



LEADING
from within

DEVELOPING AND CONNECTING EMERGING SOCIAL SECTOR LEADERS

WHAT WE ARE LEARNING



Highlights From The Emerging Leaders Retrospective Evaluation (2013 – 2016)

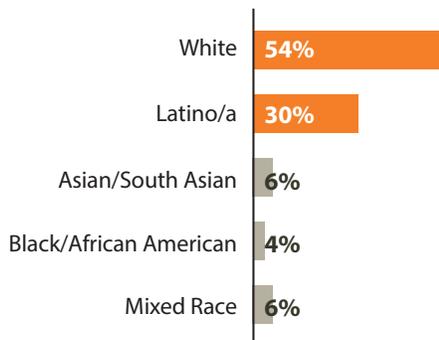
ABOUT THE EMERGING LEADERS PROGRAM

Since 2013, Leading From Within's Emerging Leaders program has provided a 10-month leadership development program and cultivated an ongoing alumni network for nonprofit and public sector professionals who are transitioning into greater leadership. The program aims to develop the leadership capacity of emerging leaders in nonprofit and public institutions in Santa Barbara County and to cultivate a community of social sector leaders who engage in ongoing learning, support and collaboration. Over time, Emerging Leaders intends to develop the next generation of Santa Barbara County social sector leaders into change agents who collaborate and innovate across boundaries to address the complex issues facing the county.

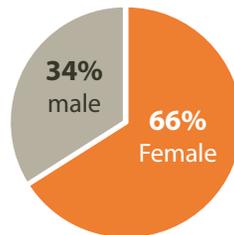
ABOUT THE EMERGING LEADERS ALUMNI

67 emerging social sector leaders participated in the program between 2013 and 2016.

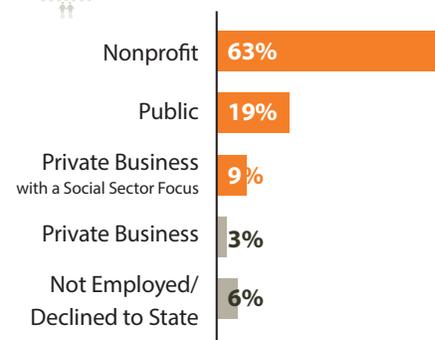
Most are **White** or **Latino/a**.



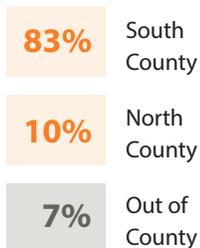
Two – thirds are **female**.



Almost all continue to work in the **social sector**.



Most continue to work in **Santa Barbara County**, primarily in **South County**.



They work for organizations that focus on a **variety of issue areas**.



ALUMNI ARE EXERCISING LEADERSHIP IN THE WORKPLACE AND COMMUNITY LARGELY IN THE WAY THE PROGRAM INTENDED

Participation in the Emerging Leaders program influenced the way that alumni exercise their leadership in relation to themselves, others and the communities they serve.

The program made a substantial contribution to alumni developing and exercising the practices related to many of the leadership capabilities that the Emerging Leaders curriculum emphasizes, including:



LEADING SELF

Grounding Leadership in Self-Awareness

- Cultivating awareness of one's strengths, weaknesses and areas to grow as a leader
- Reflecting on one's core values, purpose, motivations and leadership aspirations

Developing Leadership

- Taking risks and learning from mistakes
- Seeking feedback, support and guidance

Sustaining Leadership

- Pursuing a balance of work and life priorities
- Setting appropriate boundaries around work and life commitments

"I have become more aware of my skills and this has encouraged me to immerse myself in larger scope roles in my organization."

Juan Pimentel
Program Director, Isla Vista Youth Projects
Emerging Leaders 2013 Cohort



LEADING WITH OTHERS

Building Trusting Relationships

- Practicing a disciplined approach to listening
- Communicating honestly to others, respectfully and clearly saying what one means

Fostering Leadership in Others

- Sharing power and authority to foster the leadership development of others
- Providing feedback to others

"I am now backing off my staff rather than managing and delegating. I am now probing and offering support. I am letting other people take risks and make mistakes. Part of being a leader is fostering others and mentoring."

