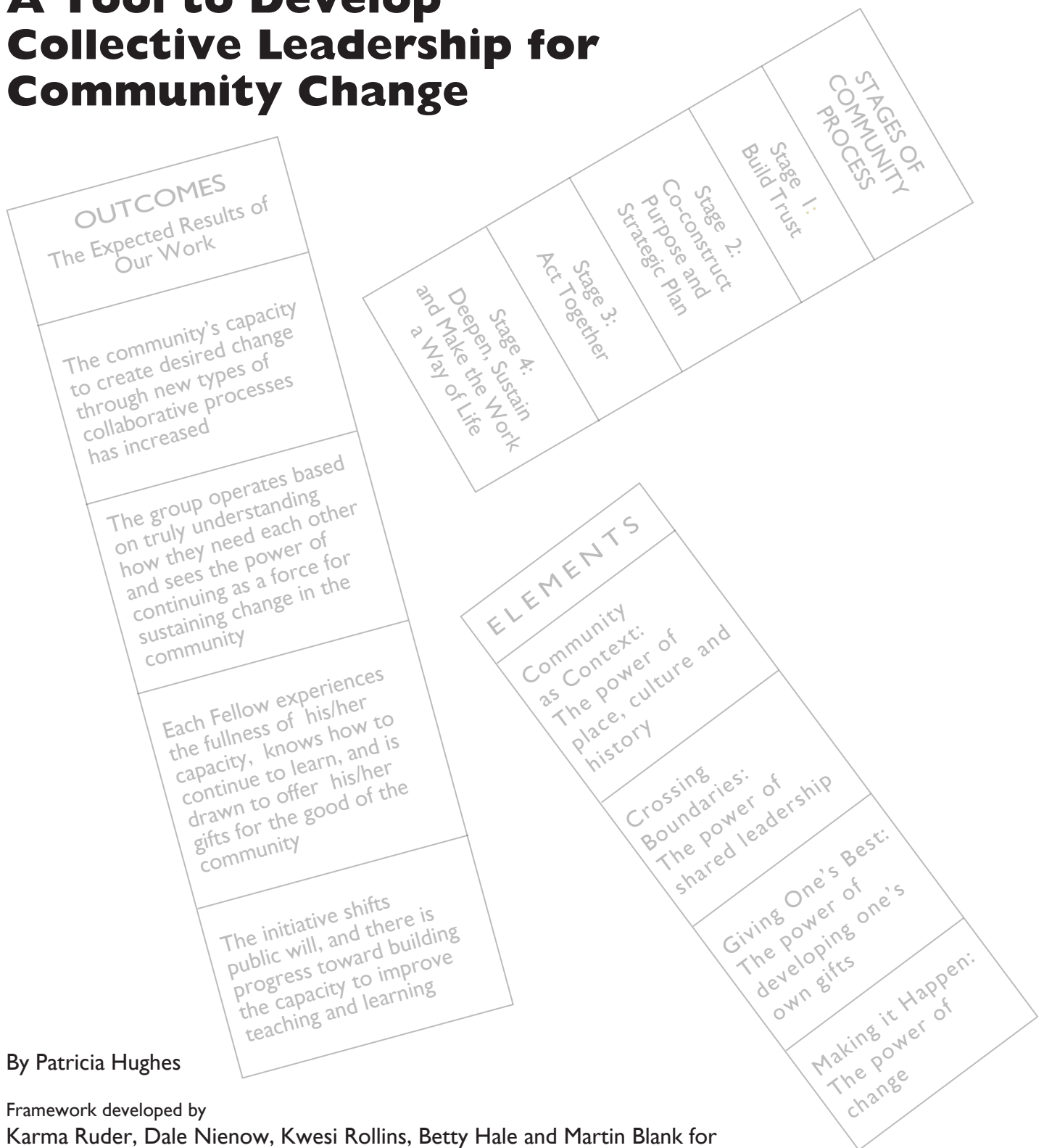


The Framework

A Tool to Develop Collective Leadership for Community Change



By Patricia Hughes

Framework developed by Karma Ruder, Dale Nienow, Kwesi Rollins, Betty Hale and Martin Blank for

Kellogg Leadership for Community Change
A program of the W.K. Kellogg Foundation

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Patricia Hughes

With contributions by: Nienow, Ruder, Hale and Rollins

Framework developed for

The W.K. Kellogg Foundation's

Kellogg Leadership for Community Change Program

by Karma Ruder and Dale Nienow, Center for Ethical Leadership
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In the fall of 2001 Betty Hale, director of the Institute for Educational Leadership (IEL) in Washington D.C. and Bill Grace, director of the Center for Ethical Leadership (CEL) in Seattle, WA met for the first time. The two organizations had been chosen by the W.K. Kellogg Foundation to design and lead a new, highly visible, multimillion dollar community leadership program.

