



**Pew Partnership**  
FOR CIVIC CHANGE

---

# Crafting a **New Design** for **Civic Leadership**



*A Pew Civic Entrepreneur Initiative Report*



*Albuquerque*

*Anchorage*

*Baton Rouge*

*Greensboro*

*Honolulu*

*Jersey City*

*Lexington*

*Providence*

*Santa Ana*

*Shreveport*



**Pew Partnership**  
FOR CIVIC CHANGE

The Pew Partnership is a civic research organization. Our mission is to document and disseminate cutting-edge community solutions. We collaborate with local and national partners to:

- *catalyze community partners to solve problems*
- *research successful community solutions and civic practices*
- *empower diverse leadership for action*

We direct three national initiatives: the Pew Civic Entrepreneur Initiative (PCEI), Wanted: Solutions for America, and the Civic Change Project.

The Pew Partnership is funded by The Pew Charitable Trusts and administered by the University of Richmond.



**M**Y GRANDMOTHER WAS A QUILTER. The quilt she made for me was a bow-tie design made from the dresses, dusters, and shirts that had belonged to me and a host of relatives. I remember vividly my grandmother explaining to me how she was “piecing” a quilt top from materials of different colors and uses. That image of creating a new design from existing resources is a metaphor for the work of the Pew Civic Entrepreneur Initiative, a project of the Pew Partnership for Civic Change.

---

This report documents a **new design for leadership** launched by the Pew Civic Entrepreneur Initiative that **builds on the multitude of assets** that exists in all of us for all of us.

This initiative, in ten very different communities, demonstrated how Americans are patterning a new leadership design for their communities that includes familiar features and exciting additions. Prepackaged quilt

kits, which shrink wrap precut fabric squares and machine-sewn borders, are a poor substitute for the rich craft of making a unifying design and practical product out of variegated and seemingly dissimilar materials.

Creating leaders, like quilting, is a complex process that takes patience and passion and an appreciation for resources that are often overlooked. It has a rhythm of work and a process of inclusion that allows for new possibilities. This report documents a new design for leadership launched by the Pew Civic Entrepreneur Initiative that builds on the multitude of assets that exists in all of us for all of us.

SUZANNE W. MORSE, PH.D.

*Executive Director*

*Pew Partnership for Civic Change*

## CONSTRUCTING THE FRAME FOR CIVIC LEADERSHIP

Quilts need frames to support their design, as do civic initiatives. In beginning the work of the Pew Civic Entrepreneur Initiative (PCEI), we needed a frame that would allow new patterns of community leadership to emerge. Our goal was to pioneer new strategies to engage more citizens in community leadership and to equip them with the skills necessary to work effectively with others on behalf of their communities. To achieve this goal, we wanted to include people who would not normally be selected for leadership training and might not think of themselves as “leaders,” but who nevertheless played important roles in their neighborhoods and local organizations.

To build a frame for this work, we identified assumptions about civic leadership that we would test as the guiding principles of the initiative:

**PCEI Hypothesis I:** *There is an abundance of leadership in every community that is untapped and “off the radar screen” of traditional leadership development networks.*

**PCEI Hypothesis II:** *These untapped leaders represent community “connectors” who are crucial to strengthening community decision-making processes.*

**PCEI Hypothesis III:** *The ability to operate in a world of new realities requires a different set of skills for both traditional and nontraditional leaders.*

**PCEI Hypothesis IV:** *Citizens want to know how and where to connect to make a difference in their communities.*

These four ideas constructed the “frame” of the initiative and articulated the niche for PCEI in eligible communities, whether or not they had existing leadership development programs. Many communitywide leadership programs tended to target the up-and-coming business, nonprofit, and volunteer leaders. The civic entrepreneur initiative was envisioned as a complement, not a competitor, to these existing programs. It extended the reach of established leadership develop-

ment efforts in communities by inviting input about the new set of collaborative skills being proposed, by providing the opportunity for more citizens to participate in leadership training, and by promoting the concept that we are more effective working together than alone. This rallying cry—working together is better—was subsequently reinforced by a national survey in which 90 percent of Americans said that working together takes more time, but is more effective in the long run. Our hope was that the civic entrepreneur program could help communities make “working together” the moniker of “business as usual.”

