

## APPENDICES

### Multiple Ways of Exercising Leadership: Increasing the Participation of People of Color in the Leadership of the Nonprofit Sector

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## APPENDIX A

### Leadership Learning Community Research Project on Increasing the Participation of People of Color in the Leadership of the Nonprofit Sector

#### Summary of Literature Review

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#### Research

In phase one, the literature collected was the result of direct inquiries for reports and scans on the topic from 30 foundations and a search of the Web sites of the foundations and management centers participating in the project. The 10 resulting reports analyzed for that phase of the work also served to inform phase two. An additional 27 books and documents were considered in this literature review. These reports, articles, notes and Web resources were a combination of online research and submissions by project participants. The initial literature scan for phase two of this work served to further support the findings of phase one of the project in that:

1. Most of the obstacles discussed were related to
  - Institutionalized racism
  - Inequities in access
  - Economics
  - Internalized Oppression
  - Resistance to Change
  - Gate-keeping
  - Prevalence of a dominant leadership model that is exclusive for most people of color
2. And most of the strategies in place took the form of some sort of
  - Mentoring
  - Network building
  - Knowledge development
  - Skill development
  - Financial resources
  - Cultural competence development

In this repetition the need for strategies that more directly affect the obstacles also emerged, in addition, the need to raise the visibility, support, and acceptance of multiple styles of leadership was also reinforced. Therefore, we approached the scan, and the project as a whole, with three objectives in mind.

1. Exploring the assumption that there is a dominant culture model of leadership or set of characteristics defined as leader-like that can limit the recognition, support, and acceptance of people of color as leaders
2. Identifying solutions in the form of strategies and/or models that are working
3. Raising the visibility and understanding of ways of leading that differ from “normative” models.

### **Current Models Addressing the Goal**

The report, *Leadership for Policy Change: Strengthening Communities of Color through Leadership Development*, reports that not only should the diversification of leadership be focused on, but appointing leaders “grounded” in their communities as well (Marsh, Daniel & Putnam, 2003). Along with changing the look of nonprofit leadership, attitudes must also change. People of color who identify with the communities they work in play a huge role in affecting the next generation of leaders.

While the presence of people of color in leadership positions does not guarantee progressive social action, their absence strongly decreases the probability that the full diversity of considerations will be reviewed... (Marsh et al., 2003)

In order to increase the population of people of color in nonprofit leadership positions, the report suggests the formation of programs directly committed to this goal. These programs would include:

- Programs to intentionally recruit people of color
- Programs to incorporate individual leadership training
- Programs to provide mentoring and support networks of relationships

The report predicts that these types of programs would help overcome barriers towards upward mobility in leadership. Institutional racism, lack of training and lack of opportunities are among these barriers. (Marsh et al., 2003)

### **Previous Studies**

#### *Reflecting an American Vista: the Character and Impact of Latino Leadership*

Although many studies on how to increase diversity in the nonprofit sector have not been done, some studies explore the different ideas of leadership in communities of color.

*Reflecting an American Vista: the Character and Impact of Latino Leadership* explores leadership qualities important to the Latino Community. The study found the qualities Latinos looked for in leaders differed from those of conventional leadership models.

Qualities such as being caring, honest, helpful to the community and possessing strong moral values are listed as most important to the Latino community. Characteristics such as being goal-oriented, dedicated, and hard-working are at the bottom of the list. The characteristics of conventional leadership models are not important to this group. This study gives insight to a different way of thinking about leadership, along with tools that can be used to teach people how to be sustainable and successful leaders. Also interesting to note is that popular entertainer Ricky Martin was rated closely with John F. Kennedy with regard to their roles as leaders. Also Latino community members frequently cited parents, grandparents and other family members as leaders before political figures or elected officials.

### *Bridging the Leadership Gap: Solutions for Community Development Corporations*

The report, *Bridging the Leadership Gap: Solutions for Community Development Corporations*, restates the fact that executive director positions will be opening up in nonprofits in the next five to seven years. It also states that “post 1980s executive directors were more likely from fields such as law, banking and the foundation world” (Rodriguez, 2004). Although these directors were good in the leadership field, they identified little with the communities they served. The report recognizes the growing immigrant population as possible replacements for the openings of executive director positions. Also, the report cites the possibility of “sector switchers” (Rodriguez, 2004). Sector Switchers are described as people who are retiring from the corporate world and want to give back to communities by joining nonprofits.

The report explains the obstacles to diversifying the opening executive director positions as well as some possible solutions. The obstacles cited include:

- Few promotions from within
- Not enough professional development and training for internal candidates
- The reality of the glass ceiling
- A lack of well-known strategies for moving community residents into leadership positions.

Possible solutions for these and other obstacles included:

- Implementing a plan that will prepare other staff members for director positions.
- Providing on the job training
- Ending the isolation of people of color
- Creating academic partnerships with universities and colleges

### **Corporate Insight**

High leadership positions have also been researched in the corporate world in regards to the inclusion or exclusion of people of color. Although the corporate and nonprofit worlds differ greatly, some insight may be useful. In the article, *What's Different about Being a*

*Black Leader?* the daily lives of black managers are examined. The article discusses an outsider feeling that some black managers report feeling. Another point raised by the managers is the lack of acknowledgement of different experiences, “[i]nstead of leveling the playing field, this assumption of similarity serves to marginalize blacks by making it more difficult to acknowledge and discuss areas of difference” (Center for Creative Leadership, Inc. 2005). The author points out the importance of understanding the differences people have, while also working together. This reinforces the need to “raise” awareness, visibility and acceptance of different styles of leadership.

### **Youth Insight**

Young people express their ideas as to why diversity in leadership is so important in *Supporting the Next Generation of Intercultural Leaders: a Dialogue with Young Leaders*, by Taj James. These reasons include:

- Addressing the silencing and dehumanization of communities (of color)
- Representing real experiences of oppressed peoples
- Building self-esteem for marginalized communities
- Bringing attention to class differences

The article reports that building a sense of leadership in young people prepares the next generation of leaders. Emphasizing the importance of a diverse workplace will stay with these young people and possibly be implemented when they begin working.

What the article referred to as “valleys,” represented the obstacles of organizations working together for “intercultural alliances and partnerships” (James, 2001). The group cited possible obstacles on the way to successful intercultural leadership as:

- Competition for resources as a barrier to relationship building
- Failure to “pass the baton” (James, 2001) and develop new leadership in organizations
- Foundation funding can disrupt organic community building
- Reaching out beyond your “own” community can open you to criticism for “within” your community
- Older leaders sometimes fail to recognize the importance of supporting the innovative work of younger leaders

Youth is often silenced and their words and thoughts are not taken seriously. The points brought up by the youth in this report mirrored those brought up by adults in reports on similar subject. Mentoring and supporting these ideas is a way to promote different leadership models that may be implemented in the future.

### **Opposing View**

While many of the current leadership styles exercised by people of color believe reflect a broad and inclusive definition of leadership different from that of dominant culture, one

organization believes differently. The African American Leadership Association reports their idea of “Heroes of Century 21” as follows. Instead of “poets, novelists, musicians, and civil rights leaders”, the association wants leaders who are “stock brokers, bankers, lawyers and honest politicians” (The African American Leadership Association). This desire for a more corporate form of leadership differs greatly from many leadership models for people of color. This statement represents what a number of project participants have stated—that there are many people of color (and people from different socioeconomic strata) who engage a style of leadership that is exclusive and reflects what we’ve termed the dominant culture. Thus further raising the importance of highlighting different models leadership, problematizing the tendency to racialize (or apply a strictly class-based analysis) to the issue, and simultaneously calling for strategies address both the symptoms of the proliferation of a dominant model of leadership (strategies such as mentoring, skill-building, and network development for people of color) and the antecedents or root causes (strategies such as individual and organizational development for staff, boards, and funders) around issues of diversity and multiple styles of leadership for multiple ends and contexts).

### **Obstacles (obtaining positions and sustaining positions)**

The Fannie Lou Hamer Roundtable is facilitated by BWOPA, Black Women Organizing for Political Action. This meeting aims to support black women already in higher management positions. It allows the women to have a comfortable place to speak about their jobs and support one another. Whereas people pursuing higher-level positions have mentors to learn and get support from, this meeting creates the same opportunity for women who have already achieved these positions. Often high-level positions come with the assumption that no more learning and support is needed and the Fannie Lou Hamer Roundtable provides this missing link.

