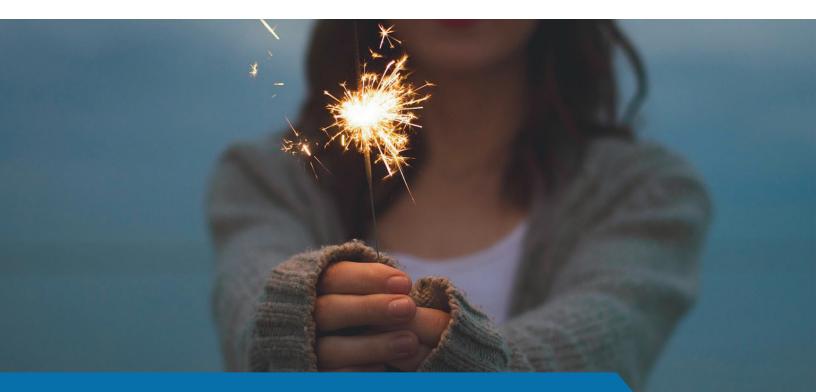MOUNT ROYAL
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Community Prosperity

STRENGTHENING COMMUNITY LEADERSHIP LEARNING IN CANADA

RESULTS OF A CANADA-WIDE RESEARCH PROJECT ON LEADERSHIP LEARNING FOR SOCIAL CHANGE

James Stauch and Lesley Cornelisse

Acknowledgements

About the Institute for Community Prosperity

The Institute for Community Prosperity connects learning, research and change leadership to build community and strengthen the common good. We conduct research, and build programs, curricula, and learning experiences to ensure that students and citizens have access to learning opportunities that will help them lead transformative change in their communities.

About the Researchers

James Stauch - Director

James has served as a foundation executive and community sector consultant with nearly two decades of experience working in the field of philanthropy. He has guided or advised on a wide range of programs that support the emergence of community leadership, or that help organizations uncover new possibilities for their programming and operations in order to be strategic, authentic and enduring in their impact. From 2002 to 2012, he served initially as Program Manager and then as Vice President, Programs and Operations at the Walter and Duncan Gordon Foundation. He previously ran the Community Grants Program at The Calgary Foundation.

Lesley Cornelisse - Programs and Research Associate

Lesley's background in academic and community-based research has served her well at the Institute for Community Prosperity, where she teaches research skills and mentors students through the Community Prosperity Student Research Award Program. She also stewards the New Conversations Forum Series and various Institute research initiatives. Lesley previously worked with the Carleton Centre for Community Innovation (3ci), where her work included academic publications, industry reports, working papers and peer-reviewed, edited books. She is also an advocate for leadership development opportunities at Universities, having co-chaired the Student Philanthropy Council at Carleton University and lobbying for increased funding for Undergraduate internship programs.

Devon Cornelisse - Project Assistant

Devon created the program inventory and assisted with the in-depth literature review, as well as the design and management of the website and interactive program inventory on our leadership learning portal, www. generationleadership.ca.

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Completing her Bachelor of Education, with an emphasis on Mathematics, Noura contributed to the program inventory, as well as the administration and analysis of program staff interviews, alumni survey and preliminary quantitative analysis.

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Background and Rationale

Strong, healthy communities require effective leadership (Putnam, 1995; Rossing, 1999; McKnight and Block, 2012). Leadership that is inclusive, ecologically responsible and oriented toward bettering social outcomes for citizens and for future generations. But how well are we nurturing such leadership in Canada?

Many recent studies have noted that there is an impending social change leadership challenge; i.e. with respect to organizations, initiatives and movements working either internationally or domestically on community development, social innovation, sustainability or otherwise working to strengthen social or environmental systems (Senge, Hamilton and Kania, 2015). Responding to this, leadership development programs have been rapidly sprouting up across Canada – and beyond - focused on mobilizing community, developing and influencing commerce or public policy, or effecting behaviour or culture change (Leadership Learning Community, 2015; Henein & Morrisette, 2007; Stauch & Cornelisse, 2016). While "leadership development" has an extensive history with regards to business or government, the last decade has witnessed a massive increase in the number of programs focused on strengthening civil society and the social economy. These organizations and initiatives are experimenting with new ways of teaching and applying leadership while attempting to address complex local, national or global challenges.

Virtually all learners, no matter what stage in life, look for opportunities that help them develop autonomy, mastery, and purpose - Daniel Pink's "motivation trifecta" (Pink, 2011). Many learners are also challenged to be leaders, many reluctantly, others willingly. Some are elected, others appointed, or serving as executives of non-profit organizations. More commonly, leadership is manifest informally and spontaneously within a community, movement or system.

In order to be effective in seeding and catalyzing positive social change, leaders are challenged to have an ever-expanding toolkit of abilities and sensibilities: They must be analytical, collaborative, systems-focused, and globally-minded.They must cultivate "creative confidence", emotional intelligence and an entrepreneurial mindset. Naturally, they must be effective communicators, but they must also be grounded in an understanding of how to facilitate and mobilize diverse groups of people.

This research is of interest to alumni, funders, evaluators, designers and managers of leadership development programs. Such programs have been shown to positively impact civic engagement, community well-being, crime rates, school success and more effective government institutions (Putnam, 1995; Rossing, 1999; Azzam, & Riggio, 2003; Scheffert, 2007). These programs are poised to play an important role in the social and economic future of Canada. It is important, therefore, to provide a framework for understanding the processes and implementation of these programs.

Introduction

This report describes the results of a Canada-wide research project on leadership learning for social change. It is based on nearly thirty interviews, over ninety program alumni surveys, an inventory of Canadian programs and a literature review. This report provides a framework for discussion about how to strengthen community leadership development in Canada.

We start with some simple, but vexing, questions: What is leadership, and why does it matter to communities, societies and nations? How can leadership be developed in the service of community and the common good? What approaches are being taken to build this kind of leadership, which some alternatively describe as "changemaking"? Which of these leadership development approaches show results, or at least promise, and under what circumstances?

The global community, Canada included, is facing a variety of complex challenges in the twenty-first century. How do we stem rising inequality and chronic homelessness, or prevent catastrophic climate change? How do we create a food system that is sustainable, healthy and equitable? How do we reconcile our respective identities as signatories of Treaties with the original peoples of Canada, and our relationship and responsibilities to each other described therein? How do we ensure that cities, social services and public policies respond to an aging population with dignity and foresight? Addressing

such challenges requires radically creative, diverse, connected, and courageous leadership, ideas and initiatives.

From the local scale to the international milieu, there is a need for community leadership learning – an umbrella concept meant to encompass the development of the person as leader, paired with an embrace of community development, social innovation, sustainability or other mindsets and approaches focused on strengthening social or environmental systems. Community leaders working to affect transformative social change – whether they be activists, NGO leaders, philanthropists, public officials, corporate community investors or social entrepreneurs - are challenged to hone an array of complex, and even occasionally contradictory skillsets: Doggedly enterprising, yet deeply collaborative. Globally-minded, yet locally-engaged. Emotionally intelligent, yet clinically analytical.

To address these multiple, and complex, skill-building challenges, a wide variety of leadership programs have been developed in Canada focused on community-building, nation-building or some other manifestation of social change. Each of these programs utilizes a distinct set of learning approaches, or "pedagogies", core assumptions, and theories of change. These are programs that focus on the fostering of individual leadership skill sets within a context of civic engagement, community development, public policy, social responsibility and/or sustainability.

This report analyzes the range and focus of such leadership programs, operating principally in Canada, involving cohorts of adults or young adults. Some programs are focused on a local geography, others on a region, at a national scale or even internationally. It looks at initiatives based at universities, those that are partnered with universities, stand-alone NGO-led programs, and programs that no longer are running, but nonetheless may offer insight. In addition to an inventory of leadership programs in Canada, a typology of leadership approaches is offered, identifying key theories of change, pedagogies, contexts, strengths and vulnerabilities.

It is the authors' contention that there is no one best path to developing leadership skills in the service of community or the common good. At minimum, far more research would be needed to be declarative

about the superiority of particular approaches. Rather, there are a range of methods appropriate to particular contexts, each approach having particular strengths and vulnerabilities.

It is hoped that this research will help interested citizens, "change-makers", NGOs, universities, and other educational-purposed institutions understand the "landscape" of community-based leadership development. It is also hoped that it will expand and deepen mutual awareness among Canadian programs. The report also provides information that may be useful in the effective design of new programs or in the revision of existing programs. It will provide some context for funders also, as they consider how to invest in or evaluate leadership initiatives.

Methodology

The methodology used for this study aims to illuminate the "landscape" of leadership learning initiatives in Canada. This includes the following elements:

> 1. Exploring and describing a range of conceptual frameworks;
>
> 2. Developing an inventory of programs and outlining a range of archetypal programmatic approaches.

As such, we developed a mixed method approach to this research, relying upon a combination of primary qualitative data from two sets of interviews, including qualitative and quantitative data from an alumni survey, as well as secondary data from an extensive literature review.

This report was assembled from the following sources of information:

1. A ***literature review***, examining texts from a variety of disciplines, including business leadership, adult popular education, community development and sociology.

2. A scan of the field, taking an ***inventory*** of current programs, as well as a selection of past programs, including those that are university-led, NGO-led or hybrid models involving post-secondary and community partners working in collaboration. The scan includes programs with a local, regional, national or international focus. The criteria for inclusion in the scan, and by extension the inventory in this report (included as Appendix D), are the following:

a. Either competitive or open recruitment programs open to, and focused on, individuals, but that are conducted in the context of a collective experience. Most commonly, these take the form of fellowship programs, learning institutes, or certificate or diploma programs. Programs may be university-led, university-partnered, community-led, or community-partnered.

b. There is a primary or prominent focus on "leadership" development – i.e. skills, confidence, sensibilities, etc. – in the program focus. This analysis does not include internship and work experience programs, whether domestically or abroad, that do not also have an explicit leadership skills development component.

c. The thematic focus is community or civic purposed. As such, leadership programs that focus on either a commercial context or primarily intra-organizational context are not included (for example, executive business leadership programs or those available only to public sector employees). Similarly, programs that focus on individual empowerment with little or no reference to the community or civic realm are not included.

d. The program participants are exclusively or primarily adults (18 and over). As such, this analysis excludes a number of youth leadership programs (depending on how "youth" is defined within a given program).

3. In-depth ***key informant interviews*** with 12 practitioners broadly familiar with the leadership learning landscape in Canada. These practitioners have designed, coordinated, evaluated or advised on the development of multiple community-change leadership programs.

4. Detailed ***program staff interviews*** conducted with 17 leaders, facilitators or program staff collected from a sample of the programs included in the program inventory.

5. A ***survey of alumni*** from leadership learning programs included in the program inventory. The survey questionnaire is included as Appendix C.

Leadership Learning for Community or Social Change

The social, political, and economic landscape of Canada is in the midst of tremendous change. Increasingly, NGO's, philanthropic foundations, movements, and government actors are turning to leadership development as a vital component of their social change toolkit. The notion of 'leadership' – broadly conceived - has been recognized in almost every domain of human learning, from the domains of commercial activity to public policy and community life. The more particular domain of developing leaders for community or social change – what we refer to as community leadership learning - is a realm that has seen substantial growth and innovation over the last decade.

Transformational, systems-focused, community-connected

Emergent community leadership development programs across Canada share three common traits:

1.They bring a ***transformational*** perspective to leadership and leadership training.

Transformational leadership aims to shift culture, mindsets and illuminate new possibilities. This is distinct from a transactional notion of leadership,

which is typically concerned with the realm of leaders in organizations supervising or managing employees.

2. They are focused, to varying degrees, on *systems change*.

Systems leadership is a term we use to describe forms of leadership and leadership development that work within a context of community or social change (Senge, Hamilton and Kania, 2015), and provides an umbrella term that includes theories and archetypes of leadership voluntary sector and service leadership, social entrepreneurship, social innovation leadership, public policy influence and social activism, community development leadership, global citizenship, and Indigenous leadership. These notions of leadership are popularly understood in a way that emphasises relationships, connections and interactions rather than specific leadership behaviours. Leadership from this perspective is an emergent property that results from certain types of relationships among community actors (Pigg, 1999). Generally speaking, it is outwardly – not inwardly – focused leadership development.

3. They must be *connected to community*.

One of the goals of leadership development programs is to instil a feeling a responsibility in participants for their community or issue area, and to develop relationships with key people in the domain in order to effect change. The influence of leadership in this context is not coercive or rooted in persuasion. Rather, it is inclusive and multidirectional: All participants are active in the activities of putting processes into action toward common-good objectives (Pigg, 1999). Relationships in this context are often characterized by a precedent of reciprocity and mutuality, where the implementation of leadership is diffused in a democratic or collaborative process. Community leaders must build relationships, taking into consideration the context and structure of the community they are working with (Western, 2013). A sound understanding of the architecture of human systems is required in order to have the capacity for diagnostics, design or innovation, as well as to have control of outcomes beyond the process of trial and error. Because community leaders exercise their actions within a context of social institutions or communities, it is important that leadership development programs be based in what we know about communities and not necessarily formal organizations (Pigg, 1999).

