Awareness*—Opportunity to learn about the region and regional development, including frameworks, issues and challenges, best practices in why regions are successful.
- *Team Building*—Opportunity to build personal friendships and improve dialogue across diverse groups.
- *Self-Reflection*—Opportunity to explore personal values and motivations as they affect leadership aspirations and effectiveness.

Evolution

For many years, Chambers and other local organizations have operated leadership programs at the community level. These have generally been limited in scope to networking and basic understanding of issues and how the community works.

Some of the earliest regional leadership programs took their cues from these chamber programs and focused on increasing understanding about the region. In the late-1980s, leaders started realizing that there was growing need to work together across dividing lines and that a new set of *collaborative leadership skills* was required, as was a *diverse team who knew and trusted each other*. Programs began providing training in specific collaborative leadership skills and emphasizing personal relationships and self-awareness.

Design Choices

The leadership programs vary along 10 key dimensions. For more information, see the 10 case studies that follow.

Dimension	
Program Emphasis	<i>What is the relative emphasis in the program—skill development, regional awareness, teambuilding, self-reflection?</i> Most programs emphasize at least three of these. They split most

	markedly according to whether they emphasize regional awareness or skill building.
Target Participants	<p><i>Who is the targeted for participation—established leader or emerging leaders, people with positional authority or others with influence?</i></p> <p>Programs vary by whether they target existing and/or emerging leaders, and whether they target people with positional authority or a wider range of “people who can influence others.” All try to create a class that is diverse by different dimensions—age, geography, sector, race/ethnicity.</p>
Structure	<p><i>How is the program structured? What is the time commitment?</i></p> <p>The programs structures vary widely, from a five-day intensive experience to a 22 days spread out over a ten-month period. All programs emphasize face-to-face interaction in session, but several encourage on-line communication between sessions.</p>
Number of Participants	<p><i>How many participants are in each class?</i></p> <p>The number of participants varies 20 to 60 each year.</p>
Role of “Outside Experts”	<p><i>To what extent are outside experts/speakers used in the program?</i></p> <p>Some programs rely heavily on outside experts as speakers and panelists. Others rely solely on the knowledge of the group and its facilitator. All generally use a professionally trained facilitator or trainer to convene and integrate the sessions.</p>
Project Component	<p><i>To what extent is real-world project part of the experience?</i></p> <p>Programs have generally had a challenging time integrating a real-world project into the leadership experience. Most focus on hands-on exercises and “bite-size practicums” as learning tools, and then encourage application of new skills and knowledge outside of class.</p>
After Graduation	<p><i>What happens after graduation?</i></p> <p>In cases, graduates are expected to use their new skills, perspectives, and connections to be more effective civic leaders. Some programs consciously connect graduates to key projects. Most operate some kind of alumni network for ongoing networking and continued learning.</p>
Measuring Success	<p><i>How do the programs measure their success?</i></p> <p>While most programs have participants evaluate their experience with the program, few (none?) have systematic ways of measuring success. Programs mention the following signs of success: solve community problems more easily, collaboration becomes part of mindset, graduates undertake civic initiatives or positions, or</p>
Funding	<p><i>How is the program funded, and what is the cost to participants?</i></p> <p>Most of the programs are by charging participants a fee to participate, though foundation funding provides significant subsidies in some cases. Costs to the participants range of \$0 (fully subsidized) to \$6,000.</p>
Organizational Home	<p><i>What is the organizational home for the program?</i></p> <p>Most of the programs are part of a regional organization that operates other initiatives designed to increase regional awareness and action.</p>

II. Regional Leadership Development Initiatives

Programs	Target Audience	Scope	Primary Areas of Emphasis					
			PERSONAL LEADERSHIP		PLACE-BASED LEADERSHIP		PRACTICE-BASED LEADERSHIP	
			Self reflection / values	Skills development	Regional awareness	Relationship building	Case method/ Action plans	Mentor-based instruction / coaching
Regional Leadership Institute/Atlanta	Established leaders with positional authority	50-55 people, meet one week	X		X	X		
Charlotte Region/Lee Institute	"People who can influence other people"	24 people per class	X	X	X	X		
Sierra Leadership Seminar	Established and emerging leaders	20-30 people per class		X	X	X	X	
Leadership St. Louis	Established and emerging leaders	55-60 people per class		X	X	X		
Institute for Civic Leadership/Portland, Maine	Established and emerging leaders	28 people per class	X	X		X		
Central Oklahoma Leadership Institute		50 people meet for one week		X	X	X		
Kansas City Metropolitan Leadership Forum	Local leaders	100 people meet in 3 sessions		X	X			
Houston American Leadership Forum	Established leaders	24 people per class	X	X		X	X	
Denver Community Leadership Program	Established and emerging leaders	30-40 people per class		X		X		
IDEAL Program/Central Valley, California	Emerging leaders, many from immigrant populations	35 people per class		X	X	X		

Institute for Civic Leadership/Portland, Maine

What is the goal of the program?

- To build a civic culture based on collaboration. To prepare leaders to use the collaborative paradigm of leadership.

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

- Focus is on collaborative leadership generally.

What is the structure (class size, number of sessions, duration)?

- 15-day program: over 7 months, 2-day sessions each month
- About 28 people in each class.
- Program is now in its 7th year.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

- Experience is heavy on personal reflection and collaborative skill building. It does not include framework/content/issues explicitly.
- There is a very important weekend outward bound experience in the second session. People leave this feeling very close to each other.

How do you recruit participants? What kind of participants do you target?

