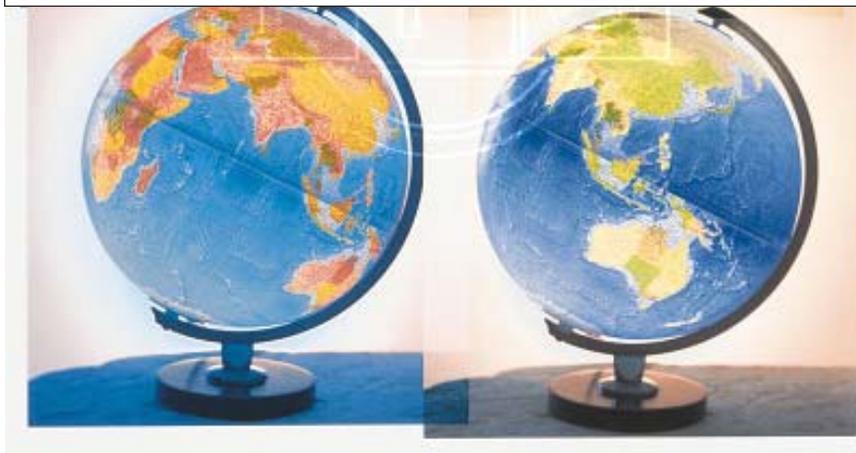


W. K. Kellogg Foundation
Building Leadership Capacity for the 21st Century



A Report From Global Leadership Scans



“The nature of leadership has shifted and is fundamentally changed; it is horizontal now and not vertical.”

— Harlan Cleveland,
retired international diplomat

“Leaders should influence polls, not follow them... It is better that a leader be controversial for the right cause than not be controversial and follow the wrong cause.”

— Shimon Peres,
former Prime Minister of Israel

“Leadership in the future needs to truly be inclusive, a leader will know how to embrace and use diversity.”

— Kate Raftery,
Partners of the Americas

Introduction

As the new century fast approaches, dramatic changes are impacting the social, economic, natural and political environments of people and communities throughout the world. While these impacts are as diverse as the communities themselves, they do present both similar and unique challenges and opportunities that demand leadership at all levels of society in order to create and sustain social progress.

Effective leaders know how to marshal resources and motivate people to solve problems in their communities, whether that be a rural town in Appalachia, a barrio in Mexico City, or a township in South Africa. Successful leaders help communities learn to influence and respond to national, regional and global issues and events, by encouraging people from diverse socioeconomic, cultural, and religious backgrounds to work together, improving the quality of life for all.

The need for effective leadership in an increasingly global, rapidly changing, and knowledge-based society, is more apparent than ever. Throughout its nearly seventy-year history, the W.K. Kellogg Foundation has embraced leadership as a critical component of its mission: "To help people help themselves." Leadership development is at the heart of the Foundation's work to improve communities and to create sustainable social progress. Through its grantmaking and fellowship programming, the Foundation gives current and emerging leaders the resources to hone their skills and to broaden and deepen the impact of their leadership activities. The Foundation's diverse programs are premised on the underlying beliefs that leadership can be taught and learned, and that leaders are visionary, inclusive, and know how to provide space for other leaders in their communities.

To ensure the continuing impact and effectiveness of its work in leadership, the Foundation has undertaken a comprehensive review of its leadership development philosophy and strategy. This review focuses on answering the following pertinent questions:

- *What are the most pressing challenges that leaders will face in the first decade of the 21st century?*
- *What constitutes effective leadership and an effective leader?*
- *What are the important skills that leaders will need to tackle the myriad problems in a global community?*
- *From where will the leaders of the future emerge?*
- *How will leaders of the future be developed and supported?*
- *And finally, in what ways can the W.K. Kellogg Foundation contribute to meet the growing need for leaders and leadership in an environment of continuous change?*

To answer these questions, the Foundation conducted data-gathering scans in regions where it has programming activity — the United States, Latin America and the Caribbean, and southern Africa — to identify leading-edge thinking and best practices in leadership effectiveness, development, and education. In addition, a fourth scan was conducted to gather information from a global perspective and from regions where WKKF does not have programs.

This report highlights the findings from the scans and describes the major themes that emerged from the analysis. The Foundation hopes this report will promote further communication and sharing of best practices among organizations involved in leadership development, so that together, we can help communities address society's complex problems as the world enters the next century.