What does "leadership" mean in a community building or social change context?

There are few areas of practical importance that have produced the same range of divergent, overlapping, and inconsistent theoretical and educational models as the study of leadership has provoked. Thinking about leadership as a phenomenon is innately a subjective undertaking. Theories about leadership are as numerous as the people who study it (Verlage, Rowold, & Schilling, 2012). Tensions between disciplines contributing to leadership studies are rife with theoretical and methodological controversies, so it is important to be explicit about defining terms when discussing leadership (Fredricks, 1999). In the context of community building or social change, what we mean when we say leadership is *systems leadership*, which draws primarily from the transformative, commons-based and servant leadership descriptive theories. Systems leadership can be described as a process of collective empowerment, connective leadership, and leading change through dialogue, overlaid on a platform of moral humanism (Greenleaf, 1977; Kirk & Shutte, 2004). The systems leadership ethic has its roots in the concept of servant leadership, first articulated nearly four decades ago, and characterized by empathy, awareness, conceptualization, foresight, stewardship, community building and commitment, which together can be generally conceived of as leading for the common-good (Senge, Hamilton and Kania, 2015; Greenleaf, 1977).

Across data collection methods, we asked our research participants a common question: *'What does leadership mean to you, in a community-building or social change context?"*

Responses to this question have been sorted into four categories: Cause First, Community First, Context First, and Leaders in Context. *Cause First* responses rely on an understanding of the issue for which community-based leadership is required. *Context First* relies on an understanding of the systems, histories, and processes (or, rules and relationships) which have led to the emergence of particular problems in the first place. *Community First* responses prioritize

the 'community' (broadly defined) as the starting point from which the pursuit of social change or the leadership required to address social and environmental problems stems, as well as holding a degree of relationality at its core. The final category, *Leaders in Context*, refers to the insights of our research participants about the qualities and contexts of thoughtful, successful, and/or necessary leaders 'in a community-building or social change context.' Given the framing of this question across participant groups, we recorded the most responses in this category across data collection methods.

Cause First

Cause First responses report a need to build leadership capacity in order to address particular problems and challenges. These responses highlight the need to develop knowledge not just about the cause itself (the visible problems), but also, to some extent, the causes of the cause - the issues and dynamics which contribute to the visible problem. Cause first leadership invites participants to develop their understanding of certain complex challenges and then participate in addressing and seeking solutions to solve them.

Participant responses in this category included the ability to identify problems and opportunities, taking initiative to gather others to work towards a collective understanding of the challenge and implementing actions required to address it. Understanding complexity and re-visiting the state of the system surrounding the challenge- with the parallel ability to mobilize resources to address social issues- was another key theme. Another participant asserted that, "[leadership means that I have the confidence to speak about issues... in a group and in the public realm [despite] a ... group-think attitude that is promoted by most bureaucracies. I see this as encouraging people to then seek out more information to hopefully expand their opinion and make decisions based on that rather than being told how and what to think." Empowering others to engage and act was an additional theme in this stream of response. In order for innovative solutions to be produced, authentic inclusiveness and diversity are key to promoting new ways of thinking. In order to mobilize groups of people towards cause first implementations of leadership, recognizing multiple truths, the complexity of the world and capitalizing on the shared wisdom of others is crucial (Holmgren,

2013). Mobilizing support and developing a shared willingness to act in response to social challenges characterizes a cause first response.

Context First

Systems leadership was raised numerous times in this category of response. Leadership in a context first understanding requires a systems perspective and attention to policy issues, alongside concern for the symptoms of a social challenge. Participants spoke of 'causal architectures' and 'ecologies of influence' in addressing systems issues. A leader in this environment was said to possess the ability to engage others and build the capacity of others to move towards solutions. One participant suggested "Leadership cannot be understood without understanding the history of development which led to the particular social issue in question, or current capacities and allegiances of the community/ties embedded in the solution." Context first leadership also implied for many participants the ability to adapt to challenges at multiple scales, and prepare for the inherent complexity in solving complex problems. A leader with a context first focus thinks within multiple levels or contexts simultaneously (Wilber, 2001); individual, interpersonal, community, and global. At the individual level, reflecting internally on leadership practice with regards to strengths, weaknesses, passions or motivations is important. Interpersonally, leadership is exercised as a process of seeking out the personal motives of others for collaborating or creating unlikely allies by weaving together networks (Archer & Cameron, 2009). In the larger context of community, leadership also requires an understanding of where – either geographically or demographically – leadership is operated, while understanding the community and its needs. A global perspective is required to give context to the factors that are likely to affect or impede success in a particular area, this includes factors such as the policies or systems in place that affect the efficacy of leadership in action.

Community First

Community First responses prioritize the interests of a group, whether through an altruistic commitment to create opportunities for others or a direct investment in the resources needed to advance communities in some capacity. For many, a community first lens on

leadership requires making space at decision-making tables for those directly impacted by the situation needing to be resolved and the empowerment of those experiencing the challenge to directly participate in, or lead, the solution. Community first responses shifted the 'holding of space' to the 'creation of space' for others to lead, participate, or engage. 'Community' was often referred to as communities of people, implying a common demographic bond between members. It was also characterized as communities based on physical space and location: a place-based community with shared environmental, social, political and cultural needs. For some, the goal of "improving the quality of life for all who live in the community" was critical, requiring the ability to work collaboratively across differences in pursuit of a common goal or to meet a common need.

Community leaders exercise their actions within the context of communities or social institutions. Therefore, the development of leaders must be based around what is known about community and social dynamics, which is different from frameworks specific to non-profit organizations (Pigg, 1999). A focus on a *community first* implementation of leadership is primarily democratic and collaborative within a process of community-defined and community-driven change, shaped out of regional or demographic connections (Leadership Learning Community, 2015).

Leaders in Context

While the first three response categories suggested a focus external to the individual, Leaders in context feedback placed the individual at the centre of the response. It is worth noting that many participants provided feedback that aligns with more than one category of analysis; therefore, while cause, context, or community first responses addressed the 'in pursuit of social change' component of the question, the characteristics of the individual as a leader were also important. One participant said, "Leadership to me specifically means living by the seven grandfather teachings: love, humility, respect, honestly, truth, wisdom, and bravery."

Some of the key attributes of an individual leader in the context of social, environmental or cultural change were:

- The ability to collect and synthesize information about the problem, the

stakeholders, the opportunities, and the context in order to chart a course forward
- Self-awareness, in terms of acknowledging privilege and identifying one's individual position and interest in both the problem and the pursuit of a solution
- Convening and facilitation skills
- Strong, creative communication skills that help allies maintain a shared vision and direction
- Cultural and social sensitivity
- Placing a high value on the contributions and perspectives of others
- A willingness to leverage personal strengths and assets in service to a goal that may not always align with the self-interest of the leader
- Openness to having values and perspectives challenged
- Strategic foresight and the ability to manage potential and future risk productively
- Flexibility to encourage a change of course or strategy based on emerging challenges and opportunities
- Charisma; the ability to inspire, empower and energize others[1]
- A strong personal improvement ethic and the desire to learn from others
- A strengths-based, asset-focused mindset
- The willingness to be publically identified as a champion of a cause, community, movement, and/or campaign
- Embodying and sharing an ethic of self-care, acknowledging the personal impacts of change-oriented work and encouraging others to 'take care of themselves' to prevent individuals and communities from burning out
- Authenticity and integrity

The **cause first, context first,** and **community first** streams of responses identified in this survey underlie decisions where action and results can be generated within a vast selection of potential arenas. By giving a primary focus on change-making avenues, leadership development programs provide themselves with a useful frame of reference in selecting strategies or priorities. Intrinsically tied to the theory of change, it integrates and aligns the actions of a group, while also providing a means for engendering long term commitment of participants; contextualizing efforts

1 One respondent characterized this attribute as the ability to "make people feel capable, necessary, and worthy" while another called this "contagious passion."

produced by the group and raising participants above self-interest toward common goals (Stachowiak, 2013).

Program Inventory

A total of 85 programs were reviewed for this report, having involved at least 2,000 participants. The vast majority are housed within one of three types of non-profit organizations, typically also having charitable status: University-based, NGO-led, foundation-led, or are set up as a partnership between two or more of these types of organizations. Programs also have vastly different funding formulas – some are fully publicly funded, others are mainly participant-funded, and a large number are reliant on philanthropic, corporate or union grants and donations. The programs in this inventory utilize different core assumptions, ethical frameworks, theories of change, and learning approaches, and focus on a range of themes, with varying geographic scales. Some are historic, and no longer in operation, while most remain in operation. Some are very new, with little data, but are included by virtue of their fit with the established criteria.

Appendix D lists the programs in the inventory, as well as additional programs added since the data collection for this study was completed. This inventory is not a comprehensive list, but rather an extensive sampling intended to capture a range of approaches to community leadership development. The full program inventory is available for in-depth exploration as an interactive database at ***www.generationleadership.ca.*** We gathered data on each program according to scale and scope, program design and delivery, cohort composition and ancillary criteria.[2] Some of the aspects analyzed for each program included in the program inventory were:

Ancillary criteria

Organizational backbone: Who manages and delivers the program? Very few programs run by for-profit entities are included. We primarily assessed programs

run by charitable non-profit organizations, either independently or in conjunction with government, academic institutions, foundations and/or change-focused for profit entities.

Primary funding source(s): Who funds leadership programs, and why?

Longevity: As a measure of the lifetime of a given program, longevity seeks to categorize programs in the inventory according to the age and number of times the program has been delivered. Can we assess impact differently for longer running programs compared to new programs? What has shifted over time within specific programs, and why?

Champions: Are there any public figures who serve as allies, or high profile alumni championing a specific program in a deliberate way?

Scale and scope criteria

Geographic focus: While we included some internationally-based or oriented programs in the literature review and program inventory, given the focus on the Canadian context this inclusion is primarily informative as opposed to analytic. Geographic focus related to categorizing programs in the inventory is conducted according to local/community, provincial/regional, or national.

Thematic focus: Thematic in this context primarily refers to the issue or challenge being addressed in the program. For example: environmental-focused programs, immigration, refugees and settlement, women's issues, Indigenous issues, policy issues, etc.

Program design and delivery criteria

Pedagogical approach: Is there an explicit approach to teaching leadership that informs the work of a given program?

Theories of change: Is there a specific theory of change (i.e. if we increase the capacity of individuals to do/understand x, then we will see y and therefore z will occur) and to what degree is the theory of change informed by evidence and research?

Evaluation: How is the program evaluated? What kinds of evaluation techniques and approaches are

2 Note: While every effort was made to ensure all available information on each program in the inventory was captured, additional, direct outreach to each program is required to ensure each program entry is complete. Within the scope of this project, the content available in the database is primarily publicly available data, as well as data collected from program staff interviews.

used, and to what end? Are programs self-assessing and adapting over time? Evaluating the long-term impacts of the program on alumni? Collecting data for reporting- and to whom?

Cohort criteria

Numbers of participants and alumni: Number of participants per cohort; is there a way to determine a 'golden rule' for cohort size? How many participants in a cohort is enough? How many are too many, or ideal? How many alumni are there per program?

Participant time commitment and deliverables: This metric aims to assess whether there is a connection between length of program and time commitment over the program cycle to learning outcomes. Deliverables could be assignments, participation at specific events or gatherings, commitment to mentorship, reading of materials, etc.

Alumni relations: (How) Do programs maintain contact with alumni over time? To what end? Is there an expectation for alumni to remain engaged with the program network, or present participants?

The Literature

Two key bodies of literature have informed our assessment of programs: Theory of Change models and Cohort Composition.

Theory of change

Many program providers come with a set of assumptions about how change will happen. These assumptions shape their understanding about the steps that need to be taken, and the conditions necessary for accomplishing their goals. Although it is often not explicitly stated as such, this can be described as a theory of change, and can be used to articulate strategies, facilitate better planning, and help with evaluation (Funnell & Rogers, 2011; Stachowiak, 2013). The notion of the theory of change has been explored in depth by authors from a variety of disciplines. Some notable authors and ideas are explored here in the context of leadership learning for social change.[3]

3 These theories of change are outlined in Stauch, J. & Cornelisse, D. (2016). Canada Next: Learning for Youth Leadership and Innovation. Calgary, AB: Institute for Community Prosperity, Mount Royal University and MaRS,

The Grassroots or Community Organizing Theory of Change
Systemic change occurs through mutual action by community members who are directly impacted by those systems. According to this theory of change, power exists solely at the cooperation or obedience of people, and can be shifted through collaborative action (Alinsky, 1971). In the context of a leadership development program, this means facilitating collective effort through training and capacity building, creating awareness of issues,

networking impacted community members, and advocating through media channels toward a particular issue or cause.

