



**Institute for Policy and  
Civic Engagement**

# **CHICAGO AREA LEADERSHIP DEVELOPMENT SCAN**



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## EXECUTIVE SUMMARY

Many programs in the Chicago region work to develop future leaders, yet little is known about the overall system of leadership development programs. As part of a commitment to support a new generation of civic leaders and to encourage a more “inclusive paradigm of public service leadership,” this study explores the landscape of leadership development programming in the Chicago region. By providing a better understanding of this landscape, this study offers programming providers new ideas and questions on how to enhance their programs and informs future leadership development program participants of the many opportunities that already exist in the Chicago area.

## Data Collection

Phase one of data collection included online research and phone outreach to identify programs that met the broad criteria for inclusion in this study. In order to be inclusive of the diverse meanings of leadership, this study builds on the work of other leadership scans that identify programs working with individuals, teams, organizations, and communities that are developing their individual, team, organizational, network, and/or systems capacities. In total, this scan included 166 adult leadership development programs serving the public and social sectors in the Chicago area.

Phase two involved an online survey (66 respondents) and individual interviews with program directors or coordinators (16 total). In all, these findings represent the perspectives of 74 different programs.

## Findings Overview

### **Program Purpose**

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- Most leadership development programs exist to meet the challenges of upcoming leadership transitions and to address the lack of diversity and representativeness in public leadership.
  - Transformational and collective leadership models – where leaders act as change agents and draw on the wisdom of the group – are dominant.

## **Target Population and Selection Process**

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- Programs are most likely to target participants based on professional background (83%), age (76%), and educational background (67%). College students and entry to mid-level nonprofit professionals are targeted most, particularly from ages 18 to 24.
- Study results suggest a need for increased and intentional efforts to target and recruit historically underserved groups and to provide more scholarship opportunities for those with limited financial resources. Programs appear least likely to target participants based on gender (just 20%), income (41%), and race (52%).
- Most programs are open enrollment (52%), for individuals (71%), and do not charge tuition (77%).
- Limited financial support is perceived as a key challenge for participants.
- Most programs have between 11 and 40 participants (71%), selected primarily based on leadership potential and civic engagement experience.
- Building new relationships across boundaries, amongst participants who "would not typically come together," is a strength.

## **Program Design and Experience**

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- Capacity-building efforts focus overwhelmingly on individual development (74% as the top priority), such as self-awareness (71%), critical thinking (65%), ethics (56%), and creating a personal vision (54%). Few programs prioritize organizational, network, or systems capacity-building.
- A key challenge voiced identifies bias towards more "traditional" leadership – whose archetype is not, for example, a person of color, a young person or a woman – highlighting the importance of supporting different styles of leadership. Some recommend the need for programs designed specifically to meet the unique needs of underserved and/or culturally distinct groups.
- To build leadership capacity, most programs rely on formal instruction (87%), networking (81%), and action learning (79%). Action learning is highlighted as particularly effective, both as a learning tool and as a strategy to foster civic engagement and build relationships with the community.
- Respondents identify several components to successful training: expert trainers, exposure to current leaders, flexibility, and content that is "real-world."

- Providing alumni support is widely seen as a challenge and is especially important for participants seeking to work in a fragile non-profit sector with limited support and advancement opportunities.
- Limited funding is seen as *the* primary challenge to programs, limiting staff capacity and their ability to plan, recruit, grow, and provide alumni support.
- Collaboration among leadership development programs in the Chicago area appears very limited, with less than 15% of respondents indicating they are more than “somewhat” familiar with other programs. Respondents identify collaboration as a top priority for sharing both best practices and resources.
- Program monitoring and evaluation is a common challenge, especially for programs with no agreed upon definition of leadership and limited resources to develop indicators and measurement tools. Respondents highly prioritize the need to build shared measurement procedures and “the evidence base for successful practices.”

### **Program Categories**

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- Three categories of leadership development programs emerged in this study, revealing important differences obscured by the general leadership landscape trends. Of the 166 programs identified, 53 are student, 54 are professional, and 58 are community. See all programs in appendix III, or online via Google Maps at [bit.ly/1B4lyxK](http://bit.ly/1B4lyxK).
- Student programs distinguish themselves as being primarily based at universities or colleges and targeting 18- to-24-year-old undergraduate college students, regardless of race, sex, or community. These programs tend to focus on the internal, individual dimensions of leadership, such as self-awareness, integrity, and creating a personal vision.
- Professional programs distinguish themselves as being primarily for college-educated, working professionals between the ages of 25 and 34 looking to advance their careers. They prioritize professional relationship building and networking activities and offer alumni events.
- Community programs distinguish themselves as intentionally targeting participants based on race, geographic community, and income, regardless of educational background. Participants join these programs to improve their community, and these programs prioritize building community organizing, political leadership, and community visioning skills.

## Recommendations

- Increase intentional efforts to target and recruit people of color, women, and low-income individuals to better reflect the diversity of the Chicago region and improve the diversity of public leadership.
- Work with foundations to increase funding for scholarships for people of color, women, and low-income individuals to reduce barriers to participation in leadership development programs.
- Develop programs specifically tailored to the unique needs of underserved populations, including (but not limited to) hiring staff and trainers that reflect the diversity of the group, providing access to diverse leaders with whom participants can identify, and incorporating program activities that focus on critical analysis of identity, culture, and leadership.
- Expand and support leadership development programming models that include a more holistic approach to address biases of traditional leadership and build capacity at multiple scales.
- Develop collaborative partnerships between leadership development programs to share best practices, develop standardized evaluations and measurement tools, and share resources.

## ACKNOWLEDGEMENTS

Thank you to The Chicago Community Trust for their generous support of this study. The Trust is a community foundation based in Chicago whose mission is to “lead and inspire philanthropic efforts that measurably improve the quality of life and the prosperity of our region.”

Special thanks to all 74 people who participated in the online questionnaire and/or an individual interview. This study would not have been possible without your thoughtful input.

We would also like to thank Kathryn James, Paolo Cisneros, and Norma Ramos for helping to edit this report. Lastly, thank you to all of the researchers whose work influenced our thinking on this study, especially Grady McGonagill, Claire Reinelt, Betsy Hubbard, and the Leadership Learning Community.

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## I. INTRODUCTION

Many programs in the Chicago region work to develop future leaders, yet little is known about the overall system of leadership development programs. As part of a commitment to support a new generation of civic leaders and to encourage a more “inclusive paradigm of public service leadership,”<sup>1</sup> this study explores the landscape of leadership development programming in the Chicago region. By providing a better understanding of this landscape, this study offers programming providers new ideas and questions on how to enhance their programs and informs future leadership development program participants of the many opportunities that already exist in the Chicago.

The fundamental goal of this study is to better understand the system of leadership development programs that serve the public and social sectors in the Chicago region. The questions that guided this study include:

- Who is doing leadership development?
- Where are they located?
- Why are they developing leadership?
- Who is their target population?
- What type of leadership capacities do they seek to develop?
- How are they developing leadership?
- How do they measure success?
- What are their strengths and challenges?
- What gaps exist in this leadership development system? More specifically, to what extent are minorities and people of color being served within this system?

The next section of this report addresses these questions, presenting landscape trends as well as key comparisons between the three categories of leadership development programs (student, professional, and community) that emerged from this study.<sup>2</sup>

### What is Leadership Development?

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The definition of leadership is central to this study. In popular imagination, research suggests there are "implicit understandings of leaders as authoritarian, paternalistic figures" who embody heroic qualities.<sup>3</sup> Yet, there are hundreds of meanings of leadership to consider,<sup>4</sup> and these diverse interpretations make it difficult, if not impossible, to narrowly define. Day (2001) differentiates between a leader and leadership, where the former refers to intrapersonal competencies such as self-awareness and self-motivation, and the latter refers to interpersonal competencies such as social awareness and conflict management where "leadership is a function of the social resources that are embedded in relationships."<sup>5</sup> Hubbard (2005) identifies five dominant theories of leadership whose foci range from innate leadership qualities to the behaviors of leaders, environmental factors impacting leadership, and the relationship between leaders and followers.<sup>6</sup> Getha-Taylor and Morse (2013) present more than twenty different leadership theories and approaches, including Crosby and Bryson's holistic "Leadership for the Common Good" approach that defines eight different capabilities, such as personal, organizational, and political leadership, as well as Morse's "Levels of Public Leadership" that identifies personal, interpersonal, organizational, and public dimensions of leadership.<sup>7</sup> Collectively, these examples provide a glimpse into the varied understandings of what leadership is and what might produce it.

In order to be inclusive of the diverse meanings of leadership, this study builds on the work of other leadership scans that accept that "leadership development is often aimed not only at individuals, but also at organizations and the broader community."<sup>8</sup> In particular, this study was guided by the Leadership Development Investment Matrix,<sup>9</sup> due to its comprehensive framework that places inclusive boundaries around leadership development.

This framework moves beyond the historical "bias in all sectors toward focusing on development of individual leaders,"<sup>10</sup> and allows for the inclusion in this study of programs that target individuals, teams, organizations, and/or communities, developing their individual, team,

organizational, network, and/or systems capacities (see **table 1**). The framework not only identifies “programs and practices that develop the skills of individual leaders but also those that develop the capacity for leadership within organizations and systems,”<sup>11</sup> and acknowledges that “while the literature does not directly address the need to tackle multiple levels – individuals, organizations and systems, it is implicit that it is high time to consider these levels in tandem.”<sup>12</sup>

**Table 1: Leadership Development Investment Matrix**<sup>13</sup>

		Goal of Development Effort				
		Individual Capacity	Team Capacity	Organizational Capacity	Network Capacity	Systems Capacity
Level of System Targeted*	Individuals	Develop capacity of individuals for self-awareness, ongoing learning, and exercising initiative	Develop capacity of individuals to work together in groups and lead teams	Develop capacity of individuals to understand and lead organizations	Develop capacity of individuals to cultivate and leverage peer relationships	Develop capacity of individuals to see the big picture, understand root causes, and influence systems
	Teams	Develop capacity of teams to develop and elicit the full potential of all team members	Develop capacity of teams to define and attain purposes	Develop capacity of teams to enhance organizational performance	Develop capacity of teams to align their goals and activities across boundaries	Develop capacity of teams to prototype systems change
	Organizations	Develop capacity of organizations to support staff, volunteer, and board-member development	Develop capacity of organizations to support effective teamwork	Develop capacity of organizations to foster internal collaboration to effectively adapt to challenges	Develop capacity of organizations to collaborate with one another	Develop capacity of organizational coalitions to lead systemic change
	Communities	Develop capacity of communities to support reflective learning and engagement of community members	Develop capacity of communities to foster and support inclusive group initiatives	Develop capacity of communities to sustain organizations that promote community well-being	Develop capacity of communities to learn together and align efforts towards common goals	Develop capacity of communities to advocate systems change

\* The “Fields of Policy and Practice” level of system targeted in the original matrix was excluded from our analysis.

## Criteria

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The Leadership Development Investment Matrix framework represents the broad definition of leadership development used in this study and guided efforts to create criteria to define what types of programs to include. The first criterion relates to program **purpose**, where leadership development must be a primary focus of the program or training. Programs with a primary focus that fits in to any of the 25 cells from the guiding framework meet this criterion. Next, programs were filtered based on their **target population and selection process**. This scan is limited to adult leadership development programs serving people ages 18 and over. The geographic scope of the scan is the Chicago area and includes programs primarily serving people who live or work in Cook, Dupage, Kane, Kendall, Lake, McHenry, and Will counties. The scan is also limited to programs serving the social and public **sectors** whose target population either currently work or plan to work in government, non-profit organizations, foundations, academia, or in schools. As for the selection process, programs offered by non-profit organizations or government must be open to the public and not limited only to members or employees, and programs offered by academic institutions must be open to all students.

The final criteria for inclusion in this scan relates to program **processes**. Programs must include activities that intentionally develop the leadership capacity of their participants. Programs cannot be for credit or required licensure, nor can they be scholarship-only programs. The programs must be active, held on a regular, recurring basis, and last longer than one day. Programs based outside of the Chicago area that are occasionally held in the Chicago area are not included.

## Data Collection

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A review of 27 academic articles, reports, and other leadership scans provided valuable perspective on leadership theories and concepts, as well as common or recommended practices for leadership development programming related to activities, competencies developed, evaluation, challenges, and best practices that greatly influenced the design of our survey and interview instruments.<sup>14</sup>

Phase one of data collection included online research and phone outreach to identify programs that meet the criteria for inclusion in this study, spanning from December 2013 to February 2014. This phase began with extensive online research using search engines provided by Google.com, the Foundation Center's Foundation Directory Online, and the Leadership Learning Community's program directory.<sup>15,16</sup> Then, a targeted online search was performed for organizations in the Chicago area with a civic mission, as well as for universities operating in the Chicago area.<sup>17</sup> After these two waves of online searching, phone calls were made to over 100 programs from which we needed more data in order to determine whether they met criteria.

Phase two included two methods of data collection: an online survey and individual interviews. Interviews were conducted to gather more detail and description on priority questions.<sup>18</sup> Interviewees were selected to include a broad variation of views based primarily on program scale of intervention, development focus, and population served. Before finalizing the survey, four semi-structured individual interviews were conducted in March of 2014. Together with three pre-tests, these interviews provided valuable input that helped shape the online survey. After the survey, 12 additional interviews were conducted. Interviews generally lasted between 25 and 35 minutes, were audio recorded, and recorded using typed notes, and each recording was fully reviewed once for accuracy.

Based on the results from phase one, as well as data from pre-survey interviews, the research team identified 179<sup>19</sup> programs that met the criteria and were included in the data collection for phase two. The online questionnaire was designed by IPCE staff and drew extensively from the literature review. It was administered using surveymonkey.com and remained opened from June 6 to July 15, 2014.<sup>20</sup> In total, 61 program directors or coordinators fully completed the online questionnaire, and 5 partially responded, for a response rate of 37%.

The open response data collected during interviews and through the questionnaire were sorted into categories and sub-categories that were identified after the careful reading and re-reading of the text. Frequency distributions of closed-response survey questions are presented in aggregate via summary statistics. The "n" presented in each graph refers to the total number of participant

responses for the corresponding survey question. Changes to the “n” are due to varying response rates for each question.

Due to the self-selecting nature of survey respondents, results cannot be scientifically generalized to the entire population of leadership development programs in the Chicago area. Nonetheless, these findings represent the perspectives of 74 different programs, providing a rich analysis of the leadership development landscape.

## II. DETAILED OVERVIEW OF FINDINGS

This section provides a breakdown of the program purposes, target populations served and selection processes, programming features, strengths, challenges, and gaps that exist in the leadership development landscape in the Chicago area. Each sub-section will present results for the full respondent group in order to identify trends across all types of programs as well as highlight important inter-category differences<sup>21</sup> between the three categories of programs.

The Leadership Development Investment Matrix and other leadership development frameworks<sup>22</sup> were helpful in categorizing the programs included in this study. We found that the frameworks developed in other reports and leadership scans influenced what we were looking for; however, additional categorization was necessary for us to fully understand the leadership development system in the Chicago area. Using the frameworks as a guide and combining additional statistical procedures,<sup>23</sup> three categories of leadership development programs emerged, revealing important differences obscured by the general leadership landscape trends. The three categories include:

- **Student programs** distinguish themselves as being primarily based at universities or colleges and target 18- to 24-year-old undergraduate college students, regardless of race, sex, or community. These programs tend to focus on the internal, individual dimensions of leadership, such as self-awareness, integrity, and creating a personal vision.
- **Professional programs** distinguish themselves as being primarily for college-educated, working professionals between the ages of 25 and 34 looking to advance their careers. They prioritize professional relationship building and networking activities and offer alumni events.
- **Community programs** distinguish themselves as intentionally targeting participants based on race, geographic community, and income, regardless of educational background. Participants join these programs to improve their community, and these programs prioritize building community organizing, political leadership, and community visioning skills.

These categories capture the similarities and differences of leadership development programs at the most general level. Accordingly, within each category there are different types of programs as well as programs that share characteristics of programs in other categories. For example, student programs vary from monthly workshops for a semester to more comprehensive leadership academies or fellowships that last four years. Professional programs vary from pipeline and recruitment programs, to team-based institutes, to executive leadership support. Community programs vary from short and intensive community organizer trainings, to parent leadership programs, to longer grassroots leadership and community capacity-building programs.

At the end of each sub-section, the summaries present the common characteristics of each program category as well as the features that best distinguish each category from the others. Each category’s summary is followed by a program profile that provides a more in depth look at the differences between categories as well as the uniqueness of the programs within each category.

Of the 66 programs that responded to the online questionnaire, 23 are student programs, 24 are professional, and 19 are community programs. Of the 16 interviewees, three are staff from student programs, nine from professional programs, and four from community programs.

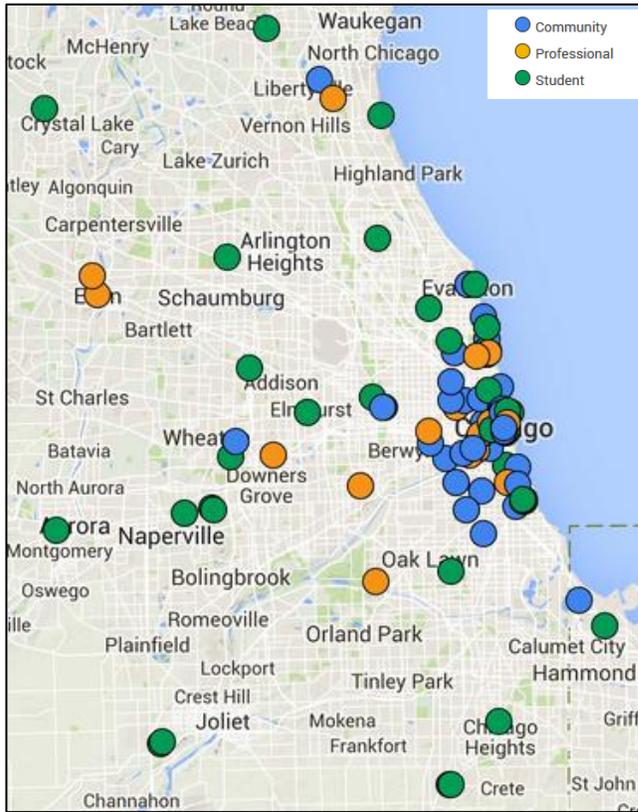
**Figure 1: Respondent Programs by Category**

<b>Community Programs</b>	19
<b>Professional Programs</b>	24
<b>Student Programs</b>	23

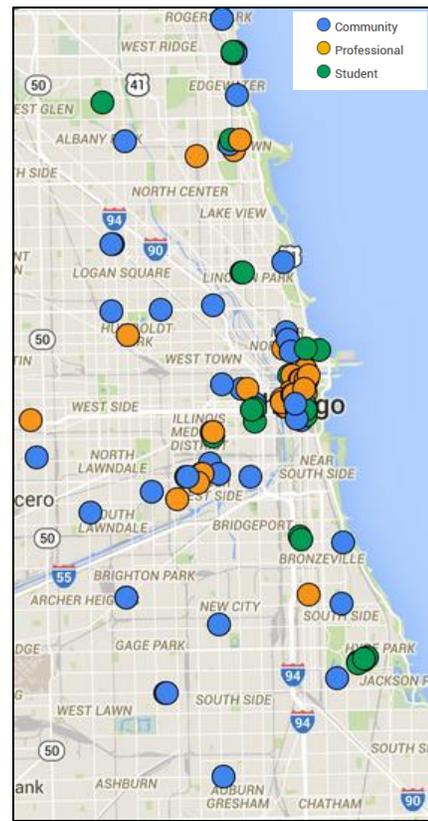
## A. Programs Map

The programs map presents the geographic distribution of programs, color coded by category of program. Although not 100% mutually exclusive, the categories identify the best fit for the 166 programs included,<sup>24</sup> based on available data. Of these 166 programs, 53 are student, 54 are professional, and 58 are community programs. The geographic distribution suggests the professional programs cluster downtown, community programs are commonly located in Chicago neighborhoods, and student programs are spread throughout the region (primarily at universities). For a basic description of all programs, see the programs inventory in appendix III, or access it on Google Maps at [bit.ly/1B4lyxK](http://bit.ly/1B4lyxK).