Joey Juhasz - Lukomski
Operations Manager, Santa Barbara Bicycle Coalition
Emerging Leaders 2016 Cohort



LEADING TO ADVANCE COMMUNITY WELL-BEING

Building and Leveraging Networks

- Cultivating one's individual and organizational connections as potential partners for achieving shared vision
- Introducing individuals in one's network to each other to facilitate connections that may advance community well-being

Creating Shared Vision

- Cultivating commitment and accountability to shared goals
- Linking tactics to a larger vision

"Emerging Leaders taught me to build a relationship in a nontraditional way. It's OK to email the chief of police to meet for coffee. Before it wouldn't have felt appropriate."

Ashleigh Erving
Program Manager, Family Service Agency
Emerging Leaders 2016 Cohort

Analysis revealed two main areas where the program contribution to leadership practices was mixed.

- **Engaging Difference (Leading with Others)** – The program made a moderate contribution to the extent to which alumni practice engaging and making space for diverse voices and perspectives. While alumni acknowledged and appreciated the diversity of their cohort makeup, respondents articulated that the program did not directly influence them to cultivate a greater understanding of how diversity in terms of race and class influences leadership. Data was inconclusive about the extent to which the program influenced leaders to cultivate a greater understanding of how gender influences leadership. Data was also inconclusive about the extent to which the program supported leaders in working through differences with diverse stakeholders.
- **Collaborating Across Boundaries (Leading to Advance Community Well-Being)** – The program contributed to leaders seeking opportunities for collaboration, but data was inconclusive about whether the program contributed to leaders exercising practices for navigating cross-boundary collaborations.

Survey respondents have stepped into roles of increased scope and influence in the social sector since completing the 10 – month program. A majority of respondents credited the program with contributing to their expanded leadership.

In the time since survey respondents from the 2013 – 2016 cohorts have completed the program:



have stepped into professional roles of greater scope or influence.

Of this group, 97% reported that their participation in the program contributed to this change, 68% felt the program contribution was significant.



have stepped into volunteer roles of greater scope or influence.

Of this group, 88% reported that their participation in the program contributed to this change, 42% felt the program contribution was significant.



have taken on projects or stepped into roles that impact the larger community, beyond the scope of their organizations.

Of this group, 97% reported that their participation in the program contributed to this change, 51% felt the program contribution was significant.

Trends in leadership development and program contribution were consistent across characteristics of race, type of organization, gender and issue area of focus.



“The Emerging Leaders program gave me the courage and confidence to apply for the Executive Director position in my organization.”

Ashley Costa
Executive Director, Lompoc Valley Community Healthcare Organization
Emerging Leaders 2013 Cohort

“Inspired by Emerging Leaders, I have joined a nonprofit board to volunteer my time and experience in an organization with a different mission from my own.”

Ashlyn McCague
Annual Fund Director, CALM
Emerging Leaders 2014 Cohort

“I had other leadership experiences that also prepared me, but had I not experienced Emerging Leaders and developed the courage to listen to my inner voice, I wouldn’t have taken the risk, I wouldn’t be a [Santa Barbara Unified School District] board member today.”

Wendy Sims-Moten
Business Manager, First 5 of Santa Barbara County
Emerging Leaders 2013 Cohort
Elected Board Member,
Santa Barbara Unified School District

ALUMNI HAVE DEVELOPED A SUPPORTIVE AND CONNECTED PEER COMMUNITY

Emerging Leaders alumni have supported one another in developing and sustaining their leadership.

83% have received *support or guidance* from Emerging Leaders peers.

76% were introduced to ideas and perspectives that led to *new thinking about leadership*.

73% were introduced to ideas and perspectives that led to *new thinking about community issues*.

67% have received *access to new information*.

54% were *connected to people that helped* with their jobs or community leadership.