- The Institute markets and recruits for the program.
- This program is ultimately about the human spirit. At the core, participants must have respect for a few key concepts, including caring about collaboration (not seeing the world as zero sum or adversarial).

Is there a project or application component?

- A Practicum has always been in the program, but it has had "fits and starts."
- It is hard to sustain a project launched by class participants once they have completed the program.
- Now, there are bite-size practicum's that are doable inside the time frame of the program (e.g., be a resource for a non-profit, convene people around an issue)

What happens after the program?

- There is an active alumni program shepherded by the Institute for Civic Leadership.
- An annual "collaborative leadership award" is given out, which has become a big deal.
- There is a "graduate program" of courses. Examples include conflict resolution, diversity, and other topics that respond to the needs of alumni.

How did the program originate? How has it evolved over time?

- Was initiated by Jim Moore, CEO of Unum Insurance, who was troubled that the community was stalled and not moving forward, did not have the capability to deal with small, much less significant, problems.
- David Chrislip and Interaction Associations designed the program. Thomas Rice and Marianne Hughes of Interaction have been the co-trainers.
- The program started out rather 'heady', and has evolved to have a stronger 'heart' component to it. Through poetry, music, etc., the program has become

more fun, richer for each person in a way “that moves their souls around a little bit.”

How do you measure success?

- 300 graduates crossing each other’s paths in a small place has changed the mindset here. We take for granted that we can solve problems now (small problems used to stall this community).
- How many close, lasting friendships get formed.
- How graduates lead successful project and organizations (e.g., S. Portland redesign)
- Some people make dramatic career changes toward civic service.
- Examples of a new way of leading. As critical mass is built (300 graduates now), there are examples of 2-3 people on a school board or city council who have transformed it with a new way of leading.
- There has been “opportunity squandered” in not documenting the success stories more rigorously. There should be a collection of remarkable stories and testimonials. (This hasn’t been done, because it hasn’t been necessary to sell the program in this way.)

How is the program funded?

The participant’s organization funds the cost, which is \$4,000. There is some scholarship money available.

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations is it most appropriate?

Strength

- Opportunities for relationship building and personal reflection on leadership.

Limitation

- It is hard to get business leaders involved from mid-sized companies (200-300 people) due to time and money constraints.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

- Have not had success bringing in outside speakers or trainers in addition to the main co-leaders. This is because of the bonding that occurs with the trainers and special environment that is created. Have tried guest speakers; participants tend to be critical of them.
- A wonderful setting is important.

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Sierra Leadership Seminar

What is the goal of the program?

- To develop collaborative skills and regional awareness in a growing cadre of existing and emerging leaders in the Sierra region.
- Provide a stimulating and challenging forum where existing and emerging leaders can exchange ideas and experiences, learn from each other, and form lasting friendships

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

- Primarily the former.

What is the structure (class size, number of sessions, duration)?

- Five months, with 2 days sessions each month.
- Each class has 20-30 people.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

- Each two-day session has a skills training component and a content component.
- Skills training includes things like recording, facilitating, handling difficult people. It always includes hands-on practice and exercises—sometimes real, sometimes imaginary.
- Content includes introduction to key products, frameworks, and tools: Planning for Prosperity, Biodiversity, Public Input Processes, and Wealth Index.
- Every session has some readings before and some homework in between.
- Team building happens as a by-product during informal time. The overnight is important for this. Driving together to the sessions is important for this. (They try to invite a critical mass of people from different sub-regions)

How do you recruit participants? What kind of participants do you target?

- General outreach—We mail the description of our program to our members and to a list of opinion leaders.
- Targeted recruitment—We look at our current and future projects, and target people who are playing or could play important leadership roles.
- We want existing and emerging leaders. Most are in their 40s and 50s, but we have had some in early 30s and 70s.

Is there a project or application component?

- There is a final exercise, where the participants design their own collaborative process building on what they have learned.

What happens after the program?

- As a stand-alone experience, the program has value. But the extra value is in incorporating the graduates into a project afterward—have them participate in an event, facilitate informal interaction, lead an initiative. There is an annual reunion of all classes.

How did the program originate? How has it evolved over time?

- Just graduated the fourth class.

- During the first year pilot, it was just the private sector. Focus was expanded to include public sector.
- This year the program will be four months and on Friday and Saturday, rather than five months and on Thursday and Friday (to better accommodate elected officials.)
- In the beginning, participants only paid for room and board. After the program developed a reputation, SBC began charging participants 1/3 of remaining cost, or \$650.

How do you measure success?

- Reputation of the program in our region. Influential people want to participate.
- How our graduates apply what they learn. To projects, people appointed to leadership positions, one graduate ran successfully for office, mindset shifts about the economy and environment.
- Participation in this program has influenced people planning to run for office and motivated others to run for office or get involved in the civic arena in heightened ways.
- The value accrues to the individuals *and* to the Sierra Business Council. This program creates a pool of talent for us to involve in our projects, which makes them more successful. The program builds our credibility and respect.

How is the program funded?

- Charge to participant is \$650 plus room and board; scholarship program is available. SBC subsidizes 2/3 of the actual cost through foundation support.

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations is it most appropriate?

- How you could make better use of the graduates is a limitation.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

- The quality of the lead trainer is very important (Susan Carpenter out of Irvine). SBC staff and some outside experts come in to cover issues.
 - May want to look at the Heartlands Institute, Center for Leadership Development, as another model. Has an economic development focus for Lincoln Nebraska and rural areas. (402) 474-7667.

Contact

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Charlotte Region/Lee Institute

What is the goal of the program?

- To encourage a culture of collaborative leadership and models of that in the community—a way of thinking about the region and acting in it.