Types of leadership not recognized by conventional leadership models may restrict people from being recognized as successful leaders. “A Re-Articulation of Black Female Community Leadership: Processes, networks and a Culture of Resistance”, by Beverly Lundy Allen, Ph.D., suggests that the conventional role of a leader is often associated with “dominance and power”. This “dominance and power” is the main reason conventional leadership characteristics are not accepted by black female community workers and the non-acceptance “...may be a reaction to an individualistic approach and perhaps explains why it is often shunned...” (Allen 2005). Allen concludes by saying that people need to know various histories and different cultures in order to understand peoples’ social and political realities (Allen 2005). In other words, understanding how to be a leader and whether a leadership role is even acceptable in a situation depends, according to Allen, on the context of a situation. Cultural differences can both help and hinder a person’s ability to assess a situation’s need for leadership.

## **Alternative strategies**

### *Collaborative Research*

While conventional styles of leadership often reward individual progress and achievement, “collaborative leadership” works with communities to establish needed changes. In the article, “Never Say ‘Help: Leadership that Instills the Values of Personal and Community Responsibility,” collaborative leadership is explained in comparison to conventional leadership models:

Hierarchical [or conventional] leadership may be able to make decisions faster, but we believe collaborative leadership, in many cases, is more effective over the long run—resulting in deeper, more lasting change, rooted in democracy. (Louv 2004)

In collaborative leadership, leaders are directly involved with the communities they are working with. This form of leadership does not aim to help communities, but rather to assist communities in helping themselves (Louv 2004). Juan Rosario, leader of Misión Industrial de Puerto Rico, Inc, states, “[w]e don’t help communities; that word suggests a relationship that reduces people’s responsibility” (Louv 2004). People involved in collaborative leadership claim that it is more sustainable than conventional leadership. This is partly due to the fact that communities are encouraged to be an active part in bettering their own situations.

### *The Laotian Organizing Project (L.O.P)*

What one organization fights for is most likely for the interest of many people. In the case of The Laotian Organizing Project, L.O.P., in Richmond California, the leaders in the organization discovered this through work in their own communities. In an effort to rid their neighborhoods of pollutants and inform residents of possible health risks, they ended up recruiting under-represented people to fight for the cause (L.O.P 2002). Much like collaborative leadership, the leaders of this organization give the power to change to the community itself.

We truly believe that it will take a multiracial alliance to truly change conditions on a grand scale. One community cannot stand alone in the fight for social justice for all people. (L.O.P 2002)

L.O.P. organizers believe that leadership models should incorporate other Organizations. Without the input or help of other types of organizations, the various causes would not be done in a timely manner. The feedback of other organizations can only help whatever cause is being fought for.

### *Leadership Education for Asian Pacifics, Inc. (LEAP)*

Leadership Education for Asian Pacifics, Inc., LEAP, prioritizes leadership characteristics which differ from conventional leadership models. One important characteristic of LEAP’s philosophy states that people should, “[...] retain their unique cultures, identities and values [...]” (LEAP 2005). This philosophy allows people the freedom to be themselves while being

a good leader. The values, cultural differences and other aspects of their identity will add to their leadership practices and over time change the conventional leadership model.

### **Other forms of leadership development (i.e. mentoring, internships)**

Internships, or service learning positions, are another form of training for leadership positions. Leadership Education for Asian Pacifics, Inc., LEAP, provides college students with a summer internship called “Leadership in Action”. This internship is designed to give hands on experience working at a nonprofit organization in the community, work with other youth leaders and participation in leadership development training (LEAP, 2005). Although this internship is specifically designed for work in the Asian Pacific community, it prepares young people for any future leadership roles. This type of experience could be translated in many work environments, however the internship trains young people to work specifically in nonprofits.

Mentoring is a constant theme in the literature on leadership development. Many organizations catering to youth emphasize the importance of leadership development through mentoring and other programs. The Koreatown Youth and Community Center has many programs aimed at helping youth gain leadership skills. The Center is directed towards, “recently-immigrated, economically-disadvantaged youth [...]” (The Koreatown Youth & Community Center [KYCCLA], 2005). These programs include: Korean American Youth Leadership Program (KAYLP 2005), Youth Venture, and tutoring and mentoring programs. Through these programs, youth are prepared to be leaders by people in their own community.

### **What is lost in accepting conventional forms of leadership?**

In the article, “Lead with Cultura,” Lisa Manafian highlights some “distinct” assets Latina women have in terms of leadership skills. Three of these skills include:

Consulting with others in an effective team-building a strategy that boosts workers’ confidence and taps into every available resource. (Manafian 2003)

Maintaining a strong work ethic reveals your character and builds trust among those you are leading. (Manafian 2003)

Being bicultural and bilingual gives insight and enhances conflict-resolution skills. (Manafian 2003)

Manafian considers these skills characteristic of Latina women. Without being able to bring these skills to their positions, these valuable characteristics would be lost. Sometimes, conventional forms of leadership do not allow skills, such as those described by Manafian, to impact leadership styles and practices.

According to Beverlyn Lundy Allen, Black female community workers would lose their own values and beliefs in order to conform to a conventional form of leadership. Conventional

leadership values which, "...are rarely generalizable to women and minorities", (Allen 2005) include qualities and beliefs that may be foreign or unacceptable to some people. Some qualities listed by Allen which Black female community leaders possess include, "...creativity and commitment for group well-being..." (Allen 2005). While these qualities are important to the Black community, conventional models of leadership often do not accept these qualities as important or integral to maintaining leadership. Therefore, in accepting conventional forms of leadership, these qualities are lost.

### **Summary**

The main reasons cited as to why people of color are not in leadership positions in nonprofits include: lack of skills, the glass ceiling and possession of unconventional ideas of leadership. The main solutions in place in the organizations researched include: mentoring young people and on the job training for higher positions. Many programs are in place for specific minority groups, such as Asian Pacific Islanders and Black women, these groups prepare people for the nonprofit world by giving them the skills and confidence needed to succeed in leadership positions.

### **Emerging Thoughts**

The challenges and obstacles highlighted have to do with the limitations resulting from a prevalence of a narrowly defined model and culture of leadership that is often intrinsically biased against people of color (and young people), yet most of the strategies for addressing this issue have to do with addressing the symptoms—mentoring, skill-building, and otherwise do something to or with the potential (or current) leaders of color. So far it seems that little is being done to address the root causes of the lack of diversity in the leadership of the nonprofit sector relative to other workers in the sector and the constituencies served by the organizations. Treating symptoms is necessary but for lasting change to happen and certainly for a cultural shift to occur, the roots must be examined and strategies developed to address the proliferation and exclusivity of what participants have termed the dominant culture model of leadership.

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## APPENDIX B

### List of Project Partners (In Alphabetical Order)

1. Alumni of Coro New York
2. Annie E. Casey Foundation
3. Asian Pacific American Legal Center
4. Brooklyn Botanical Gardens
5. Brooklyn Children's Museum
6. Center for Collaborative Planning
7. Center for Third World Organizing
8. Choice USA
9. CompassPoint Nonprofit Services
10. Creative Coaching
11. DigIn
12. East Bay Center for the Performing Arts
13. Homies Organizing the Mission to Empower Youth (HOMEY)
14. The Haas, Jr. Fund
15. LeaderSpring
16. Leadership Development for Interethnic Relations (LDIR)
17. Montesinos and Associates
18. National Community Development Institute
19. New York University, Research Center for Leadership in Action
20. New York University, Wagner Graduate School
21. Northern California Grant Makers
22. Open Society Institute
23. Robin Hood Foundation
24. Saint Mary's College
25. The San Francisco Foundation
26. The Tides Center
27. Transformation through Education and Mutual Support (TEAMS)
28. The Weeksville Society
29. Women's Leadership Circles

## APPENDIX C

### Focus Group and Creating Space Session Materials

The materials given to participants to frame the work of the focus groups evolved throughout the course of the project as our questions and knowledge concerning the topic crystallized. The materials here comprise the general template used for each of the sessions. The convenings that were framed by these materials are:

- Los Angeles – February 3, 2005
- SF Bay Area – February 24, 2005
- New York – April 4, 2005
- Creating Space VI National Gathering – May 4-6, 2005

The session materials include:	
	Backgrounder sent with invitation
	Agenda
	Handout

## Background

### **Multiple Styles of Leadership in the Nonprofit Sector Exploring Recruitment, Development, and Retention Strategies That Increase the Participation of People of Color in the Leadership of the Nonprofit Sector**

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The Leadership Learning Community is partnering with the Annie E. Casey Foundation on a research project to investigate the experiences of people of color in leadership positions in the nonprofit sector with regard to strategies for increasing the access to and sustainability of leadership positions for people of color in the sector.