The Kellogg Foundation had delivered the very successful Kellogg National and International Fellows Program for three decades and was seeking new ways to serve leaders and communities in the 21st century. After extensive research, they launched their new national leadership initiative, called Kellogg Leadership for Community Change (KLCC). This program was intended to move the focus from developing individual leadership towards creating collective leadership for the purpose of advancing needed community change.

IEL and CEL were charged with the design of a national-caliber program that would improve the quality of teaching and learning in six communities – many with histories of oppression, racial division and economic distress. It was a daunting task, made more complex by the desire of the coordinating organizations and Kellogg to collaborate at many levels:

- IEL and CEL would form one seamless Coordinating Organization (CO) to design and deliver the 18-month program;
- The CO would work closely with Kellogg staff to shape the new program;
- The CO would partner with the host agencies and coaches in the six communities to form a National Learning Community;
- Community coaches would work with 25-35 diverse fellows at each site to build a unified community initiative and leadership action plans;
- The fellows at each site would work with each other and broad community stakeholders to improve teaching and learning.

The purpose of this paper is to reflect on the critical discoveries made during the design and delivery of the inaugural session of KLCC (KLCC I) program, chiefly through the lens of the Framework for Collective Leadership and Community Change, hereafter called The Framework.

The Framework

The Framework¹ is a multi-page document that depicts the stages of community change and leadership development that can enhance the efforts of any group. The Framework is based on the CO's Theory of Change (TOC)²:

Change happens when individuals with a passion for possibility understand the current human potential, social relationships and community setting, and how those resources can support moving toward a better future. Change begins with understanding the current environment: traditions, culture, history, experiences, assets and challenges, as well as the communities of interest, geography and character that make up the broader community. The vision for change must honor and reflect these different perspectives to be sustainable.

For the community to thrive, leaders welcome and support everyone giving their best. Community leadership is not only a quality of an individual working for the good of the community; it is also the capacity that a group develops as they work together. Collective leadership is developed when a group moves to the level of authentic relationship that allows the collective spirit to be felt and expressed in how the group co-constructs their work.

The Framework is an operational tool that translates the Theory of Change into strategies and practices, guides communities to develop learning plans, and helps them negotiate entrenched community issues toward a sustainable plan for change and improvement. The Framework merges the best thinking from IEL's "Together We Can"³ model for action and CEL's values-based approach to leadership.

Together We Can (TWC) reflects a strong belief that collaborative strategies are the key to systems change. It promotes a revision of the ways people and institutions think, behave, and use their resources to affect fundamentally the types, quality, and degree of service delivery to children and families. TWC is a five-stage process for change, encompassing 1) Getting Together, 2) Building Trust, 3) Developing a Strategic Plan, 4) Taking Action and 5) Going to Scale. Each stage embraces a set of milestones that let the collaborative know it is making progress. The process is more of a spiral than a straight line, looping back on itself to gain strength as the collaborative moves forward.

The Center for Ethical Leadership's curriculum is grounded in the 4-V Model of Ethical Leadership⁴ and Gracious Space.⁵ The 4-V Model merges the fields of leadership development and moral development, and helps leaders focus their ethical leadership around four elements: values, vision for a preferred future, voice to animate change, and virtue, a word synonymous with the common good. Gracious Space is a foundational philosophy and tool for changing conversations, relationships and cultures developed by the Center. The definition of gracious space is "a spirit and a setting where leaders invite the 'stranger,' and learn in public." Both tools are remarkably adaptive and capable of transforming the human heart.

"CEL's theory was real clear about spirit and we wanted that to be explicit," Betty Hale said about the creation of the Framework. "The Institute's theory is stronger in data analysis and action. In Myers-Briggs⁶ typology, IEL had more of the "thinking" approach – worrying about the system and big picture – while CEL brought more of the "feeling" approach – concerned first about the impact on people. We merged these two approaches into the Framework and ended up in a stronger place with a better document."

The main construct of the Framework is a deceptively simple, four-stage change implementation process: 1) Build Trust, 2) Co-Construct Purpose and Strategic Plan, 3) Act Together, and 4) Deepen, Sustain, and Make the Work a Way of Life. These stages are approaches to systemic change that have been used in communities for years. However, the Framework offers key nuances around these four elements that posed both difficulties and extraordinary breakthroughs for the KLCC communities. For example, some fellows learned that a simple term such as "build trust" could take many months of diligent and creative effort. Others learned that focusing on the whole community, celebration and project sustainability were vital for their work to thrive in the future. Most learned that skipping stages ultimately led to a watered-down change effort.