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

- Developing regional leaders

What is the structure (class size, number of sessions, duration)?

The region is a large geographic area encompassing 14 counties and 2 states. The meetings take place throughout the region, and provide an opportunity for participants to see the region.

There are four, 3-4 day modules. (Meeting once a month is not workable with the large geography)

Participants communicate with each other on-line between sessions. As the network grows, they may use on-line capabilities to deliver continuing education or speakers.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

Unlike other ALF-based leadership programs (there are five nationally) this one integrates content into the curricula. They have found that participants have a real hunger to apply their knowledge to the region, rather than work in the abstract.

Elements of the Program:

- Charlotte as a Region
- Self-Assessment/360 Degree Assessment (based on Chrislip work)
- Outward Bound experience
- Diversity
- Dialogue
- Negotiation
- Collaborative Leadership (skills, traits, methods)
- Project Planning (chance to apply the skills)
- "Commencement"

A primary value of the Outward Bound program is that people are seen for their value as people, not necessarily for their position or power. Next year, the Outward Bound experience will also incorporate learning about collaborative leadership.

How do you recruit participants? What kind of participants do you target?

Have 24 participants in the program this first year. The strategy was to enlist a few, recognizable obvious candidates, and then build from there to "people who can influence other people." Participant's range in age from 30 to 58 and diversity of age was important (younger participants tend to come from smaller counties.) It is important to catch people at the "right time in their life."

Is there a project or application component?

The participants will consider this notion of a Project. It is very hard to do a project justice in a day or two. The Project could take many forms (e.g., consulting to a nonprofit, starting a long-term initiative) or none at all.

What happens after the program?

The key challenge will be plugging the "Senior Fellows" into regional initiatives.

How did the program originate? How has it evolved over time?

The Lee Institute is a nonprofit organization founded by and named after William State Lee, the Chairman of Duke Energy and an exemplary civic entrepreneur. The Institute has three roles:

- Provide data and information about the region (Lee Lecture series of expert talks on regional issues)
- Provide facilitation to groups needing help with collaboration
- Create and run the leadership program.

Three years ago, they realized the need to develop a network of leaders that could work on regional issues. Felt they didn't have a choice but to consciously start developing regional leaders. The Charlotte region had 15 traditional leadership programs at the community level (e.g., Chamber).

They considered developing a freestanding program, but ultimately chose to use the ALF program. They thought that they would be able to get started more quickly and build on a knowledge base.

First class just started this past August.

How do you measure success?

Our vision is that the program will plant seeds; the network will build of people who are able to use the skills and concepts. In effect, our Senior Fellows are our product. The program still needs to wrestle with how best to use these people in the region. (In Houston—the oldest ALF chapter—there are 350 Fellows. They were recently activated for a major education reform project.)

We would be interested in exploring ways of measuring success. Success has something to do with ease of communication and use of the network that is developed.

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations is it most appropriate?
I think this model has pretty universal application. It is essentially a way of thinking and leading.

How is the program funded?

We had start-up money from a foundation, but no endowment or ongoing underwriting. So we charge the participants to make the program self-funding. The cost is \$6,000-7,000 per year, and is generally paid by their organizations, with some scholarship money available.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

- We have had bad experience this year with outside speakers—their quality and orientation (e.g., too academic). A group that bonds tightly can have trouble accepting an outside speaker. They need to be introduced to new ideas, information, and new styles, yet there also needs to be opportunities to tap the knowledge of the group.
- Be clear on why the region is defined the way it is for purposes of drawing participants.
- Chose participants carefully through an interview process. You want to make sure that participants understand that the experience is for developing skills, learning, and personal growth and that they are ready for this.
- Some of the tough issues, such as diversity, require more time. Consider meeting fewer times for a longer duration.
- The facilitator needs to keep setting and re-setting expectations up front. The facilitator should be an experienced trainer/facilitator who is very skilled at handling group dynamics. (Tip: the participants should develop own 'rules', buddy systems, have session sponsors so participants own each agenda)

Where do you think the future of place-based/regional leadership development is heading? Important trends or issues that you see emerging?

"I think this field is just starting. It is not a groundswell yet, because the conflict in priorities between individuals and community needs is still being resolved. But civic entrepreneurs are the beginning. They can build the critical mass of people who can get it started and who understand.

Contact

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Regional Leadership Institute /Atlanta

What is the goal of the program?

To create a cadre of regional statesmen who understand what's at stake in the region and are prepared to lead effectively.

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

Developing regional leadership.

What is the structure (class size, number of sessions, duration)?

The Institute meets once a year for a Sunday through Friday intense program. 50-55 people participate. Average age is about 40. "There is a lot of fire power in these groups." The Institute takes place at a resort 300 on the Georgia coast 300 miles away from Atlanta. (Next Institute is September 30-October 5. An observer from South Florida would be welcome.)

The region is 10 counties, 60 municipalities.

What is the organizational home?

The Atlanta Regional Commission operates the Institute, which is a council of local governments (COG). This is unusual for a COG to be involved in developing broad-based leadership. In addition to the Regional Leadership Institute, the COG also operates a leadership program for high-school youth and a program called LINK, which organizes study tours taking leaders to other regions to see how they deal with particular issues.

The Institute has two "loose" partners that help recruit participants: an organization that represents the Chambers, and the Regional Leadership Foundation (graduates of RLI and other leadership programs, helps recruit from civic and religious side.)

How did the program originate? How has it evolved over time?

