

NEXT GENERATION LEADERSHIP PROGRAM
FINAL ASSESSMENT REPORT

OMG

Submitted to The Rockefeller Foundation
By OMG Center for Collaborative Learning
Manuel Gutiérrez Bonita Stowell March 2004



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FOREWORD

“In light of the emerging trends and possible barriers that leaders face in the new millennium, the nature of leadership itself needs to be qualitatively different. A leader in the 21st century should be a problem solver, a life-long learner and an ethical example for others. To lead, one should have a penchant for action as well as a commitment to reflection and reassessment and be able to collaborate with others.”

Searching for the Uncommon Common Ground by Angela Glover Blackwell, Stewart Kwoh and Manuel Pastor

NGL was created over seven years ago to bring together leaders who represent diverse communities and share a desire to work collaboratively on revitalizing democracy. The program was designed to help them think creatively and responsibly about shifting demographics, race relations, globalization and other major challenges democracy faces.

This assessment of NGL was produced to share the experiences of those who designed, managed and participated in its development with funders, practitioners and academics involved in the leadership development field. The lessons and findings from NGL, though still in an incipient phase, confirm the Rockefeller Foundation's foresight in creating and incubating such a leadership network. This report is a tribute to the work of the NGL fellows and all the staff who carried out the vision of the program. The NGL network has proven an effective means of accomplishing social change.

This report comes at a critical juncture. The NGL program has almost 120 leadership alumni who work in a spectrum of fields representing a diverse group of organizations and communities from more than 30 states. Rockefeller Foundation and the program alumni have jointly determined that a reinforcement of NGL's social capital network is necessary if the full potential of the program is to be realized and all the benefits harvested. Accordingly, the NGL alumni will partner with the Research Center for Leadership in Action at NYU's Robert Wagner School for Public Service to further the goals of this program.

We are grateful to OMG Center for Collaborative Learning for providing us with this report which we trust will be of value to all those working on issues of social justice in the context of democracy.

Surita Sandosham
Associate Director, Working Communities
Rockefeller Foundation
March, 2004

EXECUTIVE SUMMARY

The Next Generation Leadership program was launched in 1997 by the Rockefeller Foundation, which believed strongly in the importance of building a richer and more robust democracy for America's future. With a focus on identifying and nurturing leaders, NGL was designed as a program that would provide opportunities for examining challenges to democracy and social justice and for developing strategic collaboration among program participants. For each of its five two-year classes or cohorts, the program selected 24 emerging civic leaders working to strengthen democracy in the U.S. Individuals between the ages of 25 and 50 with significant life experiences were initially nominated to the program and then invited to apply. Applications were then reviewed by a selection committee and finalists were interviewed before selections were made.

In 1999, upon finishing activities for Cohorts 1 and 2, the Foundation commissioned an evaluation by Brandeis University. Results from the evaluation were used to make important changes in NGL's implementation, starting with Cohort 3.

The program has three primary components:

- An intensive analytical and experiential curriculum.
- An opportunity to put new learning into practice through collaborative projects.
- An Alumni Network.

NGL has been operated as a Rockefeller Foundation program since its inception. In 2002, the Foundation decided that it would not continue the program beyond the original five-year term, but it remained open to exploring options that might exist for operating the program outside the Foundation in partnership with other similar programs and for broadening NGL's base of financial support.

The Rockefeller Foundation contracted with the OMG Center for Collaborative Learning (OMG) in order to assess the effectiveness of the program's design and implementation, gathering evidence of its shorter-term impacts on the organizations and communities of the NGL fellows, and taking stock of the contributions that NGL has made within the field of leadership development programs in the U.S. In addition, the Foundation anticipated that the evaluation would inform the program transition process.

The assessment team implemented a “mixed-method” design that included a combination of quantitative and qualitative fieldwork activities and several participative data gathering, feedback and review sessions with Foundation staff and NGL fellows. OMG used a theory-of-change approach and *pathway mapping* process to surface program assumptions and identify anticipated outcomes. The *pathway map* provided a framework for the evaluation.

Results from the present assessment provide ample evidence that NGL has attained many of the anticipated five-year program outcomes. The evaluation identified significant individual-level outcomes, reflecting on the transformational leadership nature of NGL. This is the most significant finding of our assessment. The richness in collaborations and partnerships is another major NGL outcome.

There was also evidence of emerging organizational-level outcomes as well as several examples of community-level outcomes. However, it is important to recognize that community-level outcomes are the most difficult types of outcomes to attain by a leadership development program and that five years is not a sufficient time period to assess these outcomes. In addition, the five-year follow-up period can only be applied to Cohort 1, which completed the two-year program in 1998. Program impacts on the Foundation were less readily apparent. While there had been some opportunities for exchanges and cross-fertilization between NGL and Foundation program areas, these were not maximized.

INTRODUCTION



The Next Generation Leadership (NGL) program was launched by the Rockefeller Foundation in 1997 as a means of building a diverse network of leaders in this country who are committed to working together and in their respective communities toward a shared goal of strengthening and sustaining democracy. The program has several distinct features. One is a perspective of certain key challenges to democracy in America—racial, ethnic and identity divides, lack of skills and resources for participation in decision-making, and lack of opportunities to work across sectors and boundaries that span geographic and social divisions. Another is a guiding theory-of-action that asserts that over time a combination of collective leadership, experience, knowledge, and deliberate and innovative problem-solving can contribute to a more vibrant democracy. A third feature is a set of principles that have guided NGL's design and delivery. These encompass:

- A commitment to selecting a diverse group of participants for each cohort with the following attributes that reflect NGL values: risk-taking; bridge-building; having a keen understanding of “outsider identity”; a commitment to developing new solutions to difficult problems; an ability to provide visible leadership nationally or regionally; compassion; having the capacity for self-reflection; being centered and grounded in the belief in something larger than themselves; believing in democracy; having the ability to bring a significant constituency to the table; and a willingness to embrace and leverage their participation in the NGL Fellowship.
- A focus on network building, with an emphasis on collaborations among individuals from different backgrounds, sectors, outlooks, and political persuasions.
- An approach to new problem-solving insights and skills development through a defined two-year curriculum that includes a strong emphasis on real-world issues, community change strategies, and an innovation fund that provides resources on a competitive basis for program fellows to work together on concrete projects.

This review and assessment¹ comes at a critical moment in NGL's history. A fifth cohort of fellows entered the program in 2002 and the Foundation will not select another cohort in 2003. The Foundation is instead determining the options that may exist for operating the program outside the Foundation in partnership with other similar programs and for broadening NGL's base of financial support. At the same time, it is interested in assessing the effectiveness of the program's design and implementation, gathering evidence of its shorter-term impacts on the organizations and communities of the NGL fellows, and taking stock of the contributions that NGL has made within the field of leadership development programs in the U.S.

The results of the assessment can be of significant import on several fronts. First, the assessment documents for the Foundation, program participants, and others who may be interested, a more complete picture of NGL's effectiveness in realizing its stated objectives. Second, it yields some useful lessons of relevance to the Foundation's future programming and the programming of other grantmakers who are investing (or may be planning to invest) in leadership development. Third, the assessment can contribute to thinking about, and prospects for, NGL's continuation externally, either on its own with broader funding, or in some new configuration in partnership with one or more other leadership development programs.

Organization of this Report

This report is organized into six parts. The first offers a general description of the NGL program and where NGL fits within the larger leadership development field. The second states in more detail our understanding of the goals of this assessment and discusses a number of issues we felt needed to be addressed over the course of the assessment. The third outlines the main elements of the evaluation design and methodology. The fourth provides a more in-depth description of the NGL program, how it has evolved and the outcomes it is expected to yield. The fifth provides our assessment of the evolution of NGL and the effectiveness of its different program components. In the final section we provide assessment conclusions and recommendations as the next phase of NGL begins. In an Appendix to this report, we provide a copy of the pathway map or logic model developed by OMG, and a list of those interviewed in gathering qualitative data.

¹This study was conducted in 2003 and finalized in October of 2003.

This report also summarizes the work of the NGL Evolution Group, composed of fellows from all five cohorts, which assumed critical leadership in developing a plan for the transition of NGL to a new institutional base—the Research Center for Leadership in Action at the Wagner Graduate School of Public Service at New York University.

Finally, this report also noted the contributions that NGL has made to the leadership development field—a focus on democracy, equity, and justice; an emphasis on diversity and collaboration; a transformational leadership approach; the development of effective learning tools; and the opportunity to put learning into practice.

We provide the following recommendations:

Recognize that the NGL program evolution involves a shift in program emphasis. With a primary focus on the Alumni Network, not on the development and incorporation of new cohorts, the program will need to think through goals, activities, and anticipated outcomes. The NGL Evolution team has begun to articulate the vision for the evolving program and we would urge all stakeholders to be clear and realistic in program expectations.

Develop a strategic plan for the program transition. The stakeholders in the proposed NGL program transition should collaborate in the development of a strategic plan detailing tasks, roles and responsibilities, and a timeline for the transition.

Provide Solutions Fund resources to the Alumni Network. Given the effectiveness of the Solutions Fund in encouraging within-cohort collaborations, we believe that comparable results could be expected if funds were provided for across-cohort collaborations.

Build on methodologies and tools that have proven effective for analysis, dialogue, and collaboration while remaining open to new ones. It will be important to continue to make use of these proven strategies as NGL seeks to deepen its individual, organizational, and community impacts. At the same time, as the program places greater emphasis on its Alumni Network, it will be important to consider new methodologies and tools that advance program goals.

I. THE NGL PROGRAM

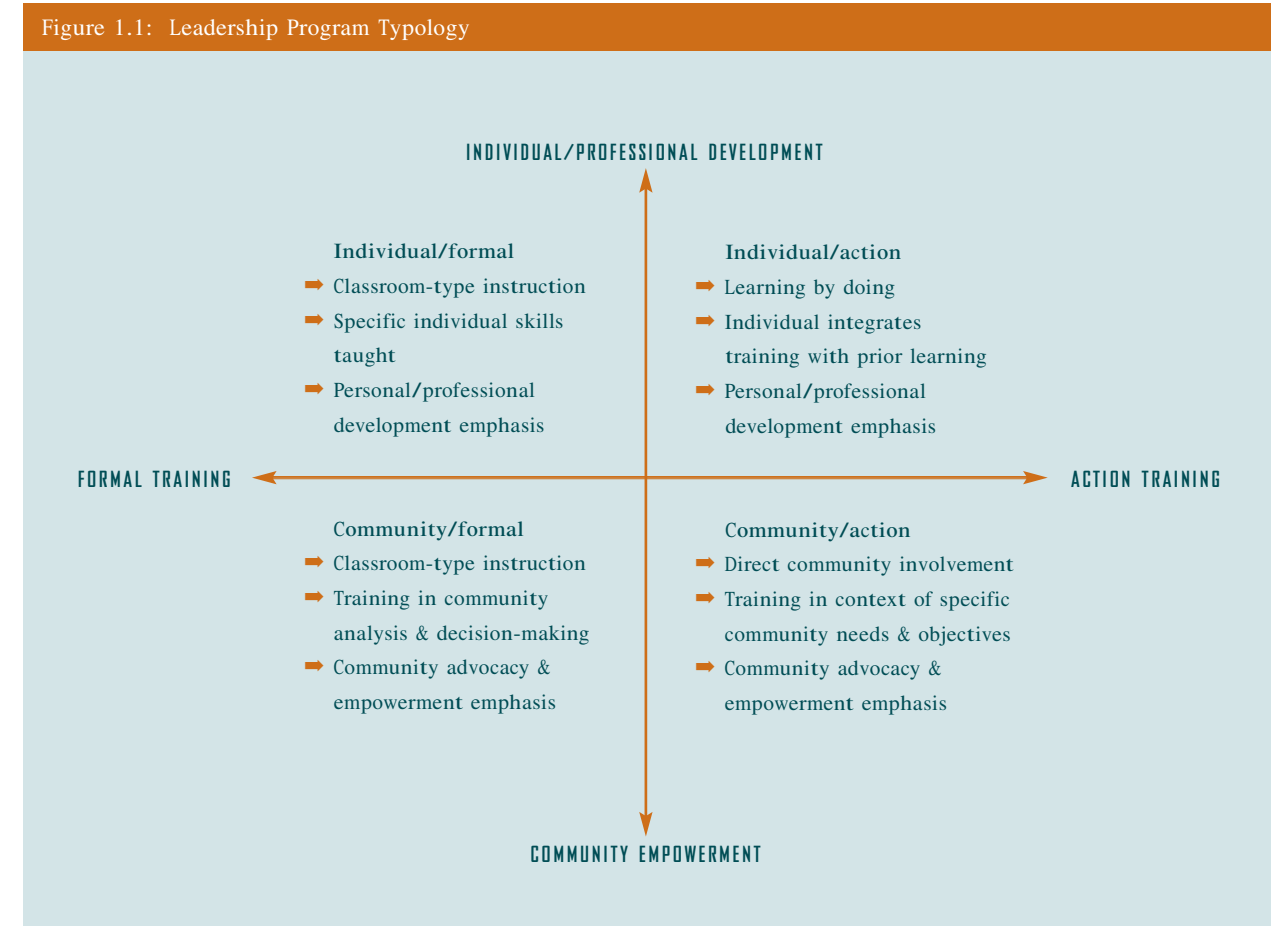
NGL was created by the Rockefeller Foundation in 1997 “out of a commitment to building a stronger, more sustainable democracy for America in the 21st century. NGL is based on the premise that future leadership can be identified and connected to develop solutions to the most difficult problems facing the United States and the world.”² With a focus on individual development, NGL was designed as a two-year program that would provide opportunities for examining challenges to democracy and social justice and for developing strategic collaboration among program participants. The program has selected 24 emerging civic leaders working to strengthen democracy in the U.S. for each of its five classes or cohorts. The selection process involves nominations of individuals between the ages of 25 and 50 with significant life experiences, who are then invited to apply. A selection committee assembled by the Rockefeller Foundation reviews applications, selects finalists for individual and group interviews, and makes the final selection. NGL covers all travel and program expenses and provides a stipend of \$8,000 to fellows during the first year. Additional support is also available through an Individual Development Fund that provides opportunities for specialized training, as well as through a Fund for Exploring Collaborations that allows fellows to arrange group meetings to help them in their efforts to seek out ways to work together. In addition, the Foundation provides funding for innovative, collaborative projects to be implemented during the second year of the fellowship.

The program has three primary components:

- ➔ **An intensive analytical and experiential curriculum.** During the first year, fellows participate in four separate modules held in different locations, including one international site. The modules focus on leadership development issues and also allow participants to examine case studies, experiences and practices, and address social issues while building problem-solving skills. A critical aspect of the curriculum is the incorporation of site visits that connect the participants to current issues and community stakeholders at each of the sites hosting the modules. The four modules, each lasting seven days, are organized around the following themes: *Understanding Democracy*; *Divisions in American Society: Challenges, Choices, and Opportunities*; *Democracy in South Africa or Mexico* (one of these countries was visited by each cohort); and *Moving Into the Future*.
- ➔ **An opportunity to put new learning into practice.** During the second year, fellows are expected to exert leadership and apply their enhanced problem-solving skills in projects aiming to implement change strategies while also strengthening and broadening their constituencies. The Foundation provides funding for these projects through a Solutions Fund that requires strategic partnerships in order to address complex issues. Applications for the Solutions Fund are competitive, though only open to members of each NGL cohort.
- ➔ **An Alumni Network.** Upon completion of the first year program, fellows join the NGL Alumni Network. The Alumni Network meets annually in order to build and strengthen relationships and collaboration among fellows.