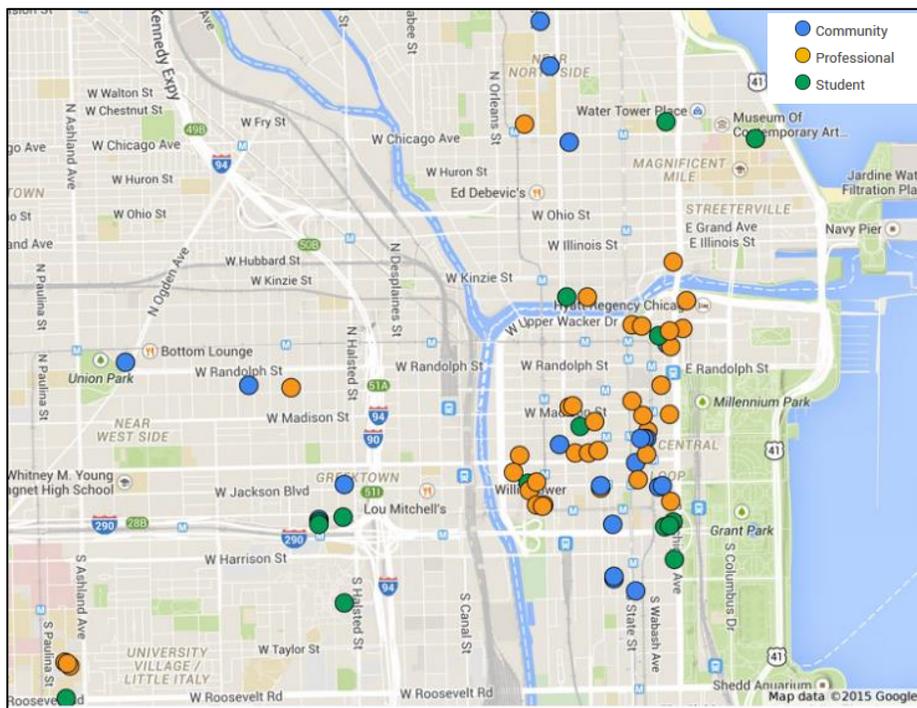
**Figure 2.1: Programs in the Chicago Area**



**Figure 2.2: Programs in Chicago**



**Figure 2.3: Programs in the Loop**



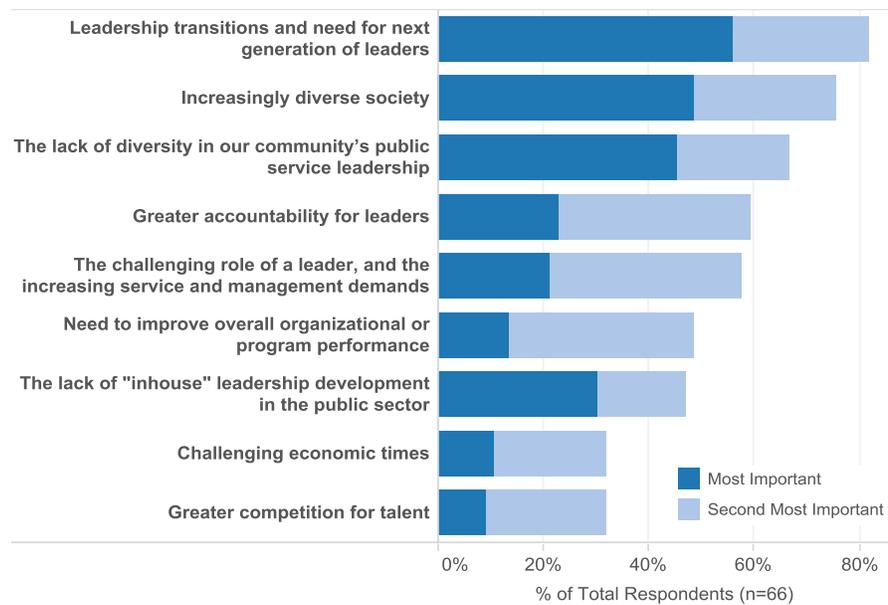
## B. Program Purpose

While there are many reasons for leadership development programs, our results suggest that the three most important are leadership transitions and the need to develop the next generation of leaders (82% most or second most important), our increasingly diverse society (76%), and because of a lack of diversity in current public service leadership (67%) (**figure 3.1**<sup>25</sup>). Many respondents also feel that leadership development is needed to promote individual agency and

because we must “learn how to best lead in times of change or with different types of groups or in different types of situations.” Building community engagement is another theme that emerged, and that “the community has to take leadership in order to address community problems.”

**Figure 3.1: Why Leadership Development?**

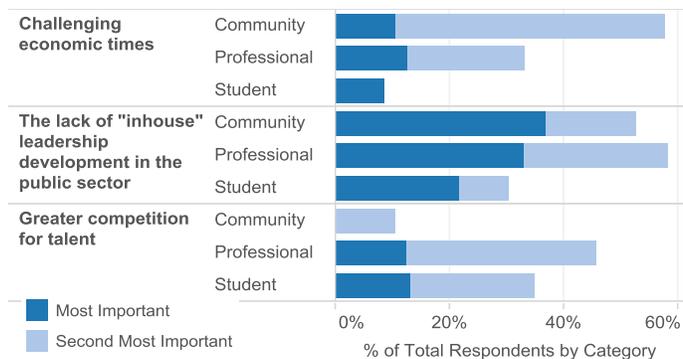
*Ratings from MOST to LEAST important ...*



**Figure 3.2** shows the largest differences between the three program categories, which suggest that community and professional programs place greater importance on the “challenging economic times” as well as the lack of diversity in leadership, and that both professional and student programs place greater importance on the increasing competition for talented leaders.

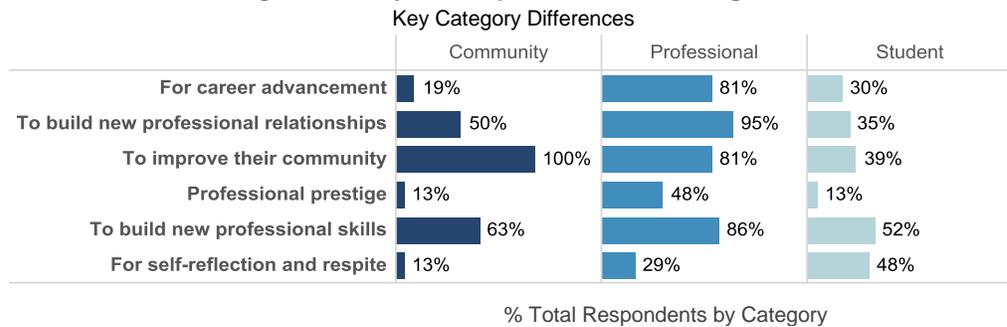
**Figure 3.2: Why Leadership Development?**

*Key Category Differences*



When asked why participants join their programs, more than three-quarters (87%) believe their participants want

**Figure 4: Why Participants Join the Program**



to gain “new information and knowledge.” A majority of respondents also feel their participants join in order to “improve their community” (70%) and build both professional skills (67%) and relationships (60%). The largest group differences distinguish the professional programs as programs for participants looking for “career advancement” and “new professional relationships.” Community program respondents universally indicated their participants join to help “improve their community,” and student program responses indicate their programs are more likely to attract participants looking for “self-reflection and respite” (figure 4).

According to Pearce (2007), “leadership theories, and the models on which they rely, are imperative if one is to coordinate a coherent, internally consistent leadership selection, appraisal, training, and development strategy within an organization.”<sup>26</sup> Hubbard (2005) identifies six dominant theories of leadership, described in figure 5.<sup>27</sup> Respondents ranked these theories

**Figure 5: Type of Leadership**

Ranked from MOST to LEAST important ...



according to what they believe leadership development should focus on, and the ranking distribution sheds light on the nature of leadership being developed in the programs

surveyed: over half of respondents indicate that leadership development should focus on transformational leadership (52% ranked first or second), and just under half ranked collective leadership as first or second most important (47%). Interestingly, the traditional view of leadership that focuses on “the characteristics that mark great leaders” was ranked lowest. When comparing these results between program categories, there are no large differences between their respective rankings.

**Table 2: Categories Summary for Program Purpose**

	<b>Student</b>	<b>Professional</b>	<b>Community</b>
Why leadership development?	<ul style="list-style-type: none"> <li>• Leadership transitions</li> <li>• Increasingly diverse society</li> <li>↓ Lack of diversity in public leadership</li> <li>↓ <b>Challenging economic times</b></li> </ul>	<ul style="list-style-type: none"> <li>• Leadership transitions</li> <li>• Lack of diversity in public leadership</li> <li>• Increasingly diverse society</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of diversity in public leadership</li> <li>• Leadership transitions</li> <li>• Increasingly diverse society</li> </ul>
Why do participants join?	<ul style="list-style-type: none"> <li>• Gain information and knowledge.</li> <li>↑ Self-reflection and respite</li> <li>↓ Improve community</li> </ul>	<ul style="list-style-type: none"> <li>• ↑ <b>Build professional relationships</b></li> <li>• ↑ Build professional skills</li> <li>• Gain information and knowledge</li> <li>• ↑ <b>Career advancement</b></li> <li>• Improve community</li> <li>↑ Professional prestige</li> </ul>	<ul style="list-style-type: none"> <li>• ↑ Improve community</li> <li>• Gain information and knowledge</li> </ul>
Type of Leadership	<ul style="list-style-type: none"> <li>• Collective</li> <li>• Transformational</li> <li>• Followership</li> </ul>	<ul style="list-style-type: none"> <li>• Transformational</li> <li>• Collective</li> <li>• Situations</li> </ul>	<ul style="list-style-type: none"> <li>• Collective</li> <li>• Transformational</li> <li>• Situations</li> </ul>

- = Top response in the category
- ↑ = Key difference; more likely compared to other groups
- ↓ = Key difference; less likely compared to other groups
- Bold** = These best distinguish categories and are uniquely likely or unlikely compared to other groups

## Program Profile #1

**Program Name:** Illinois Latino Nonprofit Leadership Academy  
**Provider:** The Latino Policy Forum  
**Program Category:** Professional  
**Purpose**  
 Highlighting the population growth of the Latino community, the core goals are to “build and strengthen capacity in the Latino nonprofit sector” and to increase the number of Latinos serving in leadership positions throughout the region. Participants typically join to build professional skills and relationships, and to improve their communities.

**Target Participants and Selection Process**  
 One of the only team-based programs in the landscape, participant teams include one senior level manager and one mid-level emerging leader from the same nonprofit. The program serves

organizations throughout Illinois, the application process is open enrollment, the typical cohort size is 25, and participating organizations cover a portion of tuition. The most important criterion for selection into the program is leadership potential.

**Program Model and Experience**

The program commitment is 9 full working days. Programming focuses on the individual, organizational, and cultural dimensions of leadership, informed by a core belief that "cultural attributes we already have are key leadership qualities that prime us for leadership." Activities include trainings, panels, action learning and collaborative work, retreats that place special emphasis on self-care, networking, and 24 hours of off-site consultant support.

**C. Target Population and Selection Process**

This sub-section focuses on what types of people are being targeted by leadership development programs in the landscape, how they apply, criteria for selection, and support provided.

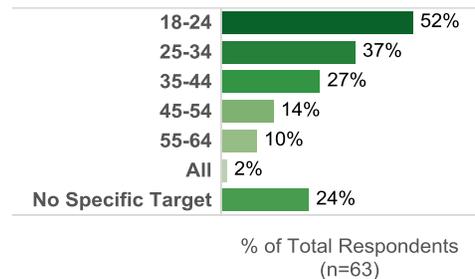
**Target Population**

Collectively, figures 6.1 through 6.5 provide an overview of the populations being targeted by leadership development programs in the Chicago area.

**Age**

- 18-to-24 years olds are the most targeted age group for leadership development, with over half (52%) of respondents targeting this age group. From there, ascending to the older age groups, results suggest that programs are increasingly less likely to target individuals as they get older (**figure 6.1**)

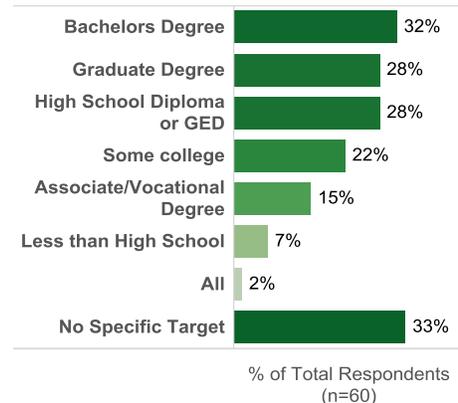
**Figure 6.1: Target Age**



**Education**

- Overall, programs are most likely to target participants with a bachelor’s degree, a graduate degree, or a high school diploma. Only 7% of programs target individuals with less than a high school education, although a plurality (33%) of programs do not target participants based on educational background (**figure 6.2**).

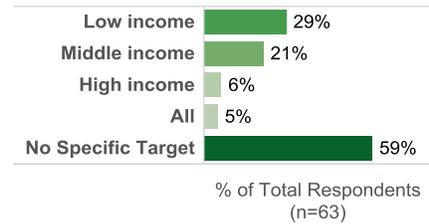
**Figure 6.2: Target Education**



## Income & Race and Ethnicity

- Overall most programs (59%) do not target participants based on their income (**figure 6.3**) and most programs (48%) do not target participants based on race, ethnicity, or other identity groups (**figure 6.4**).

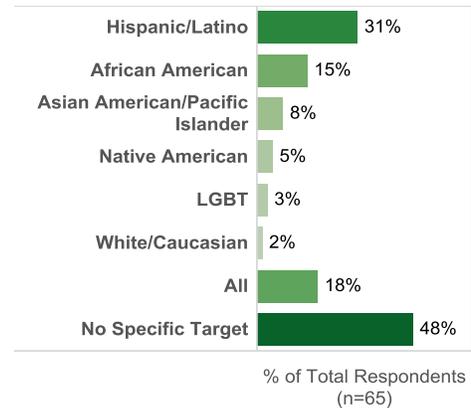
**Figure 6.3: Target Income**



## Sector

- Respondents are most likely to target participants working with non-profits or foundations, working in academia, or going to school (**figure 6.5**).
- When asked about “professional level,” 63% of respondents target college students, 39% target entry-level professionals, and 35% target mid-level professionals. Only 20% of respondents target senior-level professionals.

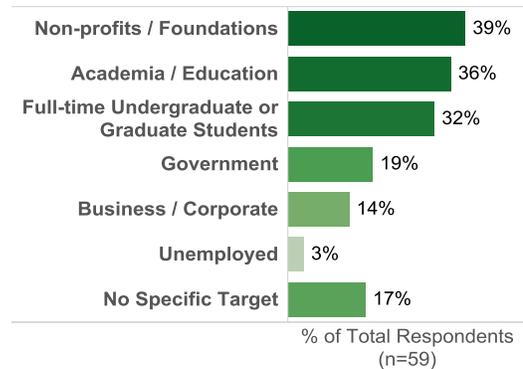
**Figure 6.4: Target Race, Ethnicity, or Identity Group**



## Sex

- More than three-quarters (80%) of all programs do not specifically target participants based on sex, and the small minority that do target female participants.

**Figure 6.5: Target Sector**



Of course, different types of programs target different populations, and **figure 7** (next page) provides an overview of the key differences between the three program categories. With respect to target age, student programs are most likely to target 18-to-24-year-olds, professional programs are uniquely likely to target 25- to-34-year-olds, and community programs are least likely to target based on age. Professional programs are uniquely likely to target participants with a bachelor’s or graduate degree, and community programs are uniquely not likely to target participants based on their level of education.

**Figure 7: Target Participant Population**

Key Category Differences

	Community	Professional	Student
AGE: 18-24	26%	39%	83%
AGE: 25-34	21%	70%	13%
AGE: No Specific Target	47%	13%	13%
EDUCATION: Bachelor's Degree	11%	65%	9%
EDUCATION: Graduate Degree		65%	9%
EDUCATION: No Specific Target	63%	17%	17%
INCOME: Low Income	68%	13%	9%
INCOME: No Specific Target	21%	52%	91%
RACE: Hispanic/Latino	74%	17%	9%
RACE: No Specific Target	16%	48%	74%
SECTOR: Government	5%	43%	
SECTOR: Nonprofits / Foundations	37%	61%	9%
PROF. LEVEL: College Students	35%	14%	100%

% Total Respondents by Category

As for targeting based on income, community programs do not fit the general trend, as only around one-quarter (21%) of community programs do not target participants based on income, and it is the only category likely to target low-income participants. Although nearly one third of programs (31%) target Hispanic or Latino participants, almost all of these are community programs. Furthermore, nearly half (48%) of professional programs and nearly three-quarters (74%) of students programs do not target participants based on their racial, ethnic, or identity group. Not surprisingly, professional programs are most likely to target individuals working at non-profits or in government, and student programs are uniquely likely to target college students.

Of the 48% of programs that target specific geographic communities, community programs are most likely to target participants based on their geographic community (84%), whereas less than one-fifth (17%) of student programs target based on this variable, likely because these programs primarily serve only individuals from a college campus community.

Lastly, it's important to note that while programs not targeting specific demographic groups may *want* their participants to reflect the diversity of the community they serve, this data identifies groups being *intentionally* targeted by leadership development programming. Nonetheless, this data represents targets, and not the actual participant demographics for programs surveyed.

**Table 3: Categories Summary for Target Population**

	<b>Student</b>	<b>Professional</b>	<b>Community</b>
Age	• ↑ 18-24	• ↑ <b>25-34</b> • 35-44	• No specific target
Educational background	• High School or GED	• ↑ <b>Bachelor’s degree</b> • ↑ <b>Graduate degree</b>	• ↑ <b>No specific target</b>
Income level	• No specific target	• No specific target • Middle income	• ↑ <b>Low income</b> ↓ No specific target
Race, ethnicity, or identity group	• ↑ No specific target	• No specific target	• ↑ <b>Hispanic/Latino</b> ↓ No specific target
Occupational Sector	• ↑ <b>Full time college students</b>	• ↑ Nonprofits/Foundations • ↑ Government • Academia/Education	• Non-profits/Foundations
Sex	• ↑ No specific target	• No specific target	• No specific target
Target geographic communities?	• ↑ No	• Split 50/50	• ↑ <b>Yes</b>

• = Top response in the category

↑ = Key difference; more likely compared to other groups

↓ = Key difference; less likely compared to other groups

**Bold** = These best distinguish categories and are uniquely likely or unlikely compared to other groups

## Program Profile #2

**Program Name:** President's Leadership Academy (PLA)  
**Provider:** Elmhurst College  
**Program Category:** Student  
**Purpose**  
 Given our increasingly diverse society, the PLA aims to shift participants’ understanding of leadership, so that regardless of background, everyone sees oneself as a leader. By fostering a greater understanding of leadership diversity, the PLA seeks to empower marginalized voices and promote active citizenship.

**Target Participants and Selection Process**  
 Participants are students at Elmhurst college, typically between the ages of 18 to 24, and the program targets students of color and first generation students. The program is open to all Elmhurst students, the typical cohort is 25, there is no cost to participate, and participants receive some financial support such as covering the cost of books. The primary criterion for selection into the program is leadership potential.

**Program Model and Experience**  
 The PLA is a four-year program, and like most college-based programs, focuses on individual leadership development. Participants take part in a three-week summer orientation, meet twice per semester as a cohort, and submit written reflections such as a “This I Believe” statement. Notably, participants are also able to incorporate other campus activities as part of their PLA commitments. The yearly program themes are self-exploration, civic engagement, career exploration, and professional preparation.

## Selection Process

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This section provides information on application processes, types of participants, criteria for selection, number of participants, and support provided to participants.

### Application

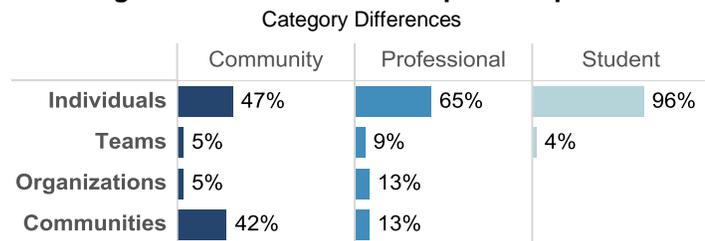
- Most programs surveyed are open-enrollment (52%), with small numbers requiring internal invitation (10%), employer sponsorship (9%), or external nomination (9%).
- Nearly three-quarters (69%) of program applicants are individuals, 24% are community members, 9% are teams, and 3% are organizations or companies.

- Given that most applicants are individuals, it's not surprising that most respondents (71%) indicated that they develop leadership at the individual

scale. When comparing between

categories, **figure 8** shows community programs split between the individual and community scale, whereas professional and student programs heavily favor the individual scale. Notably, all but one student program surveyed work at the individual scale, highlighting this category's unified focus on individuals.

**Figure 8: Scale of Leadership Development**



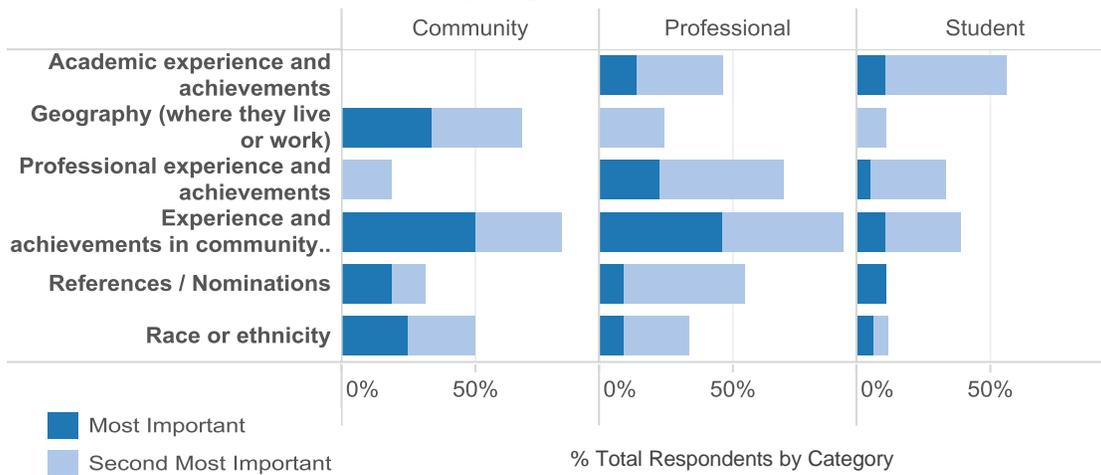
% Total Respondents by Category

### Criteria for Selection

- Overall, results suggest that leadership potential and civic engagement are the two most important criteria for participant selection, with income as the least important criterion.
- It is important to note that selection criteria depends on the type of leadership development program. For example, community programs surveyed place much less importance on academic achievements and professional experience and more importance on participants' race or ethnicity and where they live or work. Professional programs appear to care more about professional achievements, and student programs tend not to select participants based on race or ethnicity, references, or nominations (**figure 9**).