NEW MEXICO and MINNESOTA Demonstrate the Importance of Frame- work Stage I: Build Trust

In Eastern Cibola County, New Mexico, many members of the KLCC group knew each other and decided to forego some of the work around building trust in order to hit the ground running. Some in that community believe the group paid a price for putting action over relationships.

“In hindsight, I suspect it would have made a difference,” said Phil Sittnick, coach for the program hosted by the New Mexico Community Foundation and Pueblo of Lagune Department of Education. “We didn’t know each other as much as we thought. Group members dropped out because they didn’t feel enough connection to the people, the issues or the project. If there was anything we gained from the Framework, it was how important it is to build trust.”

In Minneapolis, the local leadership team had several setbacks early in the process which resulted in a recruitment process that was hastier than planned and left insufficient time to develop trust between fellows and the host agency.

When a few fellows expressed distrust of the host agency, the goal of creating a fellowship of the whole was put aside and the cultural subcommunities started meeting separately. This approach was consistent with a perspective that does not seek to intervene, but to support until what is needed emerges. This approach led to the creation of associate coaches, who played a positive role in the overall process, and the cultural groups built collective identity and understanding across the different perspectives within their immediate cultural group.

This initial success around trusting relationships prepared them to better share their cultural perspectives with the Minneapolis public schools. Ultimately, the fellows did not build collective leadership across cultural groups.

Built into the Framework are the four elements in the community change process. It might be helpful to think of these elements as forces at play: 1) Community as Context: the power of place, culture and history, also known as “community;” 2) Crossing Boundaries: the power of collective leadership, also called “group;” 3) Giving One’s Best: the power of developing one’s own gifts, referred to as “individual;” and 4) Making it Happen: the power of change, also called the “community initiative.” Each KLCC community valued and expressed these elements differently depending on their culture and their urgency to get to action. For example, some fellows realized that using the community as context was a powerful transformative process, while others learned that crossing boundaries into collective leadership was some of the most difficult and rewarding work they had done as leaders.

It is in the intersection of the four stages with the four elements that the power and complexity of the Framework are revealed. The Framework is laid out as a grid: four stages across the top, intersecting with four elements down the left side. Each intersection contains a series of questions designed to help the coach, host agency and fellows fully explore that part of the change process (See summary Framework for detail).

A series of questions helped communities get started, discern their shared goals and plan their projects. Several communities requested specific tools to integrate some of the questions into their group’s learning process, so the Coordinating Organization supplied curricula and activities for those areas, such as values clarification and team formation exercises, group norms and data gathering and analysis tools.

Although written as a two-dimensional, linear document, the Framework represents a spiraling, evolutionary process. For example, groups need to build trust at the beginning, but revisit that stage as challenges emerge or new members join. Likewise, the group must integrate sustainability from the beginning. Repetition is built into the Framework questions to reflect this evolutionary temperament of the change process. What follows is a brief description of each stage.

MONTANA

Demonstrates the Importance of Framework Stage 1: Build Trust

In contrast with Minnesota and New Mexico, the group in Montana met once a week for twelve weeks until they felt they had the trust to start their projects. “The big thing for us was the need to build a group before we started a bunch of activities,” said coach Harry Goldman. “We knew there was going to be tension – that’s what the group was there to deal with. But what we didn’t know was that part of the doing was to get to know and trust each other and build Gracious Space. After six months it became clear that the strategy of getting to know each other really paid off when it came time to act.”

Of all the sites, Montana spent the most time and energy developing the group.

It took time and patience, but through those discussions, people developed solid relationships and were able to change the historic tensions in the community, especially those around Indian and non-Indian issues.

WISCONSIN

Demonstrates the Importance of Framework Stage 2: Shared Vision

Many people move to Northern Wisconsin for the natural beauty and solitude. They are strongly independent and spread throughout a large geographic area, so the concept of collaboration was somewhat counter cultural. Any collective identity that does occur forms around small villages and the schools – specifically the athletic teams. Small towns see each other primarily as competitors.

The KLCC fellows in Wisconsin came from five small villages, and usually worked in five-person teams within their town. In addition, they met as a complete cohort once a month. As the group traveled to national gatherings, other sites regarded them as one collective fellowship. The more they talked and worked together to elevate the role of community members in working with schools, the more they were able to form a shared group identity.

Continues on next page

Stage One: Build Trust

The first stage of the Framework asks members to get to know each other at deeper levels than usual, focusing on the culture, history, strengths, challenges and wisdom of group members. They are encouraged to learn about the gifts, resources and capacities of all members, and how to work and learn together while honoring differences. They are also asked to have the courage to tell their own story, how their passions align with the group’s work and their goals for developing leadership capacity. Members are asked to go into the community to learn about concerns and values related to the community initiative, in the case of KLCC I, teaching and learning.