Leadership Challenges of the Twenty-first Century

“Leaders must be prepared to meet all the challenges their communities face: that which they can see and that which they cannot see.”

— Hafsat Abiola,
Director of the Kudriat Institute

Although political, social, and economic situations vary by region and in their complexity, there are common challenges that future leaders must be prepared to address. Many of these challenges are already on the horizon, threatening the quality of life and futures of communities around the world. Significantly, they are growing in complexity and appear to require new and innovative approaches for resolution. Helping people from diverse cultures and interest groups to develop specific and relevant solutions, while at the same time urging people to seek a common ground, will pose a significant challenge for future leaders.

In many parts of the world, political instability continues to be a major threat to social progress, economic growth, and the safety and security of communities. Public cynicism about the ability of political leaders, political parties, and institutions to address problems is on the rise. One consequence of such cynicism is that non-governmental organizations (NGOs) with special interests are growing in number and influence, with the potential to energize people to act on important issues, but also to divide communities when they most need unity. To ensure social progress and stability, individuals and communities will have to learn how to respect and capitalize on the world's diversity of interests, cultures, perspectives, and people.

The most common social and economic challenge facing leaders is the growing economic disparity between people. Disease, poverty, and unequal access to resources afflict too many communities throughout the world. While globalization has brought prosperity to some communities, many people continue to be left behind. High unemployment continues in some countries despite global economic growth — growth that has often occurred at the expense of natural resource conservation. Balancing environmental protection with sound economic growth will continue to be a challenge. In his interview, Dr. Miklos Marschall of the University of Budapest, articulated a concern shared by other respondents that “economic growth and market expansion must be reconciled with social justice and poverty eradication. There must be economic development and employment with no damage to the environment.”

Drug abuse and crime are the scourges of many communities, robbing them of young people who have the potential to lead. In many societies, discrimination and stereotyping have hindered civic participation by women, youth, and ethnic minorities. New leaders will be challenged to find ways to help these groups become more effectively engaged.

Addressing complex and interconnected challenges of the 21st century will require bold and adaptive leadership. As Dr. Ronald Heifetz of the Kennedy School of Government at Harvard commented in his interview about leadership, the “lone warrior” leader is not a realistic model for our times. Leaders will have to learn new ways of solving problems and not be afraid to sift through existing values, retaining those that are acceptable and relevant, while discarding those that no longer are. New leaders will understand that solving community challenges demands collaboration, shared leadership, and learning how to partner with others in developing sustainable solutions.

What Constitutes Effective Leadership and an Effective Leader?

“ Leadership requires opportunity, necessity, energy, willingness, and the personal inclination to do something worthwhile. ”

— Justice Michael Kirby,
High Court of Australia

Data from the scans consistently point to the notion that leadership is a means to an end, not an end in and of itself. Answering the question “leadership for what” requires thoughtful consideration that any evaluation of effective leadership be inextricably linked to analysis of outcomes. In the context of the work of the W.K. Kellogg Foundation, these outcomes are reflected in the mission of the Foundation and the aims of its programming.

Effective leadership is moving from hierarchical, top-down leadership models to inclusive, participatory leadership styles. Effective individual leaders are people who commit themselves to tackling challenges, help their community articulate a vision for change, and build the commitment and wherewithal to improve the lives of people within the community.

The scans provide insight into current thinking about what attributes, knowledge, and skills leaders should possess to ensure their effectiveness in a global, knowledge-based, multicultural society. Future leaders, like their predecessors, must have a deep sense of mission and passion guided by strong moral, ethical, and spiritual values. Communities want leaders to reflect their vision and values for positive social change and to display courage and determination to achieve this vision. Effective leaders are humble, self-aware, and have a high degree of accountability. They believe in the need for many people to have a seat at the table, and recognize the importance of diverse perspectives and skills. Through inclusion and charisma, they inspire confidence among many and are able to raise the level of motivation and morality among a group to help find solutions and ensure progress.

Scan respondents indicated that effective leaders must be open to change and capable of a long-term vision and a culturally sensitive world perspective. This requires continuous learning and personal development. As Shimon Peres commented in his interview, leaders need to continue to learn so that they are “up to tomorrow,” rather than just “up to date.”