**Figure 9: Participant Selection Criteria**

Key Category Differences

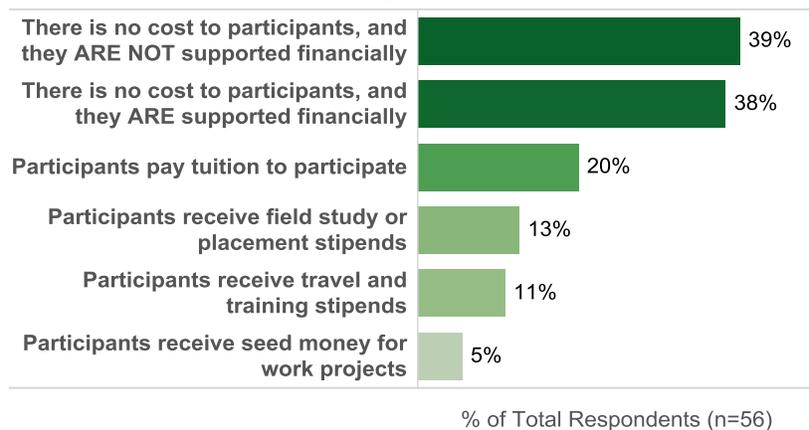


**Program Size and Support**

- Most respondents report participant group sizes between 11 and 20 (30%), followed by group sizes of 21 to 30 (24%), and 31 to 40 (17%). Only 5% of respondents reported group sizes under 10, and only 6% report group sizes over 100.
- As for support provided to participants, **figure 10** shows that 20% of respondent programs require

participants to pay tuition, and of those not charging tuition, nearly half appear to provide some type of financial support.

**Figure 10: Program Cost and Support**



**Table 4: Categories Summary for Participant Selection**

	<b>Student</b>	<b>Professional</b>	<b>Community</b>
How to apply	• Open-enrollment	• Open-enrollment	• Open-enrollment
Who applies	• Individuals	• Individuals	• Individuals
Scale of development	•↑ Individuals	• Individuals	•↓ Individuals •↑ Communities
Selection Criteria	• Leadership potential • Academic experience ↓ Civic engagement ↓ Race or ethnicity ↓ Geography (where they live or work)	• Leadership potential • Civic engagement •↑ <b>Professional experience</b> ↑ References/Nominations	• Civic engagement • Leadership potential •↑ <b>Geography (where they live or work)</b> ↓ <b>Academic experience</b>
Number of participants	• Varies from 11 to 101+	• 11 to 40	• 11 to 30
Cost and Participant support provided	• No cost, financial support provided • No cost, NO financial support provided	• Varies between tuition required, no cost with support, and no cost without support	• No cost, no financial support

• = Top response in the category

↑ = Key difference; more likely compared to other groups

↓ = Key difference; less likely compared to other groups

**Bold** = These best distinguish categories and are uniquely likely or unlikely compared to other groups

### Program Profile #3

**Program Name:** Grassroots Leadership Development Program (GLDP)  
**Provider:** United States Hispanic Leadership Institute (USHLI)  
**Program Category:** Community

**Purpose**  
 “Designed to bridge a widening gap in American society between citizens and the officials who have been elected or appointed to serve and/or represent them,” the GLDP seeks to strengthen community voice, and increase diversity and representation in government.

**Target Participants and Selection Process**  
 USHLI delivers the GLDP in communities throughout the region and targets Latino communities. Participants are community members of diverse backgrounds looking for new skills and knowledge that will enable them to have a greater positive impact on their communities.

**Program Model and Experience**  
 The program prioritizes building capacity at the system level. With the assistance of a liaison between government officials and participants, the GLDP is a “crash course in learning about how government operates,” in the context of municipal, county, and school district governance. Activities teach participants the fundamentals of advocacy, from phone calls and emails to one-on-ones, and encourage participants to build coalitions as well as relationships with decision makers.

## D. Program Design and Experience

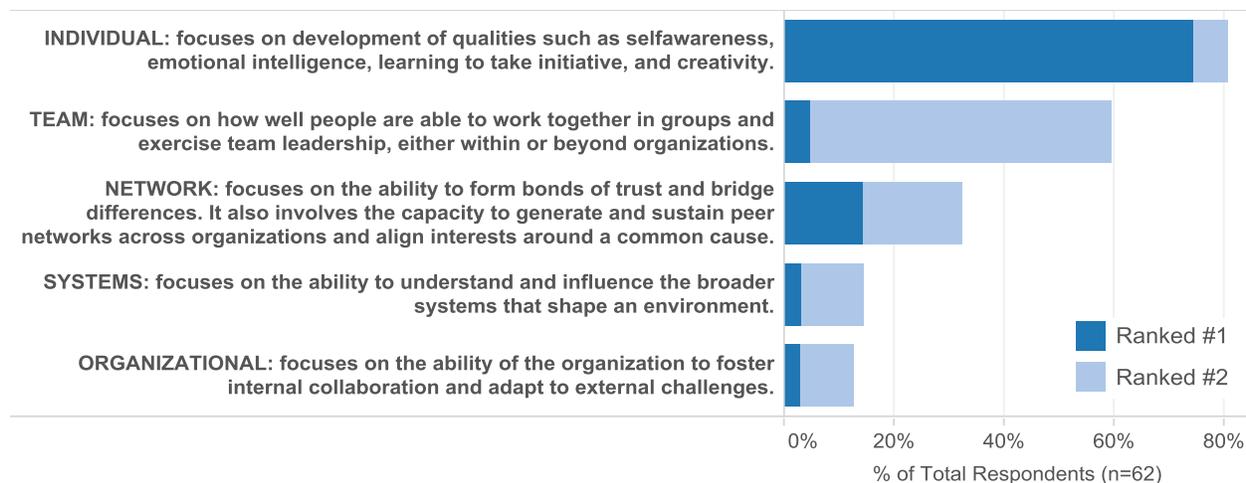
This section presents results on aspects of leadership development programming related to program design and participant experience, such as time commitment, capacity-building focus, types of activities offered, skills prioritized for development, support provided to participants after program completion, and program impact on participants.

When asked about the total participant time commitment for their programs from start to finish, respondents generally provided information on total contact time and/or length of the program. Of the 38 programs providing data on contact time, most take under 50 hours (32%) or between 50 and 100 hours (24%) to complete. Forty programs provided information on program length, with nearly half (48%) lasting over 16 weeks and under 52 weeks, and nearly a quarter (24%) lasting over four weeks and under 16 weeks.

In order to better understand the focus of the different development efforts in the landscape, survey respondents ranked their program's capacity-building focus using the five different categories: individual, team, network, systems, and organizational.<sup>28</sup> Survey results show that respondents overwhelmingly prioritize individual capacity-building, with nearly three-quarters (74%) selecting "individual" as their programs top ranked focus (**figure 11**). Although all program categories rank the "individual" focus highest, comparing across groups reveals important differences. For example, whereas 100% of student program respondents most highly

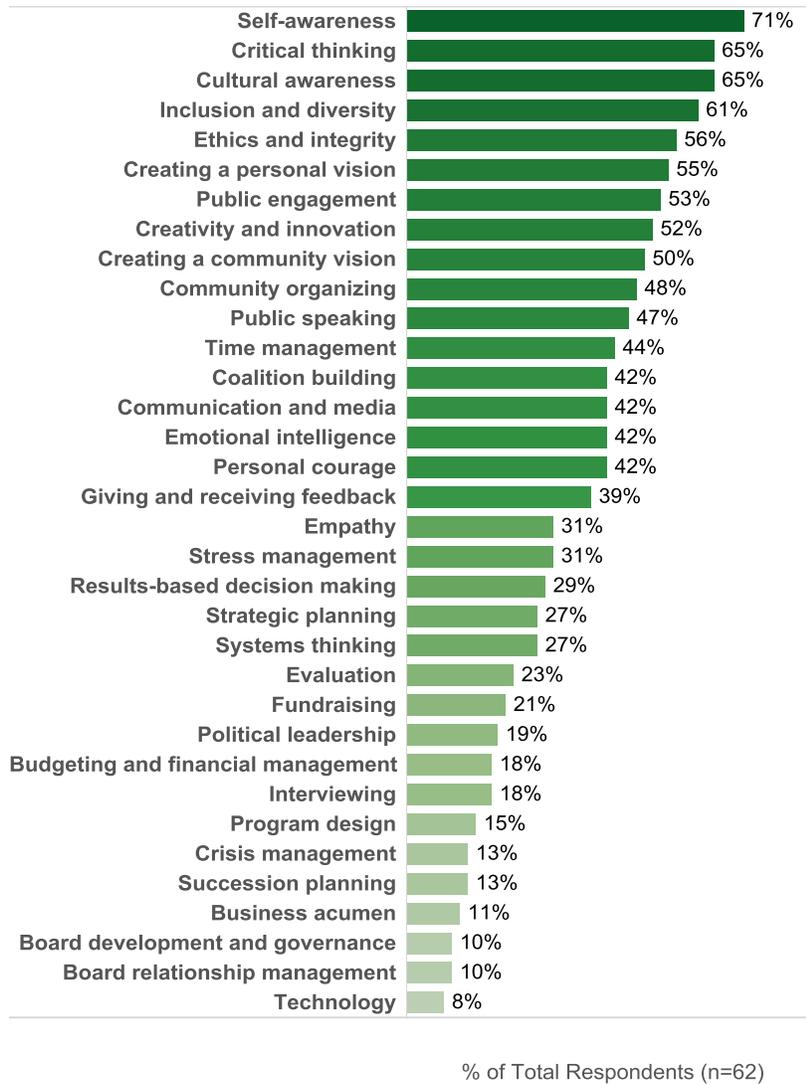
**Figure 11: Capacity Building Focus**

*Rankings from MOST to LEAST important*



prioritize individual capacity-building, more than half (53%) of community programs most highly prioritize a different focus revealing more variation in capacity-building focus. Furthermore, professional programs distinguish themselves from the other two categories by having a relatively greater “network” focus.

**Figure 12.1: Skills Prioritized for Development**

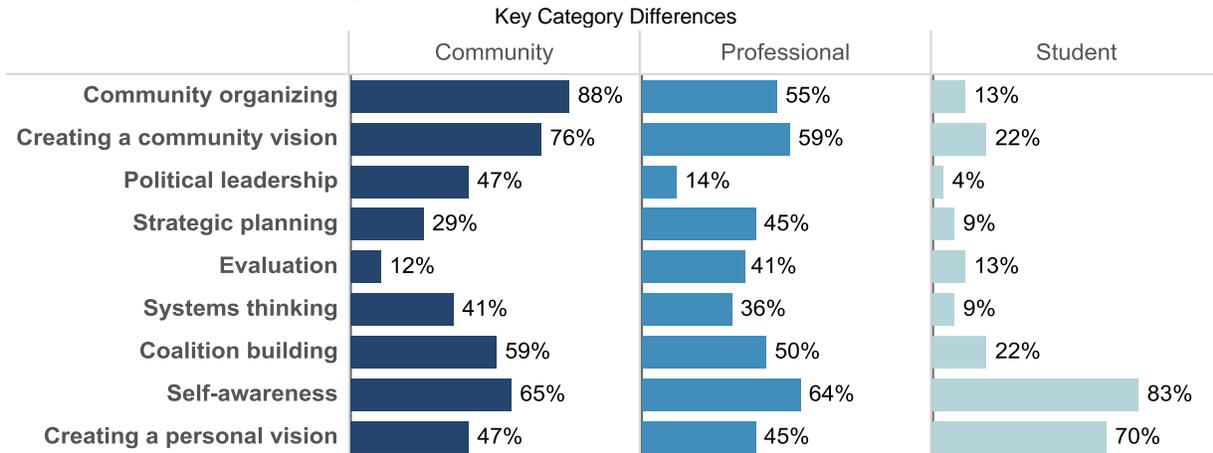


Moving from general capacity-building to specific skill building, **figure 12.1**<sup>29</sup> provides the distribution of skills that respondents “prioritize for development” and insight into the skills respondents feel are needed for effective leadership. These results suggest that leadership development programs are most likely to prioritize the development of self-awareness (71% of respondents), critical thinking (65%), cultural awareness (65%), and inclusion and diversity (61%), and least likely to focus on building technology skills (8%) and organizational skills such as board relationships

management and governance (9%), succession planning (11%), and program design (15%).

Of course, skill building focus varies based on the type and purpose of leadership development, and **figure 12.2** (next page) provides a breakdown of the most important differences found between program categories. Community programs are most likely to build the community

**Figure 12.2: Skills Prioritized for Development**

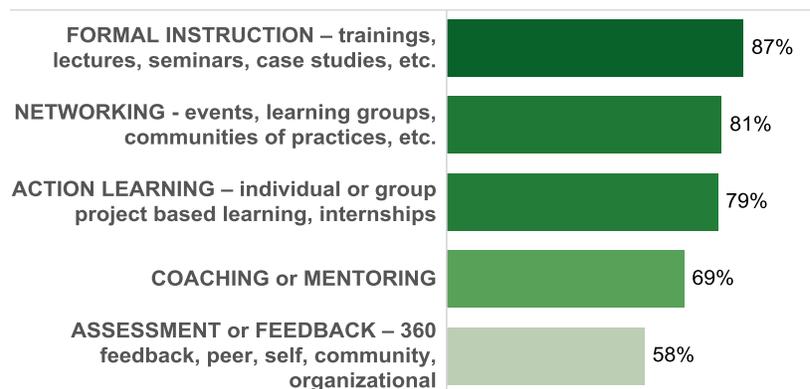


% Total Respondents by Category

organizing, community visioning, and political leadership skills of their participants, especially when compared to student programs. Professional programs are comparatively more likely to focus on strategic planning and evaluation, and student programs are much less likely to build systems thinking and coalition-building skills. Although between group differences are not as large, the high proportion of student programs building self-awareness (83%) and personal visioning (70%) skills again demonstrate this category’s focus on the individual. When asked if their program includes a training focus on public or policy issues, more than three-quarters (78%) of community programs and nearly two-thirds (64%) of professional programs do, with just over one in five students programs (22%) including such a focus.

As for how programs seek to build these capacities, over three-quarters of respondent programs offer formal instruction (87%), networking activities (81%), and action learning (79%) (figure 13.1<sup>30</sup>). Assessment and feedback activities are least popular

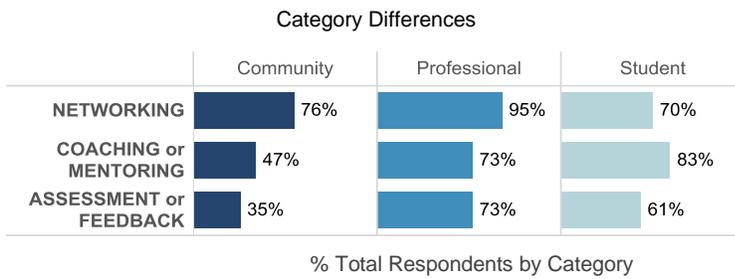
**Figure 13.1: Types of Program Activities**



% of Total Respondents (n=62)

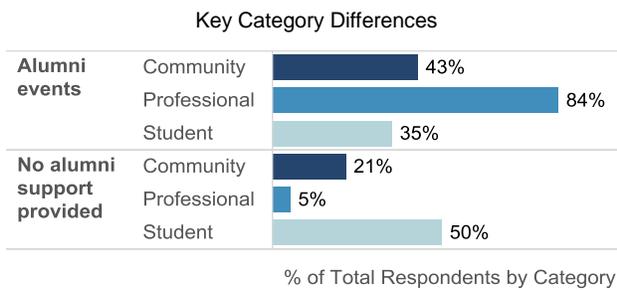
overall, and community programs are least likely to offer these types of activities (figure 13.2). Nearly all professional programs offer some type of networking activity, and student programs

**Figure 13.2: Types of Program Activities**



are most likely to offer coaching or mentoring. Most (74%) programs also offer some type of post-program support, with over half (55%) providing alumni event opportunities and 49% offering continued

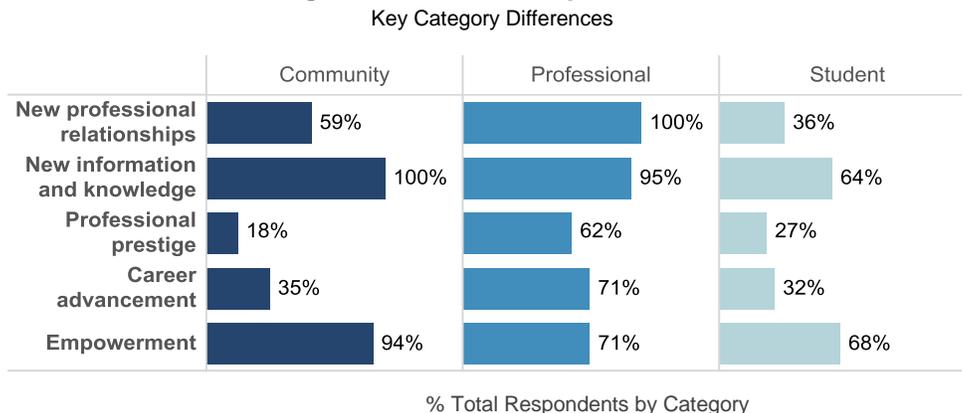
**Figure 14: Post-Program Support**



mentoring. Few programs, however, offer job-placement support (17%) or project funding (8%), and **figure 14** shows that professional programs are much more likely to organize alumni events, whereas student programs are least likely to provide alumni support.

Once participants have completed and left their respective programs, most respondents (85%) feel their participants have gained “new information and knowledge” and “new professional skills,” and over three-quarters (77%) believe participants have been empowered in some way. Although less than half of all respondent programs feel their participants gain “career advancement” or “professional prestige,” most professional programs surveyed uniquely feel their participants achieve these outcomes (**figure 15**). These results also suggest participants of professional programs are more likely to gain new professional skills, community program participants are most likely to gain “empowerment,” and interestingly, student program participants are relatively *least* likely to gain “new information and knowledge.”

**Figure 15: What Participants Gain**



**Table 5: Categories Summary for Program Design and Experience**

	<b>Student</b>	<b>Professional</b>	<b>Community</b>
Capacity-building focus	• Individual ↓ Network	• Individual •↑ <b>Network</b>	•↓ Individual • Team
Top 5 skills prioritized ( <i>unique to top five in italics</i> )	• Self-awareness • <i>Creating Personal Vision</i> • Ethics and integrity • Inclusion and Diversity • Cultural awareness ↓ <b>Community organizing</b> ↓ <b>Creating community vision</b> ↓ Coalition building ↓ Strategic planning ↓ Systems thinking	• Cultural awareness • Inclusion and diversity • Critical thinking • Ethics and integrity • <i>Creativity and innovation</i> • Self-awareness ↑ Strategic planning ↑ Evaluation	•↑ <i>Community organizing</i> •↑ <i>Creating community vision</i> • <i>Public engagement</i> • Critical thinking • Self awareness ↑ Political leadership
Training focus on public or policy issues	•↑ <b>No</b>	•Yes	•↑ Yes
Activities	• Coaching / Mentoring • Action learning • Formal instruction	•↑ Networking • Formal instruction • Action learning • Coaching or Mentoring • Assessment or Feedback	• Formal instruction • Action learning • Networking
Post-program support	• None provided	•↑ <b>Alumni events</b> • Continue mentoring	• Continue mentoring
What participants gain	• Self-understanding • New friendships • New professional skills ↓ Professional relationships	•↑ <b>New professional relationships</b> • New professional skills • New knowledge ↑ Career advancement ↑ Professional prestige	• New knowledge •↑ Empowerment • New professional skills

• = Top response in the category

↑ = Key difference; more likely compared to other groups

↓ = Key difference; less likely compared to other groups

**Bold** = These best distinguish categories and are uniquely likely or unlikely compared to other groups

## Program Profile #4

<p><b>Program Name:</b> Leadership Greater Chicago Fellows Program (LGC)  <b>Provider:</b> Leadership Greater Chicago  <b>Program Category:</b> Professional  <b>Purpose</b>                      LGC seeks to “build a better Chicago” by connecting influential and experienced leaders to each other and to the issues affecting the communities they serve. Ultimately, LGC expects alumni to increase their level of involvement in missions that have broad, positive impact on the region.</p> <p><b>Target Participants and Selection Process</b>                      Participants are senior-level managers working in the public, private, and social sectors. Each cohort includes approximately 35 individuals who are college educated, in their late 20s to early 40s, and live in Chicago and the collar counties. External nomination is required, employer sponsorship is required</p>
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to cover tuition, and participants are selected based on leadership potential, race, gender, and academic, civic, and professional achievements.

### **Program Model and Experience**

One of the oldest programs in the landscape, LGC is a nine-month commitment that requires monthly all-day meetings. Development efforts prioritize systems and network capacity-building, with specific skill building related to inclusion, cultural awareness, and public engagement. Through trainings, action learning, meetings with key leaders, and networking activities, participants explore the region's most important socioeconomic issues and the changing demands of leadership.

## **E. Strengths and Weaknesses**

This section summarizes open response questions from both the survey and interviews, on program strengths, and weaknesses.

### **Strengths and Successes**

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Reflecting on the strengths of their leadership development programs and what they feel makes for a successful program,<sup>31</sup> respondents most commonly talked about features of their program model, participant outcomes, action learning, participant dynamics, and partnerships.

With respect to the features of the program model that most influence program success, respondents most commonly mentioned training dynamics, content qualities, and flexibility. Respondents indicated that strong training includes relatable trainers with “expertise and experience,” as well as “exposure to current leaders.” Successful trainings are also hands on and interactive, appeal to diverse learning styles, must “challenge participants to lead,” and incorporate content that is real-world and concrete. Programmatic flexibility is also important, such as customizing activities based on individual needs, allowing participants to integrate school or work tasks into their program experience, utilizing internet technology to conduct activities remotely, and being open to change so that programming continues to grow and improve.

Many respondents also indicated that their programs are effectively building participant capacities, particularly through individual growth and “breakthroughs” in leadership development that “transform participants ... to be leaders in home, school, and community,”

while emphasizing the need to teach and be inclusive to different leadership theories and styles in order to “[elevate] all types of leadership and all types of leaders.” Respondents also commonly mentioned relationship and network building as a strength, highlighting new “connections across boundaries” and, for example stating that the “network that comes out of this, the partnerships, the collaborations aren't anything I could have imagined.”

Of the many types of program activities offered – such as formal instruction, networking, and mentoring – respondents often emphasize action learning activities as a strength. These activities include practice and project-based learning, individually, as a group, in communities, and on-site with partner organizations. They are often real-world activities that may, for example, provide “key support to local and city agencies that otherwise would not be able to do the [work]” or task participants with the responsibility of “trying to pass a piece of legislation.” Especially for student programs, this type of learning helps to “[bridge] the gap between the university and the community.” Furthermore, perhaps in large part due to action learning that connects participants to community, many respondents feel their programs promote civic engagement, that it “hooks them into community service,” and that by seeking to pay it forward and “work for public good,” participants “encourage others, particularly their employers, to get involved in solving our region's challenges.”