²NGL program brochure.

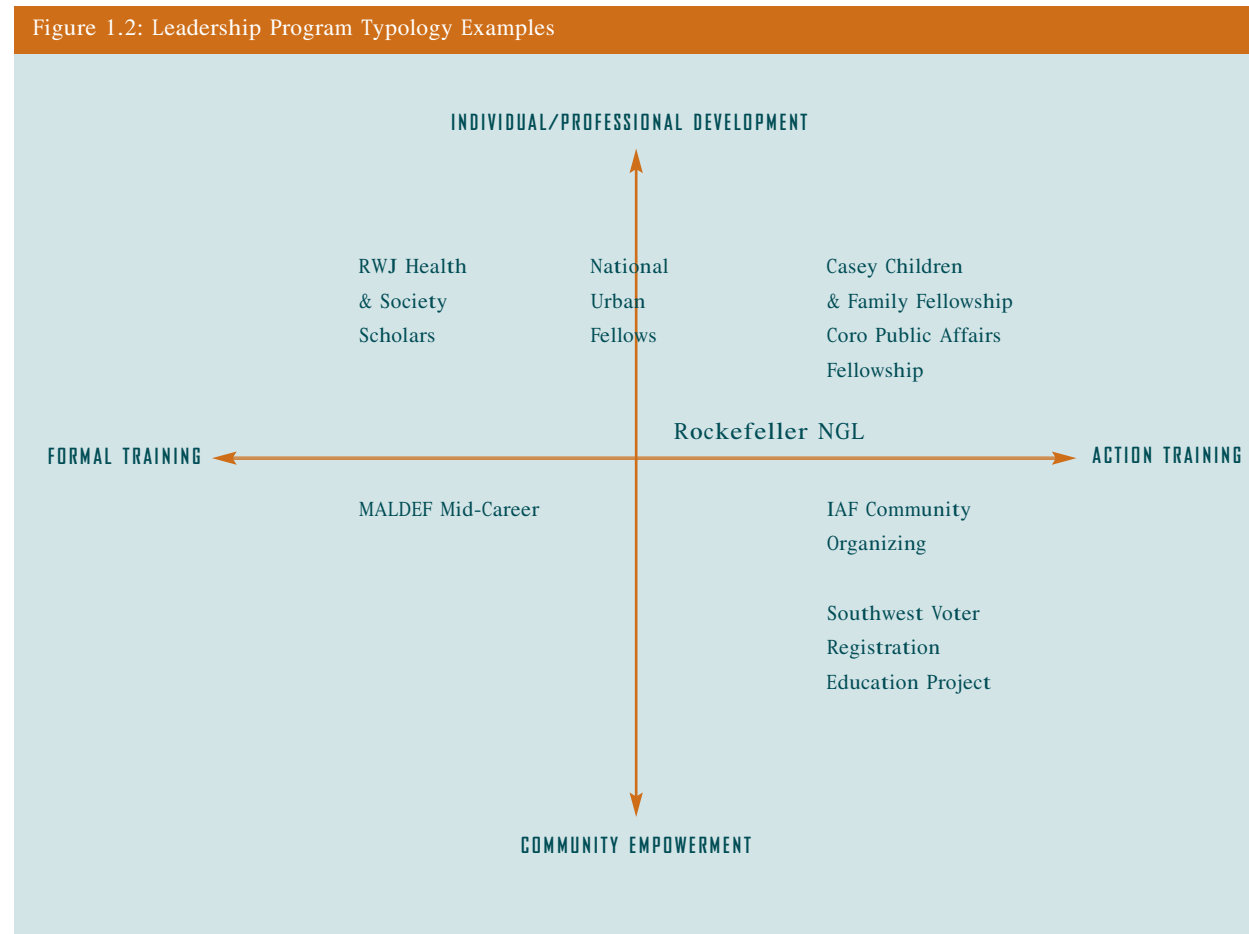
In order to characterize NGL in relation to other leadership development programs, we offer a typology developed and updated by the senior author of this report.³ The typology has been informed over the years by conversations with several leadership development program managers as well as with other leadership development experts. It selects two essential dimensions of leadership development programs—change strategy focus and learning approach—and constructs a four-quadrant chart to differentiate programs along these dimensions. For the change strategy focus, our typology distinguishes between individual skill-building and community empowerment approaches. For the learning approach, it distinguishes between formal and experiential learning. This typology recognizes that these dimensions represent a continuum and that some programs reflect a blend of change strategies and/or learning approach. However, it is our contention that most leadership development programs lean toward either end of our two dimensions.



To illustrate our typology, we provide examples of leadership development programs for each of the four quadrants (see Figure 1.2 below). An example of the Individual/Formal leadership development program would be the Robert Wood Johnson Health and Society Scholars—a rigorous two-year, university-based, post-doctoral program consisting of intensive academic seminars, mentored research, and focused training. The Annie E. Casey Foundation’s Children and Family Fellowship and the Coro Public Affairs Fellowship program are both examples of the Individual/Action type of program. These two programs focus on individual leadership skills using more experiential learning approaches such as small seminars and discussions, field assignments, site visits, mentoring, and placements in public and private agencies. The National Urban Fellows program is a rare example of a program that combines both formal (graduate school coursework)

³Gutiérrez, Manuel. *Evaluation of the Hispanic Leadership Opportunity Program (HLOP): Final Report*. New York, NY: Academy for Educational Development, 1991.

and action (one-year full-time placement in a public or non-profit agency) learning approaches. Since it combines both learning approaches fairly equally, we depict the program directly on the y-axis of the graph. Examples of the Action/Community type of programs are the Industrial Areas Foundation (IAF) and the Southwest Voter Registration Education Project. The primary goal of these programs is to empower disenfranchised communities and they pursue that goal through on-the-ground leadership training experiences combined with hands-on training sessions. Finally, the Mexican-American Legal Defense and Educational Fund (MALDEF) Mid-Career program would be an example of the Formal/Community type of program. While promoting a community empowerment agenda—training Latinos/as to assume leadership positions in community organizations—the program utilizes a more formal seminar-style approach for the training.



Within this typology, we consider NGL to be primarily an Individual/Action type of program, although it also has distinct elements of the Community/Action type of program. Since NGL represents a blend of both of our typologies' change strategy dimensions, we have chosen to depict it graphically within the Individual/Action quadrant but closer to the x-axis than the other examples provided for Individual/Action programs. The actual spatial placement of NGL in the graph, therefore, is meant to represent that blend of Individual Development and Community Empowerment program goals.

II. NGL ASSESSMENT GOALS AND KEY QUESTIONS

The goals of the assessment are provided below. Under each goal are the guiding questions that OMG used to focus the design and implementation of the assessment. OMG patterned this list after those questions and issues articulated in the RFP.

GOAL 1: To conduct a process assessment that offers an independent perspective of the effectiveness of the program's design and implementation to achieve its stated goals. This goal encompasses many of the specific questions offered in the RFP. They are simply restated here:

- ➔ To what degree has the program achieved its stated goals?
- ➔ What is the range of leadership competencies that fellows develop in the program?
- ➔ What other knowledge, skills, attitudes, perceptions and values were gained by fellows from the program?
- ➔ What are the relationships among and between fellows and other leaders that have developed as a result of this program?
- ➔ What are the strengths and challenges of creating a diverse network of leaders and problem solvers?
- ➔ How has the curriculum promoted collaborative learning and problem solving among fellows from various sectors?
- ➔ How can the knowledge gained from this assessment of NGL improve programming in the Foundation?

GOAL 2: To provide an impact assessment to gather available evidence of the effects the program has had thus far on the NGL fellows' organizations and on positive changes in democratic processes in their communities. This goal, perhaps the most challenging for the assessment, encompasses two questions posed in the RFP:

- ➔ What are the demonstrable impacts on the fellows' organizations? In other words, what changes are the participants able to identify as being influenced by the insights, skills, attitudes, perceptions and values they developed or strengthened during their participation in NGL?
- ➔ How has the NGL network in the short term impacted democracy in the communities of the NGL fellows? In a practical sense we used this question to focus mainly on changes that participants were able to describe that relate to the NGL-identified challenges to democracy—bridging racial, ethnic and identity divides, improving skills and resources for participation in decision-making, and increasing opportunities to work across sectors and boundaries that span geography and social divisions.

GOAL 3: To examine NGL's role and contribution in the leadership development landscape. This goal addresses the need to better determine how well understood NGL is as one of a variety of leadership programs now operating within the U.S.

- ➔ What contributions has NGL made to the larger landscape of leadership development programs in the United States?

GOAL 4: To review opportunities that may be available for continuing NGL outside the Foundation, in collaboration with others and with a broader funding base. This goal, quite different from the others, relates directly to the Foundation's interest in probing options for sustaining NGL as an externally managed program, and whether or not there is some level of interest in either combining the program with others, or in contributing to the support of NGL as currently designed or as part of a newly created program with similar or complementary goals. The assessment focused on two specific questions related to this goal. Both would help in determining whether or not there would be viable opportunities worth exploring following completion of the assessment.

- ➔ What options do those now involved with NGL (staff, current fellows and alumni) see as most attractive and feasible for continuing the program, managing the program independently of the Foundation, and supporting it with additional resources?
- ➔ What avenues for program continuation do others in the leadership field, particularly those now operating leadership development programs, see as potentially worth exploring?

III. EVALUATION DESIGN AND METHODOLOGY

The assessment team implemented a “mixed-method” design that included a combination of quantitative and qualitative field work and several participative data gathering, feedback and review sessions with Foundation staff and NGL fellows. This mixed-method design offered the most practical approach to investigating the program’s influence and impacts in a way that suited the complexity of the environment in which NGL operated. The components of the methodology are described below:

Background document review, key respondent interviews, and pathway-mapping. We began the assessment by using a customized theory-of-change tool that helps to clarify initial program design assumptions and expectations, and helps specify as clearly as possible what the program’s designers believe would constitute reasonable shorter-term and longer-term outcomes. This first stage of work combined a careful review of the results of the 1999 assessment and other background materials with interviews with individuals who participated in the design and early implementation of NGL. This was followed by a working session with current Foundation staff to articulate the connections between program goals, actions, anticipated outcomes, and measures. The results of the document review, interviews and workshop were summarized in a logic model or “pathway map” (see Appendix).

The assessment team used the pathway map as the framework for the data collection and data analysis efforts, focusing on the projected outcomes and measures identified in the pathway map to build plausible explanations where appropriate for surfacing what the NGL program achieved and why.

Phone interviews with a sample of current and past NGL fellows. The evaluation team conducted 20 interviews with a cross-section of participants representing each of the five cohorts in order to learn how the NGL program influenced them as individuals and what impact their participation had on their organizations and communities. The phone interviews were approximately one hour in duration and were conversational in style, while still following an interview guide prepared in advance.

Online survey of NGL fellows. To complement the phone interviews, the assessment team designed and conducted an online survey of all NGL fellows. The online survey⁴ tapped into fellows’ perceptions of the effectiveness of each program component as well as their assessments of personal program impacts.

Attendance at NGL events and focus group sessions with current and former fellows. An additional component of the methodology was the team’s attendance at two NGL events, a Cohort 5 module and an NGL alumni reunion. To further complement information gathered in the phone interviews and online survey, the evaluation team conducted guided focus group sessions with fellows during these events. These focus group conversations were designed to gather additional ideas from fellows about aspects of the NGL program that are most valuable and potentially worth sustaining, and identify promising options for continuing the NGL program in partnership with other prospective collaborators.

The original assessment design also included a set of informational interviews to gather external perspectives on NGL’s contribution to the leadership development field and prospects for its continuation. The team felt that these interviews would illuminate how others in the field view NGL, and possible approaches or options for sustaining the program externally with broader funding and other partners. The team also intended to conduct a set of informational interviews with up to ten individuals who now serve as staff to other leadership development programs. However, in the middle of the evaluation process, the fellows created the NGL Evolution Group to actively participate in the decision-making around the future of NGL. As part of this effort, fellows decided that they would conduct the investigation of options for sustaining NGL outside of the Foundation. The evaluation team focus for this question then shifted to document the work of the NGL Evolution Group. A description of that effort is presented later in the report.

⁴ The online survey instrument is available on request (please contact the senior author at manuel@omgcenter.org).

IV. NGL’S THEORY OF CHANGE AND EXPECTED OUTCOMES

Early in the evaluation design process OMG engaged a small group of Foundation staff in a process to help them articulate the outcomes that they expected would result from the NGL program. Theory-of-change concepts and the pathway mapping process were used to facilitate this work. A set of background or informational interviews were also conducted with the program’s original designers and a small number of NGL fellows. The pathway mapping process was proposed by the evaluation team to elicit program design assumptions, and as a way to assist OMG in better understanding what the program was expected to accomplish over a five-year period and beyond, as well as how those outcomes would be achieved. A pathway map was created to illustrate NGL’s theory of change. OMG sees the pathway map as having two primary uses—to document the ways in which specific components of the NGL program have evolved over time and to provide guidance to the evaluation, informing decisions about how to focus the evaluation and what measures are most appropriate. In this section, we discuss NGL’s theory of change and the pathway mapping process that was undertaken to build consensus about outcomes.

NGL’s Theory of Change

The OMG-facilitated pathway mapping session began with a discussion of the contextual challenges and opportunities that prompted the Foundation to create the NGL program. The following lists the key problems or circumstances that the original program architects sought to address during the program design stage of NGL.

KEY CONTEXTUAL ISSUES

- ➔ The Los Angeles riots in 1992 pulled forth fault lines of race and ideology and caused the Foundation to question where the leaders in America were and why they appeared not to be working with one another.
- ➔ There are few or no programs doing leadership development at a national level—only at a local level.
- ➔ Leadership development curriculums were passive and only explored issues from one perspective.
- ➔ There are examples of leaders capable of working across divisions in society.
- ➔ Democracy is a fundamental belief that Americans have, but few people know how to practice it.
- ➔ Cynicism exists in this country around democracy.

In response to these contextual issues the Foundation became interested in efforts to revitalize democracy by building a leadership program that would explore threats to democracy, participatory decision-making, and bridge-building strategies. Along with their analysis of the context influencing the design of NGL, the program architects and other Foundation staff also described the assumptions that the Foundation made as it considered ways to address these issues. These assumptions (outlined in the text box below) are critical to understanding the choices that the Foundation made in designing NGL.

THE PATHWAY MAPPING PROCESS

- ➔ **Articulating the theory.** Clarity about the problem and the theory about how to alleviate or solve it are critical. Pathway mapping begins here. The OMG team asked the original program designers and current program staff to define the key problems/issues that existed at the start of NGL and what they believed should happen to change or address these issues.
- ➔ **Examining shared and differing assumptions.** Throughout the dialogue about the theory of change, OMG asked the staff to recall as best they could assumptions about why the Foundation felt particular program actions might work. Learning about these assumptions gave the OMG team a deeper understanding of why certain choices and changes were made.
- ➔ **Linking program actions and strategies and desired outcomes.** In order for the pathway map to be useful, a logical path had to be created to connect the NGL program components to reasonable and measurable outcomes. In other words, OMG asked Foundation staff to link each program activity to outcomes that were reasonable given the time frame, resources and other constraints of the program.