The Annie E. Casey Foundation has identified a dramatic shift that could take place in the leadership of the non-profit sector as baby boomers enter retirement age over the next 5-10 years. Based on an analysis of available demographics, it is possible that by the year 2010, as many as 24,000 non-profit executives will retire. There is reason for concern about how these positions will be filled given a lack of middle management training, executive career paths and mentoring opportunities within the sector. Many variables (e.g. retirement age or the contributions of emerging leadership training strategies) make it difficult to predict the extent to which this transition could create a leadership void. It is clear that there will be a significant transfer of leadership, which presents an opportunity to positively influence the diversification and preparation of the next generation of leadership.

The Annie E. Casey Foundation partnered with the Leadership Learning Community (LLC) to draw on the combined experience of more than 100 leadership programs to extract lessons about how to effectively support and expand leadership opportunities for people of color. There are many organizational development strategies, high school career orientation programs, non-profit management degree programs and diversity programs that make important contributions to issues of recruitment, organizational receptivity and cultural change that support people of color in leadership. Significant change will require orchestrated change on many fronts.

The Annie E. Casey Foundation has asked the LLC to tap the resources of its community to learn more about the role that leadership development strategies and programs play in increasing opportunities for people of color to gain increased access to leadership positions in the non-profit sector.

To investigate this issue further, the Leadership Learning Community (LLC) with the generous support of the AECF, engaged in a first phase of exploring the recruitment, development, and retention strategies that increase the participation of people of color in senior management positions in the non-profit sector. Strategies engaged in this work included a literature review, a focus group, interviews with over a dozen key informants, and the development of a leadership development matrix tool all of which elicited both contributing problems within the non-profit sector and recommendations for further investigative and developmental work. The practices currently in place and the needs not currently being addressed for increasing the presence of people of color in leadership positions in the nonprofit sector were varied and included:

- Mentoring mechanisms
- Expansion of networks and access to networks
- Board diversity
- Culturally exclusive leadership models
- Lack of cultural competency in many existing leadership programs
- Leadership programs targeting emerging leaders
- Social entrepreneurship programs to support new organizations
- Funder expectations and culture
- And, expectations about evidence and what indicators and evaluation strategies can and should look like.

Interview and focus group participants expressed a great deal of concern about what we are calling the “dominant culture” of the non-profit sector and its apparent valuing of a certain set or type of leadership traits referred to in the culturally exclusive leadership models discussion. This culture, also frequently referred to as the “corporate” model or the “white heroic male” model, contributes to a phenomenon of invisibility in which people of color and others, by nature of their gender, class, or personality, are overlooked, not respected when exercising their own leadership style, discouraged by a lack of diverse leadership role models, or simply not valued as current or potential leaders. As the sector addresses the need for future leadership, a cultural shift to an environment that embraces multiple styles of leadership will need to take place if that future leadership is to be diverse and able to reach its full capacity thus bringing about effective and positive change.

Phase II of this project focuses on the race and ethnicity aspects of this issue. As a part of this work we are convening conversations among stakeholders identified by LLC and its partners and community members in several locations to:

1. Share the work to date
2. Solicit input and questions
3. Share and collectively develop strategies for shifting culture within the sector to recognize and embrace multiple styles of leadership.

The groups will contribute their experience and tap the collective knowledge to garner and develop ideas for implementing the strategies in ways that can be integrated into leadership transition models, as well as, leadership and organizational development work, and can bring about cultural shifts within the sector. In the New York session the focus will be on items two and three with lesser attention on item one. At the culmination of this project, we hope to offer recommendations to mitigate the impact of discrimination frequently resulting from the lack of awareness about cultural models. As a result of this project, we hope to shift the conversation among boards of directors, funders, nonprofit organizations, and transition teams around organizational development and leadership styles and thus, prepare the groundwork for shifting the paradigm around effective leadership to one that is more inclusive and more responsive to cultural validity.

## AGENDA

### Increasing the Participation of People of Color in the Leadership of the Nonprofit Sector

Goal: To explore the assumption, which emerged from interviews and earlier focus groups, that there is a “dominant culture” model of leadership or set of characteristics defined as leader-like that can limit the recognition, support, and acceptance of people of color as leaders and begin to look for/identify solutions.

- 15 Min. Opening and Introductions: Introduce LLC/AECF work.
- 30 Min. Presentation: Experiences From the Field — What are we learning and what do we know about leadership opportunities for people of color in NP Sector?
- 10 Min. Sharing the Wealth: Opportunity for questions and feedback
- 10 Min. Break
- 15 Min. Frame session in terms of the “deeper” questions.
- 60 Min. Smaller Group Work: Going Deeper:
- What are styles or characteristics of leadership expressed more authentically from the experiences of traditions and cultures different from U.S. dominant culture?
  - Based on experience, how are these expressions of leadership undermined, diminished, overlooked, and/or discouraged?
  - How are they supported and embraced? What recommendations would you make for those who run leadership development programs, those who fund them, and those who provide services to them for addressing the root causes and the symptoms of “non-diverse” leadership?
- 20 Min. Sharing the Wealth: Report back to larger group on themes elicited and strategies proposed.
- 10 Min. Next Steps: How then do we support and/or catalyze the shift? What’s the methodology for having impact around what we are learning?
- 10 Min. Questions, concerns, process reflections.

## **Guiding Question: How can leadership development programs increase the participation of people of color in the leadership of the nonprofit sector?**

Framing for Capacity: Focus during this phase of work is on cultural diversity largely defined by race.

Framing Assumptions:

Our inquiry assumes that:

- People of color are underrepresented in leadership positions in the nonprofit sector, and especially in large organizations with sizeable budgets.
- Diversification of the nonprofit sector will have positive outcomes.
- Leadership development programs can help to increase leadership opportunities for people of color.
- There is a “dominant culture” model of leadership, or set of characteristics defined as leader-like, that is culturally biased and can limit the recognition, support, and acceptance of people of color as leaders.

We are not assuming that:

- Nonprofit organizations with leadership representation of the communities served will have equitable access to resources and power.
- Leadership within nonprofit organizations is the only or best way for people of color to exercise increased influence over community agendas.
- People of color would want leadership positions in many nonprofits that have a history of paternalism, bureaucracy, racism, or other troubling issues.
- Leadership development strategies alone can address the legacy and multiple manifestations of institutionalized racism that have existed in and have implications for the nonprofit sector.

## **What do we already know/What have we learned about the guiding question?**

**Earlier Inquiry and Focus Groups targeted three specific aspects of the guiding question. They included:**

- Obstacles and challenges
- Strategies for addressing obstacles and challenges
- Exploration of characteristics of leadership as defined in different cultural contexts/connections of leadership to context and community

### What obstacles limit leadership opportunities for people of color?

Responses to this question fell into three categories.

- Manifestations of Institutionalized, interpersonal and internalized oppression
- Contributing problems intrinsic within the non-profit sector
- Organizational Challenges within individual organizations

### What leadership development practices increase leadership opportunities for people of color?

- Mentoring
- Networking/Relationship Building
- Cultural Competence of the Leadership Program
- Leveraging Opportunities
- Skills Development
- Whole Person Development

- Program Design
- Intentional Recruitment
- Financial support/Awards
- Organizational Strategies (Support for organizations to develop in the areas mentioned as strategies for leadership development programs)
- Holding Perspective: Cultural, paradigm shifts take time

What are aspects of leadership personally important to focus group participants?