Lastly, respondents also frequently talk about participants and partnerships as program strengths. Respondent programs are proud to work with underserved populations, for creating opportunities that are inclusive to those with financial and time limitations, and of the camaraderie that develops amongst participants – many of whom “would typically not come together” yet wind up developing “incredibly strong” bonds that last beyond the program. Respondents also stressed the importance of long-term, consistent, committed, and diverse partnerships.

### **Weaknesses and Challenges**

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When identifying program weaknesses or barriers to success, respondents highlight funding and staff capacity, support for alumni, participant barriers such as time and money, and systemic challenges such as the cultural bias of leadership and the fragile non-profit sector.

Programs appear to be most challenged by limited funding. Respondents are hard-pressed to “develop a sustainable financial model for the program to exist long-term” and perceive a lack of funding as limiting their ability to plan, recruit, serve more participants, and “push the program to its maximum.”

Funding issues and limited staff capacity are related to another key challenge that respondents face: providing follow-up support to participants and keeping alumni involved. Respondents talk about the need to develop ways to “to connect alumni with pathways to leadership positions,” to keep in touch with alumni and “continue to serve them in a relevant way,” and to build a “strong network between different classes.”

Also related to funding concerns, a common challenge that respondents face is ensuring that participants with limited financial resources are not excluded from taking part in their programs, leaving one respondent wondering, “how [can] we talk about getting students engaged when they are like, ‘How am I going to pay my bills, or how am I going to eat?’” Beyond financial constraints, respondents struggle to retain participants who have to balance program, family, and work commitments and feel that participants need “more than just money; they need time.”

Many respondents also identified program challenges operating at a more systemic level. At this level, some respondents perceive a cultural bias towards “traditional” leadership whose archetype is not a person of color or a young person or a woman and wonder, “who’s paradigm are we using to define leadership?” and “what does leadership look like?” Although this may be changing, there is a perception that “some programs have not caught up with where we are on the changing models of leadership,” reproducing a system that encourages only certain types of people to see themselves as leaders. The other systemic issue identified is the fragile non-profit sector that does not have enough job opportunities for program alumni, lacks support structures for leadership, and whose low-paying jobs exclude the less privileged.

## G. Gaps and Recommendations

This section presents key gaps in the leadership development *system* serving the Chicago area and recommendations to address those gaps. Based on a synthesis of respondent feedback that specifically identifies gaps and priority recommendations, together with the survey data already presented, the four systemic gaps that emerge relate to underserved populations, collaboration between programs, leadership focus and scale, and standardized evaluation.

Respondents sense that, overall, programs are not “reaching certain populations,” and data already presented may support this. Over half of respondents (55%) feel that a priority for leadership development programs in the Chicago area is to “increase scholarships to increase opportunities and access for people of color” (figure 16<sup>32</sup>). As we have seen, more than three-quarters (80%) of all programs do not target participants based on sex; most programs (59%) do not target participants based on their income; and a plurality (48%) do not target participants based on race, ethnicity, or other identity. Although many of these programs may want their

**Figure 16: Priority Recommendations for Leadership Development in the Chicago Area**



% of Total Respondents (n=58)

participants to reflect the diversity of the communities they serve, this data suggest a general need for increased and intentional efforts to target and recruit historically underserved groups. Furthermore, although we do not have data on the actual demographic breakdowns for program participants, we do know that certain populations remain drastically underrepresented in professional leadership positions throughout the Chicago area. A 2013 study by the Chicago Urban League concluded that “in Chicago, African-Americans account for 36 percent of the population, however, only 6.6 percent of the board members for companies in this survey are African-American,”<sup>33</sup> and a 2014 report by Chicago United found that in the top 50 Chicago-based public companies by revenues, “minorities have a 12% presence on the boards of directors,” a 10% presence among executives, and an 8% presences among C-suite level positions.<sup>34</sup>

While many see increased funding and scholarships as an important solution to this problem, others also recommend the creation of programs designed specifically for underserved groups. Beyond a universal understanding of leadership, for example where "a good leadership development program for leaders of color has to get beyond color and [focus on] what makes a good leader," some feel that targeted programs would better help meet the *unique* needs of underserved groups. Marsh (2003) argues that “people of color who wish to take on broader, more mainstream leadership responsibilities face an array of obstacles including lack of access to professional development, limited funding resources, cultural differences, racism, and isolation from power.”<sup>35</sup> To address these obstacles some respondents recommend that the more targeted programs include staff and trainers that reflect the diversity of the group, that participants gain access to leaders with whom they can identify, and that capacity-building include a critical analysis of identity and leadership.

Another important gap identified is a lack of collaboration among leadership development programs in the Chicago area. When asked how familiar they are with other programs in the Chicago area, less than 15% of respondents say they are more than “somewhat” familiar. Yet, even if they don’t know one another (or perhaps because of this), the data on recommendations suggests that collaboration is a top priority, both for learning and fundraising (**figure 17, next page**). Over 50% of respondents prioritize the creation of a community of practice that brings

together the people running and studying leadership development in the Chicago area, a forum that would meet the common interest of learning “what everyone is doing and having

**Figure 17: Leadership Development Investment Matrix Results (n=62)**

Scale of Development	Top Ranked Capacity Building Focus				
	Individual	Team	Organizational	Network	Systems
Individuals	58%	2%	2%	6%	3%
Teams	3%	2%		2%	
Organizations	3%		2%	2%	
Communities	10%	2%		5%	

opportunities for sharing models and best practices,” based on the assumption that "if we all did more resource sharing, more collaboration, and identified more opportunities for partnerships we'd all be able to create better, more robust and dynamic programs."

Half of respondents also prioritize pooling resources into a fund that would support individuals pursuing leadership development or joint trainings. The programs inventory provided in appendix III of this report may provide a good starting point for organizations interested in connecting with their peers,<sup>36</sup> and in the words of one respondent, “who is the leader who can bring it all together? Who can unite these organizations and provide a direction?”

Another gap that emerged when viewing these individual programs as part of a larger system is the narrow focus and scale of leadership development. **Figure 17** presents survey responses that depict the scale at which programs work with their highest ranked capacity-building focus in order to mirror the Leadership Development Investment framework presented on page eight. These results allow us to more clearly see that leadership within the landscape is predominantly conceptualized as an individual matter, with most programs (58%) primarily working to build individual capacities while working with individuals. Although this type of leadership development is important, some respondents advocate for a more holistic approach, in part to address the biases of traditional leadership and also because "we're in a changing world that demands different types of leadership skills," moving from a hierarchical leadership model to a more distributed collective leadership model.

Lastly, respondents want to build measurement procedures and “the evidence base for successful practices.” Program monitoring and evaluation is a common challenge, especially for programs with no agreed upon definition of leadership and limited resources to spend developing indicators and measurement tools. Very few respondents mentioned using standardized measurement tools that allow them to not only assess the impact of their program but also compare their results to similar programs. Given that measurements are often underdeveloped and subjective, one respondent sees assessment as a “kind of a leap of faith for any organization.” In addition to sharing best practices and pooling resources, this priority highlights the need for programs to collaborate around the development and sharing of common measures and measurement tools.

### III. CONCLUSION

This closing section captures key insights that emerged from the input of 74 different leadership development programs operating in the Chicago area.

#### **Individual Development is Prioritized**

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Our results clearly demonstrate that respondent programs prioritize working with individuals and focus on building individual leadership capacity. Yet, as depicted in the Leadership Development Investment Matrix (see page 8), leadership is more than just the individual, and if we accept this more holistic understanding of leadership, then development efforts must also serve teams, organizations, and communities, building individual all the way up to systems capacities.

Of course, not all programs work at the individual level, and some develop many different types of capacities. The Sargent Shriver Center's Racial Justice Training Institute and the Latino Policy Forum's Illinois Latino Nonprofit Leadership Academy are examples of team-based programs, and programs such as Loyola University's Ganon Scholars, the Evanston Community Foundation's Leadership Evanston Signature Program, and the United States Hispanic Leadership Institute's Grassroots Leadership Development Program are working with communities and building systems capacities.

Nevertheless, on the whole our results suggest an imbalanced landscape (see **figure 17**), with very few leadership development opportunities for teams and organizations, and few programs prioritizing building organizational and systems capacities.

#### **Greater Inclusivity**

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Respondent programs are most likely to target participants based on professional background, age, and educational background, primarily 18- to 24-year-old college students and entry- to mid-level nonprofit professionals. Conversely, the majority of respondent programs did not indicate that they target participants based on gender, income, and racial or identity group. Recall

that respondents feel one of the most important reasons for leadership development is to address the lack of diversity in community and public service leadership; yet, at the same time, most programs are not targeting historically and currently underrepresented groups such as women, people of color, and people with low-income. Although demographic breakdowns of actual program participants are not included in this study, this limited targeting, in addition to the “exclusive networks”<sup>37</sup> and financial costs that disproportionately give access to certain groups, suggest inequitable access to leadership development opportunities.

Beyond improving participant recruitment and providing more financial support, some believe that we need more programs designed to meet the unique needs of underserved and/or culturally distinct groups. Although they make up a small portion of all programs identified, these types of programs do exist in the landscape. For example, programs such as the Metropolitan Leadership Institute and the Urban League’s IMPACT Leadership Development Program target Latino and African American professionals, respectively. The Hispanic Alliance for Career Enhancement’s Mujeres de HACE Women’s Leadership Program, the Cultivate: Women of Color Leadership Project, and the Midwest Academy’s Women’s Legislative Leadership Project all target women of color, and organizations such as Public Allies and Year Up serve under-resourced populations. These types of programs create greater access and may provide an important balance to traditional models of leadership. Respondents suggest these types of targeted programs should include staff and trainers that reflect the diversity of the group, provide access to leaders with whom participants can identify, and that capacity-building include a critical analysis of identity and leadership. Other research suggests these types of programs must include participants who are “grounded in and accountable to their communities” and “support the development of relationships and networks across boundaries.”<sup>38</sup> Additional research is needed to determine what recruitment strategies best target underserved populations and what type of programming best supports the development of non-traditional leadership.

### **Three Program Categories**

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Three categories of leadership development programs emerged in this study, and the following descriptions reveal important inter-category differences hidden by the general leadership

development landscape trends. In all, we identified 53 student programs in the landscape, 54 professional programs, and 58 community programs.

Student programs distinguish themselves as being primarily based at universities or colleges and target 18-to-24-year-old undergraduate college students, regardless of race, sex, or community. These programs tend to focus on the internal, individual dimensions of leadership, such as self-awareness, integrity, and creating a personal vision.

Professional programs distinguish themselves as being primarily for college-educated, working professionals between the ages of 25 and 34 looking to advance their careers. They prioritize professional relationship building and networking activities and offer alumni events.

Community programs distinguish themselves as intentionally targeting participants based on race, geographic community, and income, regardless of educational background. Participants join these programs to improve their community, and these programs prioritize building community organizing, political leadership, and community visioning skills.

Additional research could more deeply explore these categories. What are the types of programs that exist within each category? To what extent are programs collaborating within and across categories? How might programs collaborate to create pipelines from the student program into a community or professional program? How might student programs align their capacity-building outcomes and activities with professional programs? What might professional and student programs learn from community programs around recruiting underserved populations?

## **Working in Silos**

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Respondents are generally unfamiliar with the other leadership development programs in the landscape, especially programs in other categories, and the majority would like to change that. They want to share best practices and resources, and they believe collaboration will improve both their individual program and collective impact. Yet, in the words of one respondent, “who can unite these organizations and provide a direction?” Furthermore, given the breadth of

leadership models and priorities in the landscape, who should [begin] collaborate[ing] with whom?

Faced with the perpetual challenge of limited funding, new collaborations may, for example, help meet key challenges such as the demand for post-program opportunities, the development of common measures and measurement tools, and recruitment support. We encourage practitioners interested in developing collaborative efforts to explore the programs inventory in appendix III, which provides basic background and contact information for all 166 programs identified in the landscape, also located on a Google map at [bit.ly/1B4lyxK](http://bit.ly/1B4lyxK).

### Appendix I // Questionnaire

#### Background

- Q1.** Please provide the following contact information so that we may follow-up with you, if needed. Your responses will be kept confidential.
- Name
  - Work e-mail
  - Phone Number

**IMPORTANT NOTE:** If you run more than one leadership development program, please choose the one with which you are most familiar, and respond to all questions for that program.

- Q2.** What is the name of your leadership development program? (*fill in the blank*)
- Q3.** In what year did your leadership development program begin? (*numeric fill in the blank*)
- Q4.** Leadership development should focus on: (*Please rank from most important (1) to least important, or n/a*)
- The characteristics (mental, physical and personality factors) that mark great leaders.
  - Leaders at work and the behaviors that contributed to their success.
  - The situational factors that might limit or affect the practice of leadership, including internal and external environment, type of organization and position within the organization.
  - The relationship between leaders and followers and how this relationship affects or limits the practice of leadership.
  - How leaders serve as change agents and promote morale and commitment during turbulent times.
  - How to facilitate participation, understand divergent perspectives and draw upon the collective wisdom of the group.
- Q5.** What best explains the need for your Leadership Development program? (*Please rate the following reasons from MOST important to LEAST important, or n/a*)
- Need to improve overall organizational or program performance
  - The challenging role of a leader, and the increasing service and management demands
  - Challenging economic times
  - Greater competition for talent
  - Greater accountability for leaders
  - Leadership transitions and need for next generation of leaders
  - Increasingly diverse society
  - The lack of diversity in our community's public service leadership
  - The lack of "in-house" leadership development in the public sector
  - Other (please specify)

## Program Participants and Processes

- Q6.** Approximately how many participants make up one program cohort, class, or group?  
(*numeric fill in the blank*)
- Q7.** Approximately how many total alumni are there for your program?
- a) 0-50
  - b) 51-100
  - c) 101-200
  - d) 201-500
  - e) 501+
  - f) I don't know
- Q8.** For whom does your program develop leadership? That is, at what scale does your program **PRIMARILY** work to develop leadership? (select one)
- a) Individuals
  - b) Teams
  - c) Organizations
  - d) Communities

**NOTE:** Questions 10 through 16 are asking about your **TARGET** population. That is, we would like to better understand whom your program is designed to serve.

- Q9.** Please describe the **AGE** of the target population of your program: (Select all that apply)
- a) Under 18
  - b) 18-24
  - c) 25-34
  - d) 35-44
  - e) 45-54
  - f) 55-64
  - g) 65+
  - h) No specific target
  - i) Other (please specify)
- Q10.** Please describe the **RACIAL** or **ETHNIC** or **IDENTITY GROUP** of the target population of your program: (Select all that apply)
- a) African American
  - b) Asian American/Pacific Islander
  - c) Hispanic/Latino
  - d) LGBT
  - e) Native American
  - f) White/Caucasian
  - g) No specific target
  - h) Other (please specify)

- Q11.** Please describe the INCOME of the target population of your program: (Select all that apply)
- a) Low income
  - b) Middle income
  - c) High income
  - d) No specific target
  - e) Other (please specify)
- Q12.** Please describe the EDUCATIONAL BACKGROUND of the target population of your program: (Select all that apply)
- a) Less than High School
  - b) High School Diploma or GED
  - c) Associate/Vocational Degree
  - d) Some college
  - e) Bachelor's Degree
  - f) Graduate Degree
  - g) No specific target
  - h) Other (please specify)
- Q13.** Please describe the SEX of the target population of your program: (Select all that apply)
- a) Female
  - b) Male
  - c) No specific target
  - d) Other (please specify)
- Q14.** Please describe the SECTOR of the target population of your program: (Select all that apply)
- a) Academia / Education
  - b) Business / Corporate
  - c) Government
  - d) Non-profits / Foundations
  - e) Full-time Undergraduate or Graduate Students
  - f) Unemployed
  - g) No specific target
  - h) Other (please specify):
- Q15.** Do you target specific geographic communities? (For example, specific neighborhoods or suburbs, a particular city or state, etc.)
- a) No
  - b) Yes (If yes, please specify the geographic community or communities that your program targets: \_\_\_\_\_)
- Q16.** Please tell us more about your program's application process: (Select all that apply)
- a) Application is open-enrollment
  - b) Internal invitation is required
  - c) External nomination is required

- d) Employer sponsorship is required
- e) Applicants are individuals
- f) Applicants are teams from the same organization or company
- g) Applicants are teams from different organizations or companies
- h) Applicants are members from the same community
- i) Applicants are organizations or companies
- j) Other (please specify):

**Q17.** How important are the following participant selection criteria for your program? (*Please rate the following criteria on a scale from MOST to LEAST important, or n/a*)

- a) High-leadership potential
- b) Academic experience and achievements
- c) Professional experience and achievements
- d) Experience and achievements in community issues and civic affairs
- e) References / Nominations
- f) Income
- g) Race or ethnicity
- h) Geography (where they live or work)
- i) Other (please specify):

**Q18.** What is the professional level of program participants? (*Select all that apply*)

- a) College students
- b) Graduate students
- c) Entry-level professionals
- d) Mid-level professionals
- e) Senior-level professionals
- f) I don't know
- g) Other (please specify)

**Q19.** Please tell us more about your program's financial cost or support: (Select all that apply)

- a) Participants pay tuition to participate
- b) There is no cost to participants, and they are NOT supported financially
- c) There is no cost to participants, and they ARE supported financially
- d) Participants receive travel and training stipends
- e) Participants receive seed money for work projects
- f) Participants receive field study or placement stipends
- g) Other (please specify):

**Q20.** What is the total time-commitment of your program from start to finish for program participants? (*open response*)

**Q21.** Please rate the focus of your program's leadership development: (*Please rank from most important (1) to least important, or n/a*)

- a) **Individual** -- focuses on development of qualities such as self-awareness, emotional intelligence, learning to take initiative, and creativity.

- b) **Team** -- focuses on how well people are able to work together in groups and exercise team leadership, either within or beyond organizations.
- c) **Organizational** -- focuses on the ability of the organization to foster internal collaboration and adapt to external challenges.
- d) **Network** -- focuses on the ability to form bonds of trust and bridge differences. It also involves the capacity to generate and sustain peer networks across organizations and align interests around a common cause.
- e) **Systems** -- focuses on the ability to understand and influence the broader systems that shape an environment.

**Q22.** What types of activities does your program offer: *Please rank from most important (1) to least important, or n/a*

- a) Action learning – individual or group project based learning, internships
- b) Assessment or feedback – 360 feedback, peer, self, community, organizational
- c) Formal instruction – trainings, lectures, seminars, case studies, etc.
- d) Coaching or Mentoring
- e) Networking - events, learning groups, communities of practices, etc.
- f) Other

**Q23.** Which of the following skills does your program **PRIORITIZE** for development? (Select all that apply)

- a) Fundraising
- b) Business acumen
- c) Time management
- d) Budgeting and financial management
- e) Technology
- f) Staffing
- g) Strategic planning
- h) Program design
- i) Evaluation
- j) Results-based decision making
- k) Crisis management
- l) Board development and governance
- m) Succession planning
- n) Creating a personal vision
- o) Self-awareness
- p) Empathy
- q) Personal courage
- r) Emotional intelligence
- s) Ethics and integrity
- t) Creativity and innovation
- u) Critical thinking
- v) Stress management
- w) Interviewing
- x) Inclusion and diversity
- y) Giving and receiving feedback

- z) Board relationship management
- aa) Public speaking
- bb) Communication and media
- cc) Cultural awareness
- dd) Public engagement
- ee) Community organizing
- ff) Creating a community vision
- gg) Coalition building
- hh) Political leadership
- ii) Systems thinking
- jj) Other (please specify)

- Q24.** In what ways does your program provide post-program support for alumni? (Select all that apply)
- a) Job-placement support
  - b) Continued mentoring
  - c) Project funding
  - d) Alumni events
  - e) No alumni support provided
  - f) Other (please specify):
- Q25.** Does your program include a training focus on public or policy issues (for example, issues around Immigration, the Environment, or the Economy)?
- c) No
  - d) Yes

## Program Goals

- Q26.** What are your program's key measures of success? (*open response*)
- Q27.** Which answer(s) best describes why participants join your program? (*Select all that apply*)
- a) For self-reflection and respite
  - b) To build new friendships
  - c) To build new professional relationships
  - d) To build new professional skills
  - e) To gain new information and knowledge
  - f) For career advancement
  - g) Professional prestige
  - h) For required licensure or academic credit
  - i) To improve their community
  - j) Other (please specify):
- Q28.** Which answer(s) best describes what participants actually get out of the program? (*Select all that apply*)

- a) Enhanced self-understanding
- b) New friendships
- c) New professional relationships
- d) New professional skills
- e) New information and knowledge
- f) Career advancement
- g) Professional prestige
- h) Licensure or academic credit
- i) Empowerment
- j) Other (please specify):

**Q29.** In your opinion, what are the strengths of your leadership development program? (*open response*)

**Q30.** In your opinion, what are the weaknesses of your leadership development program? (*open response*)

### **Leadership Development Programs in the Chicago Area**

**Q31.** What high priority recommendations do you have for Leadership Development programs in the Chicago area? (*Please select all HIGH PRIORITY recommendations*)

- a) Build tracking/measurement procedures and the evidence base for successful practices
- b) Shift from a singular focus on developing an individual to approaches that also nurture collective work, relationships and networks.
- c) Incorporate a “systems approach” to leadership development
- d) Increase scholarships to increase opportunities and access for people of color
- e) Identify national programs that could meet some local capacity needs
- f) Hold a diverse stakeholder conversation to openly explore career paths and strategies for promoting leadership in the public service sector
- g) Increase award and recognition opportunities to lift up the work of public service leadership
- h) Create a leadership development fund that individuals can apply to for a leadership development activity or collectively to pool resources for joint training
- i) Create a community of practice for Leadership Development scholars and practitioners in the Chicago area
- j) Other (please specify):

**Q32.** How familiar are you with other leadership development programs in the Chicago area? (*A great deal (1) to not at all (5)*)

**Q33.** Please use the comment box below for any additional comments, questions, or feedback:

## Appendix II // Interview Instrument

### Background

Z1. How did you get involved in leadership development?