EVOLUTION OF THE PROGRAM

Early on in the program's implementation, staff encountered challenges that eventually led to several changes to the program's design. Not only was it difficult to attract qualified candidates who represented different political ideologies (both progressive and conservative), but engaging such an ideologically mixed group in productive discourse was also a significant challenge. The staff was also faced with the challenge of designing and facilitating a curriculum for a diverse group with different learning styles.

In 1999, upon finishing activities for Cohort 2, the Foundation commissioned Brandeis University to evaluate two programs: NGL and The Philanthropy Workshop (TPW)⁵. Results from the evaluation were used to make important changes in NGL implementation, starting with Cohort 3. These changes involved the following:

- ➔ **Participant selection.** The Foundation expanded its outreach efforts in order to seek a wider pool of applicants and developed a new system for reviewing applications, providing group exercises, and conducting interviews with finalists. These new procedures were meant to increase the diversity of the cohorts and stress collaborative functioning as a key variable for selection.
- ➔ **Curriculum.** The initial program curriculum was found to be too didactic and not conducive to reflection. The curriculum was then changed from 6 weekend modules to 4 week-long modules, with more emphasis on experiential learning activities, time for reflection, and use of local resources to analyze issues in the context of communities. Readings were also revised to address topics such as urban/rural issues and current demographic shifts, the global economy, transforming leadership, and race.
- ➔ **Facilitation.** NGL Alumni were recruited to strengthen group facilitation that would enable difficult conversations, sound analysis, reflection, and relationship-building.
- ➔ **Creating collaborations across sectors.** In order to encourage collaboration across sectors, the nature of the funding available to participants for the second year of the program was changed. Initially, all fellows were provided with a \$10,000 grant to implement a community project. Following the Brandeis evaluation recommendation, this was changed to a larger \$240,000 Solutions Fund that required collaborations and provided grants for fellows on a competitive basis. In addition, the Alumni Network was set up to develop collaborations across cohorts.

While the program was changed substantially following the findings of the Brandeis evaluation, the NGL manager⁶ has continued to make programmatic adjustments every year, seeking to put into practice whatever insights and lessons are captured as a result of fellows' experiences during and after the program. She has also involved fellows in co-designing fellowship activities, facilitating meetings, and planning for the future of NGL. Thus, the program itself has had the benefit of the leadership and expertise provided by its participants.

NGL'S INTENDED OUTCOMES

Building up from their original thinking and ideas, five-year and ten-year outcomes were carefully identified by Foundation staff during the pathway mapping conversation as well as through interviews with the original program designers and a small number of fellows. All of the outcomes are detailed in the pathway map in the Appendix. However, the five-year outcomes are outlined below to provide a sense of the program's expectations of what could be accomplished at this point in the program cycle.

NGL'S UNDERLYING ASSUMPTIONS

- ➔ Leadership can be identified and mobilized to restore faith in American democracy.
- ➔ The leadership program should embrace the diversity of all communities and define democracy to include the principles of equity, participation for all, and fairness.
- ➔ Participation in rigorous analysis of difficult issues and the development of skills to work across differences are essential characteristics of effective leaders.
- ➔ In the 21st century democracy must be understood within both national and global contexts.
- ➔ A network of leaders will have a greater influence on democracy than individual, unconnected leaders.
- ➔ A Rockefeller Foundation-sponsored program would attract high caliber candidates and generate wider interest in democratic solutions across communities.
- ➔ Although NGL will be a domestic program, and therefore limited in its exploration of democracy, it will provide opportunities for exploring global issues.
- ➔ All of the fellows will remain a part of the program after they graduate or complete the curriculum.
- ➔ NGL fellows and the Foundation will mutually benefit from a leadership development program.

NGL's Five-Year Outcomes

The original designers of NGL, program staff and fellows identified the following as outcomes that could be expected at the 5-year point of the program cycle.

KNOWLEDGE AND SKILLS DEVELOPMENT

Fellows will...

- ➔ Have a *deeper understanding of democratic principles*
- ➔ Improve or *develop new leadership skills*
- ➔ *Understand "systems thinking"* and know how to work within larger systems
- ➔ Have the ability to *express and hear divergent opinions*
- ➔ Be more *cognizant of their own biases and prejudices*
- ➔ *Understand how their own, and others', culture and community is an asset in democracy*
- ➔ *Understand better how their community and concerns fit* within local, regional, national and international contexts
- ➔ *Gain greater knowledge of their field* or other fields that are relevant to their work

NETWORK DEVELOPMENT AND PARTNERSHIPS

Fellows will...

- ➔ *Remain committed* to the program's values and principles; play ongoing role as NGL partners and supporters
- ➔ *Engage in strategic collaborations*, within and across sectors, promoting and enhancing principles of democracy
- ➔ *Improve or gain new professional networks* because of NGL relationships
- ➔ *Engage others in their work* rather than shouldering it alone
- ➔ *Rely and draw on each other* in their work
- ➔ *Influence each other's decision making*

COMMUNITY LEADERSHIP

Fellows will...

- ➔ *Work with constituents to identify and implement innovative policies*, practices and programs of democracy
- ➔ *Develop change strategies* and strengthen and broaden their constituencies
- ➔ *Form new collaborations* in their local contexts with others from different sectors, ideologies, races/ethnicities, economic backgrounds, or sexual orientations
- ➔ *Understand how to build relationships and convene groups* with diverse backgrounds and points of view
- ➔ *Have advanced into jobs/roles with greater spheres of influence* and greater leadership responsibilities
- ➔ *Take greater risks professionally*
- ➔ *Have enhanced their ability to gain the support of influential people*

FOUNDATION-LEVEL IMPACTS

- ➔ *Foundation will have greater exposure to different communities* and issues and gain more knowledge about the communities' needs
- ➔ *Foundation officers will have gained access to NGL's experts* from different fields, communities and issue areas and will be utilizing this expertise

⁵ *Assessment of Next Generation Leadership and The Philanthropy Workshop*. Center for Human Resources, The Heller Graduate School for Advanced Studies, Brandeis University, Waltham, MA: 1999.

⁶ Surita Sandosham, a Cohort 1 fellow who joined the Rockefeller Foundation in 1998.

V. ASSESSMENT RESULTS

The five-year outcomes articulated by NGL program stakeholders during the pathway mapping process were used to assess how effective the NGL program has been at impacting fellows as well as in their organizations and communities. But before discussing the assessment results, it is important to understand the sample upon which the assessment findings are based. Therefore, the first part of this section describes the characteristics of those fellows who participated in each data collection activity undertaken during the assessment.

The next part of this section will report on how effective the program design and implementation has been at meeting its goals. It looks at how well the participant selection process has established a diverse network of leaders; relays fellows' views of how the NGL curriculum enhanced their leadership skills, perceptions and values; and discusses the degree to which the program was able to build relationships and promote collaborative learning among fellows. After discussing the program's effectiveness at achieving its goals, this section will discuss the impact that the program has had on the fellows, their organizations and their communities.

The Research Sample

FELLOWS' INTERVIEW SAMPLE

The OMG team interviewed 20 fellows from all five cohorts (see Appendix), making sure that the group would be representative of the diversity reflected in the overall NGL network.

During phone interview conversations, fellows were asked:

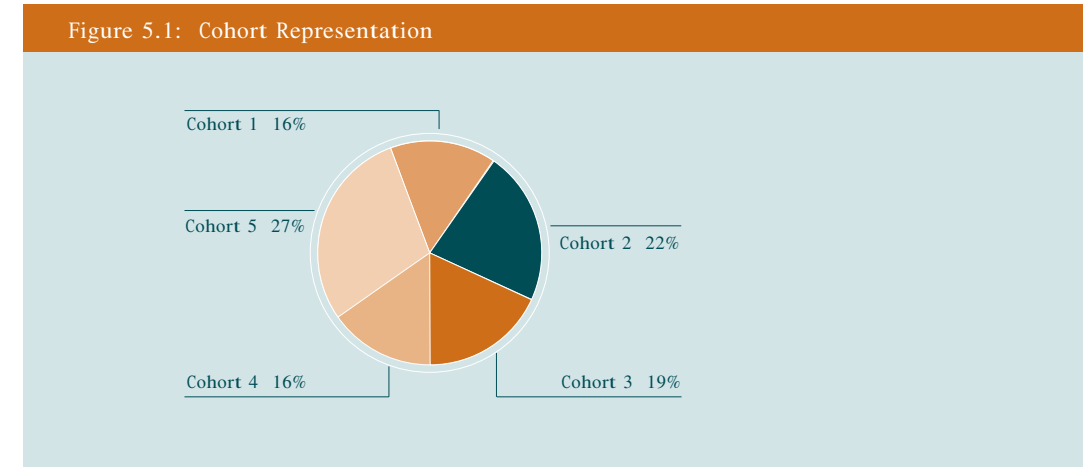
- ➔ What their expectations and motivations were for becoming an NGL fellow;
- ➔ If and how the NGL program has enhanced their leadership skills and influenced their work;
- ➔ What impacts or outcomes the NGL program has had on a personal level, organizational level and community level;
- ➔ How they have drawn on the NGL network in their work; and
- ➔ If they or their organization had gained greater visibility and access to resources as a result of NGL.

FOCUS GROUP PARTICIPANTS

Two focus group sessions involving a total of 20 Cohort 5 fellows were held at one of their modules; two other focus group sessions, involving a total of 22 fellows, were held during an alumni reunion attended by members of the other four cohorts. In these sessions, the OMG team asked fellows to provide feedback on the value of the different program components to their development and their work, to reflect on the impact of the program, and to offer suggestions for ways to continue the NGL program in the future should it be housed outside of the Foundation.

SURVEY SAMPLE

Sixty-eight of the 117 fellows contacted responded to the online survey. This represents a response rate of 58%. This high response, in addition to the information gained from the interview sample and focus group participants, gave the team confidence that the feedback, shared in this report, is both significant and representative of the overall NGL network. The chart at right depicts the distribution of survey respondents according to cohort representation.



Program Effectiveness

OVERALL EFFECTIVENESS OF NGL PROGRAM

Overall, fellows participating in the phone interviews, focus groups, and online survey expressed a high degree of satisfaction with their NGL program experience. Some of their comments are listed below:

“My expectations were exceeded. I got so much out of it. Meeting all of those fabulous people I would not have met otherwise. Everything about the experience was a community project. I brought back to my community whatever I learned in the program. I was squeezed dry of information at all levels—my own family, my co-workers, and neighborhood organizations. We got some written materials on South Africa that I passed on to several people. Everybody in my community got a piece of this fellowship.” (COHORT 1)

“Leadership and collaboration are the two most important things when it comes to improving the world. I think that funders don’t pay enough attention to developing leadership—not just finding leaders, but helping them develop a global perspective. NGL helped me develop those kinds of skills.” (COHORT 3)

“It has been very effective. I gained insights into issues related to all of the divides or ‘isms’ in America, and how that plays out in the work done in communities. The readings have significantly contributed to this learning for me. The leadership assessment I did with Surita gave me insight into my own leadership style and helped me gain a new perspective on leadership and what it means to be a leader.” (COHORT 5)

When looking at survey results (see following chart, Figure 5.2) by cohort, we found that Cohort 1 respondents expressed a somewhat lower degree of satisfaction than other cohorts. This may be explained by the fact that the program was being implemented for the first time with Cohort 1 and, thus, the various program components had not been tested.

In retrospect, the program initially proved to be too structured. Some Cohort 1 fellows described a certain degree of frustration they had experienced during their program activities. These were characteristic comments:

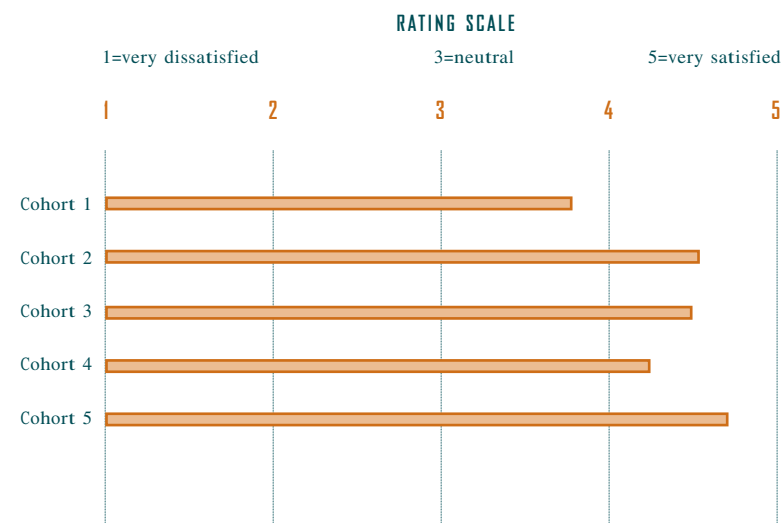
“The program was jammed with content and left no time for process.”

“We did not focus on skill-building so much in this cohort. We were given a lot of reading with little give and take.”

“In our pioneer group, some stuff got in the way and our group did not jell as much as other cohorts.”

As mentioned previously in this report, the Foundation contracted with Brandeis University to conduct a program evaluation following the completion of Cohort 2. Based on the evaluation findings and recommendations, the Foundation made significant programmatic changes in participant selection, curriculum, facilitation, and collaboration. Interestingly, while these changes were not implemented until the completion of the program for Cohort 2, the Cohort 2 survey respondents reported a comparatively higher degree of satisfaction with the program than Cohort 1 respondents. For an explanation of these differences, the Brandeis evaluation report noted that “it was clear from the differences in the responses of the two NGL cohorts that the program has already made adjustments and begun to respond to the issues and concerns raised by participants” (p. 13). The high satisfaction ratings of later cohorts indicate that the changes made by the Foundation did effectively enhance how those cohorts experienced and perceived the program.