The idea originated 11 years ago. The Commission was getting ready to launch a very large regional visioning project, Vision 2020. The Institute was created to prepare a cadre of leaders to play leadership roles in this project (e.g., host meetings, etc.) They conducted the first three "institutes" in 18 months. Harry West, the former Director of the Atlanta Regional Commission, was the key civic entrepreneur.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

This program emphasizes content and group interaction; there is very little emphasis on skill building. They do not focus on teaching collaborative process per se, but do present models of successful communities and discuss ways that participants can leverage their personal resources to advance regional issues. The program is very focused on best practices (e.g., what it takes to be a successful place) and on what it will take in the Atlanta region—issues, processes, mechanisms, tools, and new institutions.

What kind of participants do you target? How do you recruit participants?

They target established leaders. The thinking is that there are a lot of local leadership programs that meet the needs of emerging leaders. Established leaders

mean people with positional authority—mayors, directors of state agencies, city and county administrations, CEO/Sr. VPs of businesses, heads of nonprofits and education institutes.

How is the program staffed?

An Institute Manager handles logistics, recruitment, program coordination, etc. The Institute makes significant use of outside speakers (10-12 over the week). They have a professional facilitator (Ph D psychologist who has a mgmt development firm.)

Is there a project or application component?

They have tried at various times to incorporate a project to apply what they learn. This is difficult to do effectively with a weeklong course, so the idea is to plug graduates into projects through the Regional Leadership Foundation.

What happens after the program?

Participants become members of the Regional Leadership Foundation. They are able to participate in and help plan special seminars and issues forums.

How do you measure success?

Participants evaluate the training they receive. They have not checked back with graduates to determine the longer-term effect of the training experience. They believe many of the outcomes are subtle and center around the value of knowing each other and being able to call on each other. Also, "I think the Institute has helped change the language that is used to talk about issues and what kinds of processes are adequate for addressing them."

How is the program funded?

Participants are charged a \$1500 fee, which covers direct costs. The COG donates staff time.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

- It is important to have executive-level commitment to developing and managing the program.
- It is important to be obsessive about details, including location, meals, logistics, seating arrangements.

Where do you think the future of place-based/regional leadership development is heading? Important trends or issues that you see emerging?

"In the future, every region must be concerned about having prepared leadership. People used to be identified and groomed as 'heirs apparent.' This is no longer the case. We all must work hard at preparing people to lead in the region."

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IDEAL Program/Central Valley of California

What is the goal of the program?

Prepare emerging leaders to be more effective in their communities by:

- Promoting the importance of collaborative community leadership in fostering effective, creative, and quality decision-making, and
- Providing access and information to emerging leaders on issues related to land use, economics, agriculture, and conservation in the Central Valley.

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

Bringing regional perspectives into community leadership.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

The program emphasizes regional issues and information; training in communication and listening; and creating a safe support network. The curriculum links the skills to the issues/content.

What is the structure (class size, number of sessions, duration)?

35 participants meet over six months. There is an initial 2-day retreat, followed by four 1 ½ day meetings, and a final meeting. There are assignments between classes that are provided on line. Participants also communicate on-line between classes.

They are on their second class now.

What is the organizational home?

The program is part of the Great Valley Center—a regional leadership and re-granting organization for California's Central Valley.

"We don't have an agenda. This is not a GVC indoctrination program. We aim to give participants information, not a point of view.

How did the program originate? How has it evolved over time?

The region is growing quickly and has a large immigrant population that is starting to gain power. There is a real need to get past traditional adversarial, clichéd relationships between immigrants and the agricultural community and around issues like water and land use.

What kind of participants do you target? How do you recruit participants?

The program targets emerging leaders, many from immigrant populations. Recruiting is through personal calls, advertising in the ethnic press, and extensive reaching out to communities that are least likely to access or participate in the program.

How is the program staffed?

In the first year, the Coro Foundation operated the program. The Center now engages the Coro trainer as an independent contractor; the Coro person is the process person. They then bring in outside speakers and "synthesizers."

Is there a project or application component? No

What happens after the program?

GVC actively supports an alumni network. The network has on-line communication and an alumni event each year.

How do you measure success?

They will try to do longitudinal tracking. GVC will feel successful if graduates assume leadership responsibilities and accomplish leadership tasks, if people acknowledge that their IDEAL training was important. In the evaluations of the program, they want people to demonstrate better skills and changed or more open attitudes.

How is the program funded?

Participants pay a \$75 materials fee. Foundation funding covers the remaining \$4,500 program cost.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

- It has been important for recruiting participants and building trust that the program does not attempt to impart a "point of view."

Contact: Carol Whiteside
Great Valley Center

Denver Community Leadership Program

What is the goal of the program?

- To build relationships
- To develop a shared understanding of how to engage effectively in community problem-solving

What is the structure (class size, number of sessions, duration)?

Program is 10 months from February-November. A class of 30-40 meets once a month for 1-2 days, and in the middle of the experience does a five-day Outward Bound. 20 days total.

What is the organizational home?

The organizational home is the Center for Public-Private Sector Collaboration, a non-profit affiliated with the University of Denver. In addition to running the Denver Community Leadership Forum, the Center:

- Operates a 10-day training for elected and appointed officials
- Consults with non profit and civic organization on strategic planning and collaborative problem-solving
- Conducts applied public policy research and evaluation.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

They do not focus on improving understanding of regional issues. They believe that collectively people bring that knowledge to the table.

The curriculum is organized around skills: collaborative problem solving, facilitating public meetings, designing strategic planning processes, managing diversity, stylistic differences in leadership, what is leadership, ethics, and conflict management. The Outward Bound experience is about teamwork.

How do you recruit participants? What kind of participants do you target?