Z2. Why do you think leadership development is needed?

### Program Participants and Processes

Z3a. What makes for a successful leadership development program?

Z4. If you were to design a leadership development program to help people of color get to positions of impact, what would that program look like and why?

Z5a. Does your program have [participant] representation goals? (A target population?)

### Measures of Success and Evaluation

Z6. What are the outcomes of your program that you measure and document?

Z7. What do you think the long-term impact of a leadership development program should be?

Z8. What barriers exist to achieving this?

### Lessons Learned

Z9. Please tell me about your most important lessons learned with your Leadership Development program:

Z9a. What's working?

Z9b. What's better than that? (You wish list of what you'd like to do moving forward)

### Leadership Development Programs in Chicago

Z10. Here I'll ask you to wonder aloud: What is *the question* you have about leadership development programs in the Chicago area?

Z11. Please name who you feel are the top 3-5 most respected Leadership Development programs [for the public sector,] in the Chicago area, not including your program:

Z12a. Are there any gaps in the types of leadership development programs available in Chicago or for the target population served?

Z12b. If so, what are they?

## Appendix III // Programs Inventory

For the online version in Google Maps, go to: [bit.ly/1B4lyxK](http://bit.ly/1B4lyxK)

### STUDENTS

#### **Asian Americans Advancing Justice Chicago**

*Impact Fellows Program*

4753 North Broadway, Suite 502, Chicago, IL

<http://www.advancingjustice-chicago.org/what-we-do/programs/leadership-development>

Asian Americans Advancing Justice Chicago's leadership programs aim to create a pipeline of informed, aware, and strategic leaders who are passionate about both leadership and Asian American issues. Advancing Justice-Chicago will empower these leaders to be the catalysts for positive change in the Asian American community.

#### **Aurora University**

*Leadership Education And Development (L.E.A.D.)*

347 S. Gladstone Ave., Aurora, IL

[http://www.aurora.edu/student-life/activities/lead.html#.Va\\_hELWYQfA](http://www.aurora.edu/student-life/activities/lead.html#.Va_hELWYQfA)

The Leadership Education And Development (L.E.A.D.) certificate program at Aurora University seeks to develop the leadership knowledge and skills of students. It combines principles from both social change and servant theories of leadership. Some of these principles include a commitment to the growth of people, building a community, and stewardship while developing and examining leadership from an individual perspective as well as learning about group dynamics and processes.

#### **Benedictine University**

*Arthur J. Schmitt Future Leaders Scholarship*

College of Business Center for Values-Driven Leadership (CVDL)

5700 College Road, Lisle, IL

<http://www.ben.edu/college-of-business/schmitt-scholarship.cfm>

The College of Business Center for Values-Driven Leadership (CVDL) custom-designed the Schmitt Future Leaders Development Program, to bring undergraduate students leading best practices in values-driven leadership. Each Schmitt Scholar completes more than 20 hours of interactive learning in workshops, plus continuous mentoring throughout the academic year. Individuals and teams select, design, implement and evaluate a major service learning project to achieve their leadership goals, beyond current individual skill and leadership experience. The program culminates with a formal presentation to the Arthur J. Schmitt Foundation board, BU deans, academic advisors, and parents.

#### **Benedictine University**

*B.O.L.D. Program*

Student Life

[http://www.ben.edu/student-life/student-success-center/student\\_engagement/leadership\\_opportunities.cfm](http://www.ben.edu/student-life/student-success-center/student_engagement/leadership_opportunities.cfm)

The Leadership Program strives to develop students with an emphasis on the art of leadership. The art of leadership is practiced and learned through a combination of community service, coursework, and experiential activities and roles.

#### **Chicago Cultural Alliance**

*Community Engagement Internship*

70 E. Lake St, STE 1200, Chicago, IL

<https://www.chicagoculturalalliance.org/about/employment-internships/>

Community Leadership interns will enhance their leadership potential through hands-on experience in the management of a cultural, civically-engaged nonprofit.

**College of Dupage***Living Leadership Program*

425 Fawell Blvd., Glen Ellyn IL

[http://www.cod.edu/student\\_life/living\\_leadership/](http://www.cod.edu/student_life/living_leadership/)

The Living Leadership Program is a free non-transcript certificate program at College of DuPage focused on developing students into active leaders and positive change-makers. The program is divided into 2 phases to meet the diverse needs of College of DuPage students.

**College of Lake County***Emerging Leaders Program*

Student Life

19351 West Washington Street, Grayslake, IL

<http://www.clcillinois.edu/campus-life/student-organizations/emerging-leaders>

The Emerging Leaders Program (ELP) encourages high achieving students to engage in extracurricular activities that foster intellectual and personal growth. Activities promote the development of the characteristics associated with self-knowledge, relationships, and accountability.

**Columbia College***Leadership Institute*

Student Activities and Leadership Office

600 S. Michigan Avenue, Chicago, IL

[http://www.colum.edu/Students/Engagement/Leadership\\_Institute/](http://www.colum.edu/Students/Engagement/Leadership_Institute/)

The Leadership Institute offers students an opportunity to creatively practice leadership skills in the areas of arts, communications, and culture in order to leverage the full value of contemporary urban education. This program is designed to foster imagination by way of leadership development and enhance the students' ability to pave a path to personal and professional success. The vitality of this program emerges from the workshops, self-reflection and exploration of the vibrant city of Chicago, all of which serve as catalysts in developing Columbia student leaders.

**Depaul University***Leadership Development Program*

Student Leadership Institute

2250 North Sheffield Avenue, Suite 302, Chicago, IL

<http://studentaffairs.depaul.edu/sli/certificateprogram.html>

SLI offers several workshops to help you develop the leadership knowledge and skills you'll need to be successful contributors in your workplace, communities, and families. These fun, interactive, and educational workshops are open and free to all undergraduate students. Come to as many workshops as you'd like, or do the right combination of workshops and you can earn one of our certificates.

**Depaul University***Leadership Scholarship*

Student Leadership Institute

2250 North Sheffield Avenue, Suite 302, Chicago, IL

<http://studentaffairs.depaul.edu/sli/scholars.html>

The Arthur J. Schmitt Fellowship program is intended to identify talented students and help develop them into socially responsible leaders. It is designed to further students' formation as leaders who work for positive social change in the spirit of St. Vincent de Paul and Arthur J. Schmitt. This vision is accomplished through leadership education, leadership initiatives, and reflection.

**Devry University Addison***Chicago Metro Leadership Program*

1221 N Swift Rd, Addison, IL

<http://www.add.devry.edu/CMLP.html>

The Chicago Metro Leadership Program provides you the opportunity to learn about leadership theories, develop team building and critical thinking skills, inventory your personal values, and prepare to be a top leader in your field.

### **Dominican University**

*Emerging Leaders Program*

Office of Student Involvement

7900 West Division St., River Forest, IL

<http://www.dom.edu/studentlife/activities/leadership>

An exciting and dynamic weekend retreat where first year students make friends, discover their strengths and learn about leadership. Through this off campus retreat experience in Lake Geneva, WI, students get the chance to enjoy outdoor team challenges, connect with a small group, and learn more about themselves.

### **Elmhurst College**

*The LeaderShape Institute*

Student Life

190 Prospect Ave, Elmhurst, IL

<http://public.elmhurst.edu/studentactivities/leadershape>

The LeaderShape Institute is a six-day leadership development experience that brings students together with community and campus leaders. In small groups and a larger learning community, participants will have the opportunity to explore what it means to lead with integrity and start to turn their vision into reality.

### **Elmhurst College**

*The President's Leadership Academy*

Student Life

190 Prospect Ave, Elmhurst, IL

[http://public.elmhurst.edu/studentlife/president\\_leadership\\_academy](http://public.elmhurst.edu/studentlife/president_leadership_academy)

Designed for incoming, first-year Elmhurst College students, the President's Leadership Academy (PLA) is a four-year leadership development program focused on preparing first-generation students and students of color to graduate as professionals and principled citizen leaders.

### **Governors State University**

*Graduate Leadership Scholars*

Student Life

1 University Parkway, University Park, IL

<http://www.govst.edu/sli/>

The planning team has developed the Graduate Leadership Scholars, which will be both unique to the graduate participants and have added value to your experiential learning experience. This is an exclusive opportunity to participate in the leadership program designed specifically with students in mind.

### **Governors State University**

*Student Leadership Institute*

Student Life

1 University Parkway, University Park, IL

<http://www.govst.edu/sli/>

Based on national best practices for leadership education, the Student Leadership Institute is a distinctive co-curricular certificate program designed for students seeking leadership development opportunities that will contribute to their personal development and help achieve their leadership potential.

### **Harper College**

### *Harper Leadership Challenge*

Office of Student Involvement

1200 West Algonquin Road, Palatine, IL

<http://goforward.harpercollege.edu/services/involvement/leadership/>

Several certificates are offered throughout the year to help develop the leadership knowledge and skills participants need to be successful contributors in their workplaces, communities, and families. These fun, interactive, and educational certificate programs are open and free to all students. Each certificate program is presented by skilled facilitators that include faculty, staff, and community/corporate leaders.

### **Illinois Institute of Technology**

*Duchossois Leadership Scholars Program*

Office of Undergraduate Admissions

3300 South Federal Street, Chicago, IL

<http://admissions.iit.edu/undergraduate/finances/duchossois-leadership-scholars-program>

The Duchossois Leadership Scholars Program at Illinois Institute of Technology is a nationally preeminent, elite scholarship program aimed at top students from across the country who have demonstrated exceptional leadership potential and academic success in their projected field.

### **Illinois Institute of Technology**

*Leadership Academy*

3300 South Federal Street, Chicago, IL

<http://iitleadershipacademyii.azurewebsites.net/>

The Leadership Academy invests towards developing students to be true leaders and empower them to inspire the same in others.

### **Illinois State Bar Association**

*Diversity Leadership Fellows Program*

20 S. Clark St., Suite 900, Chicago, IL

<http://www.isba.org/committees/diversityleadershipcouncil/newsletter/2012/06/diversityleadershipfellowsprogram>

The program identifies diverse future leaders and provides them with the opportunity to find their niche within the ISBA, hopefully paving the way to future leadership roles.

### **Interfaith Youth Core**

*Interfaith Leadership Institutes*

325 N. LaSalle St., Suite 775, Chicago, IL

<http://www.ifyc.org/content/be-leader-build-movement>

Interfaith Leadership Institutes (ILIs) equip undergraduate students, staff, and faculty with the skills to engage diverse religious and non-religious identities to build the interfaith movement on their campuses.

### **Ivy Tech Community College Northwest**

*Student Leadership Academy*

Student Life

410 East Columbus Drive, East Chicago, IN

<https://www.ivytech.edu/student-life/>

The Ivy Tech Student Leadership Academy (SLA) is a leadership development program designed specifically for Ivy Tech students. SLA provides students with an opportunity to further develop their leadership development and professional development skills, while learning more about the history and traditions of the College.

### **Joliet Junior College**

*Campus Community Leadership Program*

Office of Student Activities

1215 Houbolt Road Joliet, IL

<http://www.jjc.edu/student-activities/Pages/student-leadership.aspx>

These leadership sessions are open to any JJC student who is interested in developing or improving upon their leadership skills. Sessions will occur on various days and at various times and will include topics for all students. For example, "You Can Win! Being Successful in College", "Building your Team", "Ethical Leadership", "The Well Student", "Strong or Weak?" and "Diversify Me!" were topics for 2013-2014.

### **Joliet Junior College**

*Peer Mentor and Leadership Development Program*

Office of Multicultural Affairs

1215 Houbolt Road, Joliet, IL

<http://www.jjc.edu/multicultural-affairs/Documents/Peer%20Mentee%20Application%20%28updated%29.pdf>

Peer mentors serve as a resource and assist new students with first-year transitional issues by providing support in integrating students into the college community. Peer mentors are required to meet with their assigned mentees on a one-on-one basis and attend educational and leadership activities.

### **Lake Forest College**

*Gates Leadership Scholarship*

Gates Center for Leadership and Personal Growth

555 North Sheridan Road, Lake Forest, IL

<http://www.lakeforest.edu/studentlife/lead/leadership.php>

The Gates Leadership Scholars program is a four-year, renewable scholarship awarded to students who have shown exemplary leadership capabilities. Each year, the Scholars complete leadership workshops, assessments and reflections designed to enhance their personal leadership philosophy and identity. Scholars have the opportunity to attend special speakers and College events in which they network with campus, local and national leaders in business, education, government, science, art, and non-profit agencies.

### **Loyola University of Chicago**

*Certificate in Strategic Leadership*

Institute for Women's Leadership

820 North Michigan Avenue, Lewis Towers 401, Chicago, IL

<http://www.luc.edu/quinlan/executive-education/management-training-courses/certificate/>

The School of Continuing and Professional Studies (SCPS) and the Institute for Women's Leadership present The Certificate in Strategic Leadership, a collaborative effort that creates a unique opportunity for Chicago's women leaders to sharpen their leadership skills among women peers.

### **Loyola University of Chicago**

*LEAD for Change*

Student Leadership Development and Student Diversity and Multicultural Affairs

1032 W. Sheridan Rd., Chicago, IL

<http://www.luc.edu/leadership/programs/lead/>

The LEAD for Change program is designed for new students with a passion for working collaboratively with others to accomplish common goals focused on positive change. Through experiential activities, participation in a challenge course, discussions, intentional reflection, and networking opportunities, participants will deepen their learning about leadership while in community with peers. The retreats will support growth in the areas of self-awareness, teamwork, and leadership skills.

### **Loyola University of Chicago**

*Leadership Development Certificate*

Student Leadership Development

1032 W. Sheridan Rd., Chicago, IL

<http://luc.edu/leadership/index.shtml>

Student Leadership Development offers a certificate to any Loyola student who is interested in enhancing their leadership capabilities.

### **Loyola University of Chicago**

*The People's Institute (TPI)*

Student Leadership Development and Student Diversity and Multicultural Affairs

1032 W. Sheridan Rd., Chicago, IL

<http://www.luc.edu/leadership/programs/tpi/>

TPI aims to empower students to explore and reflect upon the interconnection between leadership and social justice. In the spirit of Jesuit education, TPI is an exciting leadership opportunity for students at Loyola University Chicago. This program is designed to raise awareness, examine privilege and responsibility, and learn skills to create positive social change.

### **M121**

*The Social Leadership Academy*

324 Princeton Lane, Glenview, IL

<http://bit.ly/1vVQLgN>

The Social Leadership Academy was founded in 2011 to equip, inspire, and connect aspiring world-changers and social entrepreneurs to make a sustainable impact on our world. The Social Leadership Academy cultivates leadership talent that can build enterprises, solve problems that God cares about and do it in a sustainable way.

### **McHenry County College**

*Leadership Education and Development Program*

Student Life

8900 US Hwy 14, Crystal Lake, IL

<http://www.mchenry.edu/studentlife/lead.asp>

The L.E.A.D. program is a series of workshops and activities to develop leadership skills and abilities, as well as explore the theories and practices of leadership. Comprised of three components, participants will have the option to individualize your experience from a variety of opportunities.

### **North Central College**

*Distinguished Leaders Program*

Leadership, Ethics, and Values

30 North Brainard Street, Naperville, IL

<https://northcentralcollege.edu/academics/dept-div-progs/leadership-ethics-and-values/distinguished-leaders-program>

The Distinguished Leaders Program is a highly attractive scholarship option for first-year students who demonstrate outstanding leadership potential and a keen interest in maximizing their leadership skills to improve the North Central College community. Students who are accepted into the program declare and complete an LEV concentration and/or LEV academic minor and also participate in several cocurricular leadership experiences, including the iLEAD program, a summer leadership retreat and yearly service projects.

### **North Central College**

*iLead*

Leadership, Ethics, and Values

30 North Brainard Street, Naperville, IL

<https://northcentralcollege.edu/academics/dept-div-progs/leadership-ethics-and-values/ilead>

Through the program, students explore topics such as vision, communication, ethics, teamwork, conflict management, diversity, and motivation. iLEAD encourages and provides opportunities for students to apply their leadership knowledge and skills during their time at North Central College and beyond.

### **Northeastern Illinois University**

*Leadership Pathways Program*

Student Leadership Development Office  
5500 North St. Louis Avenue, Chicago, IL

<http://www.neiu.edu/university-life/leadership-pathways>

The Leadership Pathways program is a year-long program from the Office of Student Leadership Development. Based on the Social Change Model of Leadership, this program is designed to allow students to engage in a variety of workshop and co-curricular experiences to enhance their leadership skills. Through one-on-one mentorship and intentional workshop designs both within our office and across campus, students will learn and utilize components of the social change model in their everyday learning. The goal of this program is to guide students through these experiences so that they can better grasp their function as change agents at individual, group, and societal levels.

#### **Northwestern University**

*Evanston Civic Internship Program*

Center for Civic Engagement, C

1813 Hinman Avenue, Evanston, IL

<http://www.engage.northwestern.edu/ecip/index.html>

Through a partnership among the Center for Civic Engagement, Chicago Field Studies, and the Center for Leadership, Northwestern students can pursue internships with Evanston government officials and area nonprofit organizations. Students have the option of gaining course credit through field study courses offered through Chicago Field Studies.

#### **Northwestern University**

*Fellowship in Leadership*

Center for Leadership

1813 Hinman Avenue, Evanston, IL

<https://lead.northwestern.edu/pages/programs/fellowship.html>

The Center for Leadership offers a competitive Fellowship in Leadership for Ph.D. students and for high potential staff who work with Northwestern students.

#### **Northwestern University**

*Fundamentals of Leadership Program*

School of Continuing Studies

339 East Chicago Avenue, Chicago, IL

<http://scs.northwestern.edu/program-areas/professional-development/fundamentals-leadership/index.php>

In this program, students learn both the skills of leadership as well as their personal leadership strengths. Each course is designed with a self-assessment module and then continues with practical ways to implement the leadership strategies discussed. This setup allows students to learn to be effective leaders and to be able to explore leadership and management either on-the-job or in an additional certificate or graduate program.

#### **Oakton Community College**

*Emerging Leaders Program*

Student Life

7701 North Lincoln Avenue, Skokie, IL

[http://www.oakton.edu/studentlife/student\\_activities/emerging\\_leaders/](http://www.oakton.edu/studentlife/student_activities/emerging_leaders/)

Through the program, students participate in a range of special activities, workshops, and training opportunities that sharpen their leadership and project management skills.

#### **One Million Degrees**

*Signature Scholarship Program*

226 W. Jackson #528, Chicago, IL

<http://www.onemilliondegrees.org>

The One Million Degrees Signature Scholarship Program offers groundbreaking, whole-student programming to low-income, highly motivated community college students.

**Prairie State College**

*Collegiate Leadership Development Program*

Multicultural Student Services

202 S. Halsted St., Chicago Heights, IL

<http://prairiestate.edu/studentlife/hispanicoutreach.html>

CLDP consist of seven sessions in which Latino students have the opportunity to meet with staff and administrators at PSC as well as community leaders. The program was developed by the United States Hispanic Leadership Institute, and it serves to educate our young Latino students on the importance of staying active in their college and community.

**Roosevelt University**

*Eleanor Roosevelt Society*

Center for Student Involvement

430 S Michigan Ave - WB 323, Chicago, IL

<http://www.roosevelt.edu/CSI/Leadership.aspx>

ERS incorporates leadership workshops, community excursions, weekly journaling, and a culminating leadership project. The intensive six month program is for students interested in exploring the connection between leadership and social justice. Students interested in this free leadership experience will be able to apply in the fall of each academic year.

**Roosevelt University**

*Emerging Leadership Institute*

Center for Student Involvement

430 S Michigan Ave - WB 323, Chicago, IL

<http://www.roosevelt.edu/CSI/Leadership.aspx>

This institute provides incoming freshmen and new transfer students with an introduction to student success and community, foundational leadership skills and how to utilize campus resources. The institute meets once a week for 6 consecutive weeks at the beginning of the fall semester, and the sessions are facilitated by CSI and Student Affairs staff.

**Roosevelt University**

*Student Leadership Summit*

Center for Student Involvement

430 S Michigan Ave - WB 323, Chicago, IL

<http://www.roosevelt.edu/CSI/Leadership.aspx>

This program promotes leadership development, self-reflection, social justice, and overall partnerships between students and administrators.

**St. Xavier University**

*Leadership Program*

Dept. of Campus Life

3700 West 103rd Street, Chicago, IL

<https://www.sxu.edu/sub/catalog/Undergraduate/STU/life.html>

Leadership includes both individual and organizational leadership development activities, such as direct advisement and supervision of RSOs and student leadership positions as well as trainings and workshops.

**Triton College**

*Student Leadership Institute*

Student Life

2000 Fifth Ave, River Grove, IL

<http://www.triton.edu/Content.aspx?id=713>

The Triton College Student Leadership Institute is the college's commitment to engage and educate students in the principles and techniques of effective leadership. The Institute offers a variety of leadership opportunities, activities, and programs free to all Triton Students.

### **University of Illinois at Urbana-Champaign**

#### *NEW Leadership Illinois*

Institute of Government and Public Affairs at UIUC  
815 W. Van Buren, Suite 525, Chicago, IL

<http://igpa.uillinois.edu/public-engagement/new-Leadership>

NEW Leadership is a non-partisan, week-long residential program for college women designed to increase women's representation in all elements of public life, including elected office. The program challenges our brightest students to think critically and creatively about public policy and encourages them to make a commitment to public leadership early in their careers.

### **University of Chicago**

#### *Student Leadership Institute*

Office of the Reynolds Club and Student Activities  
5706 S. University Ave., Chicago, IL

<https://studentactivities.uchicago.edu/student-leadership-institute>

The Student Leadership Institute (SLI) offers students an opportunity to practice leadership skills in areas that will contribute to the success of their personal, academic, and professional goals. We strive to ensure that students are able to leverage the full value of their education so that they may go on to become effective and ethical leaders.