Diffusion Theory or the Diffusion of Innovations Theory of Change
Change occurs when a change agent models or communicates an innovation that is adopted by a community. This can be anything from a technological or policy innovation. The extent to which the innovation is adopted is dependent on the innovation's alignment with community needs, values, or wants (Rogers, 2010; Stachowiak, 2013). For leadership development programs, this means designing curriculums based around interest areas regarding technological, political, or other change processes that produce lasting impacts on communities, while creating generative networks, applied experiences, and technical heuristics.

The Self Categorization Theory or Group Formation Theory of Change
The assumption that cohesion among a social group, or categorical membership, is a prerequisite for change. Change can be achieved only after individuals identify with groups and the group acts in ways that are consistent with that categorical membership (Rogers, 2010; Stachowiak, 2013). A leadership development program emphasizes group formation, cohesion, and the group as the building block of coalitions (for example, the post-Apartheid strategies of Nelson Mandela's leadership in Acemoglu and Mathews, 2015).

Coalition Theory or Advocacy Coalition Framework
Modern societies are so complex that leadership is best enacted via policy subsystems - characterized by functional/substantive dimensions (for example, by a social issue) and/or territorial dimensions – in

order to translate beliefs into concrete policy change (Zafonte & Sabatier, 1998; Sabatier & Weible, 2014). Leadership development programs with this theory of change leverage specialists such as researchers, media specialists and policy advocates, and equip participants with the knowledge and skillsets required to collaborate toward change.

Other Models
Several other defining theories of change have been developed, especially in the realm of policy change and culture shift, that provide useful insights into the underlying assumptions of many of our shared institutions, cultures, and privileges; *Power Politics or Power Elites Theory* (People in positions of authority or power have a disproportionate amount of control over decision making, and citizens are relatively powerless; Domhoff & Dye, 1987; Mills, 1999), *Media Influence or Agenda-Setting Theory* (Media outlets have considerable influence in setting the priorities of public stakeholders; McCombs et al., 1997), *Messaging and Frameworks or Prospect Theory* (Decisions are made through a loss/gain calculation that assigns value to particular outcomes; Kahneman & Tversky, 1987), and more.

Cohort Composition
The Cohort Composition approach focuses on recruitment from particular sectors. This can be an important strategy to reach desired outcome(s) of a program. It can streamline networks and reduce many of the technical barriers that impede formal evaluations. A focus on specific kinds of participants can allow for comparison between groups of people of similar backgrounds and education to participants in a program. Tools such as *Social Network Analysis* and *Collective Impact* produce more meaningful results when comparison groups can be drawn. Additionally, focused recruitment can leverage resources and skillsets already developed by a chosen population and amplify their efforts.

Although not explicitly referenced, many leadership development programs use strategies such as the *Community Change, Organizational Change, Systems,* and *Results* approaches to recruitment.

Community Change Approach – Identifying and recruiting community sectors that should be represented to foster solutions to local or regional community issues.

Organizational Change Approach – Recruiting from a single organization to make required institutional level changes.

Systems Approach – Focusing on actors within systems to participate.

Results Approach – Recruitment of those who are passionate or experienced in an issue area.

Key Informant Interviews

Between March and June 2015, the research team conducted 12 interviews with mid- to late-career leadership learning professionals.[4] The goal of the key informant interviews was to understand at a systems level the scope of Canada's community leadership learning milieu. We also tested some of the foundational concepts of leadership for social change, by requesting feedback on 'leadership,' 'change-maker' and the skills required for each.

Changemaking, or Leadership?

One of the dilemmas we encountered early in our literature review was a disagreement on whether leadership for social change is still 'leadership,' or whether it is something else. That 'something else' appeared to be 'change making' and its affiliate noun, 'change-maker.' This tension continued to play out in this set of interviews; for some, leaders and leadership adequately captured the essence of programs designed to increase the ability of individuals working with others to solve complex problems.
The focus for proponents of leadership was on the role of the individual in pursuit of impacts for and alongside the collective, while others rejected the traditional, business leadership implications of the concept.
One interviewee commented that "we are hungry for leadership but we often just end up with better management." Those in the first camp of leadership were often uncomfortable with the changemaker concept as "personalizing and individualizing common needs in a dangerous way," or positioning the interest of the individual-as-changemaker above the collective. For some the challenge was one of design, with leadership requiring an emergent, adaptive approach, while a changemaker definition implied that "[the

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4 The key informant questionnaire is included as Appendix A.

changemaker] already knows the direction they need to go in." One interviewee commented that the language of changemaking seemed to focus firmly on results, while the goal in this environment needs to be on progress that cannot necessarily be captured based on a results orientation. Another commented, "What are we changing? From what, and to what? It implies that change for change's sake is sufficient, appropriate or desirable."

Those suggesting changemaking was a more accurate or useful definition for who and what we are trying to describe in this project built on a set of key attributes: vision, skill, and responsiveness. For proponents, there is a quality of altruism and collective interest that is not always captured by the language of leadership. One interviewee commented that, "it's not always those with a charismatic leader who can make things happen, sometimes it's those who are consistent and persistent." *Vision* captures attributes such as the ability to assess what needs to be done, and what could be; *skill* refers to hard and soft skills (described below), while *responsiveness* speaks both to the ability to adapt as conditions change, incorporate and validate the perspectives, strengths and assets of others, identify emerging opportunities and challenges.

Regardless of the language of choice, key informants consistently spoke of similar skills and attributes required to achieve social change, including:

- Being charismatic, inspiring and inviting.
- Demonstrating tact, authenticity and integrity.
- Seeking deeper understanding of the issue. and the system surrounding the issue.
- The ability to grow, manage and leverage a network.
- Sharing and developing a clear sense of purpose.
- Connecting, convening and validating others.

We chose to use the language of leadership in this analysis for two reasons: the fact that most programs use the concept of 'leadership' in Canada, and the desire to reduce alienation of individual programs from our study. While some programs prefer to use the language of 'changemaking,' this term is relatively young and many such programs do still utilize the leadership discourse in their public communications.

What do the best leadership programs do really well?

What are, to quote one interviewee, "the pieces of magic" in running effective leadership learning programs? Some of the key insights included programs that develop networks of peers, where individual program participants start to develop strong bonds with others working on complex challenges and begin identifying as a member of that group of actors. Another component was developing leaders who traditionally would not fit the mold- for example, people from marginalized groups or with marginalized social identities. Strong programs also tend to teach 'practices' and 'aptitudes' alongside or in addition to particular kinds of skills. Some examples of this distinction include developing a passion for lifelong learning, instead of specific types of knowledge alone. Another example is not teaching participants how to manage conflict, but managing conflict as a portfolio of strengths related to balancing tension and progressing in the face of contradiction and paradox.

Some of the critical success factors- such as developing practices and aptitudes- rely on active processes of repetition, rehearsal, and commitment as opposed to a passive engagement with content. One interviewee mused whether if these aptitudes for transformational leadership (including creativity and empathy), much like physical literacy, are best developed as a young child, "are we too late teaching this as adult leadership?"

Effective Approaches

We asked key informants to comment on what they considered the 'most effective' approaches to teaching the skills and acumen related to leadership for social change. The mechanics of these approaches varied significantly, but can be categorized as follows:

- *Connection to place:* Many key informants highlighted the value of place-based learning, including outdoor learning and access to the natural environment.

- *Connection to community:* Given the collective goals of this type of leadership, effective programs emphasize the connection between

the collective (widely defined) and the individual.

- *Connection to context:* Opportunities that enable leaders to explore the systems and root causes influencing the issues they care deeply about.

- *Connection to others: T*his can mean other individuals, leaders (including those working in a different context), and mentors. This is most effectively developed over time, both within and beyond formal program engagement. One interviewee said, "If you are talking about change, that needs to happen as a result of a collective of leaders. The role of the individual leader is important, yes, but not in isolation from other leaders."

- *Connection to experience:* Several key informants spoke of the value of experiential, hands-on learning. 'Classroom' learning is a key element for the sharing of information and processes, but the opportunity to test, practice, and eventually master new learning is a critical success factor.

Program Staff Interviews

With the goal of gathering more in-depth perspectives on specific leadership learning programs, in the summer of 2015 we collected program-specific data through program staff interviews. All Canada-based leadership learning programs in the inventory were contacted with an invitation to participate in a program-level interview. Approximately 20 programs expressed an interest in participating, and 17 interviews were completed.[5]

Interview Insights

This section compiles some of the key insights and findings based on the themes: Program Rationale and Goals; Thematic Focus; Recruitment and audience; Commonalities amongst leadership programs; Key differentiating factors between programs; Key challenges; Collaboration and information sharing; Outstanding achievements; and Evaluation.

Program Rationale and Goals
Each program staff member we spoke to saw their program as filling a unique gap in the leadership

5 Appendix B lists the questions used to guide program staff interviews.

learning landscape. For the majority of interviewees, the rationale or identified gap was highly connected to the goals of the leadership learning program. Some of these gaps included:

- An explicit connection between leadership. and social and environmental justice.
- Youth engagement in innovation, economic growth, and development.
- Enhancing the ability of immigrants to participate fully in public life.
- Making it easier and more effective for people in cities to work better together.
- Building the capacity of individuals, organizations and systems in Canada's North.

Many programs articulated an overarching goal of improving the capacity of individuals to operate as leaders in their communities, interest areas, and the systems surrounding stuck problems. Some of the specific program goals included:

- Developing a national network of leaders who see the connections between, importance, and value of social change work across the country;
- Building the foundations for a transformational social shift;
- Identifying and supporting young emerging leaders who are passionate about social justice, sustainability and other issues;
- Seeing participants leave the program with clarity of purpose and enhanced capacity;
- Strengthening connections between change agents and other stakeholders;
- Enabling communities to being effective in finding solutions to their own problems and issues, and;
- Building specific skill sets, such as policy or issue advocacy, identity formation and emotional intelligence, communication, networking, and community organizing.

Thematic focus

While some programs do not work with a direct issue focus, those that do identified the following as core thematic issues for their program. For leadership programs developed or delivered within the scope of non-profit organizations, these thematic issues were usually aligned with the larger mission and mandate of

the non-profit organization:

- Climate crisis.
- Economic context: being in a period of immense wealth with gross inequality.
- Training leaders from immigrant communities to engage in civic life and decision making
- Canada's North.
- Aboriginal peoples and indigenous leadership.
- Increasing political engagement.

These self-identified recruitment methods do align with the primary findings of the alumni survey (see section 'Alumni Survey Results').

Related to the question, "Who benefits the most from your program?" answers varied widely. Summarized, certain project- or initiative-based programs find that having a clear direction of the project entering the program enables them to achieve the greatest success through the program. Others responded that entering the learning environment with an openness and willingness to learn new things - whether that be deepening understanding of a specific issue or challenge, or how a particular change strategy works in practice - enabled the most significant growth of program participants. One interviewee suggested that recruiting for maximum benefit was important; for this program, ensuring the participants are at the right stage of professional development with a sense of purpose was their priority. Depending on the program, a clear vision or a curiosity and desire to learn indicated the greatest potential for benefit from the program.

Commonalities between programs

The majority of respondents were able to identify commonalities between their leadership program and others, including:

- Shared challenges, such as funding and evaluation.
- Shared demographics (based on age, location, sector, issue area, et cetera).
- Core values: "The belief that change happens, because leaders play a role. That leaders take a position, that they are an important piece of making social change. That investing in leadership development and capacity is an important way for target population to see a

difference in their mind."
- A shared focus on social, community and/or environmental change.
- Shared intent: developing individual leaders to work for impact with others.
- A shared focus on experiential learning.

Differentiating factors

Some of the key differentiators these programs saw were often connected to the rationale for why the program was developed. For some, the sector agnostic recruitment approach spoke to a different value, that "change can happen wherever people already are." Another program articulated a focus on recruiting for diversity as a key differentiator for their program.

For others, their curriculum (such as a focus on systems thinking and design, or on a specific thematic issue, or attention to emotional intelligence) set them apart from other programs.

Still others noted that their geographic scope or location was unique. For those operating where other programs existed, they suggested that there were limited options in that location with the same approach or thematic foci.

Key challenges

Responses to questions of important challenges faced by the leadership learning programs we interviewed can be categorized as *resources*, *recruitment*, *relevance*, *retention*, and *results*.
Resources: Many interviewees spoke about maintaining or securing funding to run their programs as a key challenge. For others, the reliance on volunteers made their programs insecure. Another resource constraint related to the ability to support alumni on an ongoing basis, following completion of the formal program.