“Prior to Emerging Leaders, I felt really isolated, but now I have developed camaraderie and a network – a community.”

Eder Gaona – Macedo
Executive Director, Future Leaders of America
Emerging Leaders 2016 Cohort

Emerging Leaders alumni have formed a connected peer community; they bridge boundaries that typically silo the social sector.

Alumni have developed, on average, 9 new peer support connections per person since participating in the program.

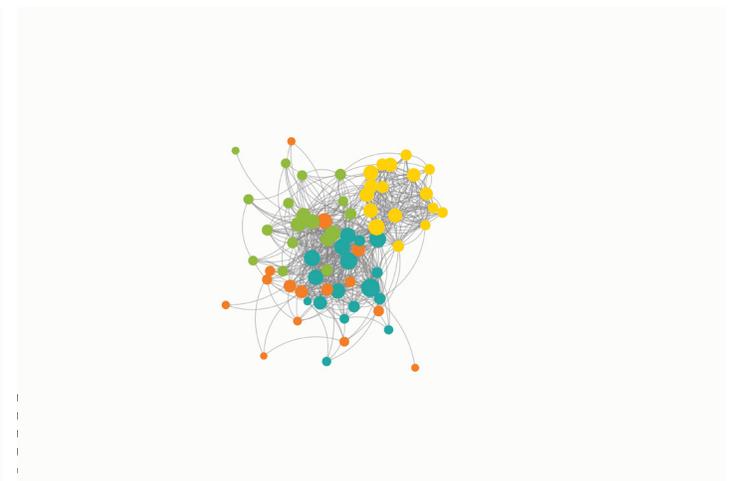
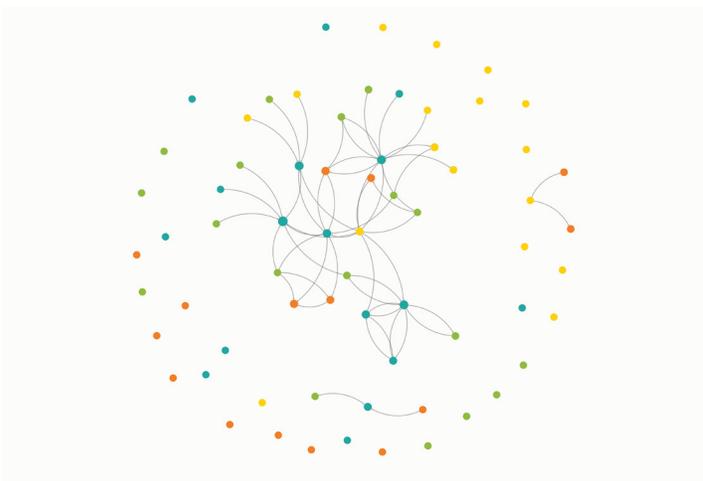
The maps below visualize the alumni peer support network. Connections occurred largely within cohort, though 37% of the peer connections were cross-cohort.

EXHIBIT A: ALUMNI SUPPORT NETWORK

“I have turned to this person for support or guidance since participating in Emerging Leaders.”

Preexisting Peer Support Connections

Peer Support Connections Since Participating in Program



● 2013 Cohort ● 2014 Cohort ● 2015 Cohort ● 2016 Cohort

Nodes are sized relative to the number of people who reported they had turned to this individual for support or guidance since participating in Emerging Leaders

Emerging Leaders are bridging across the boundaries that typically silo the social sector.

To the extent that the alumni population is diverse in terms of focus area, race, type of organization, and geography, leaders are connecting across these boundaries.

- 70% of the peer support connections occurred between people who focus on different issue areas in the social sector.
- 58% were between people who identify as a different race from one another.
- 35% occurred across individuals employed by different types of organizations (private, nonprofit, public).
- 20% occurred with people who work in different regions of the county.