### **University of Chicago**

#### *The Leadership Alliance Summer Research Early Identification Program*

#### *Leadership Alliance*

5801 South Ellis Avenue, Chicago, IL

<https://leadershipalliance.uchicago.edu/page/program-details>

A consortium of 33 colleges and universities, the Leadership Alliance was established in 1992 to increase the participation of underrepresented minority groups in higher levels of education and research. The Leadership Alliance's Summer Research Early Identification Program (SR-EIP) offers undergraduates interested in pursuing a PhD or MD/PhD the opportunity to work for eight to ten weeks under the guidance of a faculty or research mentor.

### **University of Chicago**

#### *Urban Policy and Research Program*

#### *Institute of Politics*

5707 S. Woodlawn, Chicago, IL

<http://politics.uchicago.edu/pages/academic-year-internships>

UPReP will provide opportunities for UChicago students to intern in local government agencies and to provide essential capacity-building data, research, and policy analysis assistance. This program is offered in conjunction with the Office of Civic Engagement, the UChicago Crime and Urban Education Labs, and several other campus partners.

### **University of Illinois at Chicago**

#### *Chicago Civic Leadership Certificate Program*

412 S. Peoria Street, Suite 400, Chicago, IL

<http://www.uic.edu/depts/oa/CCLCP/program-overview.html>

The Chicago Civic Leadership Certificate Program (CCLCP) enacts UIC's commitment to community-university partnerships. Students connect learning to civic engagement in courses that develop core academic skills and put those skills to work in community contexts. CCLCP aims to extend the capacity of a great city.

### **University of Illinois at Chicago**

### *IGNITE Leadership Experience*

Student Affairs

750 South Halsted Street, Chicago, IL

<http://www.uic.edu/depts/campusprograms/board.shtml>

The IGNITE Leadership Experience is a semester long leadership program designed to gain insight into participants' own personal values and leadership style.

### **University of Illinois at Chicago**

*Leadership Education in Neurodevelopment and related Disabilities Program*

Department of Disability and Human Development

1640 W. Roosevelt Road, Chicago, IL

<http://illinoislend.org>

The Leadership Education in Neurodevelopmental and related Disabilities (LEND) Interdisciplinary Training Program is a 1-year intensive training program that incorporates both didactic and experiential learning in clinical and community-based settings. This program prepares future leaders who will serve children with neurodevelopmental and related disabilities (with a focus on autism) and their families through coordinated, culturally competent, and family-centered care, in addition to public health services and policy systems change.

### **University of Illinois at Chicago**

*Urban Public Policy Fellowship Program*

College of Urban Planning and Public Affairs

412 S. Peoria Street, Suite 400, Chicago, IL

<http://www.uic.edu/cuppa/ipce/interior/uppf.html>

The Urban Public Policy Fellowship (UPPF) program is a leadership development program designed to expose historically underrepresented minority undergraduate students at the University of Illinois at Chicago (UIC) to key public policy issues.

## **PROFESSIONALS**

### **Alternative Schools Network**

*PraXis Project*

1807 W. Sunnyside Ave., Chicago, IL

<http://www.asnchicago.org/praxis>

A school leadership and capacity building initiative supporting high school directors and teachers with their school improvement goals by sharing experiences, ideas and initiatives within ASN and through collaborations and support from external partners. Services provided include principal mentoring, targeted professional development opportunities, teacher and leadership preparation. Institutional partnerships include Northeastern Illinois University, Illinois College, and CLASS Leadership.

### **Association House**

*Americorps LENS Program*

1116 N Kedzie Ave, Chicago, IL

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

The Association House LENS project, through funding through the National Council of La Raza, places members throughout our agency to serve as literacy tutors to students who need extra assistance in English Language Arts. Members must provide a minimum of 20 hours of literacy tutoring to students, and are responsible for the evaluation of their students' academic progress and the reporting of these outcomes. As a part of a National Service Program, members participate in an intensive volunteer movement by participating and engaging others in

community service activities. In addition, AmeriCorps members participate in trainings that focus on their ethic of service and civic responsibility.

### **Be Strong Families**

*Wake Up! to Your Potential as a Person, as a Parent, as a Leader*

1919 W. 22nd Place, Chicago, IL

<http://www.bestrongfamilies.net/build-protective-factors/training/wake-up-to-your-potential/>

Be Strong Families is committed to keeping children safe and families strong and that pledge begins with participants going after their dreams and reaching their maximum potential. Our Wake Up to Your Potential offerings will help them become more aware of who they truly are and intentional about the person, parent, and leader they want to become.

### **Big Shoulders Fund**

*Leadership Development Program*

212 W. Van Buren, Suite 900, Chicago, IL

<https://www.bigshouldersfund.org/content/index.asp?s=489&s2=538&p=538&t=Leadership%20Development%20Program>

Big Shoulders will sponsor exceptional individuals to work towards a Master's degree and certification in Educational Leadership at a participating Catholic university. To date, Big Shoulders has agreements in place with five local Catholic universities: DePaul, Dominican, Loyola, Notre Dame, and St. Xavier.

### **Chicago Community Trust**

*Trust Fellowship*

225 North Michigan Avenue Suite 2200, Chicago, IL

<http://www.cct.org/about/partnership-initiative/chicago-community-trust-fellowship>

The Trust believes that investing in talented nonprofit leaders benefits their organizations, their fields and the entire sector. Further, there is a need to increase diversity among the leadership ranks and to prepare for transition as current leaders retire. The Chicago Community Trust Fellowship offers professional development opportunities for both emerging and experienced leaders who are open to new learning, have a track record of accomplishments, have potential for significant community impact and demonstrate commitment to building strong nonprofit and public sectors.

### **Chicago Council on Global Affairs**

*Emerging Leaders Program*

332 S. Michigan Avenue, Suite 1100, Chicago, IL

<http://www.thechicagocouncil.org/about/fellowships/emerging-leaders>

The Chicago Council's Emerging Leaders Program, established in 2008, identifies young leaders making decisions that will equip Chicago to compete and thrive in the global era. Each year a selection committee identifies a new class of about twenty to twenty-two leaders to participate in the two-year program. Emerging leaders spend the first year of the two-year program examining key global issues that affect the world and Chicago's global future. Experts meet with them to discuss issues such as the global economy, foreign policy, immigration, energy, and the environment. A short trip to Washington, DC, at the beginning of the second year gives them the opportunity to interact directly with policymakers. Throughout the second year, they work in small groups with Chicago Council staff to define, develop, and produce policy papers on pressing global challenges. Each group then presents their findings at a Chicago Council public event.

### **Chicago Foundation for Education**

*CFE Action Research Leadership Institute (ARLI)*

1 N. LaSalle Street, Suite 1675, Chicago, IL

<http://www.cfegrants.org/teachers/action-research-fellowships/>

For more than 10 years, CFE has offered Action Research Leadership Institute Fellowships (ARLI, formerly TNLI) to Chicago's most outstanding PreK-8th grade teachers. Action research is the systematic process of looking closely at a specific aspect of one's practice in order to improve student outcomes, improve the school environment, and make positive changes to one's teaching. Fellows conduct action research in their schools, increase their leadership engagement, and use their findings to impact education policy.

### **Chicago Foundation for Women**

*Young Women's Giving Council*

1 E Wacker Dr., Ste. 1620, Chicago, IL

<http://www.cfw.org/ywgc>

Chicago Foundation for Women's Young Women's Leadership Council is a diverse community of young women ages 18 to 30, who are committed to supporting young women and girls through philanthropic efforts. To support our philanthropy, we utilize our strength as a diverse network of young women to fundraise for the purpose of grant making. In addition, we develop the potential of young women as leaders and philanthropists through educational programming, leadership opportunities, and professional development.

### **Chicago Public Schools**

*Aspiring Principal Training*

125 S. Clark St., Chicago, IL

<http://www.cpsleaders.com/chicago.html>

To recruit, train, support, and retain effective principals, creating a pipeline of highly qualified leaders to meet the District's needs well into the future.

### **Chicago Women in Philanthropy**

*Women's Leadership & Mentoring Program*

216 W. Jackson Blvd., Suite 625, Chicago, IL

<http://www.cwiponline.org/wlmp/>

The goal of WLMP is to foster women as leaders, support women who are building their nonprofit careers, and encourage best practices in the nonprofit sector.

### **Chicagoland Chamber of Commerce Foundation**

*Chamber Leadership Academy*

410 N. Michigan Ave, Ste. 900, Chicago, IL

[http://www.chicagolandchamber.org/wdk\\_cc/your\\_chamber/chamber\\_leadership\\_academy.jsp](http://www.chicagolandchamber.org/wdk_cc/your_chamber/chamber_leadership_academy.jsp)

The mission of the Chamber Leadership Academy is to facilitate the sharing of knowledge and expertise among leaders of local chambers of commerce, to build better relationships and to create a stronger voice for Chicagoland business.

### **Citizen Schools - Chicago**

*Americorps National Teaching Fellowship*

213 W. Institute Place, Ste. 701, Chicago

<http://www.citizenschools.org/plus/chicago/>

The AmeriCorps Teaching Fellowship at Citizen Schools gives leaders real teaching and non-profit experience, while engaging them deeply in communities and schools. Two years of service helps to build the school of the future.

### **City Year - Chicago**

*Americorps Corps Member Program*

36 South Wabash, Suite 1500, Chicago, IL

<http://www.cityyear.org>

As tutors and mentors, City Year Chicago corps members provide critically needed services to some of Chicago's most underserved youth.

### **Civic Consulting Alliance**

*Civic Fellows Program*

21 S Clark St, Suite 4301, Chicago, IL

<http://www.ccachicago.org/careers>

The Civic Fellows Program is a one-year opportunity for college graduates to develop professional skills and have a lasting, positive impact on Chicago. At the beginning of their tenure, Fellows assist Civic Consulting's leadership team with special projects and administrative support. Over time, Fellows take on important roles supporting Civic Consulting's client work with local government agencies in Chicago. As part of our onboarding process, Fellows participate in a structured training program focused on core consulting, analytical, and project management skills. At the conclusion of the program, if offered, Fellows stay on for a 2nd year, while others choose to attend graduate school or join a public or private sector employer.

### **Council of State Governments Midwestern Office**

*Bowhay Institute for Legislative Leadership Development*

701 E. 22nd Street, Suite 110, Lombard, IL

[www.csgmidwest.org/BILLD](http://www.csgmidwest.org/BILLD)

The BILLD program helps build part of the next generation of legislative leaders.

### **Development Leadership Consortium**

*Annual Fellows Program*

PO Box 101201, Chicago, IL, 60610

<http://chicagodlc.org/annual-fellows>

Annual Fellows is an intermediate professional development program that helps prepare development officers in the early and intermediate stages of their career in advancement for success in their ongoing service to the non-profit community.

### **El Valor Corporation**

*Latino Leadership Connections Program*

1850 W. 21st Street, Chicago, IL

[http://www.elvalor.org/latino\\_leadership\\_connections](http://www.elvalor.org/latino_leadership_connections)

### **Elgin Area Chamber**

*Elgin Area Leadership Academy*

31 South Grove Avenue, Elgin, IL

<http://elginchamber.com/eac/elgin-area-leadership-academy>

The award-winning Elgin Area Leadership Academy is an experience for individuals interested in building an understanding of community leadership through exposure, enrichment and engagement. This premier program crafts and delivers a curriculum specifically designed to assist individuals in becoming active and engaged leaders in their community.

### **Golden Apple**

*Golden Apple Scholars Program*

8 South Michigan Avenue, Suite 700, Chicago, IL

<http://www.goldenapple.org/summer-institute>

While attending college, Scholars receive advanced teacher preparation during four Summer Institutes that provide in total more than three times the amount of classroom experience prior to student teaching than non-Scholars receive.

### **GoodCity**

*Incubator Program*

5049 West Harrison Street, Chicago, IL

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

The mission of GoodCity is to identify and then support high potential community-based entrepreneurs whose goals are to create or enhance neighborhood and faith-based programs that promote self-sufficiency, hope and a sense of purpose in the lives of individuals in under-resourced communities.

### **Health and Medicine Policy Research Group**

*Chicago Area Schweitzer Fellows Program*

29 E. Madison Suite 602, Chicago, IL

<http://www.schweitzerfellowship.org/chapters/chicago/>

Since the program's inception, Schweitzer Fellows in Chicago—competitively chosen from health-focused graduate student applicants in a variety of fields—have worked tirelessly to address health disparities and the social determinants of health throughout the greater Chicago area.

### **Hispanic Alliance for Career Enhancement**

*Leadership Academy*

330 S. Wells, Suite 1104, Chicago, IL

<http://www.haceonline.org/hace-leadership-academy>

The HACE Leadership Academy is a dynamic and intensive six-month Action Learning Experience that will transform high-potential Latino professionals into high-performing leaders, by developing the skills necessary to promote immediate and sustainable results for themselves and organizations they serve. The program is designed to address the unique cultural values and challenges.

### **Hispanic Alliance for Career Enhancement**

*Mujeres de HACE Women's Leadership Program*

330 S. Wells, Suite 1104, Chicago, IL

<http://www.haceonline.org/content/mujeres-de-hace-1>

Mujeres de HACE is a women's leadership program geared to empower high-potential Latina professionals, at manager level or above (or those with potential seeking to obtain a manager level role or above), to succeed professionally and thrive personally by providing insight, access, and professional development in an effective

manner: individualized, culturally relevant and via collaborative, mentoring, and powerful relationships that continue beyond completion of the program.

### **Illinois Campus Compact**

*Americorps VISTA IL Campus Compact*

14 E Jackson Blvd, Suite 900., Chicago, IL

<http://www.illinoiscampuscompact.org/amerikorps-vista/>

Illinois Campus Compact supports Presidents and their institutional leadership, to actively promote the civic mission of higher education and to engage students, faculty and campuses in collaborative partnerships that promote civic engagement. VISTAs serve for one year to alleviate poverty through connecting member campuses and Illinois communities.

### **Illinois Parks and Recreation Association**

*Leadership Academy*

536 East Avenue, La Grange, IL

<http://www.ilipra.org/education>

Leadership Academy is an intensive six-month program that benefits park and recreational professionals. There are three levels to the Academy and the curriculum and each level will focus on building great leaders to strengthen parks and recreation agencies.

### **Institute del Progreso Latino**

*Americorps LENS Program*

2570 S Blue Island Ave, Chicago, IL

[http://www.idpl.org/idpl\\_amerikorps.html](http://www.idpl.org/idpl_amerikorps.html)

The Instituto AmeriCorps LENS project, through funding through the National Council of La Raza, places members throughout IdPL to serve as program facilitators to students who need extra assistance in workforce development programs. Members are responsible for the evaluation of their students' progress and the reporting of these outcomes. As a part of a National Service Program, members participate in an intensive volunteer movement by participating and engaging others in community service activities. In addition, AmeriCorps members participate in trainings that focus on their ethic of service and civic responsibility.

### **Institute of Cultural Affairs**

*Technology of Participation Trainings (ToP) Leadership Workshop*

4750 N Sheridan Rd, Chicago, IL

<https://icausa.memberclicks.net/>

ToP processes help groups think, talk and work together and provide facilitators with structured methods to guide groups. ToP group leadership methods recognize and honor contributions of all, let a group deal with more data in less time, pool individual contributions into larger more informative patterns, and welcome diversity while minimizing polarization and conflict.

### **Judson University**

*The Leadership Development Group*

1151 N. State Street, Elgin, IL

<http://www.judsonu.edu/content.aspx?id=6128>

Through the Leadership Development Group, Judson University sponsors both professional and enrichment events. Individuals, institutions, churches, fraternal organizations or corporations may contract with Judson University to develop and provide specialized educational and training opportunities.

### **Leadership Greater Chicago**

*Leadership Greater Chicago Fellowship*

111 East Wacker Drive, Suite 1220, Chicago, IL

<http://www.lgcchicago.org/programs/default.aspx>

Leadership Greater Chicago (LGC) is a 30-year-old nonprofit organization that cultivates Chicago's business, public and civic leaders through a deeper understanding of the issues facing our community and each other, helping them to build a better Chicago.

### **LIFT**

*AmeriCorps LIFT Program*

4554 N Broadway St., Chicago, IL

<http://www.liftcommunities.org/chicago>

LIFT deploys trained volunteers in community centers in Boston, Chicago, Los Angeles, New York, Philadelphia, and Washington, DC, to serve low-income individuals and families. AmeriCorps Members/Site Coordinators are responsible for coordinating on-site delivery of client service and recruiting, training and supervising volunteers that provide client service.

### **Literacy Volunteers of IL**

*AmeriCorps VOCAL Program*

30 E Adams St, Chicago, IL

[http://lvillinois.org/vocal\\_ameriCorps.aspx](http://lvillinois.org/vocal_ameriCorps.aspx)

AmeriCorps provides the opportunity to put idealism to work. In AmeriCorps, members learn teamwork, communication, responsibility and other essential skills that help them be successful throughout their lives. The central goal of the VOCAL - Volunteer Outreach for Community Action in Literacy - program is to expand the volunteer base of community and faith-based adult literacy programs by recruiting, placing and training AmeriCorps members to serve as Literacy Specialists and tutors in adult literacy programs throughout the state.

### **Local Initiatives Support Corporation (LISC)**

*LISC/Chicago AmeriCorps Program*

135 S. LaSalle St., Suite 2230, Chicago, IL

<http://www.lisc-chicago.org/news/2610>

The mission of the LISC AmeriCorps program is to transform distressed neighborhoods into healthy communities by placing AmeriCorps Members with non-profit partners. LISC AmeriCorps Members serve to build and strengthen sustainable communities by engaging neighborhood residents in community revitalization efforts. The program combines community service with meaningful, hands-on work experience, training and leadership development. The program is designed to encourage professional development and local leadership where it's most needed and most likely to be found.

### **Moraine Valley Community College**

*The Leadership Challenge: Women Making the Extraordinary Happen Program*

9000 W. College Pkwy., Palos Hills, IL

[http://www.morainevalley.edu/ccce/next\\_level.htm](http://www.morainevalley.edu/ccce/next_level.htm)

There are many paths to leadership success, but certain tools are vital for the journey. Leadership Challenge participants will explore common workplace challenges and potential barriers that women face climbing the career ladder. Moreover, participants will learn strategies to increase employee engagement, increase productivity, and stimulate a culture of innovation to drive business results. The program includes a half-day orientation and five one-day sessions that will transform one's outlook and effectiveness as a leader.

### **Mujeres Latina en Accion**

*Young Professional Advisory Council (YPAC)*

2124 West 21st Place, Chicago, IL

<http://www.mujereslatinasenaccion.org/Home/Get%20Involved/ypac>

The members of the Mujeres Young Professionals Advisory Council serve as ambassadors to increase awareness and support Mujeres Latinas en Acción's work by promoting and creating philanthropic activities that increase community leadership and involvement. Their endeavors directly benefit Mujeres' programs and policy initiatives which seek to empower Latinas by preventing violence against women, increasing access to reproductive health resources, and advocating for comprehensive immigration reform.

### **National Association of Asian American Professionals**

*Women in NAAAP*

P.O. Box 1619, Chicago, IL 60690

<http://naaapchicago.camp8.org/win>

Women in NAAAP (WiN) strives to develop Asian American women to support their advancement in the workplace. We aim to be a valuable resource for our members with initiatives focused on leadership and career advancement tailored to Asian American women, including raising awareness of barriers to success, and providing a network of role models in a breadth of industries.

### **New Leaders -- Chicago**

*Emerging Leaders Program*

17 North State Street, Suite 1790, Chicago, IL

<http://www.newleaders.org/what-we-do/emerging-leaders-program/>

The Emerging Leaders Program strengthens the leadership skills of talented teachers, coaches and assistant principals in partner districts and charter management organizations, putting participants on the pathway to the principalship while building leadership capacity across a system.

### **New Leaders Council -- Chicago Chapter**

*New Leaders Council Institute*

Chicago, IL

[http://www.newleaderscouncil.org/new\\_leaders\\_council\\_chicago](http://www.newleaderscouncil.org/new_leaders_council_chicago)

To recruit, train, and promote the next generation of progressive leaders.

### **New Sector Alliance**

*AmeriCorps Residency in Social Enterprise (RISE) Program*

120 W. Madison Street, Suite 200-3, Chicago, IL

<http://newsector.org/rise-fellowships/>

The New Sector AmeriCorps Residency in Social Enterprise (RISE) program is an 11-month fellowship program for emerging leaders committed to careers in social impact. RISE fellows are selected from a highly competitive pool of applicants and serve as part of cohorts of approximately 25 fellows in the Boston, San Francisco, and Chicago

areas. Fellows serve full-time to strengthen nonprofit organizations, while engaging in intensive professional development activities to strengthen their skills for immediate and future impact.

### **Northwestern University**

*Public Interest Program*

Center for Civic Engagement

1813 Hinman Avenue, Evanston, IL

<http://www.engage.northwestern.edu/nupip/>

The NU Public Interest Program is a one-year fellowship that helps train a new generation of leaders for social change through paid public interest work, professional development seminars and mentorship opportunities with Northwestern alumni. The NUPIP is designed to introduce young alumni to organizations whose missions are to promote the public interest, as well as to enable these organizations to benefit from the Fellows' experience, intelligence, and work ethic.

### **POWER: Opening Doors for Women**

*POWER: Opening Doors for Women Program*

233 South Wacker Drive, Chicago, IL

<http://womensnetworkingcommunity.org/about/>

Opening Doors for Women promotes and develops women leaders. We accomplish this goal by providing a unique opportunity for senior-level and high potential executives to interact and exchange ideas with thought leaders, industry experts, and their peers.

### **Public Allies Chicago**

*AmeriCorps Public Ally Program*

200 North Michigan Avenue Suite 605, Chicago, IL

<http://www.publicallies.org/site/c.liKUL3PNLvF/b.3158701/>

Public Allies Chicago is an intense 10-month Apprenticeship Program designed to develop the next generation of civic leaders. Our Allies participate in a rigorous AmeriCorps program that combines full-time, paid apprenticeships in nonprofits with intensive skills training, active community-building projects, personalized coaching, and critical reflection.