Recruitment: Several programs mentioned that their programs are oversubscribed. Their resource constraints prevented them from enabling all applicants to take part in a given cohort. On the other side of the recruitment spectrum, some programs voiced the challenge of dealing with a self-exclusion bias, where potentially strong candidates struggled to 'see themselves' in the goals of the program and

therefore did not apply.

Relevance: One interviewee explained this challenge as, "What are the most important skills that we need to be teaching? What do we need to be training people into?" while another spoke of the need to be "staying ahead of peoples' needs" in terms of learning and experiences. For one program, the challenge was maintaining the orientation of the program towards their larger mandate as an organization. Still others spoke of a line between leadership development and personal development, and how to mitigate the overlap.

Retention: For several programs, the time commitment required for participants to complete the program was a barrier, speaking to a trade-off between manageable and effective. Another retention issue related to keeping track of alumni- particularly for longer running programs with large alumni networks.

Results: Being able to evaluate impact as opposed to outcomes of the program was a common challenge shared by many of the programs we interviewed. "How do we know that they are taking what they learned and making changes in the real world?" Another suggested that if we are hoping to evaluate results based on Wicked Problems, the results management question becomes even more of a challenge.

Collaboration and information sharing

Interviewees answered the collaboration question in a variety of ways; each interviewee said that they collaborated with others, but who those 'others' were varied by program. Some programs organize joint events with other leadership programs, or share space with organizations and other programs. Others share their learnings and processes when asked to do so, while another group make publically available their materials related to approach and model. For programs operating with and/or at Universities, some characterized that arrangement as a collaboration. A few respondents suggested that capitalizing on invitations to support organizational and strategic development processes with non-profits was one way they collaborated.
Several mentioned that everyone working in leadership development for social change could benefit from sharing learnings, resources, materials, and approaches more freely and openly. There was a

strong indication for support of a learning community for leadership learning programs themselves in Canada.

Outstanding achievements

Generally, responses related to outstanding achievements can be categorized as *program achievements* and *alumni achievements*.

Program achievements included the replication and adaptation of models, approaches, and tools by other programs across the country. Buy-in and support from political figures was seen as another notable accomplishment, as was the development of robust, pan-Canadian networks of "people working on important things across the country." For some, the legacy of their alumni networks and the act of bringing people together who may not otherwise have met was an important impact.

Alumni achievements included the election of alumni to public office, the development and implementation of inventive, useful programs, alumni altering their careers or developing new ventures, and being able to demonstrate alumni influence on public policy issues.

One interviewee commented that while some successes were easy to list, "...the stories that are more difficult to tell are some of the deeper transformative change that people go through when they come into our program. Where they don't necessarily have a flashy outcome to show but they have a deep sense that they changed and learned and have a deeper impact on the course of their lifetime. It's hard to know what they would have done without our program and who they would have been. Their impact is yet to be seen in some ways."

Evaluation

Almost universally, the question "How do you know?" related to program outcomes and impacts was difficult to answer for interviewees, while outputs and program implementation and developmental evaluation processes were strong. Program staff suggested that the qualitative nature of leadership learning for social change makes impact evaluation an ongoing challenge.[6]

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6 See Endnote for an introduction to leadership learning evaluation

In the short- to medium-term, evaluating outcomes was generally conducted through exit interviews, cohort evaluations of program delivery, and alumni tracking to build evidence of program influence on career and personal life development over time. Some used baseline surveys at program entry and exit to compare to additional surveys collected, typically several months or more after program completion. Others used metrics including engagement with alumni portals and the number of new initiatives, organizations or companies developed by alumni, while very few utilized external evaluators. Methodologies such as developmental evaluation and 'value for money' assessments were also mentioned. To address the impact assessment issue, some programs with large alumni networks- particularly those in operation for 5-15 years- were developing impact evaluation frameworks to assess the longer term impacts of their program on the participants.

Conclusion: Program Staff Interviews

While leadership learning programs in the scope of this project are diverse and varied, there are shared challenges and shared goals that we suggest could be used to foster the development of a robust landscape of leadership learning programs. Many interviewees reported a desire for opportunities to learn more deeply from each other, although maintaining the unique identity of each program did surface as a key insight in the program staff interviews. This tension between individuality as a program and collaboration in service to transforming social, environmental and political challenges is an important element to be addressed thoughtfully.

Alumni Survey

Survey Design

We conducted an online survey of a self-selected sample of alumni from included programs, probing the efficacy and gaining insight into the participants' experiences and perspectives on leadership. Analyzed in aggregate, we sought to collect data probing whether and how the leadership program(s) they completed:

- Influenced their career path;
- Influenced the ways the alumni engage with their community or issues- based initiatives;

- Caused a shift in the worldview or perspective of the alumni;
- Imparted specific skills, tools and/or knowledge that have been useful and enduring.

The online survey[7] was developed with three connecting components: leadership program participation, volunteer and civic engagement, and demographic data. The first section invited survey respondents to share their insights around the specific programs they have completed based on the program inventory, and connecting specific programs to personal impacts as a result of their participation in such programs. The goal of the volunteer and civic engagement section was to understand whether there was a significant correlation between leadership program participation and civic engagement, answering such questions as, "are those already engaged in civic or volunteer activities more likely to participate in this type of leadership program?" and, "does participation in a social change-focused leadership program alter the frequency, character or type of civic and volunteer engagement of participants?" We also collected demographic information to facilitate greater understanding of the question, "who participates in leadership learning programs for social change?"

Survey Delivery

We anticipated that accessing survey participants would be a challenge for the integrity of data collected via this research instrument. At the time of survey release, we had identified 84 leadership programs within the scope of our research (cohort-based, community change focused leadership programs appealing primarily to adults over the age of 18). The breadth and depth of the field of programs meeting these criteria typically- but not exclusively- run one cohort per year per location with participant groups of 5 to 50 people or more. Looking at leadership program participation from the last 15 years, we anticipated a potential research participant pool of at minimum 2,000 individuals across the country with a possibility of 10,000 or more.

Survey distribution was a challenge identified at the preliminary stages of this research, with four key 'points of failure.' Given our inability to create an adequate contact list of leadership program alumni-

7 Delivered through Qualtrics survey management software.

allowing each alumni the opportunity to opt in to our study- we determined that our best approach for this field-testing survey would be to distribute an invitation to complete the online survey directly through the programs themselves. We developed a program contact list in conjunction with the inventory, from publicly available contact information found on the program websites. There were several assumptions required in order to proceed with survey dissemination by this approach:

- Our program inventory and contact list will be robust and up to date, meaning that the program contact email will be regularly monitored;
- The programs in our inventory will maintain alumni contact lists, allowing them to disseminate the invitation to participate in the study on our behalf;
- The programs in our inventory will be willing to disseminate the invitation to participate in the study to their alumni networks; and
- Alumni will participate in a survey sent to them from the program staff.

The last assumption could be perceived as a barrier to survey respondents participating with free and informed consent, if they understood that the results would be collected directly by the programs or if they felt compelled to participate, having understood the invitation as a requirement.

We sought to address this barrier through clear messaging in the introductory email, which we asked program contacts to forward completely and in its entirety to their alumni networks.
While we received a strong response to the study (a total of **93** completed surveys, of **109** surveys started), our goal was a 10 per cent response rate on the minimum estimated number of leadership program alumni (2,000, as above). With this dissemination strategy we received a 4.65 per cent response rate. Future research therefore must consider how to undertake a different method for recruiting alumni participants in order to achieve statistically significant results for their complete survey sample. Relying on an intermediary- in this case, the leadership programs themselves- to access alumni is a barrier that needs to be further explored in order to be meaningfully addressed.

However, given that this study is the first of its kind in Canada we argue that the 'snapshot' achieved with this alumni survey remains an important first step to understanding the field and provides a useful foundation upon which future research in this vein can be developed. We did not anticipate that all of the data collected would be statistically significant; our goal overall was to provide useful data, which we are confident we have achieved irrespective of the challenges of data collection.

Alumni Survey Results
Programs

We released the survey with 84 leadership programs from the inventory included as options for survey respondents to self-select as having completed (we requested that survey participants exclude programs they had started, but not completed. Understanding what causes program drop-out is another area for future research). Table 1 includes the response rates for the 35 of 85 programs included in the survey for which responses were recorded. The remaining 50 programs in the survey for which responses were not recorded are excluded from this section, but can be found in Appendix C.

Interestingly, 48% of the responses recorded were for 'Other' programs not included in the study. Does this suggest that we are missing a significant number of leadership programs that would fit in the scope of this research? Are participants challenging the scope of our definition? Are they indicating that they have completed additional leadership programs beyond the scope of the current project? Or were they simply unable to locate the appropriate programs in the menu provided on the online survey format? This is an unanticipated finding for which no answer is available, given that we did not provide an opportunity for participants to name the program(s) they classified as 'Other(s)' in the online survey. The survey was tested internally within the research team and twice externally within the Institute for Community Prosperity team, with modifications completed following each test. Despite our best efforts to verify our assumptions of flow, usability, and adequate opportunity to provide text responses, this is one of the unexpected results.

Another interesting result is the 54% of respondents who collectively indicated completing one of

Table 1: Programs by Survey Response Rate

Programs selected by survey respondents	Response Rate	Percentage of total responses
Others	47	48%
Leadership Victoria	20	21%
Leadership Calgary	19	20%
Tamarack – Communities Collaborating Institute	9	9%
Leadership Edmonton	7	7%
Leadership of Niagara	6	6%
GenNext	5	5%
Studio Y	5	5%
Gordon Global Fellowships	4	4%
IMPACT! The Cooperators Youth Program for Sustainability Leadership	4	4%
Inclusive Leadership Co-operative	4	4%
CityStudio	4	4%
Community Development (Master of Arts)	3	3%
IDEO Human-Centered for Social Innovation	3	3%
Inner Activist	3	3%
Jack Layton School for Youth Leadership	3	3%
Our Voices: Emerging Leaders Gathering	3	3%
Intercordia	2	2%
MaRS Discovery District	2	2%
Social Change Institute at Hollyhock	2	2%
The Canadian CED Network	2	2%
Vibrant Communities Canada	2	2%
Youth Leaders in Action- Canada World Youth	2	2%
Community Shift	1	1%
Katimavik- Canadian Youth Leadership Program	1	1%
Knowledge Connector	1	1%
MBA Sustainability Leadership Bootcamp	1	1%
McGill-McConnell Program for National Voluntary Sector Leaders	1	1%
Nonprofit Career Path - Mount Royal University	1	1%
Peter Lougheed Leadership Initiative	1	1%
Public Policy Training Institute	1	1%
Social Innovation - University of Waterloo	1	1%
Solutionaries (Calgary)	1	1%
Whistler Forum on Leadership and Dialogue	1	1%
YMCA Internship Program	1	1%

Leadership Calgary, Leadership Victoria, Leadership Edmonton or Leadership Niagara. One possible cause of the strong response rate of these programs compared to the balance of programs in the survey is the level of engagement of program staff in disseminating the invitation to participate in the study to their alumni. It is also possible that participants of these programs are more inclined to participate in a research project, or more interested in sharing their experiences of leadership learning programs.

The data suggest that participants in leadership programs are very likely to engage in more than one, and often many, leadership development programs. Table 2 shows the number of programs each participant in the study reported having completed in the last 15 years. While the majority (66%) of respondents completed 1 or 2 programs, and an additional 10% reported completing 3 programs, there is also an 8% response rate of having completed '9 or more' leadership programs over the last 15 years. It is likely that respondents selecting this option counted other kinds of leadership programs in their response to this question, such as professional development (what we call 'business leadership') or individual leadership programs. Our data does not reflect participants selecting this category as having consequently selected '9 or more' programs from within our inventory; we thus believe that this response contributes to the high rate of 'Other' programs reflected in Table 1.

Table 2: Number of Programs Completed Per Respondent

Number of Programs Completed	Response	%
0	3	3%
1	38	41%
2	23	25%
3	9	10%
4	3	3%
5	6	6%
6	2	2%
7	2	2%
8	0	0%
9 or more	7	8%
Total	93	100%

Program Selection

Curious about how participants found and selected the programs they completed, we asked a series of questions regarding program selection. The first related to the methods by which they discovered the programs they completed. As captured in Table 3, Word of Mouth (56%) accounted for the greatest single method of locating programs. In conjunction with Personal Association (38%), Alumni Recommendation (30%) and Professional Association (13%), recruitment based on the experiences of others accounts for the great majority of methods by which participants make decisions on which programs to apply for or complete.