Figure 5.2: Overall satisfaction with NGL program experience



When asked to rate the program's effectiveness in meeting specific objectives (see Figure 5.3), survey respondents gave high marks to: expanding professional and personal networks; engaging in meaningful dialogue with people from diverse backgrounds; and providing an opportunity to think about leadership. Representative comments were the following:

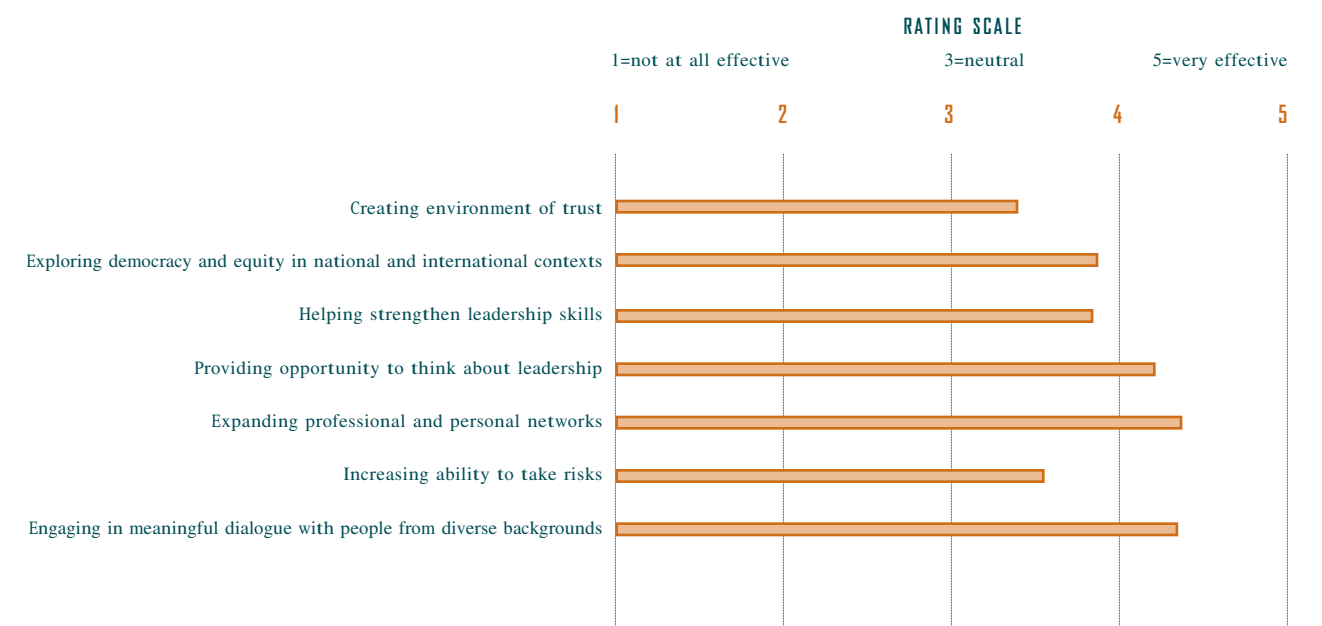
“Several of the fellows have collaborated on the Mandela Freedom Gardens project in New Jersey. We have networked through e-mail and phone calls to bring it all together. Also, there are seven of us from our cohort that maintain regular contact. We are organizing the first New Jersey NGL alumni meeting—I think that there are six of us from New Jersey.” (COHORT 3)

“I am in the process of developing some low-income supportive housing units. It's not that big, although for my small city it's a huge undertaking—50 apartments. I was talking to another NGL fellow about technology access in buildings for low-income people, which is something I would not previously have thought about. But that's what he does...” (COHORT 5)

“I learned to reflect on my leadership style in a way that's more self-critical. I learned to listen more closely and attentively to others. Learned to temper my personality and be less authoritative and more democratic in my work.” (COHORT 4)

On the other hand, receiving comparatively lower ratings were the following objectives: creating an environment of trust and increasing one's ability to take risks. At first glance it would appear that these two items would be highly correlated, as one would be more inclined to take risks in a context where trust has been established. Upon further examination of the data, we found that there was, indeed, a close link between the two items and that it was cohort-specific. Cohort 1 had the lowest ratings of all cohorts on trust and context for risk-taking. This is consonant with the overall degree of satisfaction findings we reported previously, given that Cohort 1 had been the “pilot” group. However, to our surprise, we found that Cohort 3 had also reported comparatively lower ratings (although not as low as Cohort 1) on trust and context for risk-taking. We do not have additional data that would help explain this result for Cohort 3, but can only speculate that the dynamics of that particular group of fellows and the implementation of a new curriculum played out in a way that were somewhat inhibiting for risk-taking.

Figure 5.3: Respondent assessment of overall NGL experience



When asked to rate the value of the different program components or activities to their leadership development (see Figure 5.4), survey respondents overwhelmingly rated the site visits/travel as a very valuable component. These visits helped expand their understanding and perspectives about their work and how it fits within a larger context. The visits also exposed them to new ideas and approaches to their work. Other program components of great value to survey respondents were the group discussions and relationship-building opportunities experienced at various stages of the program. The following comments illustrate the importance of those program components:

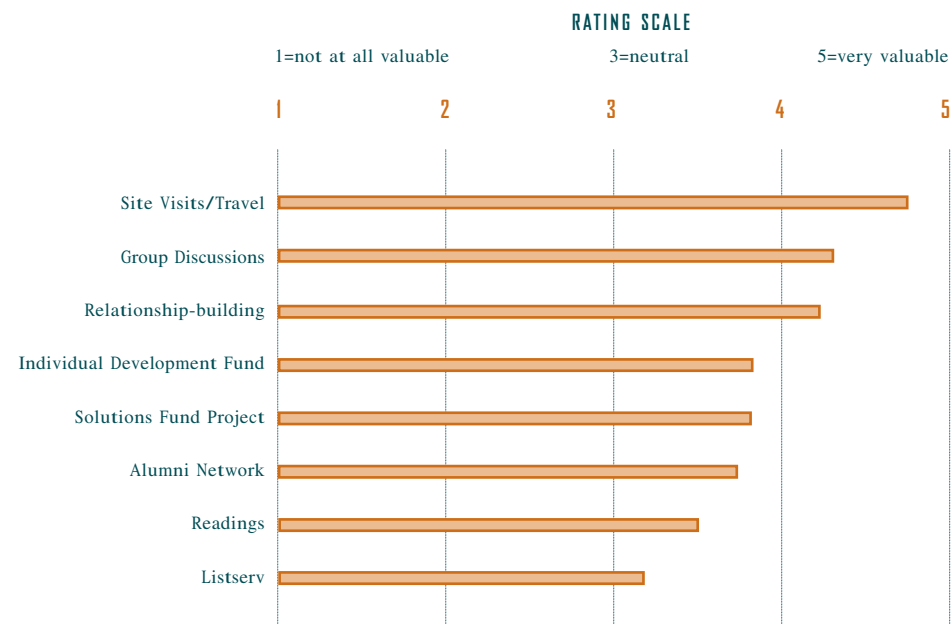
“I had spent my life finding a safe space for kids to talk and NGL was that space for me to talk. It was a very well thought-out view of the world—Mississippi, District of Columbia, San Antonio. And then, South Africa. In South Africa I met a man who was essentially doing my program at a global level. My current project came out of this back room discussion in South Africa. Now I’m bringing together everyone I’ve ever known to pull together this global youth movement. It was the NGL experience that made this happen for me. Finding my production partner in South Africa—talk about building wealth!” (COHORT 2)

“One of the most valuable aspects of NGL was learning what was going on in different communities and how different people were trying to solve problems.” (COHORT 4)

“The group discussions were very valuable, although there never was enough time. Walks, talks, rooming together, breaking bread. A lot of the members of my group ended up formally working together and I see them as a really good resource. When you get a phone call from an NGLer, you respond immediately. Yes, it was the program, but the network is invaluable.” (COHORT 2)

The program activity that received the lowest overall rating among survey respondents was the listserv. Intended to provide a communications link for all cohorts, the listserv seems to go through peaks and valleys of activity. For instance, there was a lot of activity around the time that the American war with Iraq first broke. That activity consisted of an ongoing discussion about democracy within a global perspective, but that discussion string did not last very long. This finding is not atypical for listserv usage, though. For many common interest groups, absent a critical incident or important group activity, it is simply difficult to maintain a high level of connectedness and responsiveness through this medium. Several fellows recommended that the listserv be restructured around topics or interest areas. They felt that this would lead to greater participation.

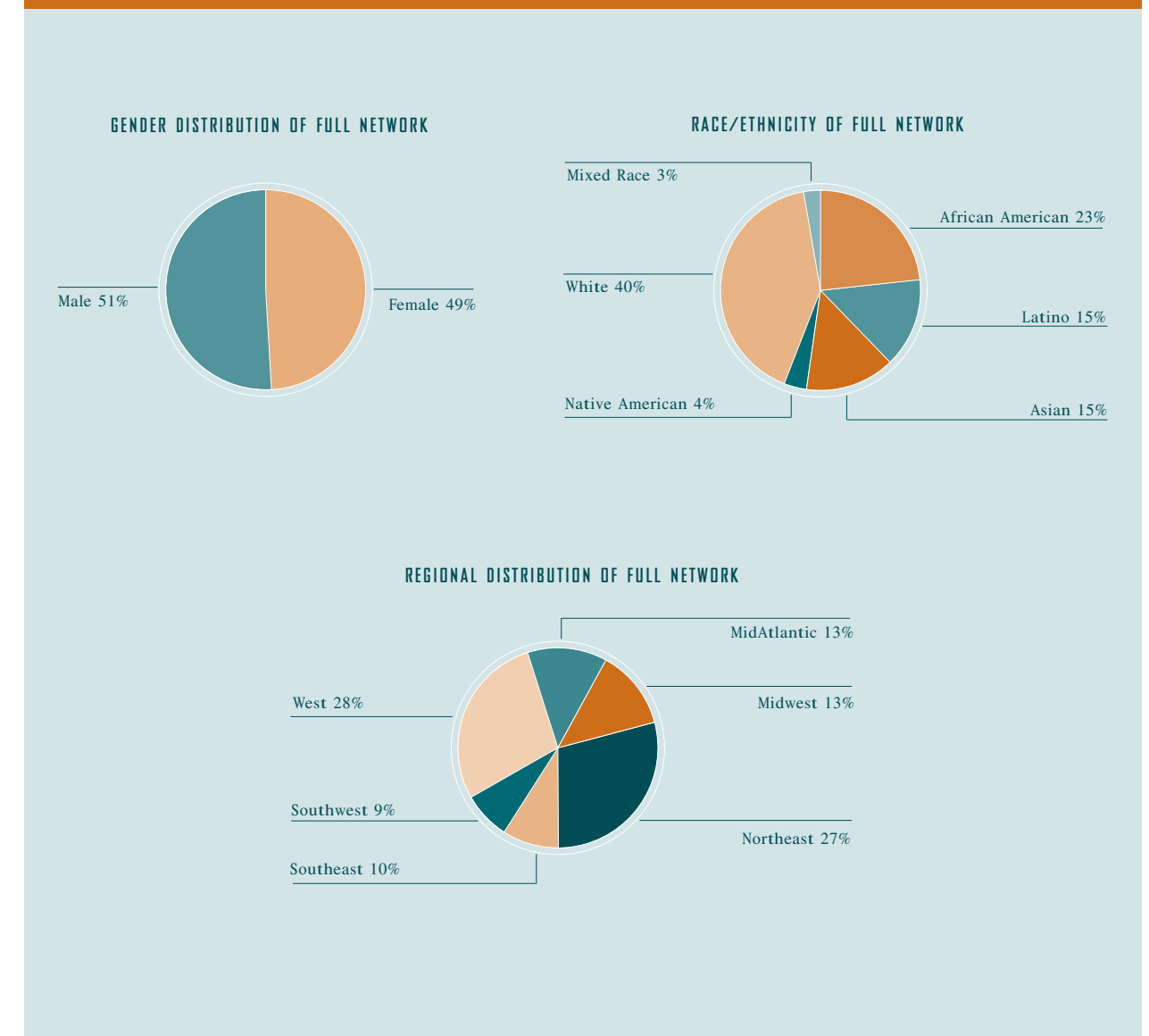
Figure 5.4: Value of NGL Program Components to Leadership Development



NETWORK DIVERSITY

A key objective of the NGL program has been to embrace the diversity of all communities. It was therefore important for the evaluation to assess the diversity of the NGL network. Figure 5.5 below provides data on the gender, race/ethnicity, and geographic location distribution of the entire NGL network. These results show nearly equal male-to-female distribution, as well as considerable diversity for race/ethnicity and geographic region.

Figure 5.5: NGL Network Demographics



We were also able to gather additional data on diversity from our survey sample. In addition to gender, race/ethnicity, and geographic region (shown in Figure 5.6), survey respondents provided additional information depicting their diversity. The graphs also show a breakdown according to age (at the time of NGL selection), sector of work, and sexual orientation. In addition, the survey also asked respondents to choose the economic class and ideological categories with which they most closely identify. Graphs depicting these distributions are displayed in Figure 5.7. Interestingly, the economic class distribution represents a classic “bell shape” curve indicative of a normal distribution. However, the political ideology distribution was skewed, representing a predominance of perspectives toward the “left” end of the spectrum.

The online survey also asked fellows to rate the overall diversity of their cohort. The majority (95%) of those who responded gave their cohort a rating between “adequately diverse” to “very diverse.” However, in their comments regarding their cohort’s diversity, a majority of the fellows completing the survey indicated that their cohort lacked ideological or political diversity. These fellows felt that their cohort had little representation of fellows with moderate to right-wing viewpoints. The above findings depicting the ideological distribution of the survey sample supports this observation. However, the lack of ideological diversity should not be taken as an indication of group consensus on issues. Indeed, many fellows indicated in interviews and focus group conversations that one’s ideological perspective may shift from issue to issue. Thus, a “liberal” on government spending for anti-poverty programs could also be a “conservative” when discussing national defense.

A smaller number of fellows also indicated that they would have liked greater diversity along the following lines: race, class, professional occupation, sexual orientation, and age. Despite their concerns about the lack of certain forms of diversity, most of the survey respondents as well as interviewees and focus group participants felt that the make-up of the group was fairly diverse and that meaningful conversations were held from various perspectives. Thus, even if the program did not meet its objective of selecting participants across a wide spectrum of ideological perspectives, there is clear evidence that the NGL network is not a homogeneous, monolithic group quick to reach consensus on issues.