### **Public Interest Law Initiative**

*PILI Law Student Internship & Graduate Fellowship Program*

321 North Clark Street, 28th Floor, Chicago, IL

<http://pili.org/>

Through this program, PILI helps our partner agencies increase their impact while also helping you, our Interns, develop your legal and client interaction skills, build your professional networks, and strengthen your commitment to public interest law and service.

### **Sargent Shriver Center**

*Racial Justice Training Institute*

50 E Washington Street, Suite 500, Chicago, IL

<http://povertylaw.org/training/racial-justice-institute>

The Shriver Center's Leadership Academy is a transformative, year-long endeavor through which emerging legal aid leaders develop a comprehensive set of skills essential to the exercise of leadership in a social justice context, whether in an advocacy or administrative/managerial capacity. Leaders in training learn these skills and concepts

through a variety of activities and approaches, including four multi-day onsite retreats and web-based distance learning activities between retreats. They work in pairs with hand-picked mentors from outside their programs who enrich their learning environment and provide ongoing support and encouragement.

### **Schuler Family Foundation**

*Americorps Scholar Coach Program*

28161 N Keith Dr, Lake Forest, IL

<http://www.schulerprogram.org/ameri-corps/service-opportunities.html>

Every year the Schuler Scholar Program recruits recent college graduates to serve as AmeriCorps members in Schuler partnership high schools. The members, called Scholar Coaches, provide one-on-one support to the Schuler Scholars and deliver a wide range of programs throughout the year. They are integral to the implementation of the SSP, and also gain intangible benefits that they can use to enhance and further their professional development.

### **Teach for America**

*Corps Member Program*

300 West Adams Street Suite 1000, Chicago, IL

<http://www.teachforamerica.org/where-we-work/chicago>

The corps paves the way for a lifetime of educational leadership, through initiatives that help our alumni continue their impact after the corps. Teach For America actively supports the leadership paths of our alumni through leadership initiatives in fields where the impact on educational equity is most direct. We help alumni build leadership skills, develop networks, and connect them to opportunities where they can make an impact throughout their careers.

### **The Latino Policy Forum**

*Illinois Latino Nonprofit Leadership Academy*

180 N. Michigan Ave., Ste. 1250, Chicago, IL

<http://www.latinopolicyforum.org/get-involved/get-trained/illinois-latino-leadership-academy#>

To ensure nonprofit Latino-led and -serving organizations equip their leaders with the skills and networks necessary to achieve organizational success and reach their next level of excellence and sustainability.

### **The Urban League**

*IMPACT Leadership Development Program*

4510 South Michigan Avenue, Chicago, IL

<http://www.thechicagourbanleague.org/domain/100>

The Chicago Urban League has created the IMPACT Leadership Development Program to support the professional and personal development of emerging African American professionals aged 30-45 for leadership roles in private, public, and non-profit organizations and their boards. Additionally, IMPACT will bring together these up-and-coming leaders with senior African American leaders that will act as their mentors, building a much needed network of support and collaboration. The goal of IMPACT is to create a pipeline of Informed, Motivated, Perceptive, Authentic, and Connected Talent who will form the next generations of Chicago leaders available to fill critical roles in the business, public, and non-profit sectors.

### **United Neighborhood Organization (UNO)**

*Metropolitan Leadership Institute*

954 W. Washington Blvd, 3rd Floor, Chicago, IL

<http://mlchicago.com>

The Metropolitan Leadership Institute (MLI) was created by UNO in 2001 to build public leadership within the Hispanic community of metropolitan Chicago.

### **University of Chicago**

*Civic Leadership Academy*

Office of Civic Engagement

5801 South Ellis Avenue, Chicago, IL

[http://www.uchicago.edu/community/education/civic\\_leadership\\_academy/](http://www.uchicago.edu/community/education/civic_leadership_academy/)

The Civic Leadership Academy at the University of Chicago is an interdisciplinary leadership development program for emerging high-potential leaders in nonprofit organizations and local government agencies within the City of Chicago and Cook County.

### **University of Illinois at Chicago**

*Institute for Faith and Public Health Leadership Program*

MidAmerica Center for Public Health Practice

2035 W. Taylor Street, Chicago, IL

<http://www.midamericacphp.com/fph/>

The Institute for Faith and Public Health Leadership equips faith and public health leaders to work together more effectively to improve the health of their communities. This series brings together faith and public health approaches to guide the vision of community health transformation. Practitioners will learn how to identify and utilize the unique assets that both disciplines use to eliminate the root causes of health inequities -- the preventable and unjust differences in health status based on the social conditions in which people live.

### **University of Illinois at Chicago**

*MidAmerica Regional Public Health Leadership Institute (MARPHLI)*

MidAmerica Center for Public Health Practice

2035 W. Taylor Street, Chicago, IL

<http://www.midamericacphp.com/marphli/>

MARPHLI assists practitioners holding leadership positions in the public health system to develop greater effectiveness in helping their agencies carry out the core functions of assessment, policy development, and assurance.

### **University of Illinois at Chicago**

*The Advanced Leadership Academy*

MidAmerica Center for Public Health Practice

2035 W. Taylor Street, Chicago, IL

<http://www.midamericacphp.com/>

The purpose of this advanced-level leadership development program is to strengthen and enhance the management and leadership skills for executive directors and senior leaders in public health agencies and health departments, as well as their peer leaders in health care organizations (e.g., community health centers, etc.) that engage in activities with public health organizations.

### **Woods Fund, Crossroads Fund, and the Chicago Foundation for Women**

*Cultivate: Women of Color Leadership Project*

35 East Wacker Drive, Suite 1760, Chicago, IL

[http://www.woodsfund.org/site/epage/155408\\_735.htm](http://www.woodsfund.org/site/epage/155408_735.htm)

A joint effort of the Chicago Foundation for Women (CFW), Crossroads Fund, and Woods Fund Chicago, Cultivate: Women of Color Leadership seeks to build a cadre of energized women of color leaders who are well connected across social and economic justice movements and whose collective voice and power can be leveraged in realizing a shared vision of the Chicago regions future. By bringing together women who lead in intersecting but separate justice movements that may include women’s rights, labor rights, civil rights, LGBTQ rights, immigrant rights and others, the project will have the benefit of diverse experience and perspectives, and create the opportunity to transform each of these movement from the inside.

#### **Year Up Chicago**

223 West Jackson Blvd. Suite 400, Chicago, IL

<http://www.yearup.org/about-us/our-locations/chicago>

Year Up's mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education.

#### **Young Nonprofit Professionals Network & Executive Service Corps of Chicago (ESC)**

*Chicago Leadership Institute*

Chicago, IL 60690

<http://ynpnchicago.org/events/leadership-institute/>

Since 2009, the Young Nonprofit Professionals Network of Chicago (YNPN) has partnered with the Executive Service Corps of Chicago (ESC) to focus on developing future leaders for the Chicago area nonprofit and public service sector.

## **COMMUNITY**

#### **Action Now Institute**

*Action Now Institute Leadership Training Programs*

820 W. Jackson Suite 330 Chicago, IL

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

These trainings are opportunities for community members to develop their leadership skills and impact the issues that matter most in their lives. The emphasizes the effectiveness of relationship building, public speaking, facilitating productive meetings, negotiating with decision makers, and building collective power. Participating in neighborhood activities, such as voter registration and winning city services or police relations, builds skills and enhances the effectiveness of the training. Leaders are identified as those community members who have the drive to take on a leadership role and connect to the mission of the organization.

#### **Albany Park Neighborhood Council**

*Albany Park Neighborhood Council Community Leaders Program*

4749 North Kedzie Avenue, Chicago, IL

<http://communitiesunited.org/>

The Emerging Communities Education Project is centered around strengthening and developing school leadership in the neighborhood schools. The goal of the project is to bring together groups of parents, Local School Council members, teachers, administrators, and community members to work together to create a common vision for their school, strategize on how to accomplish those goals, and then take the appropriate steps to achieve their goals. While the project works with individual schools to address their needs and goals, a priority of the project is to help build relationships between schools so that they can take collective action around their common goals.

#### **Access Living**

### ***Power to the People Coalition***

115 West Chicago Avenue, Chicago, IL

<http://accessliving.org/index.php?tray=topic&tid=top0&cid=7>

Established in 1980, Access Living is a change agent committed to fostering an inclusive society that enables Chicagoans with disabilities to live fully—engaged and self-directed lives. Nationally recognized as a leading force in the disability advocacy community, Access Living challenges stereotypes, protects civil rights and champions social reform. Their staff and volunteers combine knowledge and personal experience to deliver programs and services that equip people with disabilities to advocate for themselves. Access Living is at the forefront of the disability rights movement, removing barriers so people with disabilities can live the future they envision.

### **Archdiocese of Chicago -- Office of Immigration Affairs**

*Pastoral Migratoria Ministry Program*

3525 S. Lake Park Ave, Chicago, IL

<http://www.archchicago.org/Immigration/PastoralMigratoria.aspx>

Pastoral Migratoria is an immigrant-to-immigrant ministry that focuses on four aspects: service, justice, reflection, and leadership development.

### **Arise Chicago**

*Arise Chicago Leadership Institute*

1020 W. Bryn Mawr, Suite 300, Chicago, IL

<http://arisechicago.org/worker-center/leadership-development/>

In addition to organizing within their own workplaces, ACWC trains members to take action beyond their workplaces.

### **Bickerdike Redevelopment Corporation**

*Bickerdike Redevelopment Corporation Organizer Trainings*

2550 W. North Avenue, Chicago, IL

<http://bickerdike.elevadev.org/index.php/community-engagement/leadership-development>

This organizing and leadership development efforts aim at providing residents and members with the skills to influence not only Bickerdike, but to develop a strong voice for their communities.

### **Black Youth Project**

*Black Youth Project 100*

5733 S. University Ave., Chicago, IL 60637

<http://byp100.org/about/>

Black Youth Project 100 (BYP 100) is an activist member-based organization of Black 18- to 35-year-olds, dedicated to creating justice and freedom for all Black people. This is accomplished through building a collective focused on transformative leadership development, non-violent direct action organizing, advocacy, and education.

### **Blocks Together**

*Blocks Together Grassroots Leadership Training*

3455 West North Ave., Chicago, IL

<http://www.btchicago.org/education>

BT is dedicated to developing grassroots leadership for improvements in neighborhood schools. Humboldt Park Parent Network is made up of parents who reside in the Humboldt Park area. The Network is responsible for creating confident parent leaders and advocates of education. The Parent Network meetings provide leadership training that can help benefit the education of the children in the HP community.

### **Brighton Park Neighborhood Council**

*CVPP Parent Leadership Program*

4477 S Archer Ave, Chicago

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

BPNC is a community based, nonprofit organization serving a working class neighborhood on Chicago's Southwest side. BPNC's mission is to create a safer community, improve the learning environment at public schools, preserve affordable housing, provide a voice for youth, protect immigrants' rights, promote gender equality, and end all forms of violence.

### **Brighton Park Neighborhood Council**

*Parent Mentor Program*

4477 S Archer Ave, Chicago

<http://www.bpncchicago.org/school---youth-services.html>

An innovative parent engagement strategy funded by UWMC and ICIRR where 26 parent leaders volunteering in classrooms at four schools.

### **Calumet Stewardship Initiative**

*CSI Volunteer Leadership Training*

2405 Calumet Avenue, Hammond, IN

<http://calumetstewardship.org/news/csi-offers-volunteer-leadership-training#.UxeiJl6LhBM>

This program is designed for individuals interested in taking part in and leading local ecological restoration in the Calumet Region. Its goal is to train long-term volunteers who are willing to take on leadership roles after the course's completion.

### **Chicago Area Project**

*Chicago Area Project Statewide Youth Advisory Board*

55 E Jackson Blvd # 900, Chicago, IL

<http://www.chicagoareaproject.org/programs/statewide-youth-advisory-board>

Statewide Youth Advisory Board is youth led program that provides opportunities for youth and young adults in care to meet and discuss various issues affecting their ability to successfully emancipate from the child welfare system. Chicago Area Project staff train participants on meeting facilitation, advocacy, community organizing, and service delivery. Program participants engage in planning outreach events, graduations, and community service across the state of Illinois.

### **Chicago Conservation Corps**

*Environmental Leadership Training Series*

2430 N Cannon Dr, Chicago, IL

<http://chicagoconservationcorps.org>

The mission of the Chicago Conservation Corps is to recruit, train and support a network of volunteers who work together to improve the quality of life in our neighborhoods and schools through environmental service projects that protect our water, clean our air, restore our land, and save energy.

### **Chicago Freedom School**

*Rev Up!*

719 S. State Street, #3N, Chicago, IL 60605

<http://chicagofreedomschool.org/rev-up>

Rev Up is Chicago Freedom School's three-day training institute for youth organizers, youth workers, and educators who are seek to incorporate social change approaches into their work. Rev Up features workshops led by Chicago's cutting edge youth development professionals.

### **Chicago Votes**

*DemocracyCorps/Chicago Votes Fellowship*

114 N. Aberdeen St., Chicago, IL

<http://chicagovotes.com/leader-makin/>

The DemocracyCorps Fellowship engages young people who see the need for change, equips them with the best political tools and training available, and launches them into the public arena.

### **Chicago Workers Collaborative**

*Comite de Mujeres Program*

5014 S. Ashland, Chicago, IL

<http://www.chicagoworkerscollaborative.org/?q=content/comit%C3%A9-de-mujeres>

Womens Rights Committees focus on creating a space, support and leadership development for women workers who experience sexual harassment and/or assault. Most of the members of the committees are CWC members who experienced such sexual exploitation in their workplaces and see the Committees as a space to build their power against the oppressor who sought to destroy their dignity.

### **City of Chicago Family and Community Support Services**

*HeadStart Citywide Parent Policy Council (CPPC)*

1850 W. 21st Street, Chicago, IL

[http://www.cityofchicago.org/city/en/depts/fss/supp\\_info/family\\_and\\_supportservices-committeecommissionsandcouncilstin.html](http://www.cityofchicago.org/city/en/depts/fss/supp_info/family_and_supportservices-committeecommissionsandcouncilstin.html)

The CPPC serves as governing body of the City of Chicago's Head Start and Early Head Start program as required by 45 CFR 1350.50. Responsibilities include but are not limited to approval of Head Start-related policies and procedures, program-planning and assessment, budgets, grants submissions, and hires. The CPPC meets quarterly.

### **Community Organizing and Family Issues (COFI)**

*Leadership Development Program*

1436 W. Randolph, 4th Floor, Chicago, IL

<http://www.cofionline.org/?q=COFIModel/LeadershipDevelopmentCurriculum>

In partnership with community organizations and independent projects, COFI provides comprehensive training to develop parent leaders, and helps them build organizations and take action on the issues that affect their families. COFI's approach builds leaders over time, and is rooted in real-world organizing that the parents themselves define.

### **Dominican University**

*Community Leadership Program*

Brennan School of Business

7900 West Division St., River Forest, IL

<http://business.dom.edu/academics/community-leadership-program>

With the support of the Oak Park-River Forest Community Foundation and the Communityworks partnership, Dominican University's Brennan School of Business offers a Community Leadership Program (CLP) that targets the professional and personal development of emerging and existing leaders in the Oak Park and River Forest area. Over a nine-month period, program participants work with Brennan facilitators and dozens of experts in various venues to discuss and enhance their skills in areas including creative problem solving, developing and managing talent, negotiation and conflict resolution, project management, and strategic planning. In addition to building a network of contacts within the communities, the participants also form teams to work on developing projects that will benefit the communities.

### **Dupage United -- IAF Affiliate**

*Dupage United Leadership Training*

41 N. Park Blvd, Glen Ellyn, IL

<http://www.dupageunited.org/aboutUs/WhoWeAre/>

DuPage United is an inclusive, non-profit, non-partisan organization whose members are civil society institutions: churches, mosques, synagogues, non-profit agencies, and associations. This mix of institutions have come together to form public relationships and to act together to improve the quality of life for individuals, families, and communities. DuPage United engages in democratic action in the public arena.

### **Enlace**

*Leadership Institute Program*

2756 South Harding Avenue, Chicago, IL

<http://enlacechicago.org/programs-page/organizing-advocacy/>

Enlace Chicago is dedicated to making a positive difference in the lives of the residents of the Little Village Community by fostering a physically safe and healthy environment in which to live and by championing opportunities for educational advancement and economic development.

#### **Evanston Community Foundation**

*Encore Senior Leadership Evanston*  
1007 Church St. Suite 108, Evanston

<http://evanstonforever.org/>

Encore Senior Leadership Evanston is for local residents and those committed to Evanston who are retired or making the transition to retirement and want to serve the community in significant volunteer and leadership capacities. Participants range from those in their 50's through their 80's.

#### **Evanston Community Foundation**

*Leadership Evanston Signature Program*  
1007 Church St. Suite 108, Evanston

<http://evanstonforever.org/programs/leadership-ewanston/signature-leadership-ewanston/signature-program/>

We develop knowledgeable community stewards who are willing to roll up their sleeves to get things done for Evanston.

#### **Grassroots Collaborative**

*Grassroots Collaborative Transformative Leadership Program*  
637 South Dearborn Street, Third Floor, Chicago, IL

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

To use the Equal Voice framework for movement building to engage low-income family leaders in organizing and policy advocacy, skills development, and effective coalition partnerships for policy change.

#### **ICA**

*ICA Service Learning Project*  
4750 N. Sheridan Road, Chicago, IL

<http://www.ica-usa.org/?page=slprogramdesign>

The mission of the Institute of Cultural Affairs (USA) is to build a just and equitable society in harmony with Planet Earth through empowering cultural dimensions of the social process. ICA programs strengthen the capacities of organizations, communities, and individuals to build and implement innovative plans of action that draw upon assets and social capital in a collaborative manner.

#### **IIRON Education Fund NFP**

*Leadership Training*  
CHICAGO, IL 60626

<http://www.iiron.org/what-we-do/leadership-training/>

IIRON Education Fund, NFP is devoted to providing opportunities for ordinary people to build powerful public lives by clearly understanding the public world and who are actually making decisions, and organizing both the solutions to community problems and the people power necessary to implement those solutions. Leadership Training will challenge you to be honest about the attitudes and behaviors that comprise your strengths, as well as those that make you less effective, and less powerful, than you could be. It's about how you work with others in community, how you understand your own role and how you lead others to correct injustice.

#### **Illinois Coalition for Immigrant and Refugee Rights (ICIRR)**

*Americorps Uniting America Fellowship*  
55 E Jackson Blvd #2075, Chicago, IL

<http://icirr.org/sites/default/files/UnitingAmericaAmeriCorpsFellowposition.doc.pdf>

The UA program hires fellows to continue building bridges between immigrants, their children and their native-Illinoisian neighbors in rapidly growing neighborhoods all over the Chicagoland area. Fellows are hosted by ICIRR partner organizations from Wheaton all the way to Waukeegan.

### **Industrial Areas Foundation**

*Industrial Areas Foundation Training Programs*

637 S Dearborn St, Chicago, IL 60605

<http://www.industrialareasfoundation.org/training>

IAF National Training generally lasts 10 days in the summer, and is sponsored by the National IAF in different parts of the country. Regional Leadership Training lasts 5 days and is an excellent introduction to national training. These trainings assume a special prominence due to their depth, integration of key concepts, and focus on habits and practices central to successful organization building at all levels. Experienced professional IAF organizers lead the sessions and depending on the make up and preference of the participants, trainings can be and have been held in Spanish and English. These extensive trainings are for key clergy, staff, and laity of member congregations as well as the staff, board, and members of non-profit organizations who are members of or who are building broad-based IAF organizations.

### **Interfaith Leadership Project**

*Interfaith Leadership Project*

1510 S 49th Ct, Cicero, IL

<http://organizingcatholicsforjustice.org/marketplace/item/interfaith-leadership-project/>

ILP's mission is to call to collaboration communities of faith and organizations to create positive change in Berwyn and Cicero by fostering a united voice through organizing people, promoting civic engagement, and developing leadership for social justice. Our work is based on the core values that positive change in a community comes through positive action enlightened by faith and that people can make positive change and create a healthy community.

### **Jane Addams Senior Caucus**

*Jane Addams Senior Caucus Leadership Training*

1111 N Wells St, Chicago, IL

<http://www.seniorcaucus.org/mission/>

Through leadership development, organizing and popular education, JASC uses the power of its collective voice to work for economic, social, and racial justice for all seniors and our communities.

### **Lake County United**

*Lake County United Leadership Training Program*

29700 North Saint Marys Road, Libertyville, IL

<http://www.lakecountyunited.org/about.htm>

Lake County United works with people from all walks of life to give them the opportunity to lead in their own congregations and communities as well as across the metro Chicago region. Through regular training and a steady routine of preparation, action, and evaluation, people from all walks of life are able to develop the skills and habits of strong leaders and to use them effectively.

### **Logan Square Neighborhood Association**

*Community Organizing - LSNA Style*

2840 N. Milwaukee Avenue, Chicago, IL

<http://www.lsna.net/index.html>

The Logan Square Neighborhood Association (LSNA) is a community agency that convenes and empowers the organizations and stakeholders of Logan Square, Avondale, and Lathrop Homes to create and maintain diverse, safe, and affordable neighborhoods. By innovating exemplary models of community engagement and transformation, LSNA is a catalyst for more just communities, demonstrating the power of community change locally and on a national level.

### **Logan Square Neighborhood Association**

*Parent Mentor*

2840 N. Milwaukee Avenue, Chicago, IL

<http://www.lsna.net/Issues-and-programs/Schools-and-Youth/Parent-Mentor-Program.html>

The Parent Mentor Program is a nationally recognized parent engagement model that builds deep and lasting relationships between students, teachers, and parents.