A key assumption of PCEI, implied in Hypothesis IV, is that civic interest and civic engagement are not declining but rather are finding new avenues for expression. These times call forth people and communities who can work together in new ways to address urgent challenges. The barriers to working together were often not distance, we found, but rather cultural and racial. To build a new foundation for civic leadership, communities must dismantle significant barriers such as race and class that have separated people for too long. That process takes new skills, trust, and opportunities to work together. Teaching leaders only individual skills, such as public speaking and fund-raising, and traditional approaches to decision making that emphasize individual but not collaborative action, reinforces a view of the world that is quickly disappearing. The purpose of PCEI was to create a model of civic leadership that was inclusive, collaborative, and moved groups to action to meet the challenges of the new century.

Finally, the frame of the initiative had a specific programmatic design. This design called for local partners working in a national context. The realization of this design was the selection of ten communities and the launch of the program in 1997. The ten partners created local programs to meet specific community issues and the Pew Partnership, as the national project office, established two national training institutes each year to push learning beyond the local perspective. The national training institutes delivered the general content and practice and the ten cities delivered local, individualized training. The goal for three years was 600 newly trained leaders in ten communities.





## PUTTING THE PIECES TOGETHER

After the quilt frame is constructed, the pattern evolves as the pieces are assembled. In like manner, a leadership program emerged that included new people and new skills in a pattern of working together that we had not seen before. The following section discusses how the design to broaden civic leadership evolved from the major “pieces” or program components of the initiative—recruitment of civic entrepreneurs, local and national training, and the practicum known as the “project.”

### Recruitment

All ten partner communities pioneered broad-based strategies to cast a wide net for new leaders. The design called for each community to recruit three classes of twenty people over a three-year period. Although recruitment efforts differed depending on the targeted audiences in each community, all the sites agreed that a comprehensive approach combining public outreach and personal invitations was crucial to identifying new leaders. Communities activated

childcare and transportation to not being asked. As the local programs were being developed, these and other barriers to participation were addressed in both the recruitment and the implementation of the initiative.

These assertive recruitment strategies yielded a wealth of diverse applicants to the program. In its first year, there were five applications for each of the 200 available spots in the initiative. Although the application process varied from city to city, most requested recommendations from employers or colleagues. In retrospect, this rigor had unintended consequences for the second PCEI class and beyond. Very few of the individuals who had applied for participation in the first year of the program and had not been accepted opted to reapply for the second year’s class. Potential applicants were reluctant to go back to the same people for another recommendation and feared a second rejection. This factor, the required time commitment, and the declining media attention after the selection and launch somewhat affected recruitment efforts in the second and third years.

The “recruits” by and large were not members of the “leadership elite” nor did they emerge strictly from grassroots organizations. Instead, they exemplified diversity in the broadest sense and brought a wealth of talent to the community “table.” Some had PhD’s,

some had GED’s, and some had neither. Some were high school students, some were grandmothers, and some were brand-new parents. The national training institutes held twice each year were a groundbreaking assembly of the phenomenal human talent and experience poised to participate in civic life. In a room with a class of 200 civic entrepreneurs, 50 ethnic and racial groups were likely to be represented. Native Hawaiians, Native Alaskans, Native Americans, and those who had origins in the Dominican Republic, Puerto Rico, Pakistan, Iran, Mexico, and Ireland found camaraderie and common ground. Each of the 600 participants who were part of the program over three years represented the potential of yet-to-be-tapped leaders in all communities.

---

All ten partner communities **pioneered broad-based strategies** to cast a wide net for **new leaders.**

diverse networks of mainstream, alternative, and ethnic media to attract potential participants to the program as well as mobilizing organizations such as community centers, religious organizations, and small businesses. The public library emerged as a key distribution point of information about the program in virtually all of the communities. But ultimately, personal invitations extended by trusted colleagues, friends, mentors, and the civic entrepreneurs themselves paved community access to new leaders, especially those representing groups that had historically been the least represented in public life. Some of the reasons people gave for not participating in established community leadership programs ranged from the inability to get time off from work to inadequate



The outpouring of local interest in PCEI training programs demonstrated that “average” citizens and established leaders alike were hungry for opportunities to connect with others, learn new skills, and most important, make a difference. The positive response to invitations to participate in this type of program confirmed that there are too few places in communities for people from different backgrounds to know each other, to work together on common problems, and to share leadership responsibilities.