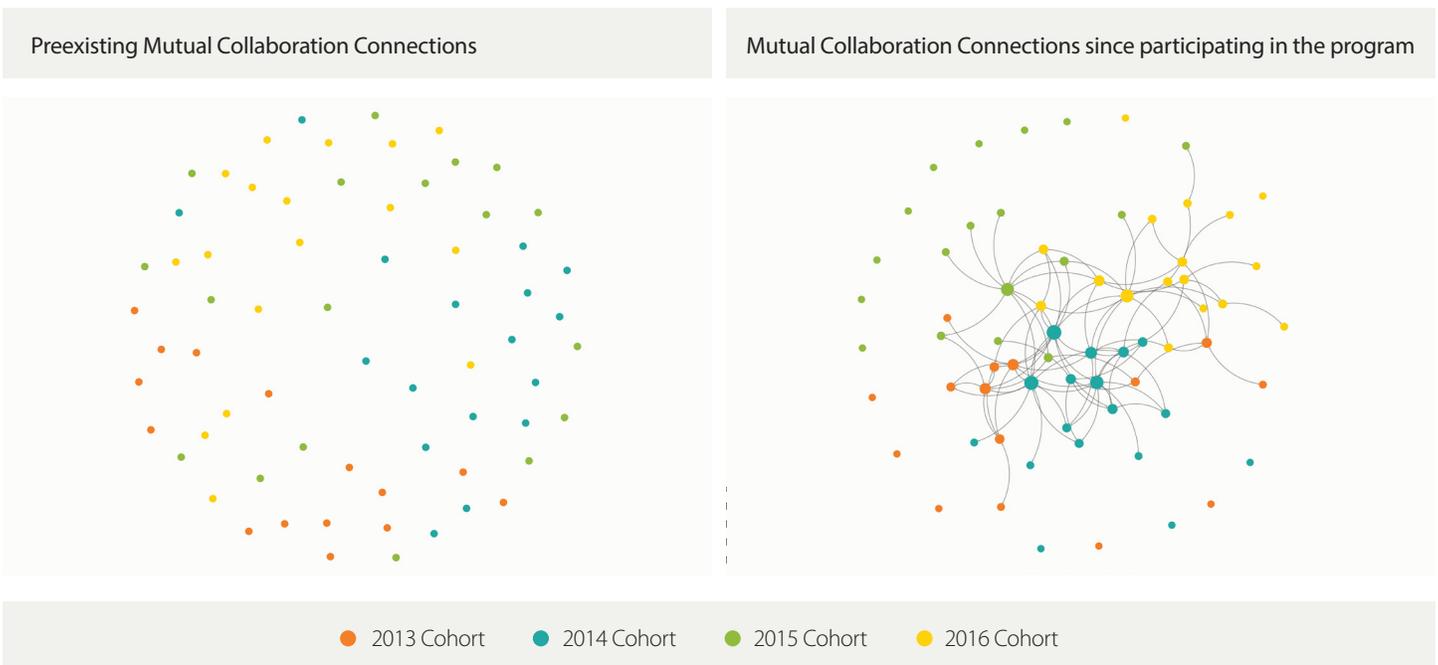
Alumni have started working together on projects, programs or initiatives that impact the community.

The network maps below show the alumni collaboration network. Alumni reported an average of 1.3 mutual collaboration connections per person since participating in Emerging Leaders, *none* of which were preexisting prior to participation in the program.

7 out of 10 alumni reported that they have worked with an Emerging Leader peer on a project, program or initiative to impact the community since participating in the program.

EXHIBIT B: ALUMNI MUTUAL COLLABORATION NETWORK

"I have collaborated with this person on a project, program or initiative to impact the community since participating in the program."



Nodes are sized relative to the number of mutual collaboration connections that an individual was involved with.

ALUMNI AND SUPERVISING MANAGERS FOUND VALUE IN THE EMERGING LEADERS PROGRAM

Alumni overwhelmingly valued their participation in the 10 – month program.

96% of respondents felt their participation in the Emerging Leaders 10-month program was very or extremely valuable.