The following comments addressed the diversity issues:

“NGL is about relationships with people, their ideals. We all go with certain perspectives and it’s only through engagement with others in a respectful way that growth happens. We have to hurt in the process of uncovering our differences to be able to come together. We had some big discussions in Miami about race and privilege and, at the end, even if I don’t agree with you, I can respect you.” (COHORT 4)

“I am an organizer, a labor person. I always look at things from a class perspective. It was good for me to hear from people who came from different perspectives. Finding common ground—tolerating people’s views—was useful to me.” (COHORT 4)

“For me it was an opportunity to develop relationships among a diverse group of people. I felt that the program went beyond just relationship building. It helps to stand in others’ shoes and glimpse the world through their eyes.” (COHORT 3)

Figure 5.6: Characteristics of Survey Respondents

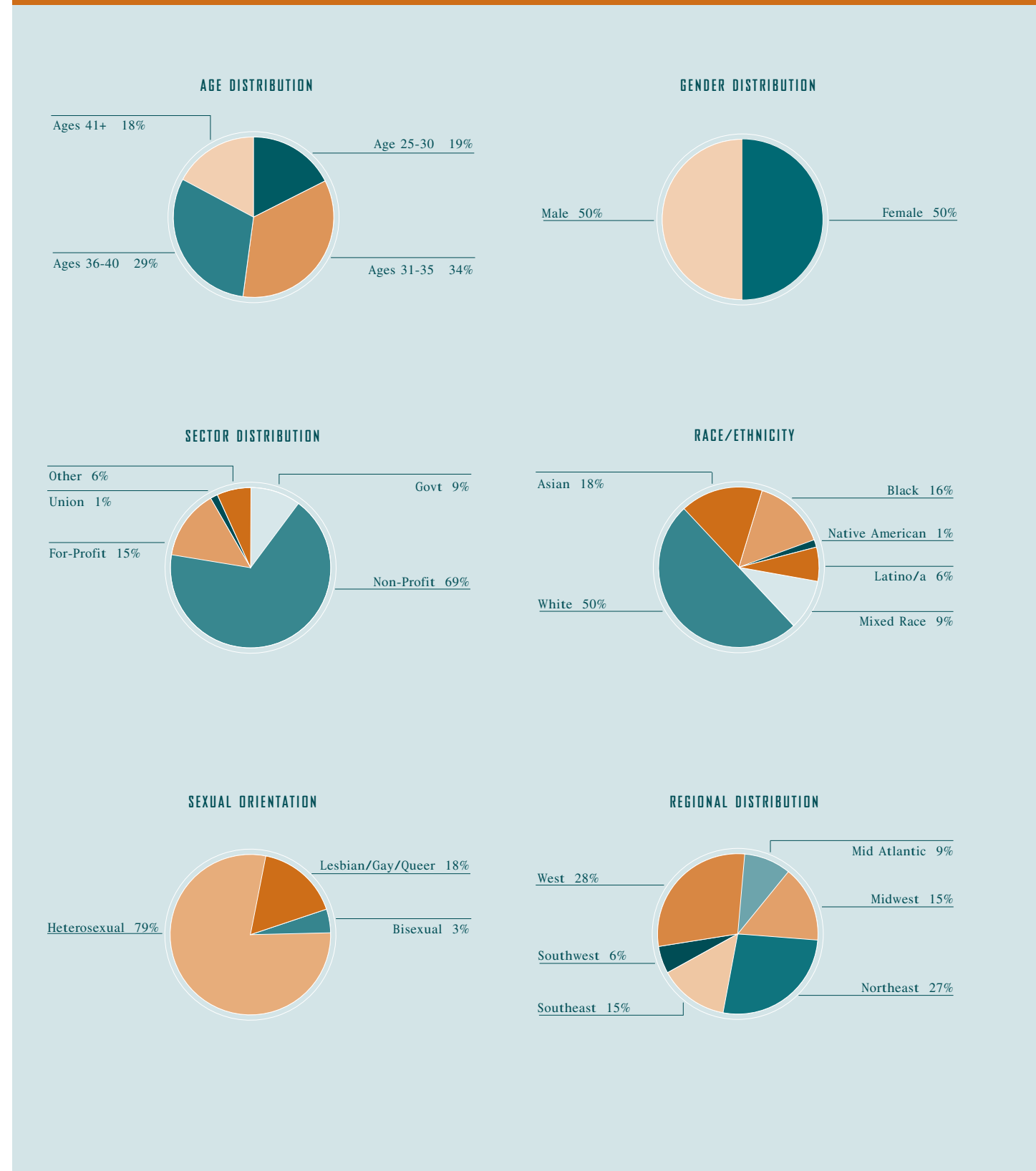
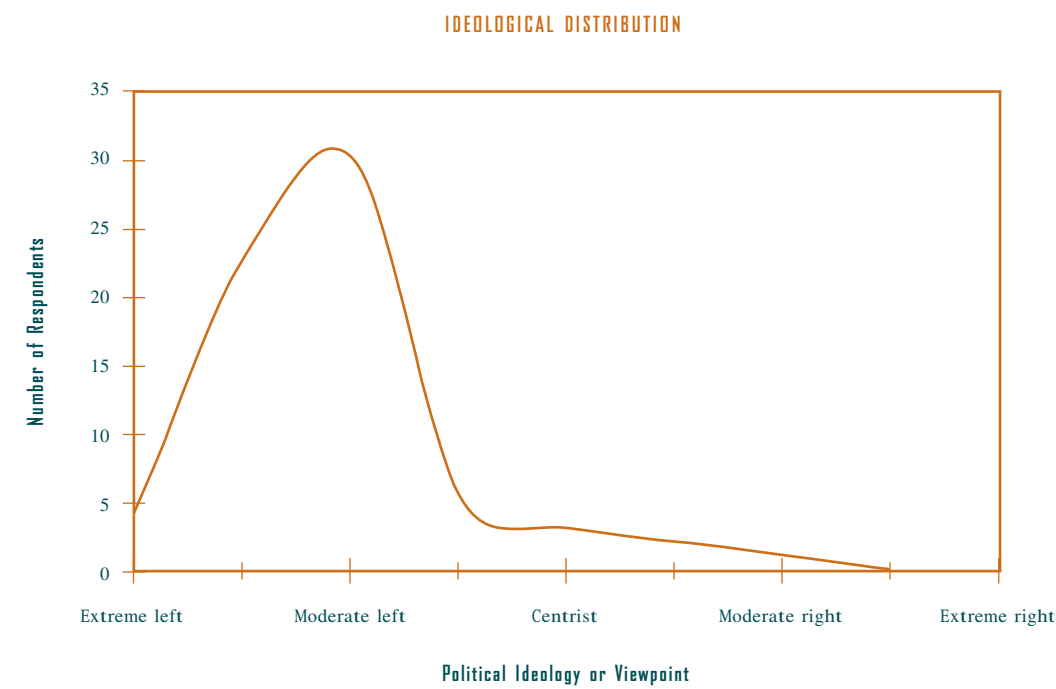
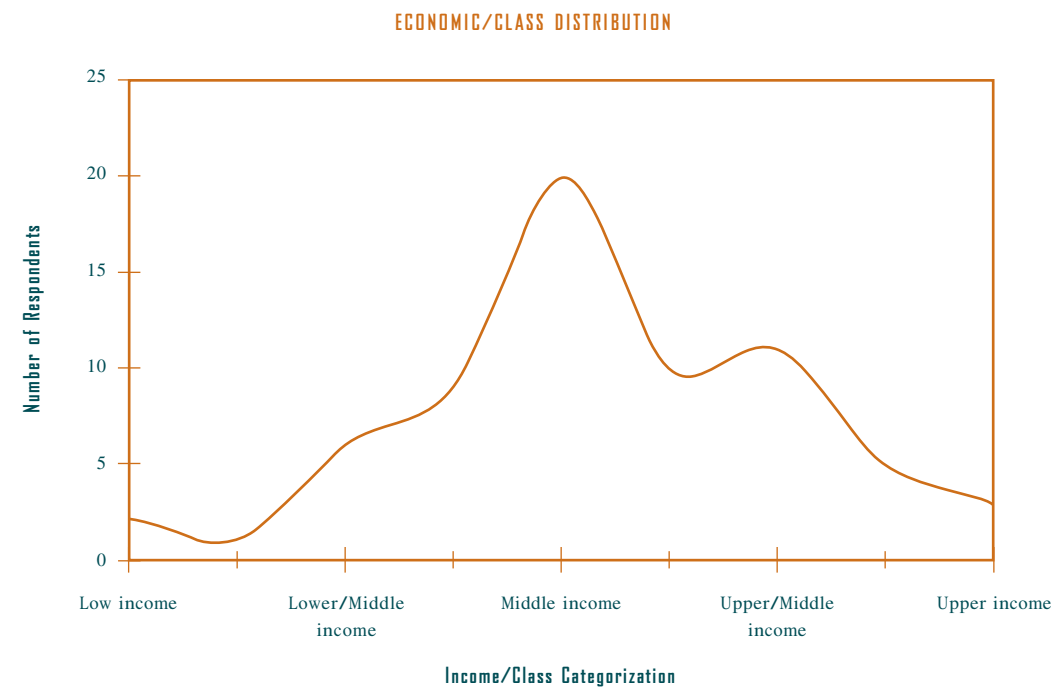


Figure 5.7: Self-Described Characteristics of Survey Respondents



LEADERSHIP SKILLS DEVELOPMENT

The fellows who responded to the survey as well as those who participated in the phone interviews and focus group sessions were consistent in their assessment that the NGL program had significantly enhanced their leadership skills or capacity. In the following chart of survey results (Figure 5.8), *self-reflection, awareness and renewal* and *group dynamics* skills received the highest ratings, with other skills not far behind.

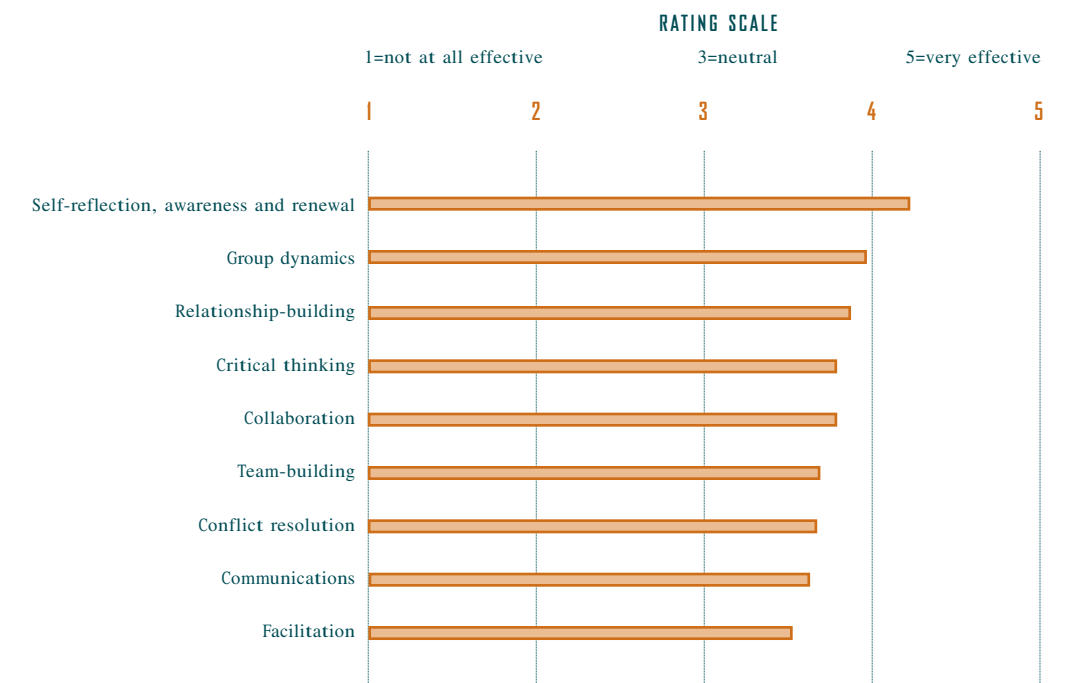
The following comments were reflective of the fellows' assessments:

“I have valued the fact that the program has given me the opportunity to take a break or somewhat distance myself from my immediate work... and this is an opportunity to reflect critically on my own work.” (COHORT 4)

“Convening skills—I learned how to bring people together and work across different lines of diversity. Also, communication skills—the ‘difficult conversations’ exercise helped me to learn to make space for and see value in others’ opinions. It also helped me accept that people don’t always have to agree.” (COHORT 4)

“NGL helped me step back from my day-to-day management issues and think about the purpose of doing this work, how I move that network forward and how I develop my public allies program. NGL has changed my perspective and helped me to reframe my process.” (COHORT 1)

Figure 5.8: Curriculum effectiveness at developing or enhancing leadership skills



Fellows have also availed themselves of opportunities to enhance their professional or leadership development through the use of the NGL Individual Development Fund. This fund may also be used to purchase computer equipment in order to insure Internet access and connectivity to the NGL network. Over half of the survey respondents (59%) indicated that they had made requests for Individual Development funds. Of this subset of respondents, 53% had used the funds for specific training (i.e., communication, facilitation, organizational development), coaching on personal leadership, or instruction (i.e., Spanish classes, GIS mapping); 37% had used funds to purchase a computer; and 9% had used it for travel to conferences or collaborative planning.

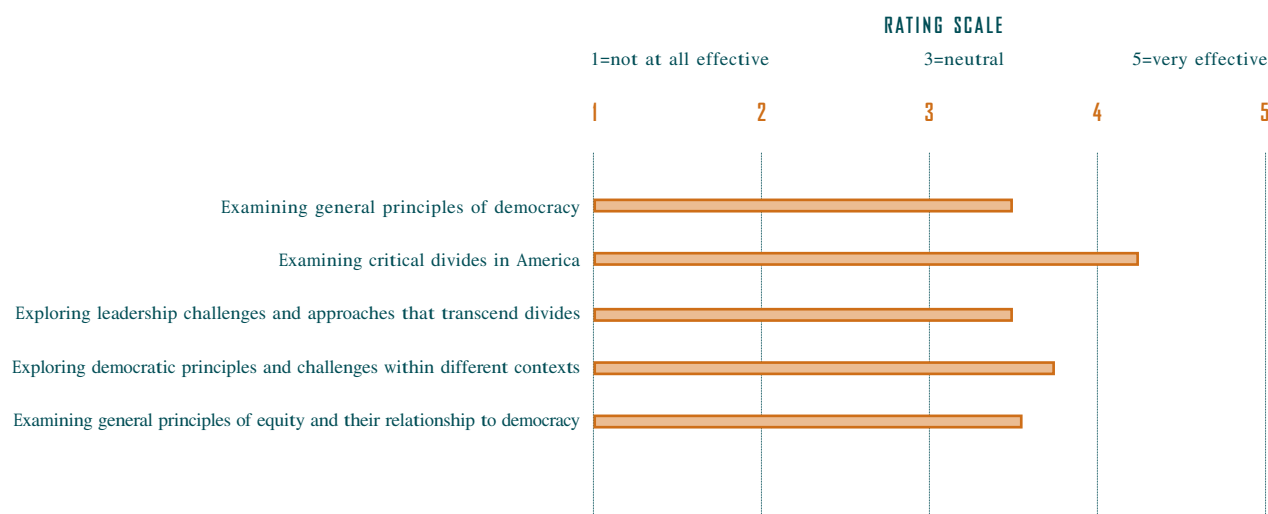
In addition to enhancing individual skills, a key characteristic of the NGL curriculum is its focus on challenging fellows' views of democracy and equity in America and globally. According to the survey results (see Figure 5.9), the NGL curriculum was effective at examining various democracy and equity issues. Survey respondents provided the highest effectiveness rating to experiences relating to the examination of the critical divides in America and exploring democratic principles and challenges within different contexts.