### Training

The assumption that a wealth of untapped and diverse leadership talent resided in communities fueled the creation of PCEI. Recruitment efforts demonstrated the validity of this hypothesis and produced very diverse classes of civic entrepreneurs. This rich mix was exhilarating and challenging, especially when it came to the task of designing and delivering substantive, skills-based training, both locally and at the national institutes. What kind of training experience would be resonant to a group that included college professors, senior citizens, high school students, traditional activists, homemakers, and new United States citizens, to name a few?

The leadership development curriculum that emerged included process skills such as conflict resolution and

year classes, we learned that groups need processes to make community work more effective; avenues to connect to the existing power structure; opportunities and methods for bridging the faultlines of communities; processes to identify and tap community talents and experiences; and techniques on ways to work with heterogeneous groups for common purposes.

Beyond the skills themselves, however, three program design issues emerged as crucial to designing and delivering effective training: (1) How much structure is enough? (2) Do we concentrate on teaching skills or facilitating relationships? and (3) Are there advantages of having a local program with a national context?

### *To structure or not to structure?*

Leadership is not a one-size-fits-all proposition. Communities are facing distinct challenges and grappling with complex, local circumstances. These thoughts led us initially to give the participating communities wide latitude in designing and implementing the local training that would best suit their unique leadership challenges. We learned, however, that a more definitive plan from the national project office about the content and structure of the national leadership development training would have been useful. More synergy would have been created between the local training and the semiannual national trainings in the

first year if there had been a more detailed training agenda. This lack of specificity was due primarily to the evolving and inventive nature of PCEI—we were all learning as we went along. Fortunately we were able to better connect local and

national training components and provide more support for local program planning in the second and subsequent years. The first-year civic entrepreneurs became heavily involved with the second-year design, which was very helpful. The national office convened the local partners on a regular basis to discuss content and program delivery issues. Diane Chadwick, representing the Hawaii Community Foundation as the original convenor in Honolulu, commented:

---

We made a conscious decision to move  
**beyond individual skills** to the group skills  
needed for **citizens to work together.**

group dynamics, content skills such as housing and youth development, and relationship building skills such as asset-based community development and addressing racism. We made a conscious decision to move beyond individual skills to the group skills needed for citizens to work together. Ultimately the civic entrepreneurs identified the skills they needed to move community agendas forward, and we worked at the national and local levels to respond to those needs. In interviews with representatives of the first- and second-

*I've come to recognize the value of setting up some structure when working with a group of very diverse people. There's a need to be very clear about purpose—why the group has come together and what they hope to accomplish.*

### **Relationship building versus skill development**

An effective training program such as PCEI needed to choreograph a rich experience combining relationship building and skill building. We learned that these are difficult learning environments to create. Some people advised us to concentrate solely on group process issues, such as facilitation and conflict resolution. Others advocated for introducing traditional skills such as public speaking and board development or broader content skills in areas such as affordable housing or youth development. Still others encouraged us to deliver relational skills such as cross-cultural communication and deliberation.

We now know that relationships and skills are the “chicken” and the “egg” of civic leadership development. You can't have one without the other and it's hard to say which comes first. But programs that emphasize one at the expense of the other do so at their peril. The most important part of the civic entrepreneur initiative, and what differentiated it from other programs, is that it combined relationship building and skill building for the sole purpose of preparing participants for civic action. As we weighed various curricular options through that lens, we included those skills and content areas that supported civic action and would enable participants to more effectively work for change in their communities. Being aware of the need for balance of these critical civic building blocks strengthened the PCEI training locally and nationally.

### **Local training in a national context**

From the outset, we felt that creating a national context for PCEI would greatly enhance participants' understanding of the larger issues facing the nation and their communities and would provide an unprecedented opportunity to meet and learn from people from throughout the country who were working on community issues. Having said this, the convening of 200 people in one place was an expensive proposition both in time and money. What were the benefits? Were they worth the costs?