Studies supported the CO’s experience that trust is a critical ingredient to community change. In [Trust In Schools: A Core Resource for Improvement](#)⁷, the University of Chicago researchers examined the role of social relationships in schools and their impact on student achievement. They found that “a broad base of trust across a school community lubricates much of a school’s day-to-day functioning and is a critical resource as local leaders embark on ambitious improvement plans.” Authors Bryk and Schneider contend that schools with a high degree of “relational trust” are far more likely to make changes that help raise student achievement than those where relations are poor.

The authors built on a body of literature about social trust, including the work of Robert Putnam (Harvard) and Francis Fukuyama (Johns Hopkins) on the foundations of effective democratic institutions and economies. However, Bryk and Schneider took the bold step of seeking empirical evidence that links trust and academic achievement. In doing so, they drew on ten years of work in Chicago schools during a period of sweeping reform, using quantitative and qualitative research, longitudinal case studies of elementary schools, and in-school observation and interviews. For the purpose of their study, they suggested four vital signs for identifying and assessing trust in schools: respect, competence, personal regard and integrity. They concluded that trust is the “connective tissue” that holds improving schools together.

WISCONSIN Continued...

The KLCC experience is changing the mindset from competitive villages to shared community. Now fellows visiting another town think first about the relationship they have with other fellows and their vision for improving education, not the high school rivalry that once kept them apart.

NEW YORK Demonstrates the importance of Framework Stage 3: Act Together

For many years the city of Buffalo had received a federal grant for after-school programs. But when the grant shifted to state control, only one in 19 grants submitted from Buffalo was awarded. Faced with a bankrupt school district, the KLCC Fellows decided to investigate.

They learned that Buffalo was denied funding because of the city's inability to work together. There was no collaboration between the school district and community organizations, nor was there agreement about the proposed curriculum. The Fellows stepped in and leveraged their relationships with school board members, teachers' unions, community organizations, the Mayor's office, and state legislators to collaborate on several new proposals.

"The Fellows got people in the same room and figured out what was wrong with the proposal," coach Ceylane Myers said. "They used Gracious Space to deal with the major trust issues between the groups and helped them work together. Some of the groups didn't want to collaborate because they felt they were competing for the same funding."

Ceylane and the Fellows negotiated an agreement between the groups for funding and academic content, and submitted several new proposals. In January of 2004, Buffalo was awarded over \$1.5 million in 21st Century Community Learning Center funding.

Stage Two: Co-Construct Purpose and Strategic Plan (Shared Vision)

The second stage of the Framework helps participants understand the diverse ways members define community and co-construct a new, shared understanding about community. It encourages members to develop a shared purpose for their work together that can hold their individual visions, current knowledge, and data from other sources. This shared purpose can keep the members connected during the tough times. This stage also asks members to claim personal visions for the issue at hand, and how their gifts and capacities will be developed and contributed throughout the project. The members are asked to analyze data, consider best practices and select a community initiative and action plan that will address their chosen issue.

The process and value of developing shared purpose and learning together, again, were values IEL and CEL already held. Significant research by Peter Senge in *The Fifth Discipline*⁸ supported the importance of this stage. Senge writes, "The fundamental characteristic of the relatively unaligned team is wasted energy. Individuals may work extraordinarily hard, but their efforts do not efficiently translate to team effort. By contrast, when a team becomes more aligned, a commonality of direction emerges, and individuals' energies harmonize. A resonance or synergy develops, like the 'coherent' light of a laser rather than the incoherent and scattered light of a light bulb. There is commonality of purpose, a shared vision, and understanding of how to complement one another's efforts. Individuals do not sacrifice their personal interests to the larger team vision; rather, the shared vision becomes an extension of their personal visions."

Stage Three: Act Together

Stage Three of the Framework helps participants build allies in the community who will become an ongoing part of the learning community, and act in concert with the members' shared purpose and vision. Members are called to notice how their capacity to work together is strengthened, how they practice "collective leadership," and how they hold each other ac-

TEXAS

Demonstrates the Importance
of Framework Stage 4:
Deepen and Sustain the Work

Nearly all community change efforts suffer from burnout. The key to avoiding this and to sustaining the relationships and work is to be willing to start over and build relationships every time a new person joins the group.

“Our KLCC fellowship was very fluid,” said Francisco Guajardo, coach for the KLCC project hosted by the Llano Grande Research and Development Center. “At the beginning we had 30 fellows, and at the end we had 30 fellows, but they are not all the same people. Many of those were youth whose lives were in flux. They dropped in, they dropped out, they dropped back in later.