- Relationship building
- Mentoring
- Integrity
- Reflection
- Spirit
- Ties to class/Open discussions of systems of oppression
- Qualitative outcomes/evidence of change not always quantifiable
- Service
- Shared leadership
- Agendas that address antecedents of dominant culture/anti-oppression work
- Different reward systems
- Creativity
- Risk-taking
- Innovation
- Perspective
- Skills
- Slowness/Deliberateness
- Time and attention to listening
- Love
- Humility
- Connectedness
- Family
- Selflessness
- Patience
- Integrity
- Social Capital (lost when priority is financial capital and the outcomes tied to financial capital)
- Investing in young people
- Transfer of knowledge
- Ability to bring "true" self to table and model for others what that looks like

## Emergent Questions

1. How can we increase the access to and quality of mentoring relationships?
2. Are we paying enough attention to providing leadership development and networking opportunities to mid management?
3. Should more leadership resources be directed to entrepreneurial efforts that support people of color in starting new organizations?
4. Should leadership developments target board diversification?
5. How can we help long term non-profit leadership transition, is this a leadership function?
6. How can we open up the current model of leadership situated within organizations that operate from a deficit model of communities to one that supports self-reliance and interdependence in leadership?
7. What if we developed a clear articulation of elements of the dominant/corporate leadership model and invited other communities to share their models?
8. What if we broaden the leadership model to include learning models?
9. What if we are able to “show” a wide range of cultural leadership models?
10. What if leadership emerged from community solving processes and shifted based on the roles assumed in taking on different problems?
11. How can we provide more opportunities for leaders from diverse backgrounds and with diverse styles to work with each other from different organizations and fields?
12. Do we want people to lead in existing organizations taking up prescribed issues in prescribed ways instead of supporting their leadership in the things that interest them?
13. What can we learn from the corporate sector and other fields?
14. How can we be the change we want to support?

April 4<sup>th</sup>, 2005

## Phase II — Going Deeper:

The highlighted questions on the previous page were combined as the primary focus of phase two of the work. The assumption that arose from the first phase is that there is a dominant culture model of leadership in effect in the nonprofit sector that can affect access to leadership positions and access to power and other resources for people in leadership positions. There are multiple styles of leadership and frequently different communities value different things in their leaders.

### Working definition for this project:

- Intelligence – the ability to fashion a product or solve a problem that is of value to a community or group of people. (Howard Gardner)
- Leadership – the ability of a group or an individual to develop, encourage, and support intelligence in self and others toward a mutually desired end.

### What's emerging thus far...What needs to happen for inclusive leadership (collective or individual) to occur

- Context – Has to occur in a manner that is in line with what is valued as leadership in a given environment
- Capacity – Has to be possible in the given environment with what's available or accessible
- Inclusive – Has to have an approach that engages stakeholders in the aspects of the process
- Strategic – Has to have access to resources, networks, and opportunities
- Content – Has to be a relevant issue or problem to constituency
- Outcome – Has to have an end or a product that positively addressed the issue or problem or fulfills a need.
- Effective/Enduring – Has to address both root causes of issues (community, organizational, systemic, sectoral...) as well as the symptoms (Couto piece).

### Working questions:

- What are styles or characteristics of leadership expressed more frequently or prioritized by people of color?
- Based on experience, how are these expressions of leadership undermined, diminished, overlooked, and/or discouraged?
- How are they supported and embraced? What recommendations would you make for those who run leadership development programs, those who fund them, and those who provide services to them for addressing the root-causes and the symptoms of "non-diverse" leadership.

## APPENDIX D

### Focus Group and Creating Space Session Notes

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#### Qualities of good/desirable leader/leadership

- ♣ Reflection
- ♣ Compassion
- ♣ Teamwork
- ♣ Sacrifice
- ♣ Acceptance
- ♣ Dedication
- ♣ Ethics
- ♣ Fun
- ♣ Thoughtfulness
- ♣ Heart
- ♣ Authenticity
- ♣ Community
- ♣ Deliberateness
- ♣ Valuing lived, community, informal, non hierarchical, non conventional knowledge
- ♣ Legacy
- ♣ Empathy
- ♣ Transparency
- ♣ Openness
- ♣ Collaboration
- ♣ Slowness
- ♣ Time to hear where everyone is coming from
- ♣ Many ways of leading
- ♣ Characteristics over title
- ♣ Making space for others
- ♣ Acknowledgement
- ♣ Sharing Access to power
- ♣ Learning
- ♣ Shared leadership
- ♣ Spirituality
- ♣ Stepping aside
- ♣ Love and listening
- ♣ Cultivating acceptance with understanding of your audience
- ♣ Embracing difference
- ♣ Humility
- ♣ Listening
- ♣ Connectedness
- ♣ "For me nothing, for the community everything" – selflessness
- ♣ Patience and waiting are values
- ♣ Integrity
- ♣ Investing in young people
- ♣ Transfer of knowledge
- ♣ Open discussions of racism and other systems of oppression
- ♣ Able to bring "true" self to table and model for others what that looks like
- ♣ Fluidity
- ♣ Relationship-building, bridge-building, team-building

### What's Lost

- When community is not cultivated in organizations it can't be cultivated outside of the organization
- Bottom line of diversifying: Financial capital to build social capital in your community. Financial capital = compete. Social capital and community capacity = cooperate.
- It's not so much the model but the values serving as the foundation for the model. What we are struggling with in the NP sector is values. We need to reclaim them.
- Creativity
- Innovation
- Perspective
- Spirits (depressed, resentful drones)
- Skills – peoples' natural talents and potential to develop
- Commitment – High turnover...wrong people leave, wrong people stay
- Capacity is not reached or increased. Value of community can be undermined. Can support or reinforce ideas and or practice of authority or domination or power relationship. Change happens in context and leadership is about change. Focus on individual loses context.
- What happens with succession planning, though when focus is on community leadership development and don't develop individuals? Sustainability?

Alternative & Dominant Model of Leadership in Comparison	
Alternative	Dominant
<b>Gatekeeping</b>	<b>Gatekeeping</b>
Empathetic/personal mentoring	"Good Old Boy" networks, memberships i.e. Golf
Transparency, with staff & externally	Information is Power
Bring Emotion to Work	Access not just from mentor (in hierarchy)
Peer learning	More top down
More socialistic structure	In corporate sector, more role playing
Whole Person	
Inclusiveness	
<b>Power</b>	<b>Power</b>
Understanding Power	Entitlement
Learning to build power of underrepresented people	No acknowledgement of political/economic systems
Power is earned	Personality hierarchy
System Analysis	
Based on sophistication about how to work with dominant culture, navigation	
Collective organization design	
Relationships	
Based on strategic used of dominant culture	
<b>What gets valued</b>	<b>What Gets Valued</b>
Leadership in lots of different contexts (i.e.	Good Marketing

	spokesperson, visionary, running things)	
	<b>Role of social systems in creating leadership - access</b>	<b>Role of social systems in creating leadership - access</b>
	Creating New Systems	Bland, unemotional
	Hard to define ldrshp without referring to dominant model	
	Expressive style of speaking	
	Social/political	
	What happens when annointed?	

### Guiding Questions and Assumptions Feedback

- Can leadership style be separated from organizational culture?
- Restating of question:
  - How can leadership development programs work best to increase the participation of nontraditional leaders in nonprofit management to achieve social justice in America?
  - How can leadership development programs work best to raise the visibility and build the effectiveness of nontraditional nonprofit leaders?
  - How can leadership development programs work best to increase the participation of people with a social justice mindset [values reflecting those of the community] in leadership positions in the nonprofit sector?
  - Add "hierarchical" to read: There is a "dominant culture" hierarchical model of leadership, or set of characteristics defines as leader-like, that can limit the recognition, support, and acceptance of people of color as leaders.
- "People of color" utilizes the assumption that they would automatically be working for social justice. What about Condaleeza Rice, Clarence Thomas, Alberto Gonzalez and John Yu(sp)?
- Cant' assume that "diversification of sector will have positive outcomes" –must be people of color with social justice values.
- There is an assumption here that people of color, because of their unique cultural experiences, possess the ideal background, values, etc. to effectively catalyze social justice. The dominant model isn't working now.
- We are assuming leadership to what end? What "end" are we assuming?
- Unpack what is meant by "dominant culture models"
- Unpack what is meant by "walk to talk of social justice" (Internally? Externally? How? What?)
- Project seems to view leadership development as a groups or organizational process vs. an individual one.
- What does nonprofit sector include? Are we looking at foundations, universities, hospitals, churches?
- Definition of "sector"? "Nonprofits" is very broad – some operate like corporations, some very small ones with few staff can have 50 to 100% people of color...
- Seems that we are assuming that communities are inclusive of everyone.
- Dominant Culture = hero model?
- Articulation of project assumes a hierarchical structure remains

- NP sector has become a sort of ghettoization for people of color [and social justice minded folks]