There were multiple personal and organizational benefits but as much as anything else the national training institutes were about inspiring and implementing change in the ten communities. These intensive four-day learning experiences provided the “big picture” concept of community change and introduced participants to a practical skill set to “make it happen” locally. The institutes brought new information to the local training agendas and introduced new concepts and ways of working such as asset-based community development, structures for community dialogue, and skills of collaborative leadership. Further, civic entrepreneurs had the opportunity to hear about local innovations and challenges from the other participating communities and consider their local applicability away from the pressures of day-to-day life. Also, the institutes were about validation and recognition of the work of the civic entrepreneurs. The national institutes were designed to provide first-class training to the participants in surroundings conducive to learning. The institutes were envisioned as an executive training program for citizen leaders. Were they worth it? Without a doubt the national training was valued highly by the participants and the local convenors and was a critical part of the learning experience.



---

**The most important part** of the civic entrepreneur initiative, and what differentiated it from other programs, is that it **combined relationship building** and **skill building** for the sole purpose of **preparing participants for civic action.**

### The “Project”: Equipping People For Action

The overarching goal of the PCEI program was equipping new leaders to take action in their communities. This remains the biggest challenge of a participatory democracy: How do you motivate and equip diverse citizens to work together on behalf of the community? Citizens must be able to collaborate on critical civic issues. In designing the program, we were idealistic and overly optimistic about the time needed for groups of interested citizens to coalesce around an opportunity for civic participation and “do something.”

---

## The **overarching goal** of the PCEI program was **equipping new leaders** to take action in their communities.

As the design for PCEI was emerging, we thought that it would be valuable for each local group of civic entrepreneurs to have a practicum of sorts to help it further develop and apply the skills it was learning. Referred to as the “project,” this part of the training program proved to be the most problematic of the whole design. Despite our attempts to clarify expectations for the “project,” it remained a stumbling block to virtually every community. Group members simply could not agree on what to do. Why?

From conversations with civic entrepreneurs and the local lead organizations, some key findings emerged. Ironically the limited scope of the project sent a conflicting message to the civic entrepreneurs. As the PCEI experience broadened their horizons and raised their aspirations, some participants tended to dismiss “small” projects, such as cleaning up a vacant lot or organizing a book drive for the library, as inconsequential. They wanted to take on public education or the justice system in their community. The timing of the project exacerbated these frustrations. Participants were asked to decide what project to pursue fairly early in the year—before group process work was completed—and this increased interpersonal tensions about the work. In retrospect, a more specific and prescrip-

tive description of the project component would have helped leaven ambitious visions with more realistic expectations about “where to start” and offer guidance about how to integrate the practicum into the yearlong training experience. But as Baton Rouge convenor and president of Volunteer Baton Rouge! Noël Parnell observed: “It is our assessment that without the project requirement, transformative learning would not have occurred.”

However, despite the challenge of the project, the groups ultimately resolved their conflicts and implemented substantive ideas. For example, civic entrepreneurs in Lexington, Kentucky, created a communitywide film festival; first- and second-year civic entrepreneurs in Honolulu, Hawaii, combined forces to organize an inter-island conference for non-

profits throughout the state to share ideas and information; Baton Rouge, Louisiana, participants designed and hosted a regionwide Workforce Preparedness Conference and developed a workforce referral document to assist job seekers in their search; civic entrepreneurs in Anchorage, Alaska, designed and implemented a leader-to-leader mentoring program involving established and emerging leaders. The Albuquerque, New Mexico, and Santa Ana, California, groups both launched youth-serving projects. Greensboro, North Carolina, civic entrepreneurs worked on issues related to the school system, and Providence, Rhode Island, civic entrepreneurs addressed community-based economic development. The Jersey City, New Jersey, civic entrepreneurs organized a workshop with local high school students and their parents on ways to reduce conflict using the arts as the vehicle. The Shreveport, Louisiana, civic entrepreneurs designed a content and resource Web site to meet the growing interest in the community concerning public school uniforms.