Leaders should understand the importance of democratic and shared leadership. They must possess good speaking and listening skills, and display a willingness to respect the knowledge, expertise, and opinions of others. Respondents agreed that an effective leader works with others in ways that allow each person to be heard and moved individually, while listening and moving a group collectively toward a desired future. They must have the ability to assist communities in creating and articulating a compelling, community-inspired vision of a desired future.

Unlike any previous time in our history, it is imperative that leaders have the ability to master new technologies, and in particular, developments in information technology. Knowing how to capitalize on the advantages of evolving communications systems is essential. As Frances Hesselbein from the Peter F. Drucker Foundation remarked in her interview, “the globalization of ideas is far more powerful than the globalization of business.” Information and knowledge are replacing physical resources as the most important currency in the world. Great leaders of the future will be good interpretive thinkers who know how to look at both the big picture and the micro vision and propose realistic solutions. They must be able to help communities comprehend and act on complex interconnected issues and problems with intelligence, creativity, and good judgment.



The leaders of the future must have confidence and excellent management skills. Leaders must recognize their strengths and weaknesses and know how to build complementary teams. They should be capable of developing collaborative working relationships across numerous and varied constituencies and stakeholders. They should feel comfortable operating at all levels of society to affect and institutionalize change. Partnerships and strategic alliances are critical for effective leadership; the new leader must know how to network and build coalitions to get things done. Looking beyond their sector, leaders must know how to work with the others, whether it is corporate, government, or NGOs, because the complexity of modern problems requires that the three sectors combine resources and influence to forge new solutions.

Finally, the leaders of the 21st century must have a global perspective and be willing to embrace diversity and cultural differences. Contextual demands on our leaders will require that they use a wide-angle lens and look beyond immediate borders to solve problems. Effective leaders will encourage multiple viewpoints and will be comfortable with sharing leadership. They will know how to identify and nurture emerging leaders among them. As Timothy Ryback and Amy Hastings observed at the Salzburg Seminar, there also is a need for leaders who know how to heal and reconcile past injustices now that the Cold War, apartheid, and many oppressive regimes have disappeared. New leaders must teach the importance of tolerance and compassion and must help people learn how to live together.

Developing Tomorrow's Leaders

“In the past, we looked to build traditional leadership skills, and institutions were the developing ground. Today, we need to go beyond these institutions to women and people with difficult socioeconomic upbringing but who have a quality of ideas and inspire others... Tribal and indigenous communities are producing remarkable leaders who can move their groups forward. But because of lack of resources and communication mechanisms, they remain local and narrow.”

— Rajesh Tandon,
Chair, Board of Directors,
CIVICUS: World Alliance for Citizen Participation

“Never before in history have we had a generation with such a similar global outlook, from the jeans they wear, the music they like, and the English that they speak. We need to help them have an ongoing dialogue with one another. Youth from all over the world need the opportunity to know one another and to prepare for and assume positions of leadership in global organizations.”

— Shimon Peres

For much of this century, leadership was reserved for the “elite” few. Today, the potential for leadership is viewed as democratically distributed. In neighborhood organizations, schools, and religious communities, there are individuals with leadership potential and the inner desire to lead and serve. Leaders in the future will reflect the world's cultural diversity, with greater representation from women and people of all ages and ethnicity.

Given the complexity of societal issues, there is general agreement among scan respondents that a single individual will not be able to take on complex, comprehensive leadership challenges; rather, groups of leaders in communities will need to tackle such challenges together. We will see leaders emerging from many different sectors — government, corporations, and NGOs — and they will reflect a mosaic of cultures and perspectives.

But developing untapped sources for leadership will require consistent investments in training and mentoring. Pedro Huerta, of Bertelsmann AG, commented in his interview that “high schools have to develop people able to cope with the challenges of the 21st century. Families and teachers are needed to help young people acquire leadership skills. You need experiences. We need to promote entrepreneurs.”

Another interviewee, Miklos Marschall, observed that grassroots movements and networks have produced examples of the new leadership. He cited his own example of coming from a small Hungarian village and becoming the founding leader of a global network of civil society organizations (CIVICUS).



Leadership skills among youth can be encouraged in many ways, such as through extracurricular programs and mentoring. There are numerous existing youth programs throughout the world that could be strengthened by introducing leadership development themes and activities. We know that involvement in activities such as athletics and volunteering can help a young person build confidence and learn valuable skills.