The program targets both emerging and established leaders and this wide range is good. People are from their 20's to the end of their career, from large and small companies, and from local municipalities and nonprofits. The alumni play a key role in recruiting; they are asked to nominate people least like them.

Calling certain people "leaders" is a disservice. It is really about providing regional leadership wherever they are. "Leader" should not imply a certain position or elevated status.

Is there a project or application component?

They have found that asking participants to work on a project together has not worked out. People are "maxed out" and already involved in many other civic projects. The goal is to make them effective in what they are doing and inspire them to do more. The main value participants see and want is to meet people they wouldn't normally come into contact with, and to reflect on leadership.

What happens after the program?

They have really struggled with this. The 400 alums plug themselves into community projects using their skills and networks. An "alumni association" has had fits and starts. Funding is a problem.

How did the program originate? How has it evolved over time?

Program was started in 1984. A small group of civic leaders was working on a public issue and butting heads. Their breakthrough was in pausing to get to know each other as people first, and realizing that “you’re not such a bad guy after all.” They realized there was no mechanism in place for building a relationship ahead of time, and for develop a shared understanding of how to approach problem-solving effectively.

The first class was primarily developers and builders; they realized quickly that the participation base needed to be broader.

How do you measure success?

No formal measures, but hear many stories of how when people are serving on boards or in a negotiation that they have a shared approach, vocabulary and trust with other involved alumni of DCLF.

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations is it most appropriate?

Strengths

- Organizing around collaborative skills
- Opportunity for reflection on personal strengths and aspirations. Participants are hungry for a place in their lives where they can stop and reflect on what they are doing. Consciously or unconsciously, many participants are thinking about making a major change in their lives and the program provides the time and space for them to do it. They have found that people who have a strong sense of personal awareness and direction have more to give to the civic arena (e.g., authentic leadership).
- Developing diverse personal relationships. The opportunity to meet and engage with people they wouldn’t normally run into. It becomes a lot less easy to vilify someone you know. Civility and understanding of different perspectives increases.

Limitations

- Following up with alumni after graduation. Funding for this is a problem.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

- Have a fee for participation. When people have something at stake they will be committed to participate.
- People have to get to know each other as people. It is not enough to give people information about the region and opportunities and expect them to be effective. To perform as a civic team on sometimes controversial issues, people need high skills about how to get along with each other and structure the work they will do together.

How is the program funded?

Cost is \$2,500 payable by each participant.

How is the program staffed?

The Program director facilitates some sessions and other faculty and presenters come in for others.

*Where do you think the field of place-based leadership development is heading?
Important trends or issues that you see emerging?*

The role of spirituality in leadership will be increasingly important. Connecting with your "source" and what gives your life meaning helps people be more authentic and effective leaders.

Leading in a diverse work, and working with differences, is increasingly important.

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Houston American Leadership Forum

What is the goal of the program?

"Joining and strengthening leaders for the public good." The following is their new mission statement adopted last year

"The mission of the Houston/Gulf Coast Chapter of the American Leadership Forum (ALF) is to unite and strengthen leaders, capitalizing on their diversity, and to foster collaborative initiatives to expand on the vibrancy of our local community.

The goals of ALF are:

-To strengthen and sharpen the skills of leaders with progressive leadership training and development.

-To foster collaborations for focused initiatives and innovative solutions to community challenges.

-To act as a catalyst for addressing complex issues that will impact the future of our community.

-To enhance communications among ALF Fellows and between ALF and the community."

Houston was the first ALF chapter. Started in 1982. The following are the goals of national ALF that they call their "Cornerstones."

1. Building trust and relationships among diverse leaders
2. Motivating leaders to be catalysts for positive community change
3. Strengthening collaborative leadership skills in the arts of democracy
4. Exploring the interconnectedness of communities, nations, and the world
5. Enriching and renewing personal values while fostering a balance between being and doing
6. Understanding and empowering self and others
7. Exploring, understanding and valuing diversity
8. Inspiring leaders to a lifetime of active public engagement

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

While they hope to do the latter, they are really doing the former. They focus on existing leaders, not emerging leaders. They are the "Houston-Gulf Coast ALF." In addition to the Houston metro area, they involve Galveston and Fort Bend County, one of the fastest growing areas of the country that is southwest of Houston.

What is the structure (class size, number of sessions, duration)?

Class Size: 24 is max

Yearlong: 22 days. Six days are during the summer in Colorado or Montana participating in an "Outward Bound" experience.

Monthly sessions are 1 day or 1 ½ day.

They are currently working with Class 18.

Class 19 will start in June.

They meet at a different facility every month -- the office of one of the participants.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

They are very focused on the theory, practice and skills of leadership. They explore the “cutting edge” of leadership literature and teach the theories and skills for conflict resolution, consensus building, diversity, etc.

They have an interesting approach to introducing issues into the program. Every session opens with the people from one of the categories (see the next section on recruitment for the list) telling what they do and what the rest of the community can do to help them accomplish their goals

Because Leadership Houston is very strong and focuses on the informational activities ALF has explicitly tried to not duplicate this. Because ALF focuses on existing leaders, they assume that their participants have probably been through Leadership Houston or are up on the issues facing the region.

How do you recruit participants? What kind of participants do you target?

They recruit people from each of the following career categories. They try to always have one from each group: arts, community (non-profit staff and Board members), corporate, education, entrepreneurs, labor, media, philanthropy, politics/government, professions, and religion. This year they looked at categories of technology and suburban leadership, but have not identified anyone from those areas yet.

Selection Committee is made up of alumni (ALF Senior Fellows). People have to be nominated. They generally receive around 300 nominations for 24 positions. The Selection Committee asks around 100 of these to actually apply. After receiving the applications they do interviews and then ask between 20 and 24 to participate.