Table 3: Locating Leadership Programs

Answer	Response	%
Internet Search	27	28%
Word of Mouth	54	56%
Professional Association	12	13%
Personal Association (volunteering, friends,etc.)	36	38%
Directly Recruited	15	16%
Alumni Recommendation	29	30%
Other (Please Describe Below)	11	11%

43% of respondents answered 'Yes' when asked whether they had considered or begun other programs that they had not applied for or not completed. When asked what prevented their application to or

completion of these other programs, 60% said they lacked the time to complete the program while 23% said they did not meet the criteria of the program. This 60% citing time as a limiting factor points to a challenge that has been historically unique to civic and volunteer engagement; it is something typically done outside income generation, which requires a unique set of privileges and opportunities to participate. of A full 10% said that they 'lacked confidence,' which prevented them from applying to or completing additional programs in which they were interested. This is a potentially significant piece of information; what does it tell us about the self-selection, or self-exclusion, of those who complete leadership programs? How can we build the confidence of those who are interested in such programs, but may not identify as a 'leader' or as the target audience of these programs? Are there certain personality types that thrive in group learning environments, and other personality types which may restrict potential leaders from accessing the same training, networking and skill-building opportunities? We suggest that this is an important area for future research.

For those who noted having completed multiple programs, we asked why they had pursued more than one program. As well as responding to the options provided in Table 4- which demonstrates the importance of skills development in program choice, participants asserted that "developmental needs change over time, and programs with different approaches and goals can teach different things." Another reflected that their desire for life-long learning

Table 4: Imperatives for completing multiple programs

	Response	%
To develop different skills	36	77%
To address different issue areas	19	40%
Alumni Recommendation	6	13%
Other	6	13%

was a key decision point, and that multiple programs "fulfilled different needs at different phases of my life." Another respondent spoke of accessing "formal credentials in the field" as a key motivator, alongside a desire to "build my network of valuable cross-sector contacts."

Program Completion Goals

We asked respondents to elucidate their goals in completing leadership learning programs. Table 5 presents some of the learning outcomes we identified through our review of the literature. Participants were asked to grade each outcome according to personal importance, in order to assess why participants complete such programs.

Table 5 suggests that building awareness and skills to both speak about and address social issues, as well as the ability to lead and facilitate groups, are the most important personal goals of the participants in completing socially focused leadership programs.

Table 5: Participant Goals in Completing Leadership Programs

Participant Goal	1 - Slightly Important	2	3 - Somewhat Important	4	5 - Extremely Important	N/A
Becoming more socially conscious	8	1	12	19	49	3
Developing confidence in speaking about social issues	5	4	16	29	34	4
Developing skills to address social issues	3	4	15	17	48	5
Developing an entrepreneurial mindset	7	20	23	13	11	18
Understanding policy/advocacy	4	8	15	27	28	9
Mobilizing support	3	8	20	21	29	10
Leading and facilitating groups	5	4	11	23	39	9

Secondary goals included learning about policy and advocacy, as well as how to mobilize support for addressing a social issue. This data suggests that 'developing an entrepreneurial mindset' is not a priority for the majority of respondents.

Some of the narrative responses to this question of personal goals further elucidated the imperatives for participating in formal leadership learning opportunities. Below is a selection of verbatim responses to the question, 'Are there any other skills you developed that you feel were important or useful?'

- Understanding my identity; personal strengths and weaknesses.
- Being able to frame the world and my work with a complexity lens.
- The ability to think about causal mechanisms, the ability to think about the true large scope of an issue, research methods skills.
- Systems thinking; Developing a more comprehensive understanding of how to find the root of social and leadership challenges.
- Discovering and strengthening my voice and power.
- Critical thinking, systemic understanding and approaches to complex issues, learning to read and access resources more widely.
- Critical thinking, Problem/solution modeling, Personal social responsibility.
- Interpretation and comprehension of the world around us including information we are exposed to and not exposed to.
- Better understanding of who I am as a person and as a leader.
- Understanding organizational dynamics; power/influence analysis.
- Awareness of wilful blindness at different levels of society.

Volunteer and civic engagement

The ultimate goal of leadership learning for social change is the eventual positive transformation of a variety of social, environmental, political and cultural challenges. We recognize that leadership is not the only avenue leadership program alumni are likely to pursue in order to achieve these kinds of transformational impacts. As such, we hypothesized that the majority of leadership program alumni would also be engaged in other volunteer and civic activities, and sought to assess this hypothesis through the collection of data around leadership program alumni volunteer and civic engagement activities.

We asked, 'Which of the following best describes your civic engagement or volunteer participation in the last year?' and invited respondents to select multiple answers. Sorted by response rate and listed in Table 6, the most prevalent activities included donating money (78%), providing mentorship to individuals (65%), event management (55%), serving on a committee (54%), in-kind donations (48%), serving on Boards of Directors (44%), and participating in protests, boycotts, and/or advocacy campaigns (42%). Interestingly, each option we provided (listed below) received at least a 3% response rate. No category of civic engagement or volunteerism received a 0% response rate, and no respondent selected "I have not done any of these activities on a volunteer basis in the past 12 months."

Table 7: Volunteer and Civic Engagement Activities

Answer	Response %
Donating Money	78%
Providing mentorship to Individuals	65%
Organizing, supervising, and/or coordinating events	55%
Serving on a committee	54%
Non-financial donations	48%
Serving on a board of directors	44%
Participating in public protests, boycotts, and/ or advocacy campaigns	42%
Providing informal guidance to organizations	41%
Doing office work or administrative duties	35%
Canvassing and/or fundraising	33%
Participating in community theatre, music, and/or the arts	23%
Participated in a field trip, classroom setting, or other school based activity	23%
Participating in community clean-up and/or enviromental remediation	22%
Participating in an election campaign (either on a candidate election campaign or in as a volunteer with a political party)	21%
Front-line service delivery	19%
Organizing community theatre, music, and/or the arts	12%
Bookkeeping or treasurer duties	10%
Organizing community clean-up and/or enviromental remediation	7%
Run for public office	3%
have not dont any of theseactivities on a volunteer basis in the past 12 months	0%

We also asked respondents about the frequency of their volunteer and civic engagement (Table 6). The total frequency of the top seven responses are the same responses, in the same order, as for the previous question. The most frequent daily activity is office management on a volunteer basis. Weekly, providing mentorship is the top response. Monthly, service on committees, financial donations, and mentorship are the top three responses by frequency. For the option "at least 3 or 4 times," we find that donating money and event management are the top two responses. On an annual ("once or twice") basis, donating money and participating in an election campaign are the most frequent responses.

Table 7: Frequency of Civic and Volunteer Engagement

Question	Daily or almost daily	At least once a week	At least once a month	At least 3 or 4 times	Once or twice a month	Total Response
Donating money	1	1	26	25	17	70
Providing mentorship to individuals	5	14	24	9	7	59
Organizing, supervising, and/or coordinating events	3	9	11	16	11	50
Serving on a committee	3	7	28	8	2	48
Non-financial donations	3	8	11	10	11	43
Serving on a board of directors	2	9	19	5	5	40
Participating in public protests, boycotts, and/or advocacy campaigns	1	2	11	13	10	37
Providing informal guidance to organizations	2	8	15	10	1	36
Doing office work or administrative duties	9	9	6	5	2	31
Canvassing and/or fundraising	0	2	2	14	12	30
Participating in community theatre, music, and/or the arts	2	5	3	9	1	20
Participating in community clean-up and/or environmental remediation	0	1	2	9	8	20
Participated in a field trip, classroom setting, or other school-based activity	2	1	1	10	6	20
Participating in an election campaign (either on a candidate election campaign or in as a volunteer with a political party)	0	1	1	4	13	19
Front-line service delivery	7	3	4	2	1	17
Organizing community theatre, music, and/or the arts	0	3	4	2	2	11
Bookkeeping or treasurer duties	1	2	3	1	2	9
Organizing community clean-up and/or environmental remediation	0	1	0	2	3	6
Run for public office	1	0	0	0	2	3
I have not done any of these activities on a volunteer basis in the past 12 months	0	0	0	0	0	0

their volunteer and civic engagement (Table 6). The total frequency of the top seven responses are the same responses, in the same order, as for the previous question. The most frequent daily activity is office management on a volunteer basis. Weekly, providing mentorship is the top response. Monthly, service on committees, financial donations, and mentorship are the top three responses by frequency. For the option "at least 3 or 4 times," we find that donating money and event management are the top two responses. On an annual ("once or twice") basis, donating money and participating in an election campaign are the most frequent responses.

We asked alumni respondents to describe the venues through which they conducted the above activities, captured in Table 8. The top three responses were: a union or professional association (30%), an environmental organization (30%), and youth organizations and clubs (26%)

Table 8: Organizational Affiliations

Answer	%
Other	37%
A union or professional association	30%
An environmental organization	30%
A youth organization/group	26%
A cultural organization/group	21%
A human rights organization	20%
A school or neighborhood association (PTA, block parent, neighborhood watch)	13%
A federal political party	12%
An Aboriginal organization/group	11%
A provincial political party	9%
A religious-affiliated organization/group	8%
An immigrant or ethnic association or club	7%
I was not a member and/or did not participate in any such organizations in the past year	7%
A service club (The Legion, Kiwanis, Knights of Columbus, etc)	2%

37% of respondents classified their engagement with "Other" groups or organizations. Responses classified as "Other" included:

- Specific leadership programs
- Music festivals
- Non-institutionally affiliated advocacy or multi-institutional campaigns
- Children's and adult sports
- Cultivating capacity within programs
- Informal or pre-legal entities
- Co-operatives
- Condominium boards and town committees
- Emergency Social Services
- Health service providers
- Foundations
- Municipal Office/Local Government

A full 57% of alumni respondents advised that their level of civic or volunteer participation increased after completing a leadership program. 28% said it remained the same, while 4% said they became civically engaged or began volunteering for the first time after completing a leadership program. 10% of respondents said that their level of engagement either decreased or stopped following completion of a leadership program. While these results suggest that for the majority of alumni, leadership development programs had a positive net effect on their civic engagement and volunteerism, additional research to understand the 8% decrease and 2% disengagement could yield important insight.

Table 9: Net change in civic and volunteer engagement

Answer	Response	%
It increased	51	57%
it stayed about the same	25	28%
It decreased	7	8%
I started volunteering or become civically engaged for the first time	4	4%
I stopped volunteering or am no longer civically engaged	2	2%

Demographics

We collected demographic data to further illustrate the question, "who takes leadership learning programs for social change?" Demographic data included age, gender, ethnicity and self-identification, educational attainment, employment status, and individual income. Further research using this dataset could be done to assess statistical significance and correlations

between demographic identifiers and other factors investigated through the alumni survey. This section describes some of the demographic results captured by the survey.

Age

25% of respondents were between 26 and 30 years old at the time of survey completion. 17% were aged 31-35, with the next most frequent age category being 21-25 years old. This suggests that most respondents completed one or more leadership programs between the ages of 21 and 34.

Table 10: Respondent Age

Age order		Frequency order	
Answer	%	Answer	%
20 or younger	2%	26-30	25%
21-25	11%	31-35	17%
26-30	25%	21-25	11%
31-35	17%	41-45	10%
36-40	7%	56-60	10%
41-45	10%	46-50	8%
46-50	8%	36-40	7%
51-55	3%	51-55	3%
56-60	10%	61-65	3%
61-65	3%	20 or younger	2%
66-70	0%	71 or older	2%
71 or older	2%	66-70	0%

Education

Completion of some level of post-secondary education appears to be a significant factor related to the completion of leadership learning programs (Table 10). 52% of respondents stated their highest level of education as a Bachelor's degree or equivalent, with an additional 27% reporting a Master's-level or equivalent education. 13% reported educational attainment at the college/CEGEP level (6%), degree below the Bachelor level (6%), and trades or apprenticeship level (1%). High school attainment (1%) or less (3%) accounts for a scant 4%, while professional degrees account for only 3% of alumni responses.

Table 11: Highest level of education completed

Answer	%
Bachelor's degree or equivalent	52%
Master's degree	27%
College, CEGEP or other non-university certificate or diploma	6%
University certificate or diploma below bachelor level	6%
Less than a high school diploma	3%
Professional degree (Medicine, dentistry, veterinary medicine, optometry, etc.)	3%
High school diploma or equivalent	1%
High school diploma or equivalent	1%
Post-graduate degree (PhD or equivalent)	0%

Employment status

A full 90% of respondents are employed at minimum part time (8%), 20-39 hours per week (19%) or full time (63%- see table 12). This corroborates our concern that access to this kind of leadership learning may be primarily extracurricular.

Table 12: Current employment status

Answer	%
Employed, 40 hours a week or full time status	63%
Employed, 20-39 hours a week	19%
Employed, up to 19 hours a week	8%
Not employed, NOT looking for work	3%
Retired	3%
Not employed, looking for work	2%
Not employed, Unable to work	1%
On a medical, bereavement, parental or maternity leave	0%

Table 12 demonstrates that 32% of respondents are employed by non-profit organizations, 26% by for-profit organizations, 13% by some level of government, with the remaining employed by educational institutions (17%), health care organizations (4%) or are self employed (8%).