These comments were illustrative:

“The experience has been great. Many of us don't deal with issues of race and ethnicity beyond the community we work with, so this is a learning experience. I joke about the book Difficult Conversations and how I use it in my daily life.” (COHORT 5)

“I came to understand racism much better than before NGL. Appreciating nuances, understanding institutional racism and how it affects individuals in the U.S... I have been much better able to facilitate relationships [between a white institution and an African-American caucus of the state legislature]. I take pride in having been sensitive to these things before, but NGL really opened a new chapter for me in having a more complete understanding. It was critically important.” (COHORT 1)

Figure 5.9: Fellow assessment of NGL Curriculum



RELATIONSHIP-BUILDING AND COLLABORATIVE LEARNING

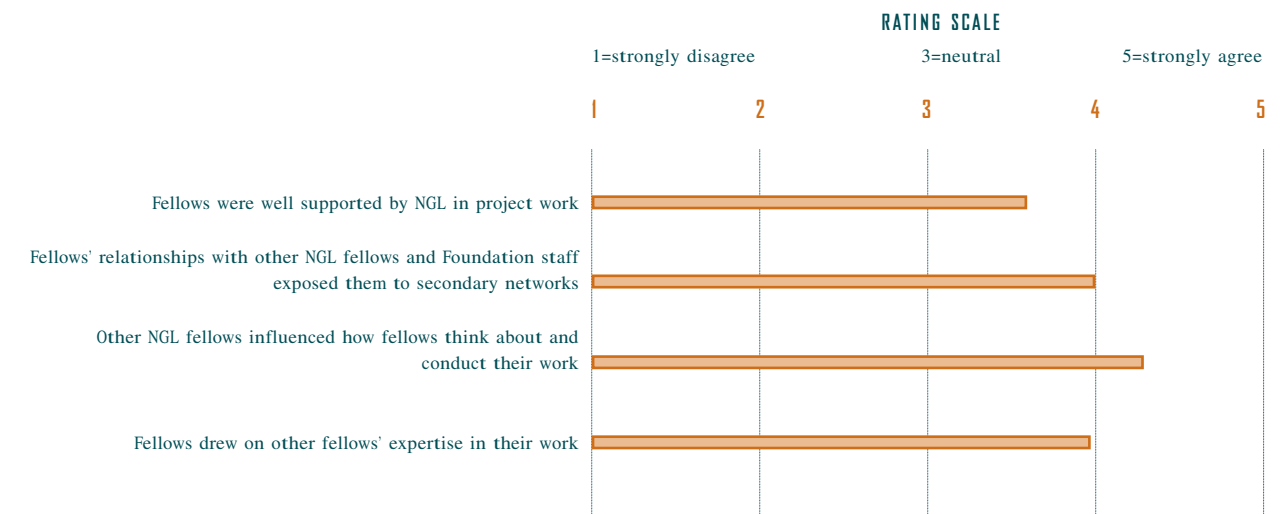
The program curriculum, Solutions Fund project, and program listserv are all meant to promote the relationship-building and network development goals of the NGL program. The phone interviews, focus group conversations and survey responses all confirmed the program's success at achieving this goal. Not only was there consensus among the fellows that the program helped grow their personal and professional networks, but most of the fellows responding to the survey also agreed that the relationships they developed as a result of NGL positively influenced how they think about and conduct their work. Several fellows also indicated that NGL has led to new friendships and collaborations with people representing backgrounds and viewpoints that are very different from, even contradictory to, their own. In many cases, these particular friendships and connections were quite unexpected but highly valued by the fellows experiencing them. These results are shown in Figure 5.10.

Fellows provided the following comments on the importance of NGL relationships and networks:

“My strongest ongoing relationships have been with four fellows who got together to develop a program. It came when my group visited South Africa and we visited the prison island where Mandela was imprisoned for years. We heard stories about how avid a gardener he was. We applied for funding from the Rockefeller Foundation to fund a community garden in Newark, NJ. One part of the garden will be a Mandela Garden. Since this began, I have periodically had conference calls with the other fellows to coordinate this program.” (COHORT 3)

“Two of the other fellows and I are doing an extension of the NGL program at the local level. We are focusing on the question of how, in a diverse society, we can work together to move forward. We do it by holding discussions with different groups in our communities. We travel to each other's communities and facilitate the group discussions.” (COHORT 4)

Figure 5.10: Impact or benefits of relationships and networks made through NGL



EXTENDING THE NGL REACH

As mentioned previously in the report, the Foundation created the Solutions Fund after the completion of Cohort 2 upon the recommendations of the Brandeis evaluation. For Cohorts 1 and 2, NGL provided a \$10,000 grant to each fellow during the second year of the program to implement an individual project. The Solutions Fund provides an opportunity to the members of each cohort to seek resources to implement community projects that will address pressing issues in their communities. Fellows are encouraged to collaborate on developing projects that bridge differences across racial/ethnic groups, communities, sectors, and personal perspectives. The applications to the Solutions Fund are competitive. A Solutions Fund committee, composed of Foundation and NGL staff, reviews applications and makes recommendations for funding.

Cohort 3 fellows developed five collaborations, involving 18 of the 24 fellows, which were supported by the Solutions Fund. These projects were: *American Generations Residency Project*; *Mandela Freedom Gardens*; *Youth Leadership and Micro-Enterprise in the Americas: Building a Network for Economic Inclusion*; *Day Laborer Network Alternative Media Project*; and *Regional Strategy Development Project*. Collaborative functioning was taken to a higher degree by Cohort 4 fellows, as they developed one proposal to submit to the Solutions Fund. Their project is an ambitious, national and global undertaking involving five major components: *Mapping Tools for Community Empowerment*; *Tools for Sustainable Local Development*; *Leadership Development for Immigrants and Youth*; *Talking Democracy*; and *Communications Tools for Effective Community Leadership*. This project, also involving 18 fellows, has been able to leverage additional funding from other foundations.

About half of the survey sample provided responses to the question about the effectiveness of the community project (see Figure 5.11). These included fellows from Cohorts 1 through 4 who had been involved in a community project. Since Cohort 5 fellows were still involved in Year One program activities, they did not respond to this question. As shown in the graph below, respondents were consistent in their assessment that the community project had been an effective program component for broadening their constituencies, promoting diverse collaborations, and addressing pressing community issues. The following comments provide more details about fellows' experiences with their community projects:

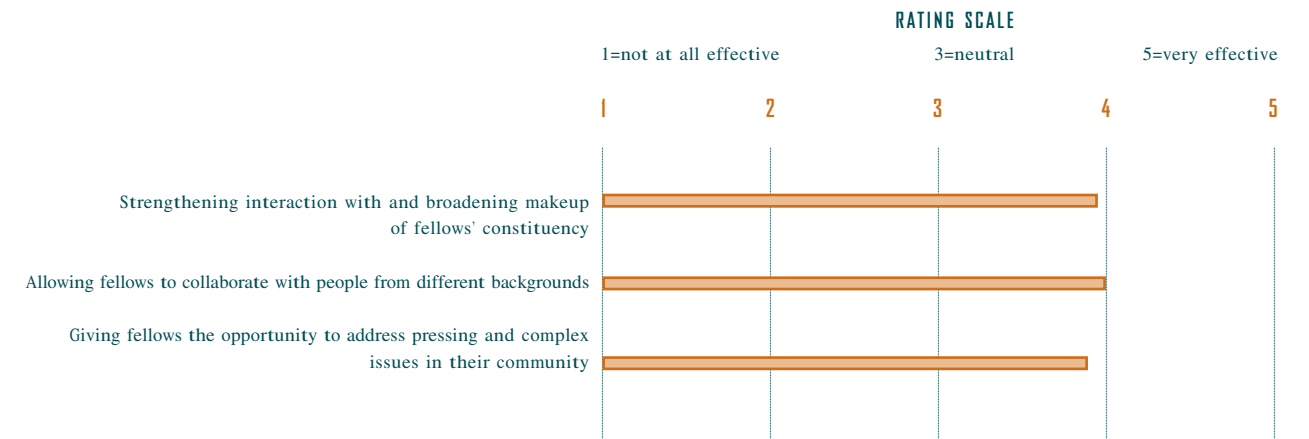
“By bringing together immigrant, religious, and environmental leadership for education and political discussion, we were able to avoid potentially devastating conflicts over immigration and environmental policy in several states.” (COHORT 1)

“It is a great idea. It led to greater organizational sustainability for an important youth development organization.” (COHORT 2)

“I am collaborating with other fellows on my Solution Fund project called Mosaic Migration. We are gathering stories on video from different communities on how different people came to America.” (COHORT 3)

“We organized a broad collaboration among the entire Cohort 4 - meaning only one collective project was submitted [for funding through the Solution Fund]. This was a very valuable experience in collaboration and community building and in developing strategic partnerships among the fellows.” (COHORT 4)

Figure 5.11: Impact of community project experience



THE ALUMNI REUNIONS

The alumni reunions have also been an important program strategy for building and deepening relationships among and between the NGL cohorts (see Figure 5.12). The survey respondents who have participated in the reunions agree that these have been effective in fostering relationship-building within and across cohorts. Respondents also found that the reunions have provided opportunities for collaboration. However, overall, they did not think that the reunions have been as effective at enhancing their leadership skills or providing opportunities to engage in substantive discussions about equity and democracy. This assessment is likely to be based on the fact that the reunions have not attempted to provide skill-building opportunities or to structure substantive discussions about equity and democracy (along the lines of discussions held during program modules), although an opportunity for these discussions is provided through the use of *Open Space Technology* during reunions. Since a primary objective for each reunion meeting has been the incorporation of a new group of fellows to the network, there has been more emphasis on relationship-building and getting to know the work of the fellows.

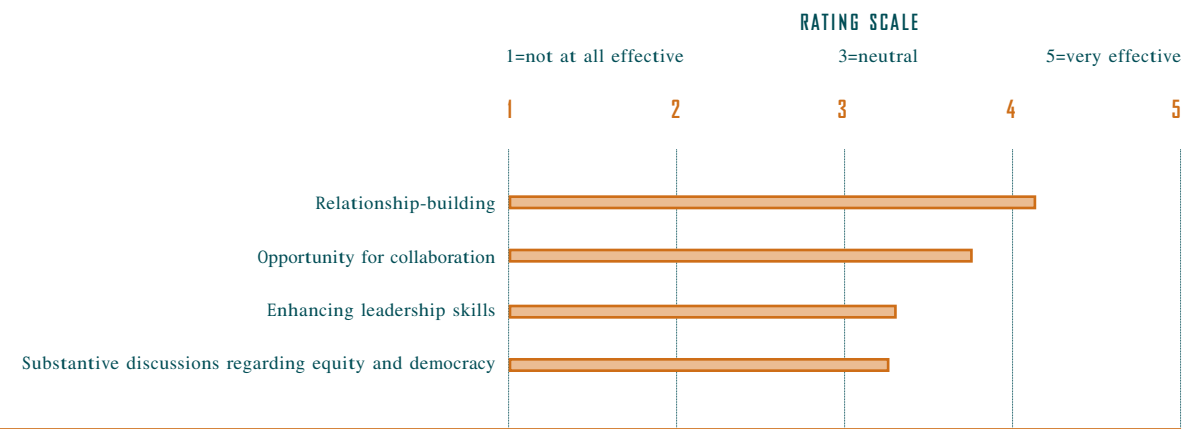
Some relevant comments about the reunions are provided below:

“Reunions are useful for making connections in getting resources and technical assistance as well as getting ideas of what is happening in other communities or what other cohorts are doing in their communities.” (COHORT 3)

“[Make reunions] one day longer. [Include] more meaty issues. [Enable] more leadership discussions.” (COHORT 1)

“Have local events that are issue-based and involve small gatherings across cohorts.” (COHORT 2)

Figure 5.12: Respondent assessment of the effectiveness and value of the alumni meetings



The phone interviews indicated that many fellows feel the strongest connection with other members of their cohort and only a superficial connection with members of other cohorts. Even at the alumni meetings, fellows look forward most to the opportunity to reconnect with their own cohort. This strong inter-cohort connection is not surprising given the structure of the program. The alumni meetings are not meant to replicate the intense group interaction and dynamic experienced in the curriculum modules. However, some fellows have indicated a desire to learn more about other fellows' work, issues and expertise. Since the Foundation has accepted the NGL fellows' recommendation to use \$750,000 in transitioning funds to strengthen the NGL Alumni Network, and there is no funding at the present time to add a new cohort, this NGL program component will receive greater emphasis in the immediate future.

NGL Program Impacts

Survey respondents were asked to describe up to four of the most powerful impacts that the NGL program has had on them, their organizations, and their communities. Responses to this question were provided by 55 of the 68 fellows who completed the survey. Out of this subset of respondents, all (100%) described one or more individual-level impacts, 20 (36%) described one or more organizational-level impacts, and two (4%) described a community-level impact. The great majority of the descriptions of NGL program impacts provided by the fellows were of personal or individual-level changes. When examining all responses to this question, there were 185 different mentions of program outcomes or impacts and 152 (82%) of these responses described personal or individual-level changes. Another 28 (15%) of these responses described organizational-level changes and 5 responses (3%) described community level changes. The phone interviews and focus group sessions also offered some additional examples of how NGL impacted fellows on an individual, organizational or community level, although the predominant responses involved individual-level outcomes. These results are presented below.

INDIVIDUAL-LEVEL IMPACTS

Given the nature of the NGL program, one would expect to see significant impacts at the level of the individual (see Figure 5.13). NGL, after all, was designed to provide fellows with new, powerful, and meaningful experiences that would challenge as well as strengthen their perspectives on democracy and social justice. The individual-level impacts, offered by most survey respondents, fell into one of the following categories:

- ➔ **Perspective development.** Fellows stated in the survey and phone interviews that the program enhanced their social analysis skills and broadened their awareness of issues. Fellows expanded their world view beyond their local contexts to include national and global issues as well. Their NGL experience also deepened their understanding of democracy, exposed them to new approaches or solutions, enhanced their cultural competence, and gave them a stronger understanding of the value of diversity, cross-sectoral collaboration and systems-thinking. All of these impacts relate to some change in fellows' perspectives about the world, their work, and their role in the world. This type of change was one of the most frequently mentioned impacts described by fellows participating in the survey and phone interviews.
- ➔ **Increased self-awareness, confidence, courage and commitment.** Another type of impact frequently mentioned by NGL fellows is the transformation of their view of themselves and their approach to their work. The NGL experience has helped these fellows look inward at their own leadership style and become more aware of the issues they need to address to grow as leaders. Fellows mentioning this change also refer to an improved self-image and increased courage with taking risks in their personal lives as well as their work. In fact, eight of the fellows mentioning this type of impact indicated they acquired the courage to change their careers as a result of their NGL experience.
- ➔ **Expanded networks and collaborations/partnerships.** Fellows also mentioned that NGL strengthened their ability to form networks and collaborate across societal boundaries such as race, class, sexual orientation, gender, sectors and political ideologies. The program effectively expanded personal and professional networks of many of its fellows. Nearly all of the fellows interviewed indicated that they have remained in contact with at least a core group of fellows that they met through the program and all were able to describe ways in which they have collaborated on work projects in the past. This effect is not surprising given that fellow collaboration is facilitated through the Solutions Fund component of NGL. However, several fellows indicated that they have partnered or collaborated with NGL fellows on work other than their Solutions Fund project.
- ➔ **Skill development.** Fellows were also able to describe ways in which NGL significantly improved their leadership skills, competencies and abilities. The skills most frequently mentioned by fellows include their ability to:
 - ⇒ Listen to and consider different points of view when addressing issues of democracy and social justice
 - ⇒ Communicate their own point of view to different groups, discuss their work and advocate on behalf of their communities
 - ⇒ Engage in difficult conversations (i.e., around racism, classism, white privilege) and resolve conflicts
 - ⇒ Plan, organize and facilitate group processes

The following were representative responses of individual-type outcomes provided by survey respondents:

"I was able to use many of the skills I developed in my own work, both at the organization I lead and within an advocacy network I am involved with." (COHORT 4)

"I have a much greater awareness of diversity issues and a heightened sensitivity in dealing with people across sectors." (COHORT 3)