They focus on established leaders, but every class ends up having at least one or two emerging leaders. The emerging leaders continued involvement in the community after the course has varied dramatically.

Getting in has become very competitive. When ALF started 18 years ago a lot of leaders didn't understand why they should participate. That has changed dramatically.

Is there a project or application component?

There is a heavy emphasis on the class project as a mechanism to practice the skills. Of the 18 projects they have undertaken some are very good, others very weak.

ALF National received foundation support several years ago to explore how to have leadership programs have greater impact on critical issues in their communities. The initiative was entitled “Collaborative Leadership in Action.” Houston ALF got very involved in this effort and decided to take on education. They determined that what they do best is “teach” leadership. Therefore they started providing leadership training for superintendents and principals. Last year they did a day-long convocation on education using of panels modeled after the Renaissance weekends. Participants ranged from kindergarten teachers to university presidents. They are currently determining whether to make this an annual event.

What happens after the program?

"Senior Fellows" is the name they have given their alumni. The alumni are asked to pay dues to continue to be involved. They have a number of ongoing activities:

- Bi-monthly discussions – 35 – 50 people is the average attendance
- Closed to the public
- People feel very comfortable about the confidentiality. Candor is the most significant aspect of these sessions.
- These sessions range from specific topic to open discussion on what people are doing.

Classes have reunions; one class gets together for breakfast once a month.

They have:

- A golf tournament and corporate luncheon to raise funds for the program
- There is an annual dinner (an ALF "love-in") with community leadership awards.

The staff has started the "Non-profit Leadership Collaborative" composed of the Arts Council, United Way, Graduate School of Social Work at the University of Houston, and ALF. Duke Energy is funding this initiative. They have brought in the Drucker people and completed Drucker's self-assessment tool. One hundred local non-profits have been through the program.

How did the program originate? How has it evolved over time?

Joe Jaworski, son of Leon, was a Houston attorney with the Fullbright and Jaworski. In the early 80s he started a personal journey of exploring leadership that led to the creation of ALF. (This is very well documented in the book *Synchronicity of Leadership*.) Houston was the first chapter. The vision was to have a network of programs in all the major metropolitan areas around the country. Jaworski was able to convince a number of national foundations to help underwrite the effort. ALF originally was very top down oriented, with a "standard curricula" and materials, a national staff that was to organize the programs, etc. Because of two major reasons: top down approach and the fact local programs were extremely expensive, the national network did not develop as envisioned.

ALF still has a national office, but it is much more bottom up. The national board is composed of people from the local chapters. It continues to try to open local chapters, but the record is spotty.

How do you measure success?

They do not do it in any quantitative way. 72% of Senior Fellows pay dues. Five of the last seven mayoral candidates were graduates. The incoming U.S. Secretary of Education and White House Counsel are both graduates.

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations is it most appropriate?

They view the strength and weakness as the same: using the collaborative model you get the best decisions, but it does take time.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

Key to get the right stakeholders to the table and get their commitment. You do this by getting the participants committed to each other and they will achieve the overall goal.

How funded, cost to participants, scholarships, self-sufficient, etc.?

Participants: \$1,000 from each, and then an additional \$5,000 for the program. If you can't raise the money ALF will help them

Senior Fellows – dues \$50 - \$1,000, probably the greatest benefit is the annual directory of graduates – “Best Phone Directory in Town”

They also receive corporation donations and foundations grants

Annual budget: \$300,000

They started an endowment two years ago. Goal is \$500,000 and they are very close. Once they achieve the goal they will use 5% annually for scholarships.

Where do you think the field of place-based leadership development is heading?

Important trends or issues that you see emerging?

Collaboration has to be a trend. Any community decisions have to be collaborative. You have to get the right stakeholders to the table.

The leaders are changing rapidly. There are many new players. The variety of leaders in the Houston area is dramatic from Houston's African-American mayor to Fort Bend County that is still run by the good ole boys.

Issues: Ethics needs to be stressed more and more, particularly as leadership becomes more diverse. Critical to help people understand what is expected and what the ethics laws are.

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They do not have a web page.

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Kansas City Metropolitan Leadership Forum

What is the goal of the program?

In 1997 Kansas City Consensus identified over 65 leadership programs in metro area. (5, 8 or 11 counties, depending who is counting, in two states). They found that the groups:

- did not connect with each other,
- almost all did not go beyond civic education and information, and
- there was nothing for the graduates to do with their new "knowledge."

Kansas City Consensus decided there was a resource here that needed to be tapped and set about designing a program to develop regional stewardship (their term). They realized that the first step was to get some of the existing leadership program alumni to network among themselves and to understand the need for regional approaches to community problem solving. This is the goal of the program.

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

Developing regional leadership, by helping people who tend to be "local leaders" get beyond provincialism. They want these people to then go back to both their leadership programs and their communities with a sense of how to address issues regionally.

What is the structure (class size, number of sessions, duration)?

This is the first year for this program. It is an experiment that KC Consensus hopes to learn from and then redesign as an ongoing annual or every two or three year program.

Size – 100 people, that is very reflective of the community: geographically, age and race.

Number of sessions – three over 9 months

Each session – day & a half

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

- More focused on process and the skills needed to make process turn into results.
- Goal is to give participants a framework for building teams and reducing conflict.
- They are focused on helping participants learn the difference between process and content.

All of this process/skill work is done with the participants focusing on specific issues that the metropolitan area either has dealt with in the past, currently is dealing with, or needs to be dealt with regionally in the future.