26% of alumni are employed at the Analyst or Associate level, with an additional 23% at the entry level and another 26% at the manager level. This is significant when compared to the 26% collectively

reporting as senior management (8%), owners (8%), director (6%) or executive (3%) level. Just shy of 50% of alumni respondents appear to be at the mid-career level (49%), with the remainder evenly split between junior and advanced career attainment. This is reflected in the self-reported income levels

Table 14: Current employment by job category

Answer	%
Analyst/Associate	26%
Entry level	23%
Manager	23%
Senior Manager	8%
Owner	8%
Director	4%
Executive	3%
Vice President	1%
President or CEO	1%

of respondents, as shown in table 15. 41% of respondents reported income between $50,000 and $99,999, evenly spilt between the brackets $50,000-$74,999 (21%) and $75,000-$99,999 (20%). 14% reported income above $100,000, while 45% reported income below $49,999.

Table 15: Individual income (fiscal year 2014)

Answer	%
$50,000 - $74,999	21%
$75,000 - $99,999	20%
$20,000 - $34,999	16%
$35,000 - $49,999	15%
Less than $19,999	14%
$100,000 - $149,999	10%
$200,000 or higher	3%
$150,000 - $199,999	1%

Without assessing the statistical significance of the demographic and volunteer and civic engagement data collected through the alumni survey, there are definite trends worth further investigation, such as the relationships between age, gender, employment status, income, and volunteer and civic engagement. Of particular interest for further study: how do the types and frequency of civic engagement activities

change over the lifetime of leadership program alumni? Is there a strong correlation between civic engagement and educational attainment, or between these criteria and career progression? How do these dynamics and criteria change in relation to ethnic identity- particularly Aboriginal peoples?

Archetypes

Through our analysis of the data collected in this study, we have developed *seven archetypes* of leadership learning programs for social change in Canada. Listed alphabetically, these archetypes are broadly: *Community Development Leadership, Global Citizenship, Indigenous Leadership, Public Policy Influence, Civic Innovation* and *Social Activism Leadership, Social Entrepreneurship, Social Innovation Leadership,* and *Voluntary Sector and Service Leadership.*

Table 16 provides a summary of the definitions of each archetype, described in detail in the following sections.

Table 16: Summary of Leadership Program Archetypes & Definitional Criteria

Archetype	Definition
Community Development Leadership	The facilitation, mobilization and/or empowerment of neighbourhoods or other communities with a focus on building the skills for collective action that enable communities to make the change they desire.
Global Citizenship	Global citizenship is based on the notion that identity transcends national citizenship and that the entire human community is interdependent. It encompasses a concern for international affairs, for development and eradication of poverty within the global south, the desire to achieve much deeper awareness and appreciation of cultures and an embrace of a human responsibility for the planet's ecological integrity and our collective reliance on same.
Indigenous Leadership	In the Canadian context, Indigenous leadership refers to programs – usually Indigenous-led and operated - that develop the skills, confidence and networks of First Nations, Inuit and/or Métis people. They are grounded in Indigenous cultural practices, learnings and protocols. However, they differ widely with respect to cultural or thematic focus and geographic scope.
Public Policy Influence, Civic Innovation and Social Activism Leadership	Connecting or seeking to connect emerging leaders with political power and influence over the public agenda and public policy. Such programs may tend to either focus on the public policy process, the honing of community organizing and activism skills, a more general focus on civic engagement or a specific focus on municipal or regional visioning and influence. For participants, such programs often serve as preparatory groundwork for the eventual pursuit of elected office.
Social Entrepreneurship	Social entrepreneurship is a mindset and mode of operating that is focused on developing and advocating for innovative solutions to society's most pressing social or environmental problems. This archetype often builds on the assumption that "social entrepreneurs identify resources where people only see problems" (Bornstein, 2004).
Social Innovation Leadership	Social innovation in Canada has come to refer to transformation of social systems. The approach to leadership in this context is then very much a systems-level focus within a context of complexity. As such, programs tend to include a melange of tools and techniques relating to behaviour change, culture shift, public policy change, and organizing for collective impact across sectors.
Voluntary Sector and Service Leadership	Voluntary sector and service leadership occurs in a context of community service, either domestically or abroad, and typically as part of service with, or management of, a non-profit, non-governmental organization.

Table 17 lists the streams associated with each archetype, as described below.

Table 17: Summary of Leadership Program Archetypes and Streams

Archetype	Streams
Community Development Leadership	1. Asset-Based and Citizen-Led Development Leadership 2. Co-operative and CED Leadership.
Global Citizenship	1. International Service 2. International Identity & Policy 3. Intercultural Cooperation 4. Global Human Ecology
Indigenous Leadership	1. Regional or Culturally-Specific Approaches 2. National Approaches
Public Policy Influence, Civic Innovation and Social Activism Leadership	1. Public Policy 2. Civic Engagement 3. Social Activism 4. Nation Building

Social Entrepreneurship	1. Social Entrepreneurship 2. On-Campus Incubation 3. Human-Centred Design Leadership
Social Innovation Leadership	1. International Service 2. International Identity & Policy 3. Intercultural Cooperation 4. Global Human Ecology
Indigenous Leadership	1. Off-Campus Residencies & Fellowships 2. On-Campus Social Innovation Programs
Public Policy Influence, Civic Innovation and Social Activism Leadership	1. Post-Secondary Education or Executive Nonprofit Programs 2. Service Leadership 3. Environmental NGO Leadership 4. Philanthropy Leadership

Community Development Leadership

Community development leadership refers to the facilitation, mobilization and/or empowerment of neighbourhoods or other communities with a focus on building the skills for collective action that enable communities to make the change they desire. This kind of leadership is highly participatory and local, inspired by the work of Paulo Friere, E.F. Schumacher, and the earlier Antigonish Movement, for example. "Leadership" in this vein may be better thought of as "connectorship" (McKnight and Block, 2012). Often a defining feature of such programs is the orientation toward a newer, more just, equitable and ecologically responsible economic system (Gaventa, 2015), variously aligned to such concepts as the local movement, natural capital, the conservation economy or the notion of 'right livelihood'.

This archetype is further divided into two streams: *Asset-Based and Citizen-Led Development Leadership and Co-operative and CED Leadership*.

- *Asset-Based and Citizen-Led Development Leadership*: Programs that position leaders as catalysts of asset-based, community development, facilitating citizens mobilizing to take collective action and generate local solutions to local problems.

- *Cooperative and CED Leadership*: Specifically a business-model or economic focus, where leadership is rooted in cooperative principles and/or models of local economic development.

Community Development Leadership Program Examples

- BALLE Local Economy Fellows
- Coady International Institute:
    - Canadian Women's Foundation Leadership Institute
    - OceanPath Fellowship
    - Skills for Social Change
- Communities Collaborating Institute (Tamarack)
- Emerging Leaders Committee
- (Canadian CED Network)
- Hamilton Neighbourhood Leadership Institute

Global Citizenship

Global citizenship is based on the notion that identity transcends national citizenship and that the entire human community is interdependent. It encompasses a concern for international affairs, for development and eradication of poverty within the global south, the desire to achieve much deeper awareness and appreciation of cultures and an embrace of a human responsibility for the planet's ecological integrity and our collective reliance on same. Leadership in this context is inclusive, diplomatic, curious and cosmopolitan.

This archetype is further divided into four streams: *International Service, International Identity & Policy, Intercultural Cooperation* and *Global Human Ecology.*

- *International Service Leadership:* Programs focused on the development of leadership skills within a context of civic voluntarism in an overseas or developing world setting.

- *International Identity and Policy Leadership:* Programs that foster diplomatic leadership abilities and/or that hone global awareness and international policy skills.

- *Intercultural Cooperation: P*rograms focused on developing deep awareness and appreciation of other cultures, religions and identities, as well as fostering the skills for cooperation across these divides. This form of leadership development is typically rooted in diversity education and/or anti-oppression pedagogy.

- *Global Human Ecology:* Programs that are premised on the identification and transcendence of national, cultural, religious and other factors that prevent humans from a deeper discovery of shared planetary responsibilities and inherent species-level kinship

Global Citizenship Program Examples

- AIESEC
- Ariane de Rothschild Fellowship
- Canada World Youth
    - Global Learner Program
    - Youth Leaders in Action
- Coady International Institute
    - Global Change Leaders
    - Global Youth Leaders Certificate
- Engineers Without Borders:
    - Junior Fellowship Program
    - Professional Fellowship Program
- Global Change Leaders Program
- Human Venture Leadership Program
- Inclusive Leadership Cooperative (Cowichan
- Intercultural Society)
- Intercordia Canada
- Jeanne Sauvé Public Leadership Program
- Pearson College
- Redfish School of Change
- Rotary Peace Fellowships
- Royal Roads Master of Arts in Global Leadership
- Solutionaries (Calgary Centre for Global Communities)
- UNAOC Fellowship
- UNDP Lead

Indigenous Leadership

In the Canadian context, Indigenous leadership refers to programs – usually Indigenous-led and operated - that develop the skills, confidence and networks of First Nations, Inuit and/or Métis people. These programs are grouped into an archetype mainly because they are grounded in Indigenous cultural practices, learnings and protocols. However, they differ widely with respect to cultural or thematic focus and geographic scope, and in many cases would overlap with the other archetypes identified in this report.

This archetype is further divided into two streams: *Regional or Culturally-Specific Approaches* and *National Approaches.*

- *Regional or Culturally-Specific Approaches*: Programs that are specific to one First Nation, or to one Inuit or Métis region, or to one province or territory.

- *National Approaches*: Programs that have Canada-wide reach, or that extend across many regions.

Indigenous Leadership Program Examples

- Aboriginal Leadership Certificate
- (Justice Institute of BC)
- Atoske Saskatoon Urban Aboriginal Leadership Program
- Dene Nahjo (NWT)
- Future Leaders Program (Alberta)
- IndigenEYEZ (BC)
- Our Voices (Yukon)
- Banff Centre Indigenous Leadership
- Canadian Youth Partnership (Rupertsland Institute/ Katimavik)
- First Nation Leadership Essentials
- (Centre for First Nations Governance)
- First Nations Leadership Training (Yukon College)
- Indigenous Leadership Development Institute
- Indigenous Women in Community Leadership
- (Coady Institute)
- kANGLIDLUASUk Student Program
- (Nunatsiavut, Nunavik)
- National Aboriginal Role Model Program (NAHO)
- Northern Youth Abroad (NWT, Nunavut)
- Nunavut Master of Education Leadership (UPEI)
- Nunavut Sivuniksavut

Public Policy Influence, Civic Innovation and Social Activism Leadership

Another class of leadership programs attempt to connect emerging leaders with political power and influence over the public agenda and public policy. Such programs may tend to either focus on the public policy process, the honing of community organizing and activism skills, a more general focus on civic engagement or a specific focus on municipal or regional visioning and influence. For participants, such programs often serve as preparatory groundwork for the eventual pursuit of elected office.

This archetype is further divided into four streams: *Public Policy, Civic Engagement, Social Activism,* and *Nation Building.*

- *Public Policy Leadership*: Programs that provide a deeper understanding of the tools, levers and entry points into public policy influence and political power in Canada.

- *Civic Engagement*: Programs that immerse participants in a deeper understanding of their local community and expose them to opportunities, experiences and tools that can build or enhance the community.

- *Social Activism*: Programs that hone participants' skills at organizing and mobilizing communities, critically questioning the role of public or private institutions, and pursuing an alternative public agenda, whether geographically or online.

- *Nation Building*: Programs that are more regional or nation-wide in focus, where civic engagement and/or public policy plays an important but not always central role. Because of their broader focus, they may focus on an analysis of new possibilities through future-casting and articulating broad, cross-sectoral visions around issues or themes.

Public Policy, Civic Innovation and Social Activism Leadership Program Examples

- 4-H Leadership Summit
- Action Canada
- Banff Forum
- Canadian QE II Diamond Jubilee Scholarships
- CityStudio Vancouver
- CivicAction:
    - DiverseCity Fellows
    - Emerging Leaders Network
    - Why Leadership Matters
- Governor General's Leadership Conference
- Hollyhock Leadership Institute
- Inner Activist (Tides Canada)
- Jack Layton School for Youth Leadership (Ryerson)
- Jane Glassco Northern Fellowship
- NextUp
- Public Policy Training Institutes
- (Max Bell and Maytree Foundations)
- School4Civics
- Social Change Institute (Hollyhock)
- Think-tank programs:
    - Broadbent Institute Leadership Fellows
    - Institute for Liberal Studies Fellowships
    - Manning Centre New Leaders
- United Way Public Policy Institute
- Whistler Forum for Leadership and Dialogue

Social Entrepreneurship

Social entrepreneurship is a mindset and mode of operating that is focused on developing and advocating for innovative solutions to society's most pressing social or environmental problems. One of the seminal writers on social entrepreneurship, David Bornstein (2004), notes that "social entrepreneurs identify resources where people only see problems."