Achieving a civil society requires effective leadership. The Foundation believes that people in communities need better preparation in order to participate effectively in the leadership process. Honing leadership skills is a life-long process. Core components in the Foundation's leadership development work include: self-assessment and reflection; skill building (conflict resolution, creative thinking, decision making); problem-solving skills; understanding of intercultural issues; outdoor activities (physical team-building activities); experiential learning; mentoring; community involvement (understanding community dynamics); and understanding the public policy process.

Specific training content should include promoting both a worldview and community action, emphasizing the importance of continuous learning, developing spiritual and emotional maturity, discussing ethics and values, promoting an appreciation of diversity and developing practical skills to address specific social problems.

Foundations and other organizations can play a significant role in helping nurture future leaders. They can be influential through their funding and in a meaningfully educational way through training and communication. Scan respondents believe that foundations have a unique role in creating models for "best practices" in leadership development and have suggested improvements to current leadership development programming.

Respondents cited the need to open up leadership development training to more diverse groups so that it would reach "non-traditional" leaders. They advocate trying to educate as many people as possible, but suggest that the audiences include:

- *College-age leaders*
- *Communities rather than individuals*
- *Youth in poor communities*
- *Non-profit organizations committed to social change.*

Dr. James Fowler of Emory University recommends that foundations establish and encourage Youth Corps training programs in colleges and universities to help link students with established programs in cities and towns. He suggests building a national network of such groups and recreating the profession of youth mentors, with national and international conferences and training programs at select colleges and universities. Other respondents suggest that youth be given work and volunteer experiences in different parts of the world to broaden their perspective. Scan participant Mona Zulficar, an international corporate attorney from Egypt, suggested that Kellogg and other foundations sponsor exchange programs, perhaps like the Salzburg Seminar but on a regional basis, geared toward young people while they are developing their vision and values.

Because of the Foundation's history with leadership development, scan respondents look to it to help build bridges with other sectors and to encourage more institutional support for leadership development. Respondents agreed that Kellogg needs to gather and evaluate lessons learned from its own experiences in leadership development, and then communicate its learnings to others involved in social change. Kellogg should highlight "best practices" and share such information in conferences and in brainstorming sessions with other institutions interested in and involved with leadership development.

Implications for WKKF Leadership Development Strategy

The findings from this review present significant challenges to any organization that seeks to develop effective leadership committed to creating sustainable social progress and community health and well-being.

To ensure sustainability of social progress, transforming leadership is required at four levels within societies:

- *Personal*
- *Community*
- *Organizational and Institutional*
- *Public Policy*

The W.K.Kellogg Foundation will develop a set of strategies, methods, and tools that reach out to communities of people and help them become equipped to problem-solve effectively at these four levels. To guide the development of these strategies, the following assumptions and design principles were formulated:

- *The focus of the Foundation's leadership programming is to build community capacity to create and sustain social progress.*
- *Effective leadership development must be done within the cultural, historical, and social contexts of each community, nation and region. Accordingly, leadership development strategies will be thoroughly integrated into the programming strategies of the regions.*
- *Solving complex problems will no longer be perceived as the responsibility of a single person but, instead, requires the engagement and commitment of whole communities.*
- *Individual leadership development will serve as one of many tools in community development.*
- *Processes and systems must develop and engage the full potential of people, especially those working at the grassroots community level, without fostering inappropriate self-interest.*
- *Effective and sustainable solutions to complex problems will require collaboration across multiple sectors within societies. The Foundation will take a leadership role and serve as a bridge builder and catalyst for collaboration between and among various sectors and groups.*
- *Capacity-building leadership development will focus on the diverse talents available in societies and, in particular, those often excluded, including women, youth, and ethnic minorities.*
- *Capacity-building leadership development will focus on identifying and developing grassroots leaders who exemplify a transforming leadership approach.*
- *The Foundation will design and sponsor efforts to bring the grassroots leaders together with other community leaders and representatives of the business, government and other civil society sectors.*

Consistent with these assumptions the Foundation will design an action-oriented approach to leadership development that builds on past success while integrating innovative concepts, methods, and tools into our priority work and initiatives. Leadership development will be an integral part of programming in all goal areas and across goal areas in each region. Our ultimate goal is to assist communities in their efforts to move toward health, well-being, and self-sufficiency.