How do you recruit participants? What kind of participants do you target?

Contacted all leadership programs (get the list) from unions, 45 chamber of commerce, six neighborhood programs (supported by local government). They did not just limit it to those who had been in programs so they also invited and got public administration graduate students and people who are identified as leaders in their community, but had not been through a program. This was partially done to insure that they were successful in getting a broad distribution -- geographically, racially, and by age.

Is there a project or application component?

When the planning started there was the thought that they just needed to focus on the process. But because of the history of in the metropolitan area of people meeting and nothing happening they decided there did need to be actual work done on an issue. That project (s) have not yet been chosen.

What happens after the program?

The goal is for the participants to go back to the program they are an alumnus of and get the program to add a regional focus. In addition it is hoped that the participants would convince their program to connect in an ongoing manner with the other leadership programs in the region. Finally, they hope that the participants personally get involved in a regional effort that leads to actual improvement of the problem/situation.

There is one program in town that says they are regional, but that has not really happened, and they will make it: "Kansas Tomorrow" of the Civic Council. Help recruit people for Kansas City Consensus, for their citizen-based research

How did the program originate? How has it evolved over time?

Kansas City Consensus is a citizen-based research organization and advocacy organization that was started in 1985 by seven civic leaders from Kansas City, Missouri who were upset that nothing could seem to get passed in the community, e.g. bond issues, school assessments, etc. Consensus had a Leadership Taskforce in 1997 that adopted a report February of 1998 recommending a program with the goals of this effort.

How do you measure success?

They are doing questionnaires before and after each session to see if there are attitude changes and what people found useful.

Success will be:

- Finding that participants changed their attitudes about the importance of taking regional approaches.
- Finding that participants actually understanding the difference between process and content
- Finding that the participants have a greater capacity/skill to lead collaborative processes.
- Finding that participants want to continue to work together on a specific issue(s).

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations is it most appropriate?

Limitation

- Their focus on helping people understand and learn process means that they are not going to turn any issue around immediately.

Strength

- It means that you are going to get the "non-believers" convinced in a few months.

This program is also so new that they have not learned the clear strengths and limitations.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

If you are going to try and use a number of existing organizations as the basis for such a program it will take time to go from concept to fruition. Kansas City Consensus adopted the report in February of 1998. The plan was not finished until the summer of 1999. They certainly did not expect it to take this long. The main reason for this was the decision to bring the leadership of the very diverse leadership groups together to design the program. They made this decision because they felt it was critical to have the organizational buy-ins to achieve the KC Consensus goals stated at the beginning of this description

The people that attended were really ready personally, but they knew they were going to get some step child of the chambers and not much support when it comes to regional issues.

KC Consensus did not have a leadership program, so they were a neutral table. They didn't have turf that they were trying to protect. Therefore people were not worried about coming to the table.

How funded, cost to participants, scholarships, self-sufficient, etc.?

Ewing and Marion Kauffman Foundation, - \$58,000 for "first year." After the "success" of the first year they will go to other foundations for future funding. \$25 per person for each session just to get "buy-in."

Where do you think the field of place-based leadership development is heading?

Important trends or issues that you see emerging?

- Becoming more and more critical.
- More areas are looking into this
- Need the neutral, third parties to convene and bring this together

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Leadership St. Louis

What is the goal of the program?

Leadership St. Louis is a series of interactive seminars that include opportunities to enhance awareness of leadership approaches, on-site visits, and dialogue with decision makers. Five goals:

- Help participants develop an understanding of the critical issues affecting the region
- Develop the leadership and stewardship capabilities necessary to resolve those issues
- Create a strong communications network among participants who come from different backgrounds and have diverse interests
- Facilitate access between participants and the current, top leadership in the region; and
- Inspire participants to address community challenges and produce visible and positive change.

What is the structure (class size, number of sessions, duration)?

The program is 18 days over nine months. There is an opening retreat in September, and then they meet a Friday and Saturday each month.

The region is 2.6 million people, 7 counties in Missouri and 5 counties in Illinois, an hour and one-half drive from end to end.

What is the organizational home?

The program is part of FOCUS St. Louis, a non-profit membership organization that serves as the region's citizens' league. FOCUS has three major roles: developing leaders, engaging citizens, and influencing community policy.

In addition to Leadership St. Louis, FOCUS also operates the Community Leadership Program for Teachers, Youth Leadership St. Louis (for high school juniors), Experience St. Louis (for new executives and spouses), Impact St. Louis (two-day crash course on the region), and Bridges Across Racial Polarization.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

A unique element of this program is its experiential approach--the emphasis on site visits to different organizations and parts of the region. The program changes every year, and is organized around the "hot topics" in the region. The "Experiential Approach" has four key components: "experience" (the activity, the doing), "transfer" (how apply knowledge in the future), "describe" (share, compare, reflect), and "generalization" (draw conclusions, general principles).

The program emphasizes skills and knowledge about the region. Key skills include: collaborative leadership, facilitation, teambuilding, evaluation, conflict resolution, communications, coalition building.

Topics have included: breaking out of poverty, building sustainable communities, racism, immigration, economic development.

How do you recruit participants? What kind of participants do you target?

Target 55-60 emerging and established leaders. There is a nomination process, and people can self-nominate. They get several hundred nominations each year (2-2.5 applicants for every spot.) There is a personal interview process.

The goal is to put together a diverse group by age, geography, ethnicity, and emerging/established. This is what makes for a unique learning experience. The idea is to form a "learning community" that will have the skills and knowledge to become the change agents the region needs.

Is there a project or application component?

What happens after the program?