### **Loyola University of Chicago**

*Ganon Scholars*

Ganon Center for Women and Leadership

1032 W. Sheridan Rd., Chicago, IL

<http://www.luc.edu/gannon/gslp.shtml>

The Gannon Scholars Leadership Program is a four-year progressive program that engages students in the development of leadership, service, and scholarship. We provide opportunities for leaders to investigate and analyze areas of concern in our suffering world in order to creatively design and apply workable solutions to build a more just social world order. Working collaboratively within the University and with global and local partners, we promote an innovative and interdisciplinary approach to shape women leaders for the 21st Century.

### **Lugenia Burns Hope Center**

*Basic Principles of Leadership Development and Community Organizing Training*

710 E. 47th Suite 200W, Chicago, IL

[http://www.lbhopecenter.com/About\\_US.html](http://www.lbhopecenter.com/About_US.html)

Trainings in Basic Principles of Leadership Development and Community Organizing. The trainings offered provide participants with the skills necessary to increase their individual and group performance. The African American Principles of the Nguzo Saba guide our approach to organizing for social change.

### **Mercy Housing Lakefront**

*Tenant Leadership Project*

120 S. LaSalle, Suite 1850, Chicago, IL

<https://www.mercyhousing.org/>

The Tenant Leadership Project is the community development and tenant organizing project of Mercy Housing Lakefront (MHL), a non-profit organization dedicated to building stable and vibrant communities and helping individuals live in hope. This program works to reintegrate supportive housing tenants back into civic and community life by offering tenants the opportunity to improve their leadership skills and make a difference in their communities.

### **Metropolitan Tenants Organization**

*Leadership Development Training Seminar*

2150 South Canalport Suite 2-B2, Chicago, IL

<http://www.tenants-rights.org/programs/affordable-housing-preservation-program/leadership-development/>

MTO regularly hosts leadership development workshops and seminars, organizes local and citywide planning meetings, and engages tenants in public policy forums with public and elected officials.

### **Mexican American Legal Defense and Education Fund (MALDEF)**

*Parent School Partnership (PSP) Program*

11 East Adams Suite #700, Chicago, IL

<http://maldef.org/LEADERSHIP/programs/psp/index.html>

Since 1989, MALDEF's Parent School Partnership (PSP) Program has trained thousands of parents and community leaders throughout the nation to become change agents in their communities. The 12-session PSP program provides parents with the tools necessary to become more effective advocates in improving their children's educational attainment, schools, and community.

**Midwest Academy***Community Organizing Internship*

27 E Monroe, 11th Floor, Chicago, IL

<http://www.midwestacademy.com/involved/internship-program/>

The Midwest Academy Organizing Internship is an intense and exciting 10-week organizing internship that places interns with community organizations in Chicago to work on a number of progressive issues and causes.

**Midwest Academy***Organizing for Social Change*

27 E Monroe, 11th Floor, Chicago, IL

<http://www.midwestacademy.com/training/>

To train organizers and strengthen grassroots organizations to build a strong movement for economic and social justice.

**Midwest Academy***Women's Legislative Leadership Project (formerly the Aging Justice Program)*

27 E Monroe, 11th Floor, Chicago, IL

<http://www.midwestacademy.com/involved/wllp/>

The Women's Legislative Leadership Project (WLLP) is an intensive policy training program that equips women, their allies, and their organizations with the capacity to advocate successfully for sound policies that ensure economic stability, equity, and justice for women in Illinois, with a focus on benefiting older women of color and their communities. WLLP comes alongside progressive social justice organizations working to pass state level legislation in Illinois to offer training and skill development to women leaders.

**Mujeres Latinas en Accion***Latina Leadership Program*

2124 West 21st Place, Chicago, IL

<http://www.mujeerlatinasenaccion.org/Home/programs/latina-leadership>

The Latina Leadership Program facilitates women's self-empowerment and leadership development. The program helps women identify their strengths and build their self-esteem to create leaders who can effect positive change in the communities. The program consists of two training programs, the Mother-Daughter Program, an annual retreat and an Emerging Leader Award.

**Northwestern University***Civic Engagement Fellowship*

Center for Civic Engagement

1813 Hinman Avenue, Evanston, IL

<http://www.engage.northwestern.edu/fellowship/index.html>

Each spring, the Center for Civic Engagement recruits outstanding students to participate in the Civic Engagement Fellowship. This fellowship is a competitive, paid, one-year program that trains undergraduate leaders to promote quality service learning and civic engagement at Northwestern. Fellows serve as liaisons between the Center and the student body, actively working to support meaningful opportunities for engaged learning and to help students navigate the many engagement opportunities on campus.

**Organization of the NorthEast (ONE)***Organizing Training*

4648 N. Racine, Chicago, IL

<http://onenorthside.org/>

Organizing Neighborhoods for Equality: Northside is a mixed-income, multi-ethnic, intergenerational organization that unites our diverse communities. We build collective power to eliminate injustice through bold and innovative community organizing. We accomplish this through developing grassroots leaders and acting together to effect change.

### **Participatory Budgeting Project - PB Chicago**

*Participatory Budgeting - Community Representatives*  
Chicago, IL

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

Participatory budgeting (PB) is a democratic process in which community members directly decide how to spend part of a public budget. PB gives ordinary people real decision-making power over real money. In 2009, Chicago Alderman Joe Moore launched the first PB process in the US, based on the model developed in Brazil. Since 2012, six Aldermen have participated in PB Chicago. Residents will decide how to spend part of their ward's "menu money," the \$1.3 million that each Alderman receives annually to spend as they desire. Leadership Committees in each ward and a Steering Committee of ward representatives and city-wide organizations are working with the Aldermen to carry out the PB process.

### **Pilsen Neighbors Community Council's**

*Parent Leadership Academy*

2026 S. Blue Island Avenue, Chicago, IL

<http://pilsenneighbors.org/our-work/education/academy-of-parents-in-leadership/>

The Parent Leadership Academy (APL) is an initiative of Gamaliel of Metro Chicago. APL aims to provide an answer to the lack of parental involvement in schools and in the community. APL seeks to develop leadership in parents and help them understand the education system and civic engagement so they can advocate for matters that affect them, their children, and the community. APL comprises parents represented several schools in the city.

### **Renew Chicago (Park Community Church)**

Renew Chicago Leadership Development Program

Chicago, IL 60610

<http://www.renew-chicago.org/leadership-development/>

Through leadership development we seek to intersect, faith, work, and culture in order to invest, mobilize, and equip the community of believers in Chicago for the renewal of the city across local communities.

### **The Resurrection Project**

*Leadership Development Courses Program*

1818 S. Paulina Street, Chicago, IL

<http://resurrectionproject.org/programs-and-services/community-organizing/>

This leadership program begins with strengthening our understanding of our culture, self-esteem, and communication skills. The second part of the course focuses on understanding our community and how we can use our collective power for change. Participants are encouraged to get involved in their parish or school and to begin forming relationships with others within their institutions and with other leaders from institutions throughout the community. Courses lead to the formation of core teams made up of people who actively work to build healthy communities.

### **Southside Together Organizing for Power (STOP)**

*People's Education Program*

602 E 61st Street, Chicago, IL

<http://www.stopchicago.org/2012/04/what-we-do.html>

The People's Education Program educates and develops the leadership of program participants through popular education workshops and skill building sessions.

### **Southwest Organizing Project (SWOP)**

*Parent Mentor Program*

2609 West 63rd Street, Chicago, IL

<http://www.swopchicago.org/display.aspx?pointer=5946>

Since 2006 parents on the Southwest side have been transforming the life of elementary students in local CPS elementary schools. The parental engagement initiative Parents as Mentors Program, sponsored by the Southwest Organizing Project (SWOP) has been working with teams of parents at Eberhart, Marquette, Talman, Morrill,

McClellan, and Greene Elementary Schools. Parents in these schools are also involved in the other areas that impact their families through SWOP's Housing, Immigration and Safety issue teams, building skills in public life and working with other resident leaders to strengthen the community.

### **Southwest Organizing Project (SWOP)**

*SWOP Leadership Training*

2609 West 63rd Street, Chicago, IL

<http://www.swopchicago.org/display.aspx?pointer=5947>

SWOP leaders are immersed in a culture committed to ongoing learning; SWOP is deliberate about seeking to be a school for public life. SWOP staff and senior leaders provide formal leadership training at least three times per year in Spanish and in English. Each training series explores topics such as values, power, self interest, problems and issues, mediating institutions, public and private relationships, relational meetings, and life lived in the tension between "the world as it is" and "the world as it should or could be."

### **Street-Level Youth Media**

1637 North Ashland Avenue, Chicago, IL

<http://www.street-level.org/programs>

Street-Level Youth Media educates Chicago's urban youth in media arts and emerging technologies for use in self-expression, communication, and social change. Street-Level's programs build critical thinking skills in youth who have been historically neglected by policy-makers and mass media. Using video and audio production, digital arts, and the Internet, Street-Level's young people address community issues, access advanced communication technology, and gain inclusion in our information-based society.

### **Target Area Development Corporation**

*Target Area Development Corporation Leadership Development Training*

1542 West 79th Street, Chicago, IL

<http://targetarea.org/chicago/info/>

To support organizing, leadership development, civic engagement, and community revitalization in Chicago's low-wealth communities, and to support collaborative efforts in Illinois and beyond.

### **Telpochcalli Community Education Project (Tcep)**

2832 W. 24th Blvd., Chicago, IL

TCEP mobilizes youth and adults for social justice by building individual capacity, collective power, and mutual responsibility, through culturally relevant and community-directed education, leadership development, and organizing.

### **The Latino Policy Forum**

*Housing Acuerdo*

180 N. Michigan Ave., Ste. 1250, Chicago, IL

<http://www.latinopolicyforum.org/issues/housing/housing-acuerdo#>

The Latino Policy Forum has developed a concept to build the policy making and advocacy capacity of Latino organizations and leaders called Acuerdos. (Acuerdo is a Spanish word meaning mutual understanding, agreement, or accord.) Acuerdos have one fundamental and important function: to work together to develop and execute priorities and a common agenda. This is accomplished by making sure that information, policy, and advocacy on specific issues represent the Latino perspective and its community needs.

### **The Latino Policy Forum**

*Promotores de Inmigración*

180 N. Michigan Ave., Ste. 1250, Chicago, IL

<http://www.latinopolicyforum.org/get-involved/get-trained/immigration-promotores#>

The Promotores de Inmigración training aims to develop community based trainers who have a strong understanding of immigration policy and its effects on immigrant communities.

**UIC Institute for Policy and Civic Engagement**

*Civic Leadership Program*

412 S. Peoria Street, Suite 400, Chicago, IL

<http://www.uic.edu/cuppa/ipce/>

The Institute for Policy and Civic Engagement (IPCE) focuses on transforming democracy by creating a more fully engaged citizenry with more effective leaders. As a catalyst for learning and action, the Institute creates opportunities for scholars, concerned citizens, students, and government officials to actively participate in social discourse, research, and educational programs on policy issues and social trends.

**United States Hispanic Leadership Institute (USHLI)**

*Grassroots Leadership Development Program*

431 South Dearborn Street Suite 1203, Chicago, IL

<http://www.ushli.org/civic/grassroots.php>

The GLDP is a 10-week, interactive, bilateral government-oriented training for community leaders and local public officials. The program is designed to bridge a widening gap in American society between citizens and the officials who have been elected or appointed to serve and/or represent them.

## Appendix IV // Resources

- Allen, S. and Middlebrooks, A. (2013). The Challenge of Educating Leadership Expertise. *Journal of Leadership Studies*, 6(4)
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- Leadership Learning Community. (2005). *A Scan of leadership development efforts in the greater Washington region*. The Nonprofit Roundtable of Greater Washington. Retrieved from <http://bit.ly/1CSpLs8>
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- McGonagill, G. and Reinelt, C. (2011). Leadership Development in the Social Sector: A Framework for Supporting Strategic Investments. *The Foundation Review*, 2(4).
- McGonagil, G. and Pruyn, P. (2009). *Leadership development in the U.S.: Principles and patterns of best practice*. Guetersloh, Germany: Bertelsmann Foundation. Retrieved from <http://bit.ly/1DQRYzz>
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<sup>1</sup> As part of The Chicago Community Trust's work with the Public Service Leadership Diversity Initiative. See: National Urban Fellows. (2011). *A strategic action plan and research report*. New York, NY. National Urban Fellows, 13.

<sup>2</sup> Appendix III provides a program inventory that categorizes and provides basic information on the different leadership development programs identified in this landscape.

<sup>3</sup> McLaren, P. (2013). I Don't Need Leadership: An Exploration of the Societal Discourse on Leadership. *Journal of Leadership Studies*, 7(2), 40.

<sup>4</sup> McGonagil, G. and Pruyn, P. (2009). *Leadership development in the U.S.: Principles and patterns of best practice*. Guetersloh, Germany: Bertelsmann Foundation, 14.

<sup>5</sup> Day, D. (2001). Leadership Development: A Review in Context. *The Leadership Quarterly*, 11(4), 605.

<sup>6</sup> Hubbard, B. (2005). *Investing in leadership volume 1: A grantmaker's framework for understanding nonprofit leadership development*. Washington, DC: Grantmakers for Effective Organizations, 2-3.

<sup>7</sup> Getha-Taylor, H., & Morse, R. (2013, June). *Toward more holistic theorizing about public leadership*. Public management research conference, Madison, WI.

<sup>8</sup> Gibson, S. and Macklem, K. (2008). *Leadership Solutions: Building Leadership in Toronto's Nonprofit and Voluntary Sector*. United Way of Toronto, 2.

<sup>9</sup> This framework builds on Betsy Hubbard's framework, described in Hubbard, B. (2005). *Investing in leadership volume 1: A grantmaker's framework for understanding nonprofit leadership development*. Washington, DC: Grantmakers for Effective Organizations.

<sup>10</sup> McGonagill, G. and Reinelt, C. (2011). Leadership Development in the Social Sector: A Framework for Supporting Strategic Investments. *The Foundation Review*, 2(4), 64.

<sup>11</sup> McGonagil, G. and Pruyn, P. (2009). *Leadership development in the U.S.: Principles and patterns of best practice*. Guetersloh, Germany: Bertelsmann Foundation, 12

<sup>12</sup> Research Center for Leadership in Action. (2011). *Leadership, diversity and inclusion: Insights from scholarship*. New York, NY. National Urban Fellows.

<sup>13</sup> McGonagill, G. and Reinelt, C. (2011). Leadership Development in the Social Sector: A Framework for Supporting Strategic Investments. *The Foundation Review*, 2(4), 63. NOTE: A "Fields of Policy and Practice" level of system targeted appears in the original matrix, but was excluded from our analysis.

<sup>14</sup> See Appendix IV for the list of sources used.

<sup>15</sup> Google search terms included "Chicago or Illinois" and "leadership" or "leadership development" or "leadership training" or leadership program." The Foundation Center Online database was searched for both grant makers and recipients in the Chicago-Naperville-Joliet, IL-IN-WI region, under the subject of "Leadership Development."

<sup>16</sup> See <https://fconline.foundationcenter.org/> and <http://leadershiplearning.org/leadership-resources/leadership-program-directory>

<sup>17</sup> For example, using the same search terms used in the initial Google search, we explored the names of all organizational members of the Illinois Civic Mission Coalition, Chicago area universities and colleges, and organizations identified in Thompson, J. (2012) *Dialogue and Deliberation for Civic Engagement in Chicago: Building a Community of Practice*. Institute for Policy and Civic Engagement, University of Illinois at Chicago.

<sup>18</sup> See appendix II for the interview template.

<sup>19</sup> This is different than the final number of 166 programs included in the programs inventory because 13 programs were excluded after phase two of data collection.

<sup>20</sup> See appendix I for the full questionnaire.

<sup>21</sup> Generally, we have included category comparisons where the largest between group differences occur. The statistical procedures referred to in endnote #23 aided in the identification of these important between group differences and in identifying the variables that best distinguish program categories (which appear in bold in the categories summaries).

<sup>22</sup> Such as the categorization by different development approaches found in Leadership Learning Community. (2005). *A Scan of leadership development efforts in the greater Washington region*. The Nonprofit Roundtable of Greater Washington, 7-20; and Gibson, S. and Macklem, K. (2008). *Leadership Solutions: Building Leadership in Toronto's Nonprofit and Voluntary Sector*. United Way of Toronto, 27-42; as well as the individual-organizational-community framework presented in Marsh, D., Daniel M., & Putnam K. (2003). *Leadership for Policy Change: Strengthening Communities of Color Through Leadership Development*. Oakland, CA: PolicyLink, 32-36.

<sup>23</sup> Using the R software for statistical computing and the closed-response survey data, Gower's dissimilarity matrix and Ward's method for hierarchical clustering helped to identify the three categories, random forests and gradient boosting helped to identify the relative importance of variables in creating the categories, binomial logistic

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regression and Fisher's Exact test of independence helped to identify between group differences for binomial data, and one-way ANOVA and Tukey Kramer pair-wise comparisons helped to identify between group differences for ordinal and rank data.

<sup>24</sup> Although 179 programs were invited to take the survey, some of these programs were ultimately excluded. Furthermore, although the active search for programs ended before the survey was conducted, six new programs were added to this list based on data collected during post-survey interviews.

<sup>25</sup> The options presented in this question are drawn from Hubbard, B. (2005). *Investing in leadership volume 1: A grantmaker's framework for understanding nonprofit leadership development*. Washington, DC: Grantmakers for Effective Organizations, 2.

<sup>26</sup> Pearce, C. (2007). The Future of Leadership Development: The Importance of Identity, Multi-Level Approaches, Self-Leadership, Physical Fitness, Shared Leadership, Networking, Creativity, Emotions, Spirituality, and On-Boarding Processes. *Human Resources Management Review*, 17(4).

<sup>27</sup> Hubbard, B. (2005). *Investing in leadership volume 1: A grantmaker's framework for understanding nonprofit leadership development*. Washington, DC: Grantmakers for Effective Organizations, 2-3.

<sup>28</sup> These categories correspond to the five columns presented in the Leadership Development Investment Matrix on page 8.

<sup>29</sup> These skills are drawn from many of the studies found in appendix IV, most notably: Day, D. (2001). Leadership Development: A Review in Context. *The Leadership Quarterly*, 11(4); Gibson, S. and Macklem, K. (2008). *Leadership Solutions: Building Leadership in Toronto's Nonprofit and Voluntary Sector*. United Way of Toronto; Hartley, J., & Hinksman, B. (2003). *Leadership development: A systematic review of the literature*. Warwick Institute of Governance and Public Management, Warwick Business School, University of Warwick, Coventry, England; HR Council for the Nonprofit Sector. (2011). *The state of leadership development: An exploratory study of social service charities in Alberta and Saskatchewan*. Ottawa, Ontario: The Muttart Foundation; McGonagil, G. and Prun, P. (2009). *Leadership development in the U.S.: Principles and patterns of best practice*. Guetersloh, Germany: Bertelsmann Foundation; National Urban Fellows. (2011). *A strategic action plan and research report*. New York, NY. National Urban Fellows; Pearce, C. (2007). The Future of Leadership Development: The Importance of Identity, Multi-Level Approaches, Self-Leadership, Physical Fitness, Shared Leadership, Networking, Creativity, Emotions, Spirituality, and On-Boarding Processes. *Human Resources Management Review*, 17(4); Quatro, S., Waldman, D., & Galvin B. (2007). Developing Holistic Leaders: Four Domains for Leadership Development and Practice. *Human Resources Management Review*, 17(4); and Seemiller, C. and Murray, T. (2013). The Common Language of Leadership. *Journal of Leadership Studies*, 7(1).

<sup>30</sup> These activity categories are drawn from the following studies: Day, D. (2001). Leadership Development: A Review in Context. *The Leadership Quarterly*, 11(4); McGonagil, G. and Prun, P. (2009). *Leadership development in the U.S.: Principles and patterns of best practice*. Guetersloh, Germany: Bertelsmann Foundation; Leadership Learning Community. (2005). *A Scan of leadership development efforts in the greater Washington region*. The Nonprofit Roundtable of Greater Washington; and Gibson, S. and Macklem, K. (2008). *Leadership Solutions: Building Leadership in Toronto's Nonprofit and Voluntary Sector*.

<sup>31</sup> See the full question, see Z9 in appendix II

<sup>32</sup> These recommendations are drawn from three reports, two of which are leadership development scans. The "incorporate a systems approach" and "build tracking/measurement procedures" recommendations come from Research Center for Leadership in Action. (2011). *Advancing diversity and inclusion in public service: A review of leadership development programs in the US*. New York, NY. National Urban Fellows; "shift from a singular focus on developing an individual" is from Leadership Learning Community. (2008). *A scan of leadership development efforts in communities of color in a five county region of california: San Benito, Monterey, San Mateo, Santa Clara and Santa Cruz*. Los Altos, CA: The David and Lucile Packard Foundation; and all other recommendations that appear in this graphic are from Leadership Learning Community. (2005). *A Scan of leadership development efforts in the greater Washington region*. The Nonprofit Roundtable of Greater Washington.

<sup>33</sup> Chicago Urban League. (2013). *Leadership and diversity of corporate boards: A survey of African-American participation on public corporate boards in metropolitan Chicago and surrounding areas*. Chicago Urban League, 10.

<sup>34</sup> Williams, C. (2014). *Corporate diversity profile: A study of corporate diversity in the Chicago metropolitan area*. Chicago United, 11.

<sup>35</sup> Marsh, D., Daniel M., & Putnam K. (2003). *Leadership for Policy Change: Strengthening Communities of Color Through Leadership Development*. Oakland, CA: PolicyLink, 7.

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<sup>36</sup> See appendix III

<sup>37</sup> Leadership Learning Community. (2008). *A scan of leadership development efforts in communities of color in a five county region of california: San Benito, Monterey, San Mateo, Santa Clara and Santa Cruz*. Los Altos, CA: The David and Lucile Packard Foundation, 5.

<sup>38</sup> Marsh, D., Daniel M., & Putnam K. (2003). *Leadership for Policy Change: Strengthening Communities of Color Through Leadership Development*. Oakland, CA: PolicyLink, 17-19.