Alumni identified a number of program attributes and practices that particularly supported their development including:

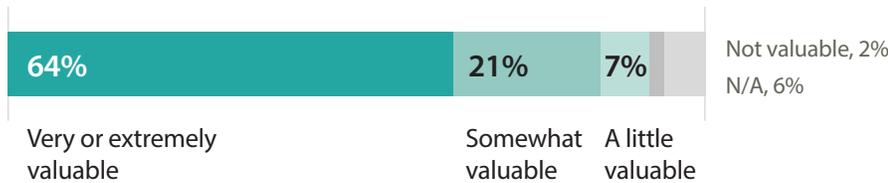
- Honest, personal interaction with peers, faculty and social sector leader guest speakers.
- Program practices and components such as reflective inquiry, small group circles, taking turns listening and sharing, coaching, and homework that supports leaders to apply learnings in their workplace.

“I needed her to be more confident and take risks. I need someone who is tough enough and Emerging Leaders helped with that. Now she is helping us take the organization in a whole new direction.”

Ben Romo
Executive Director, First 5 Of Santa Barbara County

The majority of alumni valued their participation in the alumni network.

64% of respondents felt their participation in the alumni network was very or extremely valuable.



Supervising managers valued the program as a staff development resource, though some identified challenges and opportunities related to the way the program engages with supervising managers.

Supervising managers consistently reported that the Emerging Leaders program provided:

- Support for staff whom they would like to see transition to the next level of leadership.
- An opportunity for staff to gain an understanding of the social sector “ecosystem outside of their job and even outside of the organization.”
- A cohort of peers with whom participants can “work out some of the bumps that happen at the start of a career” and “figure out their own version of leadership.”
- An opportunity to keep their staff learning, engaged and inspired.

While the program was highly valued overall, some supervising managers indicated a lack of clarity about the program curriculum and its expectations, and a tension between the way the timing of the program curriculum drives participants to seek opportunities for exercising leadership in their organization and the constraints of organizational timelines and priorities.

SUMMARY OF RECOMMENDATIONS

RECRUITMENT AND SELECTION

1. **Consider program intentions for cultivating cross-boundary relationships among leaders** in terms of geography and type of organization (public, nonprofit, hybrid); continue cultivating diversity within the cohorts accordingly.

10-MONTH PROGRAM

2. **Integrate opportunities for participants to develop connections with alumni.**
3. **Lay the groundwork for small group “peer learning circles”** (which meet monthly during the 10-month program) to continue after the 10-month program.
4. **Continue to clarify and refine the program’s approach to cultivating leadership capabilities.**
 - Continue to explore effective ways to address issues of race, gender and class as they relate to leadership development.
 - Continue to strengthening curriculum around addressing conflict.
 - Consider strengthening curriculum around navigating cross boundary collaboration.

ALUMNI NETWORK

5. **Develop and leverage the alumni network through such strategies as:**
 - Cultivating cross-cohort connections.
 - Engaging well-connected members to integrate peripheral members more fully in the network.
 - Exploring and implementing strategies to engage participants from Northern Santa Barbara County in alumni network activities.
 - Cultivating the collaboration potential of the network by connecting people who are working on common issues.

ENGAGEMENT WITH ORGANIZATIONS

6. **Provide opportunities for the supervising managers of participants to learn about program curriculum.** Invite them to proactively support the program participation and leadership development of Emerging Leaders participants.
7. **Explore strategies that would allow supervising managers to provide support** in a way that aligns with both organizational priorities and the curriculum timing of the Emerging Leaders program.

ABOUT THE EVALUATION

*Lisa Bass, Claire Reinelt, PhD,
Phil Lowenthal*
August, 2017

The retrospective evaluation effort consisted of a facilitated process to articulate the program model followed by a mixed-method inquiry to document program outcomes at the individual and peer-community levels and identify opportunities for program development. Methods included 3 group and 20 individual semi-structured interviews with 16 alumni, 8 supervising managers of alumni, and 6 colleagues and direct reports; a retrospective survey administered to alumni from the 2013 – 2016 cohorts (93% responding); application of a contribution analysis rubric to leadership capabilities data, and social network analysis of alumni-reported connections.



For more information, contact
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