This archetype is further divided into three streams: *Social Entrepreneurship, On-Campus Incubation,* and *Human-Centred Design Leadership*.

- *Social Entrepreneurship Leadership*: There are a wide variety of fellowship and awards programs, particularly in the US, honouring social entrepreneurship.

- *On-Campus Incubation*: The manifestation of many social entrepreneurs' work is a new social business. (whether non-profit, commercial or hybrid). An increasing number of university campuses are serving as incubators and accelerators for such student-led or faculty-led ventures.

- *Human-Centered Design Leadership*: Inspired by the work of IDEO and the Stanford Design Program, a small but increasing number of social entrepreneurship experiences are centered around a human-centered design model, a creative, empathetic approach to idea-generation, testing and prototyping.

Social Entrepreneurship Program Examples

- Ashoka Canada
- Fellowships in Radical Doing (Radius SFU)
- Imagination Catalyst (OCAD U)
- Pond-Deshpande Centre (UNB)
- School for Social Entrepreneurs
- Social Ventures Zone (Ryerson)
- St. Paul's Greenhouse (Waterloo)
- Young Arts Entrepreneur Program (Michaëlle Jean Foundation)

Social Innovation Leadership

Social innovation in many countries would be a synonym for social entrepreneurship. In Canada, however, it has come to refer much more often to transformation of social systems. Frances Westley (2011), the founder of the Waterloo Institute for Social innovation and Resilience defines social innovation as "an initiative, product, process or program that profoundly changes the basic routines, resource and authority flows or beliefs of any social system in the direction of greater resilience." The approach to leadership in this context is then very much a systems-level focus within a context of complexity. As such, programs tend to include a melange of tools and techniques relating to behaviour change, culture shift, public policy change, and organizing for collective impact across sectors.

This archetype is further divided into two streams: Off-Campus Residencies and Fellowships and On-Campus Social Innovation Programs

- ***Off-Campus Residencies and Fellowships***: Programs that recognize and support individuals to uncover, illuminate or catalyze social innovation.

- ***On-Campus Social Innovation Programs***: Undergraduate, graduate or practitioner certification programs emerging on Canadian campuses. The McConnell Foundation's RECODE program has been a major catalyst to the emergence of university and college-based social innovation programming.

Social Innovation Leadership Program Examples

ABSI Connect Fellowship (SiG)
Getting to Maybe SI Residency (Banff Centre/Waterloo)
MaRS Studio Y
McGill Social Economy Initiative
Metcalf Innovation Fellowships
Social Innovation Bootcamp (Queen's)
University SI fellowship programs:
    - New Brunswick
    - Ryerson
    - Simon Fraser
    - Waterloo
Waterloo Graduate Diploma in Social Innovation
Young Women's Leadership Program (Girls Action Foundation)

Voluntary Sector and Service Leadership

Voluntary sector and service leadership occurs in a context of community service, either domestically or abroad, and typically as part of service with, or management of, a non-profit, non-governmental organization.

This archetype is further divided into four streams: ***Post-Secondary Education or Executive Nonprofit Programs, Service Leadership, Environmental NGO Leadership***, and ***Philanthropy Leadership***.

- ***Post-Secondary Education or Executive Nonprofit Programs***: Certificate, diploma, or degree-based non-profit management programs that include, or focus on, leadership.

- ***Service Leadership***: Programs that provide an opportunity for (typically) youth to engage in volunteer community service, either domestically or oversees, and for which leadership training or content is part of the experience.

- ***Environmental NGO Leadership***: Leadership to support the success of environmental NGOs, conservation campaigns and sustainability movements.

- ***Philanthropy Leadership***: Leadership to nurture and deepen individual altruistic commitment and/or enhance the professional practice of investment in community well-being.

Key Leadership Learning Insights and Lessons

Leadership learning program participants:

- Want to develop the skills to address. social issues, and want to deepen their understanding of these issues.
- Demonstrate high rates of volunteer and civic engagement.
- Are likely to be in their 20s and 30s, and are more likely to be women with some level of post-secondary education'.
- Are likely to be employed, and early- to mid-career professionals.

Programs involved in teaching leadership for social change differ according to four criteria:

- Scale and scope
- Program design and delivery
- Cohort composition, and
- Ancillary factors such as organizational backbone, funding sources, and longevity

Effective leadership learning programs have:

- Connection to place
- Connection to community
- Connection to context
- Connection to others
- Connection to experience

Key challenges for leadership learning programs in Canada include:

- Resources
- Recruitment
- Relevance
- Retention
- Results

Leadership learning programs for social change can be broadly categorized according to seven archetypes:

- Community Development Leadership
- Global Citizenship
- Indigenous Leadership
- Public Policy Influence, Civic Innovation and

- Social Activism Leadership
- Social Entrepreneurship
- Social Innovation Leadership
- Voluntary Sector and Service Leadership

Areas for Further Inquiry

This research was intended as an early, field-building project. One goal was uncovering additional avenues for future research and consideration both by leadership learning programs themselves, and in service to the wider ecosystem. Some of the key opportunities for future research include:

Assessing Alumni Perspectives

We were heavily restricted in our access to leadership learning program alumni, by virtue of a lack of public alumni contact database or other direct communication channels. We identified recruitment of alumni as a potentially significant challenge, and sought to address this issue by building communication with program staff over the course of the project. While many emerged as allies in sharing the alumni survey with their individual program alumni, the gap between the number of programs included in the inventory and the number of programs alumni survey participants self-identified as having completed suggests that our reach was not maximized through this approach.

Accessing the full network of leadership learning program alumni will continue to be a challenge for Canadian leadership learning research. We propose that a next step in increasing direct access to a wider network of alumni could be facilitated through the development of a pan-Canadian, multi-program alumni database. Programs would be encouraged to invite their alumni to opt in to this network, first by subscribing to a mailing list (which could be connected to the www.generationleadership.ca portal). Over time, network-wide alumni opportunities could be developed through a leadership learning community.

We do not in this report assess the statistical significance of the results of the alumni survey. Although beyond the scope of intent for this analysis, a potentially fruitful opportunity to further analyze this data does exist. Correlations between demographic data, civic and volunteer engagement data, and the outcomes surrounding the leadership programs

themselves could be assessed. We invite anyone interested in further analyzing this data to contact the research team.

Addressing participant confidence and self-exclusion issues

The evidence gathered through the alumni survey suggests that potential participants self-select out of leadership learning opportunities. The variety of reasons and impacts for this finding need to be better studied, and subsequent strategies to address this challenge need to be developed. We hypothesize that this self-selection bias- either into or out of leadership learning opportunities- could be connected to a variety of factors, including participant confidence levels and issues in self-identifying as a leader. Some of these identity-based factors need to be better understood, in order to ensure that those who may benefit the most from such opportunities can 'see themselves' in the mandate, approach, and target audience.

Program Completion Challenges

Attrition and other program completion challenges were identified as ongoing concerns for several of the leadership program staff we interviewed. Developing tools, strategies and the resources to support future and current social change leaders should be an utmost priority for leadership learning programs, writ large.

Evaluating for Impact: Next Level Evaluation

Another common theme in our interviews emerged from the question, 'how do we know that our program is having social impact?' Interviewees confirmed that they are often able to evaluate for impact on the individuals who complete their programs, but the impact of leadership learning on our shared "wicked problems" remains elusive. One of our goals in assessing evaluative capacity was to seek out the shining examples of impact evaluation that may be largely unknown; we found that, in fact, this ability is limited. Robust output and outcome measurement is important, and relatively strong across the landscape of programs in this study.

Field-building Opportunities

The state of leadership learning in Canada is growing as an important topic. Those affiliated with leadership learning programs for social change understand the value of such programs in developing the skills, acumen, and empathy needed to address emerging and long-standing challenges alike. There is considerable momentum surrounding youth leadership (broadly defined), the empowerment of particular segments of society (including indigenous and immigrant populations), and achieving greater alignment between complex challenges and the resources we have- economic, social, environmental, and individual- to shift towards solutions.

In order to achieve these goals, the following field-building opportunities need to be pursued:

- The development of a leadership learning community in Canada
- The connection between leadership and innovation
- Development of metrics and assessment tools that allow for evaluation of impact
- A robust, national alumni network from all leadership learning programs for social change, and
- Stronger, deeper alignment between leadership learning programs writ-large and those focused on youth leadership.[8]

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8 April 2016 will see the first National Youth Leadership and Innovation Summit, hosted by MaRS Discovery District in Toronto, Ontario. This presents a key opportunity to pursue more robust connection between youth leadership and leadership of the varieties of interest to this study

Conclusion

Often, when we see a system failure in our world today – where a set of political, economic or social institutions reveal themselves as unable to address a major challenge – we reflexively label such a breakdown as a "failure of leadership." Indeed, leadership matters a great deal to the well-being of local, national and international systems. Yet, while there is an ocean of writing on the concept of 'leadership', the much more specific variety of leadership that is focused on addressing these system failures has received far less attention.

Although the connection between leadership and creating a better world may still be thin in the literature, recognition of this nexus is very much alive in Canada. We are experiencing a blossoming of deliberate, programmatic approaches to building leadership in the service of the common good. Although this report looked at nearly four dozen such programs, many more programs have since emerged since our data collection began. There is a leadership learning renaissance afoot.

This report scratches the surface of this burgeoning area of activity in Canada, which we have labelled community leadership learning, or leadership development for social change. We hope it will serve as a jumping-off point for many future inquiries, and a context-setting tool for programs looking to better understand their impact and to discover other approaches and ideas. Right now, too few programs know of each other or speak to each other, and too few programs undertake evaluation.

The intentions are admirable, but the language is imperfect and the executions are at times parochial and familiar: Whether we use "leadership", "change-making", "connectorship" or whatever new label is around the next bend, we know that a still too-narrow slice of the Canadian population take part in leadership learning activities. Highly collaborative, inclusive approaches are needed, but are we mainly reaching the converted? A surprising number of leadership program participants seem to be doing the leadership 'circuit', while others who might grow the most in such experience, remain far from the view and reach of most programs.

The next wave of leadership programming must practice what we expect of participants – to be exchanging, collaborating, examining and transforming. Canada, our communities and our world will benefit from better leadership, better developed, together.

Endnote: An Introduction to Leadership Program Evaluation

In order to make program evaluation possible, several elements in a program's design need to be defined. A clearly articulated theory of change is the first component required for a formal evaluation to take place. This starts with a statement of purpose, which defines the important qualitative and quantitative dimensions of the project or program, in addition to how the group intends to provide value to stakeholders, including the public (Pascarella & Frohman, 1989). This can be useful in providing a frame of reference for program managers when selecting strategies or priorities, while also integrating and aligning the behaviours and actions in a group. Combined with *pathway mapping* and *results mapping*, this can also provide funders with an investment framework, allowing them to make strategic choices about investment in leadership development. Because investment in individual leadership capacity does not by itself produce, organizational, community, or systems level change, it is important that leadership development programs have pathway and results mapping in place to demonstrate alignment with a funders desired goals (Hubbard, 2005; McGonagill & Reinelt, 2011).

Pathway Mapping uses a theory of change to map the connections between the individual, organizational and societal level areas where outcomes are expected to occur. This is a process where a program's interventions and activities are clarified in order to define the organizations assumptions about change. It allows stakeholders to gain a clearer understanding between the relationship of leadership development and outcomes by anticipating the pathways through which results will happen.

Results Mapping is an 'open systems' approach to understanding leadership development impact. Instead of using anticipated pathways to evaluate impacts, leadership development is seen as one part of multiple contributing factors that bring about systems change, or a spark that can ignite change in multiple domains. This open-ended mapping works backwards from the change that is visible, and brings lessons and stories from these contexts in order to adapt and learn from insights.

Between 10% and 20% of organizations who invest in leadership development actually evaluate their effectiveness on performance outcomes (Avolio, 2003). Part of the reason for this is that performance and behavioural changes are dynamic, and can be influenced by a range of internal and external factors, which makes formal evaluations difficult (Cascio & Boudreau, 2010). Another reason for this is that many program managers are simply unaware of the tools and processes available. An important consideration for investors and granting foundations who are aware of formal evaluation tools is to understand that cohorts, issue foci, and program designs are inherently unequal in terms of potential impact. For example, programs whose recruitments focus on groups that are marginalized or systemically disadvantaged are incomparable to the programs whose cohorts are designed to build on advantages already established. Programs whose issue focuses are different are similarly incomparable. With this in mind, the following evaluation tools have shown promise with regards to program and participant evaluation.

The following are tools that have been collected that have proven useful for analysis and evaluation of leadership development programs:

1. *Social Network Analysis (SNA)*: Identifying the structure of relationships around people, their goals and interests (Hoppe & Reinelt, 2010).