The monthly meetings in Texas were informed by that transition and fluidity. They shared a meal and spent a good two hours on social time. Then, once new people were up to speed and feeling welcome and the regular participants felt reconnected, they got into the agenda. This commitment helped them to deepen and sustain the work even with a fluid membership and changing emphasis on projects.

“This was all from the Framework,” Francisco said. “We found that you can move from building trust to social change very effectively this way.”

countable. Members are asked to make a deep commitment to stay engaged in the initiative and to continue learning. Members are asked to help implement the initiative, cooperate with partners, assess whether the objectives are being met, and adapt the action plan as needed. The fellowship’s experience of deep relationship is extended to others in the community.

Stage Four: Deepen, Sustain and Make the Work a Way of Life

Stage Four helps participants to reflect on the lessons learned from the group experience and to develop resources to embed the work into the fabric of the community. The group is asked to be intentional about creating a process or structure that will support its continuing work, while inviting and nurturing new members into the initiative. Members are asked to identify how they will personally be involved in sustaining the work, while continuing to develop leadership capacity and share lessons with new leaders. Finally, members are asked to work with community partners, funders and others to sustain the work toward the shared vision.

Following the Framework moves the initiative from being one more project to being a sustained initiative embraced by the larger community; it leads to a level of stewardship that becomes a way of life for those involved.

How KLCC Communities Used the Framework

A draft Framework was unveiled to the six groups from New York, Wisconsin, Minnesota, Texas, New Mexico and Montana early in the program cycle. These communities shared the goal of improving teaching and learning, but differed vastly in terms of their specific educational challenges and individual membership.

For example, Montana faced high dropout rates of Flathead Indian youth from the public schools; the Buffalo school district was bankrupt, laying off 850 teachers and closing six schools in four years; youth and adults in Edcouch, Texas and Eastern Cibola County, New Mexico sought to

infuse their curriculum with meaningful cultural traditions and Native knowledge. Minneapolis hoped to bring cultural knowledge and wisdom from specific groups into policies of the public school district, and in northwestern Wisconsin, the team wanted to address the issue of lifelong education for its geographically separated residents.

Each community selected a very diverse group of fellows. Some had worked in the education field, but most had never worked together. Many had high distrust for the school system. For some, the stakes had never been higher. They found guidance in the Framework to help shape their 18-month community change program.

For Harry Goldman, coach of the KLCC program on the Flathead Indian Reservation, the Framework offered a lifeline while he helped the group sort a flurry of chaotic ideas and individual passions. “The Framework was an insurance policy,” he said. “It gave us something to hold on to, some idea of what the expectations were, and what we should look like in the end. It really helped us get started.”

Communities primarily used the Framework to build trust and meaningful relationships, focus on community rather than individual leadership and emphasize celebration as a key component to team learning and cohesion. Following are examples of how the Framework was used in specific communities around these areas.

Build Trust and Meaningful Relationships

“When you begin a new body of work, there is a strong impulse to initiate projects at the first meeting,” said Francisco Guajardo, coach for the KLCC project hosted by the Llano Grande Research and Development Center in south Texas. “The Framework reminded us that before we could cross any meaningful boundaries and do meaningful work, we had to know our stories, know our own experiences, and assess who is here and why.”

Harry Goldman commented that his group expected tension, but didn’t realize that so much of their “work” would involve trust building to work through that tension. “We spent a lot of time getting to know and trust each other and building gracious space,” he said. “But after six months it became clear that that strategy really paid off when it came time to act.”

““Before we can cross any meaningful boundaries and do meaningful work, we have to know our stories, know our own experiences and what we bring, and assess who is here and why.””

- Francisco Guajardo

Some of the coaches wish they had done even more with the first stage of building trust. “We didn’t do the ‘get-together and build trust’ part because most people were not strangers to each other, but in hindsight, I suspect it would have made a difference,” said Phil Sittnick, coach for the program hosted by the New Mexico Community Foundation and Pueblo of Laguna Department of Education. “We didn’t know each other as much as we thought. Group members

dropped out because they didn't feel enough connection to the people, the issues or the project. If there was anything we gained from the Framework, it was how important it is to build trust. Every community effort needs to pay attention to that, even if people already know each other.”

Put Community First

When the Framework was first introduced, it presented three (rather than four) core elements, starting with individual, then the group, followed by the community with the initiative embedded within the community category. This approach to leadership development – starting from the inside and working outward – is standard practice in leadership development. The communities' leadership teams, however, rejected this approach as too limiting of the power of community and not bold enough for a cutting-edge Kellogg leadership program.