Other spin-offs occurred among the local groups that also contributed to the practice of working together. For example, two first-year civic entrepreneurs in Lexington videotaped the experiences of team mem-





bers and created *Necessary Conversations*, a 25-minute video that delves below the surface, capturing feelings, ideas, and observations of the 30 interviewees. The producers, Joan Brannon and Susan Hill, felt strongly that the conversations begun through PCEI should be captured and understood. “Even during our earliest videotaping, we realized we were having conversations that hadn’t been explored during our whole year together as a PCEI team,” Brannon said of her interview sessions with her own class. The producers believe that the film can serve as a roadmap to other communities trying to create trust and understanding. But where will all these conversations lead? “We don’t even know yet what lasting effects being a civic entrepreneur will have,” Hill said. “We believe that it is like dropping pebbles into a pond with the circles radiating out: The changes in community will keep happening.”

While the “project” component ultimately yielded successes in the participating communities, we learned that such an endeavor by a new group needs significant time for the activity to be identified, planned, and implemented. An alternative approach might be to provide a group with a problem statement such as “Communities have too few affordable and safe childcare facilities,” provide supporting national data, and then allow the group to gather local information and develop a response.

## **LOCAL SPONSORSHIP AND GOVERNANCE**

The civic entrepreneur initiative was always envisioned as ten local programs with a national partner. Clearly, a new model of recruitment, training, and participation could not be activated and implemented by a national intermediary; it needed a cadre of local organizations that could organize and direct the individual initiatives to meet their own objectives. As the program was launched, we were seeking local partners that were viewed by the community as neutral convenors, committed to new approaches to leadership, and inclusive of diverse constituencies. The local convenor would coordinate the efforts of a wide array of

local partners who would support and nurture the program and its participants. The ten convenors included a volunteer center, a state humanities council, a chamber of commerce, a communitywide planning organization, a community organizing initiative, a local chapter of the National Conference of Community and Justice, a nonprofit coalition, a community college, and two community foundations. In the launch stages of the program, each of the ten convenors had assembled an impressive gathering of diverse organizations to help direct the effort through governance structures such as steering committees or management teams.

We were surprised, however, at the attrition of some of the management team members as the local initiatives matured. Although governance structures stayed in place “on paper,” the comprehensive task of designing, delivering, and sustaining the program more often than not fell to the single organization that had agreed to be the convenor. However, we were encouraged that many partners did stay actively involved, particularly those from local government and business who helped raise the visibility of local efforts through public promotion, financial support, and specific civic opportunities for program graduates. Where original partners were very helpful in some communities was in fund-raising and sustainability. We estimate that the ten partner communities raised approximately a quarter of a million dollars of money and in-kind resources in the first three years of the program from local and regional funds. Partners played important roles in this effort. An important program outcome was that civic entrepreneur alumni took on leadership positions in the management groups and steering committees and actively participated in program planning.

The experience in ten communities with a wide range of convening organizations helped us redefine the institutional support that this type of program demands. First, as the initial design assumed, identifying and equipping a new cadre of civic leaders is not the work of a single agency. An engaged collaborative of institutional and grassroots leaders and organizations is crucial to implementing and sustaining the



program. At the same time, accountability requires a lead entity. Collaborative efforts demand strong, directive leadership and a place for the “buck” to stop. The convenor, or lead organization, in this type of effort needs to be a “player” in the community, have the professional staff necessary to support the initiative, and have a committed board. It needs to be equipped to deliver specific program requirements, broadly support new leaders, and connect them with opportunities for service.



### **INCLUSION OF ESTABLISHED LEADERS**

As the program was designed, its clear intent was to include citizens who had not participated in a communitywide leadership program. In the original design there was no particular space reserved for established leadership in the training experience. The established leaders’ roles were defined as mentors to the new leaders or as members of the advisory boards. As a result, many of the local programs were labeled as grassroots initiatives without real thought to the broad networks and challenging skills that the program was bent on mobilizing. We had focused on citizens who had been left out, rather than civic skills that had been overlooked. What the initiative offered was as useful to the established leadership of a community as it was to the

Obviously leadership development and community change are not strictly a grassroots agenda—they must be part of the communitywide agenda—and those addressing this agenda should be a broad-based group representing all sectors and segments in the community. As the program moved into its second, third, and subsequent years, more established leaders were actively recruited as participants and also reengaged in management teams.