2. *Q- Methodology:* Social psychology method to solicit participant perceptions of outcomes – reduces individual viewpoints of participants into a few factors depicting shared ways of thinking about outcomes (Militello & Benham, 2010).

3. *Formative and summative evaluation*: Mixed methods approach to evaluating leader self-development (Orvis & Ratwani, 2010).

4. *Hierarchical linear modeling:* Assessing multilevel change over time with regards to leadership development (Gentry & Martineau, 2010).

5. *Return on Leadership Development Investment (RODi)*: Measurement on organizational effectiveness in leadership development (Aviolio et al., 2010).

In terms of impact there are at least 9 levels from which to measure results (Leadership Learning

Table 18: Levels of results measurement

Level of Change	Type of Result
Individual	Personal leadership efficacy; competencies such as self-awareness and empathy
Network	Social capital; networks that produce impact
Organization	Organizational effectiveness; clearer mission focus, increased collaborative space
Community	Community determined, and driven change (eg. providing poverty alleviation in poor economic regions)
Field	Field specific change (eg. Nonprofit or leadership studies)
Population	Population level change (eg. Providing tax relief to single mothers)
Movement	Large groups of people creating a unified vision and direction for particular causes
Culture	Coordinated results and data-driven shifts in public thinking on particular topics
Systems	Reforming or dismantling institutional or structural barriers (eg. Changing policy regarding marriage rights)

Community, 2015):

When evaluating a program, it is important to understand that societal impact requires time, where long term gains are only visible after expanding the time horizon within which outcomes are analysed. Additionally, systems change cannot be understood in isolation, because the process of changing systems is inherently interconnected and complex (Meehan, et al, 2012). One key informant argued that "the measurement of success tends to suit the interest of the funders" more than the participants, and therefore narrative and qualitative evaluation was more important from a leadership perspective that quantitative, impact-oriented evaluation. They asserted that "we [ought to be] interested in telling the stories, and hopefully that becomes an anchor for others to be transformed." Whether or not key informants saw the inherent value of quantitative evaluation, some of the most feasible assessment tools are currently related to output measurement, or outcome measurement, more than to impacts.

Appendix A: Key Informant Interviews

1. What does leadership mean to you in a community building or social change context?

2. What makes a change maker?

2.a What skills do change makers need?

3. What is your background and how did you get involved in leadership programming?

4. Which leadership program(s) are you currently associated with? (This could include as an advisor, participant, consultant, board member or staff person)

5. Which leadership program(s) have you been associated with in the past?

6. What is different about each the programs you've worked with?

6.a What do they have in common?

7. What are the goals of the programs you've identified?

8. How do the programs achieve their goals?

8.a How do you know?

9. In your opinion, is there a particular approach or set of approaches that is most effective?

10. Do you think these leadership programs are effective in teaching the kinds of leadership skills change-makers need?

11. Who do you think benefits the most from leadership programs like the ones you work with?

12. Can you identify an exemplary approach to leadership learning in Canada beyond those we have discussed?
12.a Why?

13. What is missing from the leadership learning landscape in Canada?

14. Were you to design your own community leadership learning program, can you describe a theory of change? (i.e. the change you want to effect in the individual, and what change this would have on the community - however that may be defined - in which they would exercise their leadership)?

15. Can you recommend an article, book or equivalent resource that would expound on this theory of change, or that you would otherwise regard as an indispensable resource on leadership learning or development?

16. Is there anything else you would like to add?

Appendix B: Program Staff Interviews

1. What is your role and what are your tasks in the leadership program you work with?

2. Why was this program created?

3. Is/are there key social/cultural/environmental issue(s) or context(s) that is/are particularly important to you or the program you work with?

4. How does your program recruit participants? How do they find out about the program?

5. What are the goals of the program?

6. How does the program achieve these goals?

6.a How do you know?

7. What does your program have in common with other leadership learning programs?

8. What is different about your program? (Examples: approach, issue, theory of change, context)

9. Are there any outstanding achievements related to the program you would like to share?

10. What are some of the key challenges your program faces? (Examples: resources, recruitment, competition, etc).

11. Does your program ever collaborate with, adopt ideas from, or share information with other leadership programs?

11.a If yes, please describe.

11.b If no, why not?

12. What kind of participant benefits the most from your leadership program?

13. Is there anything else you would like to add?

14. As part of this study, we have also developed an alumni survey to help us understand some of these questions from a participant's perspective. Would you be willing to support us in getting the alumni survey to your program's alumni?

Appendix C: Alumni Survey Appendix

*Table 19: **Alphabetical Listing** of Programs Included in Alumni Survey*

Action Canada Fellowship	Inclusive Leadership Co-operative	Public Policy Training Institute
Aga Khan Foundation Fellowships	Indigenous Leadership Development Institute	Rockefeller Global Fellowship Program on Social Innovation
Alexion	Inner Activist	Sauve Scholars
Ashoka Changemakers	Intercordia	Social Change Institute at Hollyhock
Ashoka Fellows	Jack Layton School for Youth Leadership	Social Entrepreneur Fellowship
Canadian Women's Foundation Leadership Institute	Jane Glassco Northern Fellowship	Social Innovation - University of Waterloo
Cause School	Katimavik – Canadian Youth Leadership Program	Social Innovation Bootcamp - Queen's University
Circumpolar Young Leaders Program	KnowledgeConnector	Solutionaries (Calgary)
CityStudio	Leadership Calgary	Studio Y
Community Development (M.A)	Leadership Edmonton	Summer Institute for Future Legislators
Community Shift	Leadership Engagement, Action and Development (LEAD)	Summer Institute in Sustainability Leadership
Company of Young Canadians	Leadership Niagara	Sustainability Leadership Bootcamp
Connect the Sector Fellowship	Leadership Victoria	Sustainable Community Development (Graduate Certificate)
Dechinta	Loran Scholars Foundation	Tamarack – Communities Collaborating Institute
Development Leadership	Manning School of Practical Politics	The Canadian CED Network
Encore Fellows	MaRS Discovery District	The Do School
EQUIP Leadership Canada	MasterCard Foundation Scholarships	THNK - School of Creative Leadership
Foresight Canada	Maytree Leaders for Change	Transformational Projects
Fulbright Canada Community Leadership	MBA Sustainability Leadership Bootcamp	Vibrant Communities Canada
GenNext	McGill-McConnell Program for National Voluntary Sector Leaders	Werklund Foundation Centre for Youth Leadership Education
Global Citizenship Summer Institute	Nonprofit Career Path - Mount Royal University	Whistler Forum on Leadership and Dialogue
Global Leadership (Master of Arts)	OceanPath Fellowship	Winnipeg Sustainability Leaders Program

Go Global International Learning Awards	Our Voices: Emerging Leaders Gathering	Word on the Street
Gordon Global Fellowships	Peter Lougheed Leadership Initiative	YMCA Internship Program
Governor General's Canadian Leadership Conference	Philanthropy and Nonprofit Leadership - Carleton University	Youth Leaders in Action - Canada World Youth
IDEO Human-Centered Design for Social Innovation	Pond-Deshpande Centre Student Ambassador Program	Youth Professional Internship Program - Mines Action Canada
IMPACT! The Cooperators Youth Program for Sustainability Leadership	PopTech Social Innovation Fellows	Youth Scholars Initiative
Incident Leadership Canada Inc	Professional Fellowship Program - Engineers Without Borders	

Appendix D: Program Inventory

Table 20:
Programs included in the study, according to scope/scale & program type

	University-based	*University-partnered*	*Formal and competitive*	*Formal and open*
Historic (no longer operating)	• McGill-McConnell Program for National Voluntary Sector Leaders	• Circumpolar Young Leaders Program (IISD) • PFF Community Leadership Fellows	• Company of Young Canadians • Gordon Global Fellowship • Maytree Leaders for Change • Young Leaders for a Sustainable Future program (IISD)	• Katimavik – Canadian Youth Leadership Program (with Rupertsland Institute) • Whistler Forum for Leadership and Dialogue
International (no Canadian connection, but potentially instructive)	• Berkeley Fellowships (via Center for NP and Public Leadership)			Rockefeller Global Fellowship Program on Social Innovation
International* (with Canadian component or connection) or International focused *Programs located outside of Canada not included in survey	• Go Global International Learning Awards (UBC) • MA in Global Leadership (Royal Roads) • Boston College – Leadership Academy for Corporate Citizenship Professionals	• OceanPath Fellowship • Rockefeller Global Fellowship Program on Social Innovation (w. U Waterloo) • Coady International Institute – Diploma in Development Leadership • Coady International Institute – Certificate Programs: (Indigenous Women in Leadership, Skills for Social Change, Global Change Leaders, etc. • Intercordia • Global Citizenship Summer Institute (Aga Khan Foundation) • Pond-Deshpande Centre Student Ambassador Program	• School for Social Entrepreneurs (Ontario) + SSEO Fellowships • Ashoka Fellows / Ashoka Changemakers • SVP Encore Fellows • Engineers Without Borders - Junior Fellowships • Aga Khan Foundation Fellowship streams • Canada World Youth – Youth Leaders in Action • Mines Action Canada – Youth Professionals Internship Program • Mastercard Foundation scholarships • YMCA Internships	• Public Allies • IDEO Human-Centered Design for Social Innovation • The Do School Leadership Institute – Youth Leadership School • Institute for New Economics - Young Scholars Initiative

Regional or National	• Jack Layton School for Youth Leadership (Ryerson) • SFU Dialogue and Civic Engagement Certificate • Queen's Certificate in Responsible Leadership • Graduate Diploma in Social Innovation (Waterloo) • Summer Institute for Future Legislators (UBC) • Summer Institute in Sustainability Leadership (UBC) • Master of Arts in Community Development (U of Victoria) • Graduate Certificate in Sustainable Community Development (Royal Roads) • Werklund Foundation Centre for Youth Leadership Education • Dechinta • Dialogue and Civic Engagement (Certificate) • Responsible Leadership (Certificate) • Ken Dryden Course	• Sauve Scholars (McGill University and the Jeanne Sauve Foundation) • Fulbright Canada Community Leadership Program • IMPACT! The Cooperators Youth Program for Sustainability Leadership • Loran Scholars • Mosaic Institute UofMosaic Fellowship	• Action Canada fellowship • Canadian Women's Foundation Leadership Institute (with Coady Institute) • Governor General's Canadian Leadership Conference • Jane Glassco Northern Fellowship • CreateAction (Canadian CED Network) • Whistler Forum on Leadership and Dialogue • Connect the Sector Fellowship • Studio Y • Solutionaries • Foresight Canada • CreateAction • UpRising Leadership Programme • Young Leaders for a Sustainable Future program • IMPACT! Sustainability Champions Training • Community Philanthropy	• Tamarack – Communities Collaborating Institute • Next Up • Banff Centre Peter Lougheed Leadership Initiative • MBA Sustainability Leadership Bootcamp (Natural Step Canada) • Manning School of Practical Politics • Indigenous Leadership Development Institute • Incident Leadership Canada Inc. • Inclusive Leadership Co-operative • Inner Activist • Social Change Institute at Hollyhock • The Canadian CED Network • Vibrant Communities Canada • Corporate and Professional Fellowship Programs • Executive Directions • Youth Leadership School • Young Conservation Professionals Leadership Program • Leadership in Public Life Institute
Local		• Leadership Niagara – Graduate Leadership Certificate • CityStudio (Vancouver	• Cause School (Toronto) • Leadership Calgary • Leadership Edmonton • Leadership Victoria • Winnipeg Sustainability Leaders Program • Leadership Niagara • Laidlaw Foundation, Nathan Gilbert Youth Innovation Fellowship	• GenNext • Leadership Engagement, Action, and Development (LEAD) • Our Voices

Non-profit Sector	• Carleton Graduate Diploma or Master of Arts in Philanthropy and Nonprofit Leadership • Community Shift (Ivey School of Business) • MRU Nonprofit Career Path • Social Innovation Bootcamp (Queen's)		• Max Bell Public Policy Training Institute	• Executive Directions • KnowledgeConnector (Alberta)

Table 9: Programs added to the inventory since survey data collection, according to scope/scale and program type.

	University-based	*University-partnered*	*Formal and competitive*	*Formal and open*
Regional or National	• Dialogue and Civic Engagement (Certificate) • Responsible Leadership (Certificate) • Ken Dryden Course	• Mosaic Institute UofMosaic Fellowship	• CreateAction • UpRising Leadership Programme • Young Leaders for a Sustainable Future program • IMPACT! Sustainability Champions Training • Community Philanthropy Fellowship	• Corporate and Professional Fellowship Programs • Executive Directions • Youth Leadership School • Young Conservation Professionals Leadership Program • Leadership in Public Life Institute
Local			• Laidlaw Foundation, Nathan Gilbert Youth Innovation Fellowship	

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