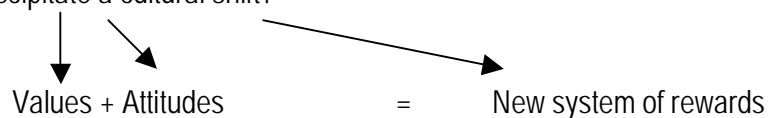
### Obstacles Feedback

- There is a lack of asset-mapping and inventorying of existing staff skills
- There current practice is based on a capitalist model – the system needs to change
- There are so many issues around unspoken around power and privilege
- Leadership Development and anti-oppression work have to go hand-in-hand (x2)
- We don't recognize our own biases and prejudices
- LD work and anti-oppression work aren't connected as a given
- Leaders may exhibit different skills and or be viewed as a "leader" or not depending on the environment – "invisibility"
- Many ideas of "outcomes" not always aligned with reality. In reality positive outcomes are not always quantifiable or immediately visible, understandable or relevant to funding parties, organizations, or heroic models of leadership.
- Spinoffs of white guilt in personnel issues
- Lack of knowledge about how to navigate "dominant culture" e.g. fundraising, salary negotiation
- Little or no exposure, access, opportunities to observe and engage with those in management positions (finance, fundraising, operations, associate, executive directors, etc.)
- Lack of leadership development for white allies
- Expectations – need to change the expectations of leadership
- Lack of visioning – what diverse leadership culture looks like.
- People who refuse to change
- Beneficiaries of the current systems may not want to relinquish positions/power/privilege
- Most people don't know how to self-select – this also speaks to importance of succession work
- CBO's grown from community grossly underfunded.
- Lack of relationship building – *living* partnership
- Collaboration is not supported to expand leadership capacity
- Emphasis on indoctrination vs. skill development
- Focus on nonprofits as best way to help leaders work in their communities
- Foundations want to invest in leaders with a certain type of credentials
- Not investing in young people and their leadership
- Leadership energy is drained by management demands
- Lack of support for innovation and risk-taking
- Often spirituality and professionalism don't go together or are antithetical
- As organizations grow, they often become more like the dominant/corporate model
- Lack of discussion about class
- Lack of opportunity for and knowledge of contemplative practice
- Very few organizations or efforts prioritize and work actively on building trust and building relationships
- Differences not raised let alone valued
- Often PoC don't take risks (effect of internalized oppression and function of job security) and conform to what they think is expected.
- Constituency off has no say in or effect on who the leadership/leader is
- Leaders of organizations are often not really connected to nor would they be embraced or respected by the people they are "serving"
- Community is often not cultivated within organizations
- Leaders of color need skills and time to be effective mentors

- Mentoring is not validated in org culture. Not in job descriptions nor organizational objectives.
- Frequently, founders hold the culture for the organization
- External technical assistance is often applied when not appropriate
- \$ from foundations comes with strings and narrow expected outcomes.
- PoCs frequently need external assistance that doesn't involve the white or power-holding leadership [struggle between two black women example].
- Not defining/making relationships explicit, allows us to "gloss over it", go around or otherwise ignore it.
- "Difference" brought is not recognized until it is gone. Invisible.
- Stripped of power
- Race expert designation
- ~Absolves others have to step back in order to keep from holding it all
- ~Become a face, a token in a grant
- Work and person is so "othered" that they have to provide own resources do own fundraising
- Leadership accountable to community, management accountable to board, leadership. Priorities are skewed
- Imbedded in organizational process is an explicit value of the desired leadership characteristics. If systems/processes don't reflect values....
- No shared understanding that diversity is critical to effective work

### General Questions and Comments

- How much does the system rally (want) create change?
- Change of leadership model...would it be funded?
- What would this mean for sustainability – fiscal and social, organizational and individual?
- How does this effect sustainability over time vs. organizational culture?
- What's the role of nonprofit sector in agenda of privatization? Public sector provided good jobs with benefits and promotion opportunities. As Service points and therefore jobs moved and continue moving into the nonprofit sector. There is more competition for lower pay and less benefits. Privatization means fewer opportunities for and fewer services to communities we serve.
- Expansion of the nonprofit sector is not necessarily a good thing for our communities in terms of community control (accountability, democratic processes) vs. dependence on kindness of few philanthropic foundations with their own agendas, focus areas, and limited resources & competition among agencies for funding to provide services
- If prescribe [limit] to social justice, then there ARE exclusions [not inclusive]
- Where is morality? Where are values? Be explicit.
- Social justice is part of assumptions [around values and morality]
- Must be careful to create structural solutions rather than "blaming the victim"
- What are leadership development strategies? Does it include things like dealing with self-care and renewal?
- What is a CBO in reality? When growth from the community will never be funded
- How can we build new system of rewards to support multiple models of leadership?
- How can we precipitate a cultural shift?



- Where is class? Class linked to race in America. Important to understanding barriers and opportunities
- Leadership change is process – is about organizational and systems change, not just individual change [but inclusive of individual change]
- The Dominant model undervalues the association between leadership and relationship and trust-building.
- Leadership development is a group process.
- The dominant model views leadership as an award rather than a service.
- This creates the attitude that, since leaders earn the privilege to lead, they do not necessarily have to behave inclusively.
- The Dominant/Capitalist Model marginalizes creativity, innovation, relationships, and spirituality.
- The administration of nonprofit organizations is trapped in the dominant model due to their hierarchal power structures and funding sources.
- Given the dominant leadership models emphasis and efficiency and professionalism, it is difficult for leaders to “show-up and be whole”. People in leadership positions find that it is difficult to be themselves, while simultaneously fulfilling the expectations that the current system imposes on its leaders.
- Authentic versus work self. The attitude that you have to “come in your best suit” contributes to the minority invisibility phenomena.
- Contemplative practices were suggested as a method of encouraging a more reflective process. A period of silence before a meeting, for example.
- The dominant model is patriarchal. It is product not process driven.
- The hierarchal, exclusive nature of the dominant leadership model fosters institutionalized racism and class issues.
- The “time is money” attitude neglects relationship building.
- Because a model is dominant does not mean that it is bad. What parts of this brand of leadership can we use to support our goals?
- Different environments require different sets of leadership skills.
- When one leadership model dominates all others you can still see the other models manifest within communities where there are informal leaders and “go-to people” who better understand the specific needs of their smaller communities.
- The ghettoization of the non-profit sector.
- Increasing cuts in government spending on social services is resulting in people of color providing services in the non-profit sector for lower pay.
- The dominant leadership model artificially incorporates minorities.
- Figureheads such as Condolezza Rice don't accurately represent their race.
- This perpetuates the false assumption that anyone can participate and rise to senior management positions within the dominant model.
- Leadership development should incorporate anti-oppression work. This should be a given. Both arenas could benefit greatly from working hand-in-hand. This could also help to normalize anti-oppression work; i.e. “make it less scary.”
- What is LLC's role in helping establish leadership development to this end?
- How can we help remind communities and nonprofits of their power in the relationship with foundations? Foundations must pay out and taxpayers (corp. and individual) help foundations get their nonprofit status (subsidize their operations).
- What/how measure the impact of people of color? What are the policy implications?

- What kind of structures, policies, tools, practices are there around how we operationalize our values?

## Strategies

- A “social justice” lens would necessarily require excluding some values, behaviors, etc., put another way, a social justice lens would not be all-inclusive, better yet “social justice” requires a clear definition
- LD work and anti-oppression work need to go hand-in-hand as a given
- Variety is often:
  - Not valued
  - Messy
  - Not discussed
- Achieve greater impact by working outside of a nonprofit
- Identify the important credentials for leadership – what are they?
- Define and create language and picture of “alternative” leadership
- Raise the visibility of alternative models of leadership
- Deprogramming to emergence from invisibility to full, authentic self
- Define what is “bad” leadership (i.e. Barbara Kellerman work)
- Acknowledge and define levels of invisibility
- Define what “professional” means
- Mentoring
- Identify what’s good and what works about the dominant culture model. It’s not inherently evil
- Provide trusted place to connect as a whole person for leaders of color [social justice minded folk]
- Need staff positions or substantial portions of job descriptions solely for mentoring - needs to be valued by org culture, individuals, and funders.
- Acknowledge people of color in formal and informal leadership positions already.
- Need a relationship-building mini-field. Not (or separate from) technical assistance field – tech assts are gone when the contract is over. Model of mentoring from org to org and indiv to indiv.
- Need time and reverence for interpersonal intelligence [and intra personal intelligence – relationships and reflective indiv. development].
- Afford PoC an opportunity [opportunities] for leadership.
- Foundations should provide \$ for mentoring time with in organizations instead of to technical assistants. Foundations reinforce current set up/status quo.
- Underlying attitude/value system of leader needs to be one of listening, learning from community.
- There is a need for healing and reconciliation we can’t ignore.
- Must look at spirituality in the context of leadership
- Community leadership exists. Communities of color have to reclaim our core values.
- How should stated organizational values play out in practice? Do organizations explore and/or consciously decide on how values play out?
- Building and sustaining relationships and trust should be valued and written into grants
- Start with relationship building and mentoring within and among organizations. “Walk the talk”
- Be careful not to impose models but to recognize and value models already in existence but not well known or respected in general nonprofit contexts
- Examine more closely what’s working