“People told us it was not provocative enough to reflect a new program that was embedded in community,” recalled Karma Ruder, project liaison from CEL and coauthor of the Framework, along with Marty Blank from IEL. “They wanted juicy language that expressed the power of place, their culture and history, and the power of shared leadership.”

Based on this feedback, the Coordinating Organization reversed the order of the elements and put community first. For many groups with Native roots and traditions, this approach reflected their natural tendency to focus on the community and share the leadership, and seek individual advancement last, or in some cases, not at all.

This shift made a significant impact for the Montana site. “The former model, with individual first, would have suggested that each person do a separate project based on their idea of how to approach the problem,” Harry said. “The new model, with community first, encouraged the group to see the links between their passions and use their combined energy to impact the whole community for the long term. This is what happens when you put community first.”

Remember to Celebrate

The communities also relied on the Framework to remind them to celebrate their progress. Questions at each stage of the four-part process advised fellows to enjoy their work and have fun together.

Having fun together as a precursor for meaningful action is a staple of many successful leadership development programs, but something leadership educators may have trouble justifying when faced with limited resources. According to the authors of *Even More Games Trainers Play*⁹, active learning has become much more than a buzzword in this century, it is a fundamental foundation for human development. “Training ‘games’ – proven methods of catching trainee interest, making critical points powerfully meaningful, and engaging the minds of audiences – have rapidly become essential elements of a wide variety of training and presentational situations,” write Scannell and Newstrom.

The Texas group used digital storytelling to capture the live, emotional aspects of community building that could not be replicated in a written report. The New Mexico group traveled to Hawaii to visit schools known for integrating the Hawaiian language and culture into the school, and it proved to be a great bonding experience, with fun mixed in with the work. Even the members of the Coordinating Organization took time to have fun together, believing it would make their work stronger, easier, and help them become a learning organization in the model of Senge's work. "We went through the four stages ourselves," said Kwesi Rollins, Project Lead from IEL along with Dale Nienow, Project lead from CEL. "We built trust and we were driven by individual relationships. We tried to model the Framework that we were asking others to pay attention to."

The six diverse communities each found something of value to take away from the Framework, and many continue to refer to it for effective methods for community change and leadership development.

Lessons Learned and Confirmed by the CO

As the six communities progressed through the 18-month session, the staff at the Coordinating Organization gathered lessons learned in the field. Watching change processes in six very diverse communities yielded new knowledge and confirmed many things they already knew about the field of community leadership and social change. What follows is a description of five of the key lessons learned.

“If there was anything we gained from the Framework, it was how important it is to build trust. Every community effort needs to pay attention to that, even if people already know each other.”

- Phil Sittnick

1) A Framework helps to guide change efforts.

Primary among the lessons learned is the usefulness and power of the Framework itself. Rather than developing a scripted, tightly focused curriculum that would attempt to serve the needs of over one hundred community leaders at different stages of the change process and in different locations with varying backgrounds, goals and cultures, the Coordinating Organization crafted a road map to the change process that could be entered at various places.

The resulting Framework is a valuable tool that can help any group move through the change process. It is highly tailorable and offers information in manageable pieces, thereby enabling users to focus on their precise stage of community development. The questions provide indicators for progress at different stages of development.

Perhaps the best test of the integrity of the Framework and the Theory of Change came from the fellows, who, without encouragement from a prescribed evaluation tool, named the key elements of the Framework as essential to their work.

Says Maenette Benham, Lead Evaluator for the National Evaluation of KLCC, "We did not use the Theory of Change to drive our evaluation design for KLCC I. This was done purposefully, partially because the TOC was still

evolving, but also, as evaluators, we wanted to allow the design to be emergent. We wanted the data and the sites to drive what emerged. Since the Framework concepts emerged in the evaluation, it strengthens the thinking that the Framework directly connects to the work.”

2) Leadership and change develop in stages. A second confirmation was about the stages of development, both for community change processes and leadership formation. Also confirmed was the importance of the early stages of building trust and developing a shared vision. Experience with the Framework suggests that groups that omit the work of building trust and developing shared understanding will limit their possibilities in the action stage. They run the risk of not being as effective as they could be, and not able to sustain gains made over time. There are many factors that go into sustainability, but the use (or lack thereof) of the Framework by KLCC communities in these two critical stages demonstrates that this is one of the most important ones.