### **TANGIBLE PRODUCTS**

Quilters enjoy the process and camaraderie of working together but their ultimate goal is a useful and tangible product. Clearly, this initiative also expected tangible products to result from new patterns of civic leadership. In the four years since the first class of civic entrepreneurs attended its first training session, the initiative is demonstrating an enduring impact on individual lives and community success in a wealth of existing and emerging products.

#### **Individual Level**

The first and most obvious product we hoped would emerge in our ten partner communities was new leadership. The wealth and diversity of talent represented in the 600 civic entrepreneurs is inspiring. These participants showed us where to look and what leaders look like. They came from all professions and all walks of life—police officers, community volunteers, engineers, postal carriers, artists, students, small business owners, homemakers—all looking for ways to make a difference in their communities.

As PCEI alumni, they are now holding elective office, serving on school boards, managing nonprofit organizations, mentoring new leaders, and stepping up to the plate in ways as diverse as the environments where they live and work. The training and team building experiences of PCEI affected individuals at work, in their personal reflections, and in the community. As Albuquerque civic entrepreneur Ellie Ortiz said:

---

## What the **initiative offered** was as useful to the **established leadership** of a community as it was to the **emerging cohort**.

emerging cohort: An opportunity to work with individuals and organizations in new ways; the chance to learn new skills; and a vehicle for getting more people in the community to focus on the issues of greatest concern. Thus, PCEI was a program applicable to leaders at all levels.

*I credit the program for giving me the confidence to reach the stars! The education I received from [PCEI] provided me with the foundation to manage the state-run adoptive and foster parent recruitment programs....the hallmark of my success is also a part of PCEI's core curriculum—building relationships.*

*Now I know that I can go out there and talk to people, although they may not agree, I do have a voice.*

### **Community Level**

Individual change is the first step to community change. On the community level, PCEI has catalyzed a wide range of initiatives that are bearing fruit. Before

PCEI, neither Anchorage nor Jersey City had any communitywide leadership program or structured approach to strengthen civic leadership. Both of these communities now

have flourishing programs to support and strengthen civic leaders from diverse backgrounds and connect them with opportunities for long-term service and responsibility. Leadership Anchorage is being thought of as the prototype for a program that will go statewide. And in Jersey City, the program is being continued through a collaborative of community organizations and higher education institutions as the Institute for the Advancement of Community Leadership and Service Learning housed at New Jersey City University.

The efforts of the local partners in Lexington have resulted in a comprehensive and long-term initiative to eliminate racism that is supported by active leadership from seven broad-reaching sectors in the community. Baton Rouge civic entrepreneurs tackled unemployment and job training and produced a community resource guide designed to “jump the hoops” for a job seeker and identify the many workforce development opportunities available to unemployed people. More than 65,000 people received this guide.

This ability to set a goal and reach it was the purpose of learning that we had hoped would occur through PCEI. The ability to see the community and each other through new lens and with new expectations was a shared learning by almost everyone.



## The **training** and **team building experiences** of PCEI affected individuals at work, in their personal reflections, and **in the community.**

Other civic entrepreneurs have been sparked to launch new initiatives and gain new perspectives as a result of the training received and the partnerships forged through PCEI. Honolulu civic entrepreneur Bill Kaneko and others established the Hawaii Institute for Public Affairs, a think tank for state issues and leadership training. Other have begun nonprofits and strengthened the work already in place in their communities. As Baton Rouge civic entrepreneur, Kirt Bennett of the Young Leaders' Academy, Inc., reflected:

*The PCEI experience had two main benefits for me. First, it gave me the opportunity to meet and build relationships with a dynamic group of people doing wonderful things in our community who I hadn't known before; and second, it gave me a greater understanding of process-oriented strategies that I can use in every facet of my work as a nonprofit executive director.*

As important as anything else, the PCEI experience gave voice to hundreds of people in the ten communities who had been left out of civic leadership. As Santa Ana civic entrepreneur, Maria Lilia Rivera said in a 1999 *Orange County Register* interview:

*I was scared to move on and couldn't overcome my fear with intellectual people. I thought my voice didn't count.*

Patrick Jinks, Shreveport civic entrepreneur, reflected on the impact of an inclusive leadership program:

*A broad-based leadership program has incredible value and potential. PCEI opened our minds to the possibilities of things that can get done without the big names or big money being attached. It taught us what “nonstereotypical” leadership can do in a community.*

These efforts are only part of the new civic quilt in ten communities. Beneath the folds and crevices are the unexpected relationships and joint endeavors that are just beginning to reveal new patterns of community change. According to Jersey City civic entrepreneur Pastor Ron Clark:

*The information and skills I received from PCEI have been important to me in every phase of my life—from my home to my ministry. I have learned to hear, to build consensus, and to be proactive on the things that matter most. I know that collaboration is the key in communities.*

Every community group has rich stories to tell about the personal and community changes that have occurred because of the PCEI experience. These changes have a long shelf life and will continue to be felt in the community.