- Bring Money (fiscal resources) & Organizational Values (social capital) into alignment. Look at structures/practices that impede this relationship
- Stream Analysis book that some organizations have used to operationalize our values
- L.D. programs are creating artificial environments. How support leaders “going” back to organizations. One strategy is to do follow up or coaching and org development around implementation and going back.
- Translation piece. Boards and Funders to Orgs and Communities. How do government and regulatory functions play in. Translation is difficult and gets lost going from level to level to level. Easier to “speak truth to power” when the truth is much closer to you. Need to look at structures that exist between what’s happening on the ground and what’s happening on the board level of funders. TRANSLATION MUST BE TRANSPARENT FOR AT ALL PARTIES
- Involving community/or constituency served involved in defining the developing direction, strategies, and evaluation of the work.
- Have board and support (fiscal and otherwise) who value real and thorough inclusivity and diversity and honor the input and outcomes as they look and are as well as the strategies and leadership that produce the outcomes that have been identified as relevant for the context and the community in which we are working.
- Making Connections project of Casey. How to sustain resident involvement.
- In Anglo environment much struggle for power among Anglos no room to see beyond their own culture of power. Reduce level and reward for competition. Increase reward for cooperation, opens up ability to see something else.
- Balancing individual development with action and community/constituency development.
- Leaving room for error – forgiveness. There has to be open space for making mistakes.
- Must talk about power – using fairly, appropriately, effectively, justly.
- Shift conversations from dichotomous to collective perspectives then inclusivity is a given. Instead of talking about inclusivity as just the functional opposite of exclusivity.
- Building trusting relationships and feedback mechanisms necessary to support them.
- Slowing down – if realize limiting or undermining people’s leadership, stop and reorganize. Fear of failure is not a reason to keep going because in the long run will fail anyway, if continuing to dishonor those involved.

## APPENDIX E

### Interview Questions and Notes

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**Note:** For the sake of anonymity requested by several participants, all interview responses have been included in one document here.

#### Questions

1. What are styles or characteristics of leadership important to you and how you express leadership?

#### Based on your experience:

2. Have any of these characteristics been supported and embraced? How?
  3. Have any of these expressions of leadership been undermined, diminished, overlooked, and/or discouraged? How?
  4. What characteristics or actions do you think have allowed you to progress in job scale in different contexts? Or, what has been your path to leadership?
  5. What strategies for personal development have you found helpful in addressing this issue?
  6. What organizational strategies or structures have you found helpful in addressing these issues?
  7. What recommendations would you make to those who run leadership development programs address this issue?
  8. How would you recommend others address this issue?
- 

#### 1. What are styles or characteristics of leadership important to you and how you express leadership?

- Values driven
- Multiculturalism
- Respect for people
- Team Approach
- Interdependence and shared responsibility
- Not so much investment in the “I”
- Strong sense of self, and of what’s important
- Quiet
- Greater skills and VALUE placed on relationship building
- More focus on relationship between org and community
- Active involvement in context in which we work – connecting the dots of the big picture
- Ability to collaborate
- Leading with values
- Balance between investing and promoting internally and looking to the outside to infuse fresh perspectives

#### 2. Have any of these characteristics been supported and embraced? How?

- Collaborative point of view of leadership not focused on the individual. Results of this approach caused me to be valued
- Criteria for hiring and development have shifted as a result of leadership approach

**3. Have any of these expressions of leadership been undermined, diminished, overlooked, and/or discouraged? How?**

- Didn't raise money and didn't look like everyone else. Allowed for program to be devalued. Although producing desired outcomes, not bringing in money or "behaving" like everyone else
- Being told one thing while experience is telling another
- Evaluation being driven by personality not by leadership potential or outcomes
- Being relegated to silent, backseat position in many situations
- In trying to incorporate values, got resistance from the board for doing operations plan, cultural plan (bringing people in, doing group staff development activities etc.)
- Age more an obstacle than race. Many differences in leadership style seem more easily broken down into generational differences rather than racial or cultural differences among people of color
- Flexibility because sometimes perceived as weakness
- Commitment to leadership development and roles of others perceived as laziness or incompetence
- Actually find the age thing to be much more of a problem in nonprofits and foundations. Lots of double talk around age and emerging leadership in sector
- Political correctness of others has been a hindering factor for me. Don't get to heart of things. I'm more matter of fact and not one for chit-chat. Not interested much in small talk.
- Perceived as quiet or as wise beyond years. A schmoozer and a different way of leading. Can also make people uncomfortable.
- Some of characteristics that are different and positive have also been negatives. Environment can be aggressive. Because there is an opening for people to really show themselves. Being more of a facilitator than a "top down leader" has given folks on staff and "superiors" idea that leadership is not effectual or necessary or doing any work.
- Being perceived as ineffectual or unnecessary has put me on guard. Haven't changed who I am but does make me ask how do I do that in a way that allows me to still be seen as the leader yet still instill the possibility and the opportunities for the staff to shine
- Still presenting the staff while simultaneously shepherding
- When you hand over those reigns to have your staff present, very easy for the person of color to disappear. Also related to personality and gender but person of color can easily be left out because folks like to talk with/relate to those who are most like them
- The way organization is structured and titles determine whom the public and external powers [including board] listen to and perceive as able to make decisions and speak for the organization
- Overlooked for promotions
- Lack of access to pathways and learning opportunities

**4. What has been your personal path to leadership?**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Informal mentoring</li> <li>• Being exposed to "the top"</li> <li>• Having role models in org of color and of similar orientation</li> <li>• Having established shared philosophy</li> <li>• Collective decision-making</li> <li>• Independence</li> <li>• Trusted</li> </ul> | <ul style="list-style-type: none"> <li>• Not in an environment of "one way to do things"</li> <li>• Education</li> <li>• "Expert" in field</li> <li>• Independent</li> <li>• Able to create own culture and hire in department</li> </ul> |
|--|---|

- Exposure to budgeting and HR management practices
- Got some great opportunities early in life
- Strong base of experiences and training that guided in college and after
- Educated in a diverse and progressive environment
- Strong foundation for leading with values
- Promoted internally twice from coordinator to become organizational leader
- No formal training/development as an adult – training by fire
- Combination of being valued for ability to work with others and plan ahead and mobilize teams of staff from different backgrounds in a way that is product oriented and efficient and builds good relationships, and graduate work on design facilitation and environmental psychology
- As a result of family experience, starting building bridges early. Led first diversity training at age 16
- Educational privilege, which led to being exposed to different people who had access to resources
- Thinking creatively about how to use that access and those resources to affect what's important to me
- "Plateauing" in white led orgs then moving on to other orgs and volunteering in community to apply, share, teach what learned in orgs

**5. What strategies for personal development have you found helpful in addressing this issue?**

- Consistency
- Living with integrity
- Don't define self by work.
- Don't care about changing jobs by title
- Make sure that have a life and things that care about outside of work
- If the work goes away, still know who self is

## 6. What organizational strategies or structures have you found helpful in addressing these issues?

- Getting staff involved in the community in other ways
- Being thoughtful about values in hiring and management practices and communication models
- Rotating leadership by project, staff meetings, external meetings etc.
- Allow opportunities for staff to stretch
- “Bring one” always. Have a plus one policy, at least one.
- “Show your bench,” basketball reference. Bring staff wherever you go (at least your “number two” person or rotate)
- Organizations have to be much more reflective and self-examining
- Frequently personnel practices and org structures, and operations don't reflect stated values
- Diversify in a real way. If you look around your life and there are no people of color close to you, that's the problem. How does one get over that?
- Not up to people of color to make change but need people of color who are willing to bring themselves fully into the room and people of color who are self aware and aware of how their experiences are different
- Give people leadership in their own area of expertise and share other responsibilities. Everyone here answers the phone
- Staff must have a say in large program and organizational issues – have a staff retreat twice a year. Look at issue and content through a race and class analysis
- Partner with other organizations. Have open and transparent conversations about funding and who leads.... Sometimes requires a consultant – to make the links, to hold the intellectual back and forth without stifling the process/the work
- Must have room for risk-taking. Room for people to make mistakes. Room for forgiveness
- Make room in organization. People need to self-select out – people say that they want change but do they really? Why should people with power and privilege change or want to change?
- Support new “coming-togethers” (new organizations, community labs, etc.) and new ways of doing things. Blow it up and start all over. No faith in status quo.