More than 1,300 people have participated. Participants' lens is broadened and they generally figure out where and how to be effective. FOCUS will help open doors for graduates to connect with projects. They funnel graduates into their own FOCUS activities. They help recruit graduates for non-profit and civic boards.

How did the program originate? How has it evolved over time?

The program is now in its 25th year, though the organization home changed in 1996 with the merger of Confluence St. Louis and The Leadership Center of Greater St. Louis.

How do you measure success?

They did do a formal evaluation of the program a while back. They evaluate the content of every session and at the end of the year. There is much anecdotal evidence of what the program meant to people. They would like to do a survey of their graduates. The program has "sold itself," so there has not been a strong local need for evaluation.

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations would it be most appropriate?

Strengths

- The value seems to be the lifelong network and personal skill development.

Limitations

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

- Pick the host and partner organizations carefully. This must be a collaborative effort with commitment of board members and funding.

How is the program funded?

Cost is \$2,500 per month and each participant pays. Originally the Danforth Foundation funded the program in full.

How is the program staffed?

A consultant helps develop the curriculum. They call on their 1300 alumni as specialists.

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Central Oklahoma Leadership Institute

What is the goal of the program?

In April 1994 a collaborative strategic plan was released called "Central Oklahoma 2020." Among its recommendations was the call for creation of a leadership program to develop a cadre of leaders who could carry out broad regional initiatives. The program is very focused on giving leaders the understanding and skills to carry out initiatives. The institute started in 1998 and has been held every year since.

Do you focus on bringing regional perspectives into local leadership, or on developing regional leadership--or both?

Giving a regional perspective to local leaders – the participants are proven leaders from across the sectors. Increasingly regional leaders who are participating, but their numbers are much smaller than the local leaders. Everyone is a recognized leader in his or her own community.

What is the structure (class size, number of sessions, duration)?

(Class size) 40-42 they plan to push it to 50 this year.

(Duration) Sunday afternoon until Friday noon at a rustic retreat site 2 ½ hours away from Oklahoma City. The first two were held in the spring – now first part of October.

How do you integrate content (e.g., frameworks, issues, substance) into the leadership experience? What are the other main elements (i.e., relative importance of skill development, personal reflection, team building)?

Very orchestrated curriculum. The speakers are very well briefed on how to connect their presentation with the overall flow of the week's program. When the institute started they were about providing information – much more on issues than skill development. That has been reversed with a great emphasis on skill development. They use actual issues to look at from the past, both successes and failures. They use these past experiences as a way to see what techniques were or were not used. They then look at issues currently facing the community and develop strategies based on the lessons learned and best practices.

How do you recruit participants? What kind of participants do you target?

The board of the program is composed of people from the following four organizations – Regional Citizen League, United Way & Community Council, Council of Government and Chamber of Commerce. They very consciously recruit people from all three sectors.

Past participants include: the top two people from the COG, Chambers, and United Way,

city managers, school superintendents, area college and university senior officials, work force development directors, business leaders – small, medium, and large; hospital executive directors, senior U.S. Air Force base personnel, state house and senate members, governors' senior policy people, arts and culture, foundation staff and board members, newspaper editors and publishers.

Is there a project or application component?

They do not specifically do a project, but they do find the participants become "incubators" for projects. Participants invariably go back and take a new look at how some specific issues are being dealt with in the community.

What happens after the program?

Gatherings of the alumni for networking – they have steered away from actual projects. The bonding is with people that are in the same class. They have tried to get people to connect across classes, but it really doesn't happen.

How did the program originate? How has it evolved over time?

The program grew out of the community's visioning project called "Central Oklahoma 2020." Foundations helped fund "Central Oklahoma 2020" and the leadership institute was one of the programs they helped with seed money. The COG and Regional Chamber have donated a great deal of staff time to actually make the program work.

They are trying to condense the program to four days, but they are definitely not going to a traditional monthly program.

How do you measure success?

Formal evaluation of each speaker, program elements, overall experience, overall facilitation as a way to improve the program year to year.

There is a strong willingness by participants to serve on the board, recruit new participants and underwrite scholarships that they take as a good measure of success.

Zack says he does hear about and/or see people using the skills the acquired at the institute. Every month the key regional organizations' leaders are starting to share the agenda for that month's meeting, looking for places to collaborate and nurture each other's projects and activities.

What do you consider to be the strengths and limitations of your leadership development model? For what kinds of regions or situations is it most appropriate?
They consider the intensive "week" vs. once a month as a real strength. They do not think you can get intensity of participation and commitment in a program where people come just once a month. They can only identify one corporate CEO that they have lost because of the block of time. In fact, they think that when you actually talk to someone they realize that their intensive actually takes less of a person's time than a program that meets once a month for 6-9 months.

They feel they are not a "leadership development" program; rather they harvest people from those programs and give them new sets of skills and connections to become more effective.

Any advice you'd give to another region that is starting to think about how to develop ongoing capacity for regional leadership?

The first step is to get key leaders to agree with the body of research that says regions need to function as city-state. Once that occurs it is not difficult to get people to realize if their city-state is going to be efficient and effective they have to have ways to help leaders understand the challenges, building relationships and get the type of leadership skills needed to take action.

How funded, cost to participants, scholarships, self-sufficient, etc.?

Tuition is \$1,500. Four or five are on scholarship. United Way and Chamber provide these. The program receives \$50,000 - \$100,00 of in-kind staff support.

*Where do you think the field of place-based leadership development is heading?
Important trends or issues that you see emerging?*

It is just growing in importance. Every metropolitan area needs to be pushing to get the full geographic range of the region involved in these programs, not just the elites.

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