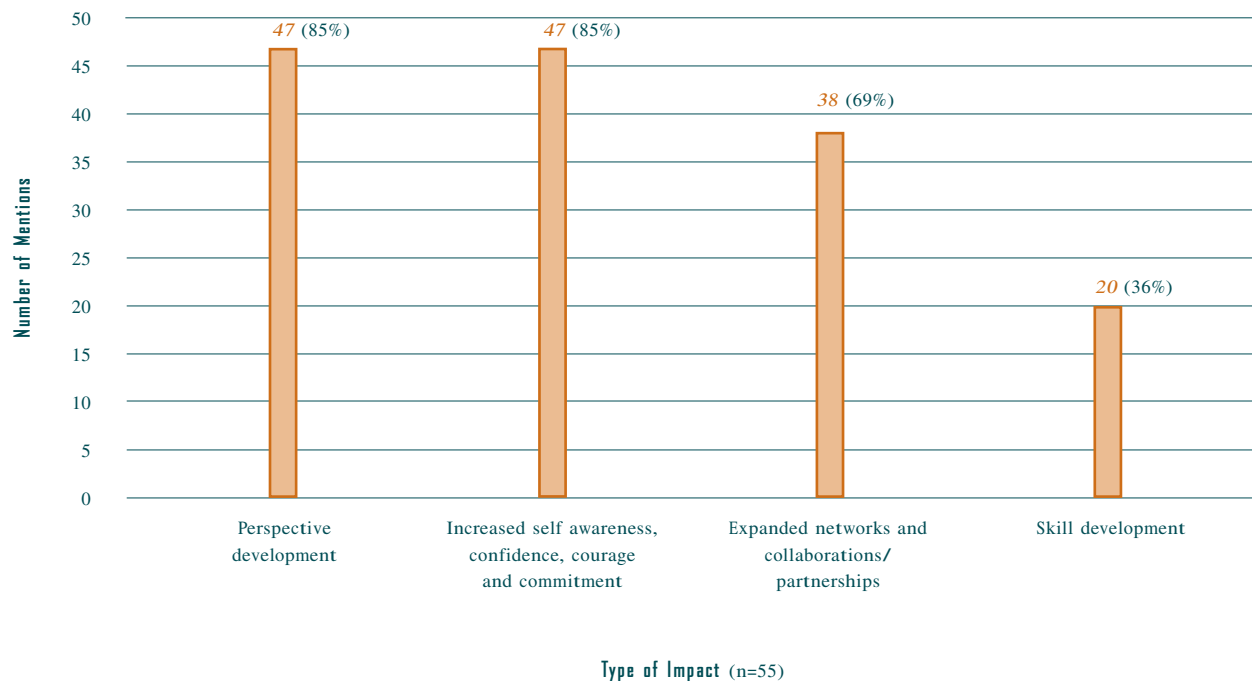
"Development of a global, diverse perspective. Through the readings, the modules and, most importantly, the interactions with my cohort members, my perspective and understanding of various issues has been deepened." (COHORT 5)

"Dramatically extended my networks and my understanding of how to develop networks." (COHORT 2)

The overall personal impact of NGL and its rippling effects on an individual's leadership trajectory were eloquently described by a fellow in a personal interview:

“The recognition and endorsement of a national program like NGL has helped me to think of myself as a leader on a national platform and not just as a leader in my field. It’s been a stamp of approval, especially for people in the arts and culture field. The leadership practices inventory was very valuable to me because it helped me beef up my leadership skills and recognize the different ways that I lead. Before NGL, leadership was something I did unconsciously. But the leadership inventory in particular and the NGL experience in general changed how I see my leadership and myself. Because of NGL I got the guts to run for city council in my town. And even though I’d never held public office or had experience even running for office, I won, big time. The skills I honed through NGL like conflict resolution, listening and communication skills, valuing different perspectives, have all served me well in this role. The opportunity for travel was also a very important part of the NGL program because it broadened my worldview and understanding of global issues. But more than that, those experiences were deeply moving. They give you the opportunity to hear, feel and touch the struggle a community is experiencing.” (COHORT 2)

Figure 5.13: Individual-Level Impacts



ORGANIZATIONAL-LEVEL IMPACTS

In addition to the individual-type impacts described by the majority of survey respondents, over a third also provided examples of how NGL has changed or impacted their organizations (see Figure 5.14). According to the NGL theory of change, one would expect fellows to apply their knowledge, insights, and skills in working with their constituencies to expand their work on democracy. The organizational-level impacts also would involve the formation of new collaborations and partnerships. These responses were grouped into the following categories:

- ➔ **Increased cross-sectoral collaborations/partnerships.** Several fellows were able to describe how their expanded personal and professional networks led to new strategic partnerships for their organizations.
- ➔ **Increased access to resources and contacts.** Fellows also indicated that their expanded networks have also resulted in greater access to resources for their organizations, in the form of both people and funding.
- ➔ **Greater prestige and credibility for the organization and its work.** Some fellows stated that the recognition they received from being a fellow of a Rockefeller Foundation program has increased the prestige and credibility of their work and opened new doors and exposure for both themselves and their organizations.
- ➔ **Expanded organizational focus and approach to the work.** Fellows who mentioned this impact indicated that the NGL experience has broadened their perspective of their work and the world, and as a result, expanded the focus and approaches that their organizations take to their work. Three of these fellows describe organizational shifts toward more movement-building and globally conscious approaches.
- ➔ **Broadened staff and board diversity.** Two fellows were also able to describe how their NGL experience led them to take steps to increase the diversity of their staff and boards.

The following comments are illustrative of organizational-type impacts:

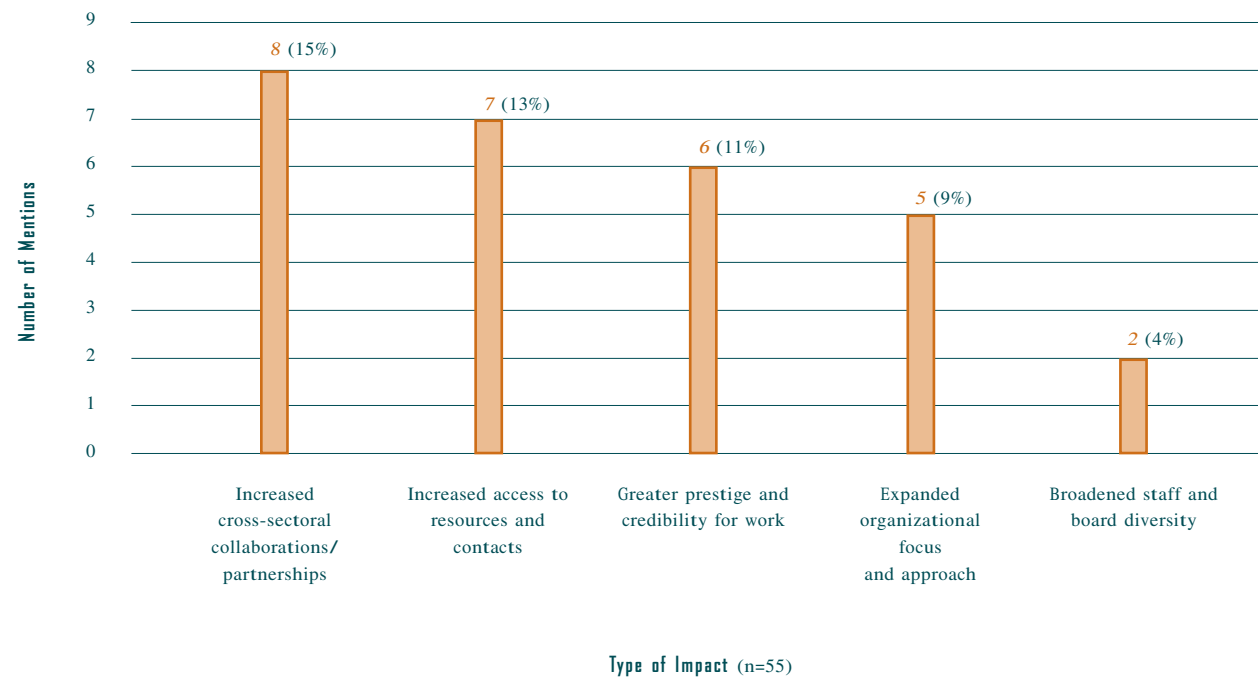
“Through NGL I gained relationships with philanthropists who have aided my work and the Rockefeller affiliation has helped me in relationships with donors and other national leaders.” (COHORT 1)

“The NGL experience helped me to accelerate my thinking and ultimately led to the integration of collaboration models into the work of my organization.” (COHORT 5)

“Our organization is more global in its analysis of the challenges we face.” (COHORT 2)

“I made a conscious effort to educate my Board and organizational leaders on the importance of diversity within our organization and, since my fellowship, have broadened the diversity within this leadership group.” (COHORT 3)

Figure 5.14: Organizational-Level Impacts



COMMUNITY-LEVEL IMPACTS

While the evaluation included an examination of the community-level impacts of NGL, it is important to note that five years is a very short period of time to expect significant community-level impacts. Given the relatively short duration of NGL as well as the transformational leadership nature of the program, one would expect that most of the impacts or outcomes seen at the time of this evaluation would be individual-level, with organizational-level impacts beginning to occur as fellows start applying NGL principles and tools to their work settings. Given the complex issues that NGL fellows confront in their work, it would be reasonable to expect community-level impacts to take longer—perhaps ten years—to occur. In fact, the NGL theory of change, as described in the pathway map in the Appendix, does not expect to see significant community-level outcomes until the ten-year mark. In addition, it should be noted that Cohort 1 fellows are the only program participants for whom a five-year post-fellowship period has elapsed. Thus, at this time, it is really premature to assess community-level impacts for the program as a whole. Nevertheless, there were a few awardees who were able to describe how their NGL experience was beginning to have an impact on their communities or constituencies. These impacts can be categorized as follows:

- ➔ **New forms of community collaborations and civic engagement.** One fellow described how they are establishing communications vehicles to promote more frequent community dialogue and allow policymakers to become more aware of community issues. Another fellow described plans for emerging collaborations between service providers, members of the business community, public officials and community groups.
- ➔ **Improved relationship with constituency.** About 3 other fellows were also able to describe how their NGL experience has improved their sensitivity to the needs of their constituency. They explained that they have learned how to more effectively engage and communicate with their constituency as a result of improved listening and conflict resolution skills learned through NGL.

FOUNDATION-LEVEL IMPACTS

The NGL theory of change anticipated that there would be Foundation-level impacts in two spheres: providing the Foundation with greater exposure to different communities and issues in order to gain more knowledge about the communities' needs and providing Foundation program officers with access to NGL's experts from different fields, communities and issue areas in order to utilize their expertise. Because of time and resource constraints, the evaluation did not engage in a systematic data collection effort to assess these anticipated impacts. However, interviews with Rockefeller Foundation staff suggested that NGL has functioned as a distinct program within the Foundation and that, unfortunately, there have been few overlaps between Foundation program officers (other than the NGL program manager) and NGL fellows. It was the general consensus that there had been some opportunities for exchanges and cross-fertilization inside the Foundation, but that these had not been maximized.

NGL's Contributions to the Leadership Development Field

Based on our review and knowledge of leadership development programs, we would assert that NGL has provided the following contributions to the leadership development field:

- ➔ **A focus on democracy, equity, and justice.** From its inception, NGL has been very clear and intentional about its desired focus. Its curriculum has been developed to address issues of race, ethnicity, class and power; structural inequalities in U.S. society; and globalization and its effects on democracy.
- ➔ **An emphasis on diversity and collaboration.** The NGL participant selection process has strived to select diverse fellow cohorts in terms of age, class, race/ethnicity, sexual orientation, professional interest, geography, and ideological perspectives. While aiming for extensive diversity, the program also provides multiple opportunities and resources to build understanding and attain common purpose across perceived differences.
- ➔ **A transformational leadership approach.** NGL is built on the notion that true leadership development emerges when an individual struggles with personal notions of democracy and social justice in the context of new opportunities for learning through personal reflection, group discussions, and site visits to diverse communities (including international sites).
- ➔ **Effective learning tools.** The NGL program manager and consultants (including NGL fellows) have endeavored to develop a curriculum that provides various effective tools for analysis, dialogue, mediation, reflection, and collaboration. A great deal of attention is paid to group process issues, including the sequencing of various curriculum pieces, and the supports needed to sustain the group along the two-year time period of the fellowship.
- ➔ **Opportunity to put learning into practice.** NGL's Solutions Fund provides an opportunity for fellows to develop collaborations, test out ideas, and seek new solutions. Through these opportunities then, fellows expand their networks and comfort zones as they seek to make lasting organizational and/or community changes.

Leadership in Action: The NGL Program Transition

In 2002 the Rockefeller Foundation decided that, due to shifting institutional priorities, it would not fund another five-year cycle of the NGL program. At the same time, however, Foundation officials were open to the idea that it might be possible to “spin off” NGL outside of the Foundation. Once this decision was communicated to the present NGL Cohort at one of their Fellowship modules in January 2003, Cohort 5 fellows expressed a commitment to explore potential opportunities to continue the NGL program. Two Cohort 5 representatives then attended the NGL Alumni Reunion in the spring of 2003 to discuss the NGL program transition with fellows from the other four cohorts who were attending the reunion. A working group, with representation from all five cohorts and involvement of the NGL program manager, was organized and charged with engaging Foundation officials in order to clarify the Foundation’s expectations and the nature of its commitment toward NGL program spin-off. The Foundation agreed to provide a grant of \$750,000 to support the transition of the program to a new home. The working group, named the NGL Evolution Group, also held conversations with other funders and leadership development program intermediaries in order to explore potential program spin-off options.

As a result of the NGL Evolution discussions, it became clear to its members that this would be an exciting opportunity for NGL fellows to help determine the future strategic direction of the program. It was also evident, given the nature of the transition and the limited funding available, that it would not be possible to add another cohort of fellows at this point in time. Thus, the projected program transition will be planned around the engagement of the NGL Alumni Network. After considering nine organizations as potential homes for NGL, the NGL Evolution team found the greatest fit with the new Research Center for Leadership in Action at the Wagner Graduate School of Public Service, New York University. At the time that this report was written in October 2003, representatives from the Foundation, the NGL Evolution Group, and the Wagner School were holding conversations to define the structure and emerging identity of the evolving NGL program, roles and responsibilities of stakeholders, and an operational plan for the next 12-18 months.

In the context of this evaluation, the work of the NGL Evolution Group represents an unanticipated program outcome, as this group of Fellows used their leadership skills, collaborative approach, and commitment to NGL principles to orchestrate a complex inter-institutional arrangement involving the Rockefeller Foundation, the Research Center for Leadership in Action, and the NGL Alumni Network.

VI. CONCLUSIONS AND RECOMMENDATIONS

Results from the present assessment provide ample evidence that NGL has attained many of the anticipated five-year program outcomes. NGL fellows from all cohorts report significant individual-level outcomes, reflecting on the transformational leadership nature of NGL. This is the most significant finding of our assessment. Our results confirm the notions that the NGL program was founded on strong principles, that its assumptions were valid, and that its various program components deliver a powerful intervention to program participants.

Our evaluation also presents evidence of extensive and ongoing collaborations and partnerships, not just those that have taken place with funding from the Solutions Fund. A recent report to the Foundation focusing on the NGL network provides multiple examples of cross-sectoral collaborations addressing social change issues, collaborations to enhance organizational effectiveness, linkages between the NGL network⁷ and other networks supported by the Rockefeller Foundation, collaborations to expand knowledge development, and other collaborations around specific events. The richness in collaborations and partnerships is another major NGL outcome.