Conclusion

“Foundations can take people who are working together now and bless them, honor them and not let them get crazy. Foundations put out a vision of the future and then seek out those individuals and create sustenance. Foundation support can play a great role in affirming people and their contributions. Foundations create favorable press to shift public awareness. . . Foundations must step out in front of us and name the future.”

— Margaret Wheatley,
Berkana Institute

“We shouldn’t have separate leadership programs – we need to build more collaboration around leadership development.”

— Jim Pitofsky,
of Echoing Green Foundation

We are on the threshold of major societal changes. Our review confirmed many of the challenges for leadership that people involved in the leadership field already understand and have witnessed for a number of years. The data from the scans strengthens our resolve to support leadership development and ensure that it is as effective as possible.

Foundations have an important role in promoting and nurturing the leaders for the next century. Because many foundations focus their programming on activities in local communities, they have the experience and ability to build bridges among the public and private sectors to encourage collaboration on leadership training and development. Any foundation involved in social change can and should participate in leadership development, since the challenges of the 21st century suggest that the future of civil society will depend on this broader participation.

Based on past experience and the unique leadership challenges posed for the 21st century, the Foundation has some thoughts about creating leadership development programs:

- *Future leadership development activities and programs must be contextual by defining “leadership for what?”*
- *Leadership development activities should be undertaken within the cultural, historical and social context, and needs of each community, nation and region.*

Further leadership development activities should reflect:

- *A clear perspective and philosophy of leadership*
- *A clear set of expected outcomes and means of evaluation*
- *A vision for sustaining development efforts over time.*

The Kellogg Foundation has recognized through its leadership development review that it can and should take the initiative in improving communication and collaboration among foundations on the subject of leadership education. We are gathering “best practices” information on leadership programs and look forward to sharing it through workshops and conferences. We hope that this report is a first step in promoting that increased communication and collaboration.

W.K. Kellogg Foundation Leadership History

The W. K. Kellogg Foundation (WKKF) was created in 1930

“to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations.”

Recognizing the growing complexity of the problems facing communities here and overseas, WKKF has focused much of its resources on providing opportunities for future leaders to broaden their perspectives and enhance their capacities for leadership. WKKF's history of leadership initiatives over the past six decades has been innovative and energetic.

1930s

Michigan Community Health Project (MCHP)

Involving hundreds of local leaders in promoting community health, education, and welfare. WKKF's first major effort aimed to produce community leaders to attack social problems. A collaborative undertaking of WKKF and seven southwestern Michigan counties, MCHP sought to improve health care and education at the community level, particularly for young people. This successful early program relied heavily on grassroots initiatives and recruited volunteers such as physicians, parents, teachers, and business people. MCHP generally is considered to have been far ahead of its time and held seeds of many aspects of WKKF's leadership development efforts today.

1940s

Kellogg Fellowships and the International Study Grants Program

Developing leaders for tomorrow by providing a graduate studies fellowship program for professionals from Latin America, the Caribbean, and the five southernmost African nations. Following the outbreak of World War II, WKKF began awarding fellowships to non-U.S. citizens involved in health and education work, providing opportunities for teaching and research personnel to benefit from study experiences in the United States. The vast majority of grants were made to students who assumed leadership roles in their home countries following their U.S. studies.

1950s

Cooperative Program in Educational Administration (CPEA)

Providing leaders in higher education with pre-service and in-service training. A nationwide program for advanced education and special training of public school administrators and teachers, CPEA was launched to give these educators greater understanding of their civic and community responsibilities. Many of the nation's colleges and universities—and a majority of more than 3,000 county school systems—have participated in this administrative leadership activity.

Junior College Leadership Programs (JCLP)

Establishing a training program for Junior College leaders. A companion effort to CPEA that involves community education and two-year colleges, JCLP was begun in 1959 to help junior colleges become core community assets through programs designed to broaden these institutions academically while encouraging them to become more responsive to their communities' needs. In 1972, JCLP was taken over by its host institutions.

1960s

Agriculture Leadership Development Program

Promoting leaders in rural America. Launched in 1965 as the Agricultural Leadership Development Program, this initiative became known as the Kellogg Farmers Study Program (KFSP) and then evolved into the Rural Leadership Development Program. It has had a substantial, cumulative effect on its participants, resulting in increased interpersonal skills that have led to leadership posts in civic or community organizations and even election to legislatures. Spin-off programs have included the Family Community Leadership Program (FCL), which uses WKKF grants in six Western states to provide leadership training primarily to women who wish to become more active and effective in the public affairs of their communities, states, and regions.