3) Context and Culture Matter. The cultural environment of a community is framed by multiple, often competing, contexts. This can complicate the process of coming to common ground, identifying common goals and defining a shared vision. The KLCC program demonstrated the importance of epistemology of place – “the content of both the implicit and explicit knowledge of the community’s history, geography, lineage and the struggles that have defined how the community addresses issues of politics, economics and demographics. This knowledge is most completely defined by the diverse cultural epistemologies that make up any community, including race/ethnicity, migration history and socioeconomic status. This knowledge is dynamic because it has the capacity to evolve over time with the inclusion of new relationships and understandings.”¹⁰

4) The power of collective leadership. Building directly off the previous point is the appreciation for the power of collective leadership.

Volumes of books and numerous great thinkers have offered insightful definitions that deal primarily with the qualities of individual leadership. In essence, these definitions state that “the leader is the one who succeeds in getting others to follow him (or her),” says Cowley in the *Journal of Abnormal and Social Psychology*.¹¹ Although such a definition is valuable, it is too narrow a conceptualization for the kind of leadership that the Kellogg Foundation believes is necessary in the 21st century. There is also broad scholarship on group leadership, including a suggestion by Warren Bennis¹² that “our world has been the product of ‘Great Groups,’ teams of creative persons who banded together to achieve remarkable successes that would not have been possible through a hierarchical approach.”

Both of these approaches helped the CO and Kellogg in arriving at the working definition of community-based, collective leadership as it relates to the KLCC initiative:

Community-based, collective leadership begins with a shared dream that is at the heart of a group of skilled and passionate individuals. But the fellowship as a whole is the leader just as members within the fellowship can be leaders within the group. Therefore, the process of defining vision and setting direction, and exercising influence over other people and organizations, becomes a leadership function that is shared by the group and individuals within the group. In sum, leadership for community change is grounded on the concept of a commitment to social advocacy and social justice.

“The mainstream western culture has not done a great job at acknowledging and working with the notion of coming to something as a collective rather than as individuals,” CEL’s Karma Ruder said. “It is simply called a ‘nontraditional’ approach, when it is actually very traditional, in the sense that it stems from centuries-old practices used by Native cultures. So even though these concepts have been around for many years, many fellows from mainstream cultures heard it in a new way, or experienced it as a positive for the first time, with tremendous results for their community.”

Bill Grace believes the shift from individual to collective leadership is a developmental stage occurring across nation. “We’ve reached a point where we don’t need savior leaders anymore,” he said. “Many movements flounder when leadership is housed in one person and he or she leaves. The spirit of the times asks for leadership that rotates, with experts moving between leadership and learning.

Collective, community leadership is coming of age because we are a more educated citizenry. People want to be shapers of their own future, and are less content to leave it for someone else to do.”

5) The breakthrough power of collaboration. The Coordinating Organization, Kellogg staff, host agencies, coaches, fellows and community partners were deeply influenced by the collaborative nature of the KLCC program at all levels.

Modeling collaboration from the very beginning with a commitment to share everything one hundred percent, IEL and CEL formed a close working relationship and had significant impact on each other. IEL is more explicit about the concept of Gracious Space, one of the key teachings of the Center for Ethical Leadership.

At CEL, the staff is exploring ways to incorporate IEL’s rigorous approach to language and action-oriented models. Coaches at the six sites found that sharing their challenges and strategies with each other helped them in their guiding role. “The peer group of coaches and host agencies became a mirror for me and I was able to see what I was doing right, and where I was getting stuck,” said Ceylane Meyers of the Buffalo program. “I was surprised at how many similarities we had across sites, whether rural or urban, and we could troubleshoot for each other and give support. We became a true national learning community.”

At the community level, many sites believe that their emphasis on sincere collaboration will have long-lasting impact on how local issues are resolved. At the Flathead Reservation, for example, everything has changed. “The school district shifted from being pressured by the Office of Civil Rights to pay attention to the needs of Indian students, to owning the importance of this themselves,” said Harry Goldman. “They are reaching out and learning about the needs

““The peer group of coaches and host agencies became a mirror for me and I was able to see what I was doing right, and where I was getting stuck. I was surprised at how many similarities we had across sites, whether rural or urban, and we could troubleshoot for each other and give support. We became a true national learning community.””

- Ceylane Meyers

of the Indian community. They came to a three-day conference the Fellows put on and voted to keep the committee going. And we got a three-year, \$480,000 grant from the Department of Education to work on our adult-student mentoring program. The rough edges have been worn off around here. People understand that even though they don't agree on some things they can still pool their resources and energy to make things better. That's a big, big change."

The effects of collaboration between the sites and from sites to other partners continues to ripple even after the end of the program cycle. The Buffalo citizen action program is being replicated across New York and several other cities and states have expressed interest in the process. The youth in Texas who excel at digital storytelling have been invited by several sites to teach the technology. Within six months after the program ended, each community had successfully raised enough local money to receive a matching grant from Kellogg to continue their work. All of this success points to the power of collaboration and partnerships.