## 7. What recommendations would you make to those who run leadership development programs address this issue?

- Start early support leadership of youth
- Frequently just people of color talking to each other. A key is engaging allies who have greater access and power to address the root causes of the obstacles.
- Need a broader recognition of the root causes in organizations and in leadership development programs and broader recognition of different styles of leading
- Look at: What training do you provide, who decides who gets selected, what leadership skills/characteristics looking for in fellows, are fellows represented in running the leadership development program/organization, how do the leadership and culture dynamics play out in the group (the fellows, residents, etc), are those being “developed” actually representing the leadership values or characteristics most appropriate for the outcomes they were hired to achieve in their communities?

## 8. How would you recommend others address this issue?

- Make it part of the criteria for partnering and for funding that there is diversity and inclusiveness demonstrated by the organization
- Look/revise at the content of accreditation programs
- Look at diversity of boards in comparison with constituencies and desired outcomes
- Innovative approaches to capacity-building and professional development and making time to mentor internally, attend conferences....
- Diversify foundation boards!
- Allow for risk-taking
- Funders should acknowledge, reward, highlight, showcase, or somehow reinforce positive behavior/multiple styles of leadership. Prioritize the positives of difference
- Have to have funders that are well respected, that are committed, that will pool dollars to assign staff/coordinator, and have to have a carrot for all involved. Example: Funders in NYC (foundations) have really come around on youth issues and have formed a loose network and have hired a part time staff person to facilitate this network. Coordinated funding to achieve more sustainable outcomes for NYC
- Projects are infrequently evaluated by the communities they serve. This needs to change.
- To accomplish something different need to model something different. To model something different need to be something different
- Leadership needs to be more transient
- People need to let go and be OK with vulnerability. People bring way too much ego and baggage to the work
- The generational divide is really between those in their 50s & 60s and those in their 20's & 30's. We lost some folks in there and therefore that makes us even less relatable. Need to be intentional about making the connections

## APPENDIX F

### Job Posting Resources Accessed

Opportunity NOCs

<http://www.opportunitynocs.org/>

The Foundation Center

<http://www.fdncenter.org/pnd/jobs/index.jhtml>

Northern California Grantmakers

[http://www.ncg.org/resources\\_jobs.html](http://www.ncg.org/resources_jobs.html)

The Chronicle of Philanthropy

<http://philanthropy.com/jobs>

The Chronicle of Higher Education

<http://chronicle.com/jobs/900>

On Philanthropy

<http://www.dotorgjobs.com>

Executive Searches

<http://www.execsearches.com>

Idealist

<http://www.idealists.org>

Craigslist

<http://www.craigslist.org>

## APPENDIX G

### Working Session Materials and Notes

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## Guiding Question

**Multiple Styles of Leadership: How can leadership development programs increase the participation of people of color in the leadership of the nonprofit sector?**

### Framing Assumptions:

Our inquiry assumes that:

- People of color are underrepresented in leadership positions in the nonprofit sector, and especially in large organizations with sizeable budgets.
- Diversification of the nonprofit sector will have positive outcomes.
- Leadership development programs can help to increase leadership opportunities for people of color.

We are not assuming that:

- Nonprofit organizations with leadership representation of the communities served will have equitable access to resources and power.
- Leadership within nonprofit organizations is the only or best way for people of color to exercise increased influence over community agendas.
- People of color would want leadership positions in many nonprofits that have a history of paternalism, bureaucracy, racism, or other troubling issues.
- Leadership development strategies alone can address the legacy and multiple manifestations of institutionalized racism that have existed in and have implications for the nonprofit sector.

## Outline of Work/Inquiry

March-August 2004

1. What do we already know in the LD field about the participation of people of color in the leadership of the nonprofit sector?
  - a. What are LD program directors saying/what do they know?
  - b. What are funders (investing in LD) saying/what do they know?
  - c. What does the literature say?
  - d. In LD programs - What's working?

**Additional assumption added based on first phase of work:** There is a “dominant culture” model of leadership, or set of characteristics defined as leader-like, that is culturally biased and can limit the recognition, support, and acceptance of people of color as leaders.

December-April 2005

2. What does further research tell us?
  - a. What are people of color in nonprofit organizations (some of whom have been fellows in LD programs) have to say?
  - b. What do other stakeholders have to say?

- c. In organizations - What's working? What's not? Where is (are) the mismatch(es)/breakdown(s)?

April - May 2005

3. What are the priorities and strategies for creating cultural shift? How affect environment and those that hold power in that environment as opposed to concentrating on affecting (including supporting) the individuals entering or working in the environment?
  - a. What's working? What's not?
  - b. According to whom?
  - c. For what purpose?

May 2005 – Strategies and Recommendations for Future

4. Making Connections: What can LD programs do internally and externally to contribute to cultural shift?
  - a. Leverage LD work by making connections to and impacting the thinking and practice of funders, academics, and others around conceptions of effective leadership - Advocate
  - b. Model, raise visibility of and incorporate values, practice, tools, and strategies of inclusive leadership.
  - c. Others?
  - d. How? What might this look like?

## Summary of Phase 2 Findings

This summary is based on a literature review, 3 formal focus group sessions, 9 follow-up interviews, 1 informal focus group, and two initial strategy conversations, a review and analysis of 26 advertisements for executive director positions, and conclusions from phase one work.

The responses to questions regarding the obstacles and challenges facing the recruitment and retention of people of color in nonprofits deepened and reinforced the conclusions reached in Phase I of the project. These obstacles and challenges fell largely into three categories and included the following elements.

### What obstacles/challenges limit leadership opportunities for people of color?

Responses to this question fell into three categories.

- Manifestations of Institutionalized, interpersonal and internalized oppression
- Contributing problems intrinsic within the non-profit sector
- Organizational Challenges within individual organizations

#### **Manifestations of Institutionalized, interpersonal and internalized oppression**

- Disparity of opportunity to access of education and training programs
- Exclusive networks that recruit and perpetuate white leadership
- Discrimination in recruitment, selection and advancement
- Unwelcoming, exclusive or hostile environment
- Internalized oppression and lack of self-confidence
- Exclusive dominant culture model of leadership
- Leadership associated with abuse of power and suspicion
- Lack of role models, mentors and success stories
- Disempowerment: loss of faith in the opportunity to make a difference
- Economic Status: Cannot afford unpaid internships, low paid, unstable jobs

#### **Contributing problems intrinsic within the nonprofit sector**

- Low salaries
- Limited career paths (mud ceiling)
- No leadership term limits or transition programs (gate keepers)
- No mid management leadership development
- Leadership imported from outside the community
- Non-profits financially unsustainable
- Little networking and limited to ED's
- No transparent, effective mechanism for recruitment and promotion

- Time demands incongruent with cultures of whole person and work/personal life balance
- Product trumps process
- Undemocratic governance structures
- Risk taking not encouraged
- Diverse approaches to leadership not embraced

### **Organizational Challenges**

- Resistance to change
- Normative model of leadership is a given and people with resources are more comfortable operating within this model. Dominant culture does not tap the talents of people of color.
- Legacy of racism: predominantly white staff and board
- Diversity of participating individuals mistaken for an authentic shift from the dominant culture

### **Leadership Development Strategies That Are Working**

As we progressed with the inquiry in phase two, focus group participants and much of the literature were in agreement with findings in phase one that many of the strategies that work for recruitment and development of leaders include:

- Mentoring (internal and external)
- Networking/Relationship Building
- Cross Boundary Learning
- Cultural Competence of the Leadership Program
- Leveraging Opportunities
- Skills Development
- Whole Person Development
- Program Design
- Intentional Recruitment
- Financial support/Awards
- Organizational Strategies (Support for organizations to develop in the areas mentioned as strategies for leadership development programs)

What is missing, according to the participants and the research, are the values and characteristics important to communities and leaders of color as well as the strategies that address the obstacles and challenges raised that are organization- and sector-based. This is not to say that leadership development programs alone can address the structures and cultures of organizations or the entire nonprofit sector. Greater attention does need to be

paid by leadership development programs to the context in which program graduates or fellows work. This is especially so when several research reports and the experiences of many participants in this project indicate (and political leadership illustrates) that diversity alone is likely not the answer to change since racial diversity in an organization frequently does not result in a change in culture, values, practices or outcomes.