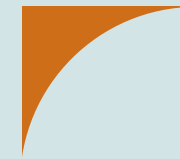
There was also evidence of emerging organizational-level outcomes for about one-third of our survey sample. While we were able to document several examples of community-level outcomes at this early stage of the program, it is important to recognize that these are the most difficult types of outcomes to attain by a leadership development program and that five years is not a sufficient time period to assess these outcomes. In addition, the five-year follow-up period can only be applied to Cohort 1, which completed the two-year program in 1998. As noted in the pathway map depicting NGL’s theory of change, a ten-year mark for anticipating community-level outcomes is more realistic. This long-term view for recognizing community-level outcomes is consistent with the experiences of comprehensive community initiatives (CCIs) which aim to make significant changes in community-wide indicators of child, family, and neighborhood well-being.⁸

Program impacts on the Foundation are less readily apparent. While the Foundation has generously supported the program for five years and has also recognized the incredible leadership qualities and accomplishments of NGL fellows, it does not appear that NGL was sufficiently connected to Foundation program areas so that there could be a more synergistic relationship between NGL and Foundation programming. While some relationships between NGL fellows and Foundation program officers (other than the NGL program manager) emerged and some NGL fellows subsequently became Foundation grantees, these were the exception rather than the norm. More importantly, the NGL Alumni Group represents a diverse and innovative group of leaders at the national level that could help inform Foundation priorities and programming. The direct benefits derived by funders from the relationship between them and leadership development program participants is an area that has received little attention in the literature. This is an issue that deserves more attention from funders at the program design stage and that needs to be articulated as part of a program’s theory of change.

We also note the contributions that NGL has made to the leadership development field—a focus on democracy, equity, and justice; an emphasis on diversity and collaboration; a transformational leadership approach; the development of effective learning tools; and the opportunity to put learning into practice. Lessons learned from the design and implementation of NGL will be extremely valuable to existing and future leadership development programs focusing on individual transformation to enable solutions to complex social issues. Indeed, the NGL program reflects the characteristics that have been identified

⁷Andrew Boardman, *How a Network Works: Collaboration and Connection in the Next Generation Leadership Program*. The Rockefeller Foundation, New York, NY, December 2002.

⁸Anne C. Kubisch et al., *Voices from the Field II: Reflections on Comprehensive Community Change*. The Aspen Institute, Washington, DC, 2002.



NGL Pathway Map

List of Persons Interviewed

by the Pew Partnership for Civic Change⁹ in examples of efforts providing successful solutions to critical community problems. According to this study, successful solutions have the following attributes: making connections—across groups and sectors; changing minds—reorienting how community stakeholders think about a problem; thinking small—but leveraging efforts to reach larger problems; and doing democracy—an emphasis on inclusion, deliberation, and participatory decision-making by diverse groups.

A recent book by Putnam and Feldstein¹⁰ also provides a series of examples of individuals and organizations who have been successful in strengthening social capital in very diverse communities. As the authors point out, all of these efforts have been made possible by the leadership of individuals and groups that deliberately bring people together to effect social change. In these stories of social capital building provided by Putnam and Feldstein, it is interesting to identify parallels with the NGL program—democratic ideals, diversity, civic engagement, leadership, collaboration, connection, conversation, and debate. It should be reassuring to NGL stakeholders that the program has been built along a series of principles and characteristics that have been shown to make significant community impacts.

As the Rockefeller Foundation, the NGL Evolution team, and the Research Center for Leadership in Action at NYU's Wagner School of Public Service explore the likely program spin-off with a focus on the NGL Alumni Network (at least initially), we provide the following recommendations:

- ➔ **Recognize that the NGL program evolution involves a shift in program emphasis.** With a primary focus on the Alumni Network, not on the development and incorporation of new cohorts, the program will need to think through goals, activities, and anticipated outcomes. While the Alumni Network has been a component of the NGL program, it is the most recent and least developed component. In comparison, participant selection, the first-year curriculum, and the community projects for each cohort represent better defined and stronger program components. The NGL Evolution team has begun to articulate the vision for the evolving program and we would urge all stakeholders to be clear and realistic in program expectations. This will really be an opportunity to build on NGL's accomplishments and create new opportunities for committed leaders to continue to address issues of democracy, inclusion, and social justice.
- ➔ **Develop a strategic plan for the program transition.** The stakeholders in the proposed NGL program transition—the Rockefeller Foundation, the NGL Evolution team, and the Research Center for Leadership in Action—should collaborate in the development of a strategic plan detailing tasks, roles and responsibilities, and a timeline for the transition. The NGL Evolution Group has articulated a desire to develop a partnership with the Research Center for Leadership in Action and to play a meaningful role in the governance of the transitioned program. These will be very important conversations that will help set the tone for the future of the program.
- ➔ **Provide Solutions Fund resources to the Alumni Network.** Up to now, the Solutions Fund has been used to support collaborative efforts during the second year of each cohort. Given the effectiveness of the Solutions Fund in encouraging within-cohort collaborations, we believe that comparable results could be expected if funds were provided for across-cohort collaborations.
- ➔ **Build on methodologies and tools that have proven effective for analysis, dialogue, and collaboration while remaining open to new ones.** Over the years, the NGL curriculum has refined various methodologies and tools that have been very effective in bridging divides and establishing meaningful partnerships. It will be important to continue to make use of these proven strategies as NGL seeks to deepen its individual, organizational, and community impacts. At the same time, as the program places greater emphasis on its Alumni Network, it will be important to consider new methodologies and tools that advance program goals.

⁹Paul Freeman, *What Makes a Solution? Lessons and Findings from Solutions for America*. Pew Partnership for Civic Change, Charlottesville, VA, 2003.

¹⁰Robert D. Putnam and Lewis Feldstein, with Don Cohen, *Better Together: Restoring the American Community*. Simon & Shuster, New York, NY 2003.

Contextual Issues

LA riots in 1992 pulled forth fault lines of race and ideology and caused Foundation to question where the leaders in America were and why they weren't talking to each other.

Foundation interested in efforts to revitalize democracy by building a leadership program that would explore threats to democracy, participatory decision-making, and bridge building strategies.

Few or no programs doing leadership development at a national level, only at a local level.

Leadership development curriculums were passive and only explored issues from one perspective.

There are examples of leaders capable of working across divisions in society.

Democracy is a fundamental belief that Americans have, but few people know how to practice it.

Cynicism exists in this country around democracy.

Early Challenges

Designing and facilitating a curriculum for a diverse group with different learning styles.

Attracting qualified candidates who represent different political ideologies (both progressive and conservative candidates).

Engaging such an ideologically mixed group in productive discourse.



Program Design Assumptions

Leadership can be identified and mobilized to restore faith in American democracy.

The leadership program embraces the diversity of all communities and defines democracy to include the principles of equity, participation for all and fairness.

Participation in rigorous analysis of difficult issues and the development of skills to work across differences are essential characteristics of effective leaders.

Developing effective leadership requires the application of new ideas and skills in the communities in which leaders work.

In the 21st century democracy must be understood within both national and global contexts.

A network of leaders will have a greater influence on democracy than individual, unconnected leaders. The NGL network would essentially be a network of leaders who themselves were a part of networks.

A Rockefeller Foundation-sponsored program will attract high caliber candidates and generate wider interest in democratic solutions across communities.

If you bring people from different backgrounds and sectors together, you can solve some of the issues dividing society.

Although NGL will be a domestic program, and therefore limited in its exploration of democracy, we will provide opportunities for exploring global issues.

All of the fellows would remain a part of the program after they graduate or complete curriculum.

NGL fellows and the Foundation will mutually benefit from a leadership development program.



Program Actions

PARTICIPANT SELECTION

- ➔ Formal nomination by experts—leaders in multiple sectors.
- ➔ Rigorous review process; more rigor as program evolved.
- ➔ Target age range 25–50.
- ➔ Diverse group representing a wide range of sectors, race/ethnicities, sexual orientation, geographic regions, economic backgrounds, and ideological perspectives.
- ➔ Proven leadership, problem-solving orientation, and openness to multiple perspectives.
- ➔ Select people with a “minoritarian” or “outsider” stance.
- ➔ Select people who demonstrate that they are boundary crossers.
- ➔ Careful not to place too great a value on verbal or written fluency.

NGL CURRICULUM

- ➔ Intensive, analytical (not academic) and experiential curriculum focused upon the democratic principles of equity, inclusion and justice.
- ➔ Present and former fellows play an active role in designing program activities (initiated by Cohort 2).
- ➔ Explore issues of democracy in a hands-on manner and help leaders build on their existing skills.
- ➔ Curriculum provides opportunities for people to be exposed to, explore and confront different social issues in-depth.
- ➔ Provide an Individual Development Fund that could be used for professional and leadership development, facilitation training and other skill building activities.
- ➔ Site visits to different national and international communities to explore issues of democracy.
- ➔ Encourage active collaboration among fellows within the curriculum during the modules and through the listserv.
- ➔ The curriculum is designed to be evolutionary or in stages. It starts with trust-building and then engages fellows in exercises on relationship building (e.g., team-building toolkit) and skill-building (the original curriculum was not intended to be evolutionary but to cover issues).
- ➔ Issues of social exclusion as driven by race and racism are central to the curriculum.

COMMUNITY PROJECTS

- ➔ Expect fellows to apply the learning and experiences gained about a daunting social problem to the wider citizenry through efforts at the local level.
- ➔ Encourage fellows to develop collaborations and strategic partnerships (Solutions Fund created after Cohort 2).
- ➔ Fellows address pressing and complex issues in their communities.
- ➔ Expect fellows to leverage Foundation funds for their projects.
- ➔ Community projects are mechanisms for doing cross-sectoral work.
- ➔ Expect to see outcomes from community projects within 18-month period.

NGL NETWORK

- ➔ Build relationships across and within cohorts.
- ➔ Explore and confront critical social issues in-depth.
- ➔ Provide opportunities for further collaboration and problem-solving.
- ➔ Continued participation as resources to the program.
- ➔ NGL network includes the fellows as well as their constituencies and the other people or organizations they meet as a result of the program.
- ➔ Provide opportunities and mechanisms (i.e., listserv) for fellows within and across cohorts to influence each other's decision making. Establish an environment and provide training to fellows that gives them the tools to do this.



Program Actions:
(detailed on previous page)

PARTICIPANT SELECTION
NGL CURRICULUM
COMMUNITY PROJECTS
NGL NETWORK



Five-Year Outcomes

KNOWLEDGE AND SKILLS DEVELOPMENT

- Fellows have a deeper understanding of democratic principles, the challenges to democracy, and the conditions needed for democracy to flourish on the local, national and global levels.
- Fellows develop new, or improve existing, skills that enhance their ability to lead (e.g., problem-solving, communications, facilitation, conflict resolution, strategic planning, team-building, goal setting, fund development, etc.).
- Fellows understand “systems thinking” and are more skilled at working with or intervening in larger systems.
- Fellows have the ability to express or hear divergent opinions.
- Fellows have gained a greater recognition of their own biases and prejudices.
- Fellows have a deeper appreciation for their own culture and community as an asset of democracy. Fellows also have a deeper appreciation for the culture and community of others and are better able to work across cultures.
- Fellows have a greater understanding of their community and their concerns within local, regional, national and international contexts.
- Fellows have greater knowledge of their field or other fields or knowledge bases relevant to their work.

FOUNDATION-LEVEL IMPACTS

- Foundation has greater exposure to different communities and issues and is more knowledgeable about the needs of communities.
- Foundation officers have access to NGL's experts from different fields, communities, and issue areas and it utilizes this expertise.

COMMUNITY LEADERSHIP

- Fellows work with their constituents to identify, collaborate and implement innovative policies, practices and programs of democracy.
- Fellows develop change strategies and strengthen and broaden their constituencies.
- Fellows form new collaborations in their local contexts with organizations or people from different sectors, political ideologies, race/ethnicities, economic backgrounds, and sexual orientation.
- Fellows understand how to build relationships and are better able to assemble or convene groups from diverse backgrounds and points of view.
- Fellows have advanced into jobs or roles that have greater spheres of influence and give them greater leadership responsibilities.
- Fellows are better able to gain the support of influential people.
- Fellows are taking greater risks.

NETWORK DEVELOPMENT AND PARTNERSHIPS

- Fellows remain committed to the program's core values and principles and play continuing roles as partners and supporters of NGL.
- Fellows engage in strategic collaborations, both within and across sectors, that promote and enhance the principles of democracy.
- Fellows have improved or new professional networks as a result of their relationships with other NGL fellows and with Rockefeller.
- Fellows remain in contact with those they met through the program.
- Fellows are engaging others to get work done rather than doing it on their own.
- Fellows rely and draw on each other in their work.
- Fellows influence each other's decision-making.



Long-Term Outcomes (10 years)

- The ideals and principles of the NGL program (i.e., working across sectors) are replicated by the fellows in their communities or constituencies.
- The association, relationships and resources that NGL fellows have access to make them exceptionally effective in implementing democratic goals and programs that advance democratic values.
- A network of networks grows that can ultimately be traced back to NGL.
- The work of NGL leaders exemplify the ideals of the program (i.e., working across sectors in how they problem-solve with communities).
- The transformation of each fellow's leadership as demonstrated through their work can be traced back to NGL.

LIST OF PERSONS INTERVIEWED



FOR NGL BACKGROUND & PROGRAM DESIGN

Angela Blackwell <i>Policy Link</i>	Jesse King <i>Daniels Fund</i>
Joseph Bookmyer <i>Rockefeller Foundation</i>	Joyce Moock <i>Rockefeller Foundation</i>
Dayna Cunningham <i>Rockefeller Foundation</i>	Jacqueline Novogratz <i>The Acumen Fund</i>
Kathie de Nobriega <i>Independent Consultant</i>	Surita Sandosham <i>Rockefeller Foundation</i>
Claudia Horwitz <i>stone circles</i>	Marian Urquilla <i>Columbia Heights/Shaw Family Support Collaborative</i>

FOR NGL PROGRAM EXPERIENCES & OUTCOMES

David Arizmendi <i>Cohort 4</i>	Dianthe Martinez <i>Cohort 5</i>	Janet Perkins <i>Cohort 4</i>
Dale Caldwell <i>Cohort 3</i>	Laurie Medoff <i>Cohort 2</i>	Randal Pinkett <i>Cohort 5</i>
Patricia Campos <i>Cohort 4</i>	Rebecca Miller <i>Cohort 3</i>	Paul Schmitz <i>Cohort 1</i>
Kathie de Nobriega <i>Cohort 2</i>	Hilary Morgan <i>Cohort 5</i>	Bill Stephan <i>Cohort 1</i>
Mark Griffith <i>Cohort 4</i>	Zar Ni <i>Cohort 4</i>	David Van Tassel <i>Cohort 3</i>
Matt Klein <i>Cohort 4</i>	Erik Pages <i>Cohort 2</i>	Rhea Williams-Bishop <i>Cohort 3</i>
Emily Lopez <i>Cohort 1</i>	Stephen Patrick <i>Cohort 2</i>	Francis Wong <i>Cohort 3</i>

ABOUT THE OMG CENTER

The OMG Center for Collaborative Learning is a non-profit organization that provides a broad range of consulting services to national philanthropic institutions, and nonprofit and government organizations that address quality of life issues in communities. Established in Philadelphia in 1988, OMG's diverse team of professionals work throughout the country to develop innovative solutions to difficult challenges through evaluation, strategic planning, organizational and program development, and trend and data analysis. We rely on a collaborative action research approach that builds new learning and problem solving capacities with our clients and also contributes knowledge to the fields in which we work. Areas of established expertise include community development and community building, leadership development, urban open space and parks, arts and culture programming, and initiatives for children, youth and families. For more information about OMG, please call us at 215.732.2200 or visit our website at www.omgcenter.org.

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