1970s

National 4-H Council Grant

Addressing the changing needs of youth training programs for young leaders. WKKF's first grant to the 4-H non-profit youth organization came at a time when this highly respected group with millions of members and adult learners nationwide was in desperate need of concentrated training for new leaders. Over the years, in addition to

the 4-H leadership development work, WKKF also has made grants to other youth organizations, including the Boy Scouts, Camp Fire Girls, and Junior Achievement, Inc., as well as to the 4-S program in Latin America, which is similar to 4-H.

1980s

Kellogg National Leadership Program (KNLP)

Filling a need for leaders capable of broad, interdisciplinary thinking to address complex societal issues. WKKF celebrated its 50th anniversary in 1980 with a major gift to the nation: The Kellogg National Fellowship Program. KNFP was designed to allow young professionals from many disciplines to embark on a three-year initiative, largely self-directed, to broaden their social, intellectual and awareness potential. In 1996, the program evolved into the Kellogg National Leadership Program (KNLP), expanding the original commitments to emphasize leadership development. An exemplar in the field of leadership development since its inception, KNLP has produced more than 700 leaders who make a difference in their communities and institutions, as well as touch countless lives for the good of society.

Kellogg International Leadership Program (KILP)

Strengthening established leadership throughout the world. Mirroring the success of WKKF's leadership development initiatives in the U.S., KILP Fellows are established leaders in their home countries who come from government, non-government, educational, and philanthropic institutions. This WKKF program directly addresses a global need to strengthen leadership capacity. It emphasizes community change and is designed to build on the experience, cultural perspectives, and regional context of the 178 participating Fellows.

Kellogg Youth Initiative Partnerships (KYIP)

Mobilizing resources with and on behalf of youth. WKKF began an ambitious new regional undertaking, the Kellogg Youth Initiative Partnerships, as a long-term commitment to provide major programming support to communities in three diverse Michigan regions. Its aim was to identify, strengthen, and mobilize resources on behalf of youth. The Kellogg Youth Development Seminars (KYDS) emerged as a leadership development program within KYIP and provided a forum for new voices and methods to promote specific outcomes for local youth.

Michigan Community Foundations' Youth Project (MCFYP)

Involving young people as leaders in philanthropy. Investing nearly \$60 million in the Michigan Community Foundations' Youth Project, WKKF aims to bring full community foundation coverage to the state by establishing new community foundations, strengthening existing community foundations, and involving young people in substantive philanthropic leadership roles.

1990s

College Age Youth Leadership Development

Developing leadership in college-age young adults. Between 1990 and 1998, WKKF funded 31 projects that focused on leadership development in college-age youth. The primary objective was to support and test various models of leadership development programs for this age group.

The African American Men and Boys Initiative (AAMB)

Assisting at-risk male community members. After consulting with numerous individuals who have first-hand knowledge of the issues facing the African-American male community, WKKF launched an \$11 million initiative in 1991 that included funding for 32 model projects around the nation aimed at improving opportunities for those African-American men and boys at greatest risk.

Grassroots Community Leadership

Promoting the development of local leaders. Between 1992 and 1996, WKKF invested more than \$20 million in a cluster of projects to strengthen grassroots community leadership in the United States. The common thread running through all the projects funded by this initiative is the simultaneous focus on the individual, the community, and the organization.

Community Voices

Giving voices to the underserved in health care. In 1998, WKKF launched the Community Voices initiative to ensure the survival of safety-net health care providers and strengthen community support services in lieu of universal health coverage. The underserved working poor, individuals receiving public assistance, and those lacking adequate health insurance are given a voice in the ongoing national debate about health care access and quality.

Initiative for Developing Equity in African Agriculture (IDEAA)

Integrated District Development Program (IDDP)

Integrating leadership into two southern Africa initiatives. Launched in 1999, IDEAA is a six-country effort aiming to develop leaders who are able to transform the organizations and institutions responsible for delivering meaningful services to small farmers in southern Africa. IDDP seeks through skill-building and quality education to enable local leaders, as well as women and youth, to interact for the betterment of their people.



One Michigan
Avenue East
Battle Creek, MI
49017-4058
USA
616-968-1611
TDD on site
Telex: 4953028
Facsimile: 616-968-0413
Internet: <http://www.wkkf.org>