The qualities and aspects of leadership held as important, good, and desirable by people of color and allies are listed here.

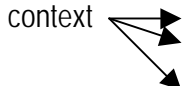
### **Perspectives, Values and Characteristics**

- Relationship
- Creativity
- Innovation
- Perspective
- Spirituality
- Commitment
- Compassion
- Teamwork
- Sacrifice
- Acceptance
- Dedication
- Ethics
- Fun
- Thoughtfulness
- Heart
- Authenticity
- Community
- Deliberateness
- Legacy
- Empathy
- Transparency
- Openness
- Collaboration
- Slowness
- Time to hear where everyone is coming from
- Shared leadership
- Spirituality
- Stepping aside
- Love and listening

- Cultivating acceptance with understanding of your audience
- Embracing difference
- Humility
- Listening
- Connectedness
- “For me nothing for the community everything” – selflessness
- Patience and waiting are values
- Integrity
- Investing in young people
- Transfer of knowledge
- Open discussions of racism and other systems of oppression
- Able to bring “true” self to table and model for others what that looks like

### **Initial Ideas and Perspectives for Addressing Challenges in Leadership Development Programs (Strategies and Activities)**

Four Pronged:

- context
- 
1. Target individual leadership (as in the LD strategies mentioned above)
  2. Organizational capacity
  3. Constituency building and transition planning
  4. Stakeholder development and relationship building (i.e. with schools, funders, etc.)

#### **(Additional) Individual Leadership Development**

- Encouraging credit-for-service programs for University-based programs (or LD program partner with schools or create other academic partnerships as appropriate)
- Leadership development for allies that opens/broadens cultural perspectives around leadership and power.
- Implement, lengthen, and/or strengthen follow up coaching and organizational development around implementation and “going back” to work environment “alone.” Provide more supports for fellows/graduates in orgs or other environments in which they work. (LD programs often a vacuum. More support for taking to the “real world”.) Perhaps work with more than one person from org or community at a time to build more context relevant mutual supports

#### **Organizational Capacity**

- Link leadership development to community goals
- Look at personnel policies and align with values

- Develop performance and operating standards that reflect community values and org needs
- Examine job descriptions and their alignment (or lack there of) with values
- Institute development and recognition programs for middle managers

### **Constituency Building and Transition Planning (Pipeline)**

- Encourage/support orgs to make time to mentor internally, attend conferences, provide PD for other staff, etc.
- Involve the community/or constituency served in defining/developing the direction, strategies, and in the evaluation of the work.
- Encouraging/establishing/supporting student loan forgiveness/payment programs
- Balance individual development with action and community/constituency development
- Show your bench – bring at least one, always, to everything, rotate the one, if only one at a time.
- Look at position transitions and diversification through lens of organizational stability

### **Stakeholder Development and Relationship Building (Sector)**

- Influencing organizational capacity funding
- Encouraging student loan forgiveness/payment programs
- Where possible engage board and supports (fiscal and otherwise) who value real and thorough inclusivity and diversity and honor the inputs and outcomes as they look and are, as well as the honoring the strategies and leadership that produce the outcomes that have been identified as relevant for the context and the community/ies.
- Exercise influence to develop new system of rewards for “new” set of attitudes and values
- Exercise influence to make it part of the criteria for funding for orgs and programs that there is diversity and inclusiveness demonstrated by the organization
- Bring money (fiscal resources) and organizational & community values (social capital) into alignment. Look at structures/practices that impede this relationship/alignment

### **General Guidelines**

- Leave room for error – forgiveness. There has to be open space for risk-taking/making mistakes
- Diversity of boards and constituencies
- Innovative approaches to capacity-building and professional development

- If limiting or undermining, stop and reorganize. Fear of failure is not a reason to keep going because in the long run will fail anyway, if continuing to dishonor those involved.
- Must embrace and live with tension
- Must talk about power – using fairly, appropriately, effectively, justly
- Provide trusted place to connect as a white person - If you look around your life and there are no people of color close to you, that's the problem. How does one get over that? Not up to people of color to make change

### **Directions For Further Work/Inquiry**

- Identify the important credentials for leadership – what are they?
- Define and create language and picture of “alternative” leadership
- Define what is “bad” leadership (i.e. Barbara Kellerman work)
- Identify what's good and what works about the dominant culture model. It's not inherently evil.
- Diversity needs to be prioritized at level that gets funded and staffed. Often just a stated institutional or organizational priority that's not prioritized in action.
- Diversify and “develop” foundation boards!
- Shift conversations from dichotomous to collective perspectives then inclusivity is a given instead of talking about inclusivity as just the functional opposite of exclusivity
- Examine notion of people of color as a unified group [yes and no – L.A. Time Report vs. Nelson Johnson framing principle]
- Seek out/share/develop comprehensive tools/structures/methods for operationalizing values
- Examine what's working

### **Question for Today**

Making Connections: What can LD programs do internally and externally to contribute to cultural shift?

- Leverage LD work by making connections to and impacting the thinking and practice of funders, academics, and others around conceptions of effective leadership - Advocate
- Model, raise visibility of and incorporate values, practice, tools, and strategies of inclusive leadership.
- Others?
- How? What might this look like?

## Working Session Notes

### Themes of Conversation

- Connection and Communication
- Leverage & Influence – Funding & Resources
- Framing
- Approaches
- Models

### Connection and Communication

- Connecting to likeminded people – power of sharing resources
- How do we create forums for people of color different from the professional associations like Black MBAs or Latino Accountants...?
- Boundary Crossing – What does it mean to have a translator? Need to be at least bilingual/bicultural (if not tri or more) in many instances of community language/culture and that of funding, academic, and corporate sectors. Need to be able to translate but translation needs to be transparent or the divisions continue to be reinforced

### Leverage & Influence – Funding and Resources

- How do we affect people who really control resources?
- People of color don't get onto boards of large, well-funded, organizations, that are not ethnic specific or, they are recruited as tokens
- Are we really changing resources? Can stories help?
- Impact of market economy – do we need to influence funders or mobilize communities and their power and influence? Both.
- Diversity of program staff in foundations not working, AR Center report, need to build cultural competency in foundations in general and diversity among higher-level foundation staff and boards
- We don't have patience with the change process as it is
- Funding system needs to be reframed. Seem that foundations have the power...we can't change the agenda of funders, but we can reframe the community view of foundations I so that in the long run funders will be accountable to communities
- Funding needs to be long-term/over time, otherwise efforts (and individuals) are set up for failure

### Framing

- Diverse stakeholders = people who hold power in different ways (collective reframing AHA)
- Need to frame the debate – public forum for discussing resilience with race and power

- Put this thought into the public mind. And in a way that young people get it. How can we reach (disseminate) a different view of leadership to multiple stakeholders?
- Voice, dialogue (instead of debate), and story – term leadership has been appropriated
- LLC can be a platform for those stories to be told and heard (among other things)

### **Approaches and Models**

- How to help LD programs make more informed choices about how to incorporate and understanding of race and power?
- Creating opportunities for multiple people to “heal” from oppression – most are more willing to talk about healing, people who have power have a “sickness” too.
- How do we support collective visioning process to create new models and support risk-taking?
- Current models and ideas about leadership in dominant culture prevent us from seeing leadership in others [if only tool you have is a hammer then every problem looks like a nail].
- Problems of the nonprofit structure and institutionalized racism
- Look at alternative structures of 501©3, community labs, etc. Difficulty is that we must create what does not yet exist from some existing pieces and others that we invent or recover from our traditions
- Ubuntu- Collectivism indigenous to Africa/ Reclaiming leadership as sharing resources
- Indigenous models co-exist with dominant
- Do models of leadership development need to change fundamentally?
- Citing people for example the Senge model, or the Heifitz model, or the “whomever” model, is an issue. Points to the (causing and resulting) ignorance, invisibility, and devaluing of indigenous origins of said “models”
- Need to change the perspective so that we are about encouraging and supporting leadership rather than “developing” leadership.
- How to support leadership – support ideas, vision, healing
- One content example: Cost Benefit Approach to Violence Prevention
- One structural example: Circles
- Two evaluators of four circles have said that structure has allowed participants to quickly get to the unobvious stuff.
- Several circle facilitators have reported circle members saying “I have no idea why I just said that. I just felt that I could...” or something similar.
- If people are willing to let go of something. Circles get more at equalizing space.

**A Model** (One possibility, also needs an advocacy piece and an evaluative piece)

## A Model for Change – Circle Process