"The Framework enabled us to ask a series of questions rather than giving communities an answer, and that greatly reflected our philosophy," said Dale Nienow, Project Lead for CEL. "We found words and models to reflect the values of community assets, appreciative inquiry and shared visioning. The Framework was less of a curriculum than a way of looking at life that embodied collaboration and learning together."

Conclusion: Implications for Community Leadership Development

The five lessons learned from the KLCC program and the use of the Framework point to many implications for the fields of leadership development, community development and social change. In conclusion, we wish to call out four additional arenas where the KLCC work can influence these fields.

Applicability to diverse community groups. The Framework was used by some of the most diverse communities in the country, representing racial, ethnic, cultural, historical, geographical, economic, age, gender and perspective differences. Many community leadership development tools have experienced difficulty crossing boundaries into communities with such diverse participants. The authors of the Framework believe there is an essential integrity to the Framework, based in stories, trust and authentic relationships, that promotes crossing boundaries in an effective and lasting way.

Terminology of indicators. The Framework demonstrates that the change process is a reasonably predictable journey and offers language and tangible milestones for what participants can expect in a change process, what is important and how to know when they have arrived. The tool also helps to ensure real results with benchmarking, and gives people a gracious space in which to consider new information, identify problems and co-create solutions.

Both/and approach to community leadership development. KLCC combined the talents of those in positions of leadership with those who are often left out of leadership programs even though they bring great wisdom and knowledge of their place. This approach combines the best of both – positional and emergent leaders learning from each other

in order to advance their shared commitment to a community they love. However, having those with these differences stand together can result in a place of tension. This requires creative attention to find ways to heal the past and open up space for all to participate.

Revisions to the Framework. Feedback from the six communities prompted the authors to make improvements in three main areas: 1) to make the Framework more accessible through formats that better capture the geometric, fractal-like quality of the process; 2) to place more emphasis on the role of the host agency with respect to promoting collaboration and providing for sustainability; and 3) to provide more data analysis, curriculum and activities within each intersection of stage and element to help communities navigate the complexity of the change process.

The design team for KLCC II is incorporating lessons learned around collaboration, collective leadership, community and leadership development and evaluation design into the next program. This will be an excellent opportunity to check assumptions about change, collective leadership, and how they are linked. The team will be able to see how these assumptions benefit each site and program members, especially vulnerable youth, since KLCC II is about building and valuing youth and adult partnerships to advance just communities. The team will continue to adapt and sharpen the Framework and Theory of Change and share lessons learned with peers and colleagues.

End Notes:

- ¹ Center for Ethical Leadership and Institute for Educational Leadership (2002). Kellogg Leadership for Community Change Framework.
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 - ¹² Bennis, W. (2000). Managing the Dream. Cambridge, MA: Perseus Publishing.
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About Kellogg Leadership for Community Change:

Kellogg Leadership for Community Change (KLCC) was launched by the Kellogg Foundation in 2002 to promote and nurture collective and culturally appropriate leadership in communities across the country. Crossing Boundaries, Changing Communities is a core philosophy of KLCC, urging the inclusion of non-traditional leaders from diverse backgrounds in the collective decision-making processes of their communities. The inaugural session of KLCC mobilized participants around the theme: *Strengthening Public Will and Action Towards Quality Teaching and Learning*. Under the direction of six local agencies, roughly 25 fellows from each site (more than 100 in total) participated in this trailblazing session. *For more information on KLCC:*

Email: info@klccleadership.org • Web site: www.klccleadership.org

About the Center for Ethical Leadership:

The Center for Ethical Leadership is a non-profit leadership development and training organization. We help people identify their core values, apply those values to important decisions and live their values at home, at work, and in the community. Our model is used in schools, businesses and nonprofit organizations, and by community leadership development organizations. Our goal is to help promote an inner life of integrity, which shapes individual behavior and enables people to work together for the common good.

About the Institute for Educational Leadership:

For more than forty years, the Institute for Educational Leadership (IEL) has worked to achieve better results for children and youth. At the heart of our effectiveness is our unique ability to bring people together to identify and resolve issues across policy, program and sector boundaries. As a natural outgrowth of our work, we have created and continue to nurture diverse networks across the country. Today, IEL is working to help individuals and institutions increase their capacity to work *together*. We are building and supporting a cadre of diverse leaders, strengthening the capacity of education and related systems, and informing the development and implementation of policies. Our efforts are focused through three programs of work: *Developing and Supporting Leaders; Strengthening School-Family-Community Connections; and Connecting and Improving Systems that Serve Children and Youth*.

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