## **National Level**

The strategies pioneered in ten cities to invigorate civic leadership are urgently needed in every community in the nation. To respond to this need for leadership training, we have packaged the experiences from this initiative in a format that communities can put into action through the development of the *LeadershipPlenty Training Program*.<sup>SM</sup> As this report explains, in this new field of endeavor communities wanted more information about how to structure training experiences, what skills to teach, and how to “make it happen” at the local level. The *LeadershipPlenty* materials equip people with step-by-step instructions for convening groups of diverse leaders and training them in the substantive skills of collaborative action through a nine-module program. They present the rich lessons learned from PCEI as practical tools that any diverse group can use to increase its ability to work together effectively on behalf of the community. We know that we must adapt to a world of new realities and to the demands of new styles of civic work. As Carla Beam, Leadership Anchorage board member, reminds us:

*The collaborative style of leadership has become increasingly more important [in order] to look at issues from the myriad of perspectives now represented.*

---

The strategies pioneered in ten cities to **invigorate civic leadership** are **urgently needed** in every community in the nation.



## CALL TO ACTION

Anyone who has ever made a quilt has developed a new appreciation for the painstaking effort and time involved. This sense of accomplishment also increases pride in the work and camaraderie among the group that has put it all together. As the initiative unfolded in ten communities and the program design “pieces” were arranged and connected, an analogous appreciation evolved for the complexity of the work. As first-year civic entrepreneur and current steering committee chair Cellestine Hunt of Greensboro, North Carolina, observed:

*Because broader leadership—by its very nature—brings more people and therefore more opinions together, building consensus becomes all the more difficult. Are the results worth the extra work? Yes—because when decisions are ultimately made, a broader part of the community will understand and support the leaders.*

The PCEI initiative demonstrated that there is a wealth of untapped civic leadership in communities and given the right opportunities, it can emerge and flourish. For this to happen, communities must marshal the patience and determination to confront deep divisions, to build multiple community tables for deliberation and action, and ultimately to support as a shared value the importance of strong, broad-based leadership to the long-term health of the community.

Perhaps at the end of the day, PCEI set an example for individuals, communities, and the nation about how

we could think about relationships, leadership, and joint action in new and inclusive ways. Individual learning linked to community connections builds civic wealth. These investments pay multiple dividends. Venus Jones of Providence spoke eloquently about the impact of PCEI on her and the next generation:

*Many firsts have happened to me and many opportunities that I really don't think otherwise would have come my way. Being able to be part of the delegation to travel to Washington, DC, for the enterprise community conference was because of PCEI, being chosen for the school board nominating committee was because of PCEI....But when I sit back and really think about the impact that PCEI has had on my life all I have to remember is when my children start to talk about the people they have met through PCEI, the places they've been or the activities they have participated in and I know I have enhanced their lives for the better.*

Through the Pew Civic Entrepreneur Initiative, we had the privilege of working with hundreds of citizens who represent millions more who are ready to go to work for their communities. We must be sure that the message we heard loud and clear from the initiative echoes across the nation:

*The leadership that we need for America now and in the future will be found among its citizens and within its communities. We need to garner and develop the wealth of dedication, goodwill, and know-how that exists within all of us for all of us.*



---

The PCEI initiative demonstrated that there is a  
**wealth of untapped civic leadership** in  
communities and given the right opportunities,  
**it can emerge and flourish.**





## PCEI Advisory Board

*John Parr, Chair*

*Elizabeth Dow*

*Martin Eakes*

*James Gibson*

*Pedro Jose Greer, M.D.*

*Henry Izumizaki*

*Sandra Jibrell*

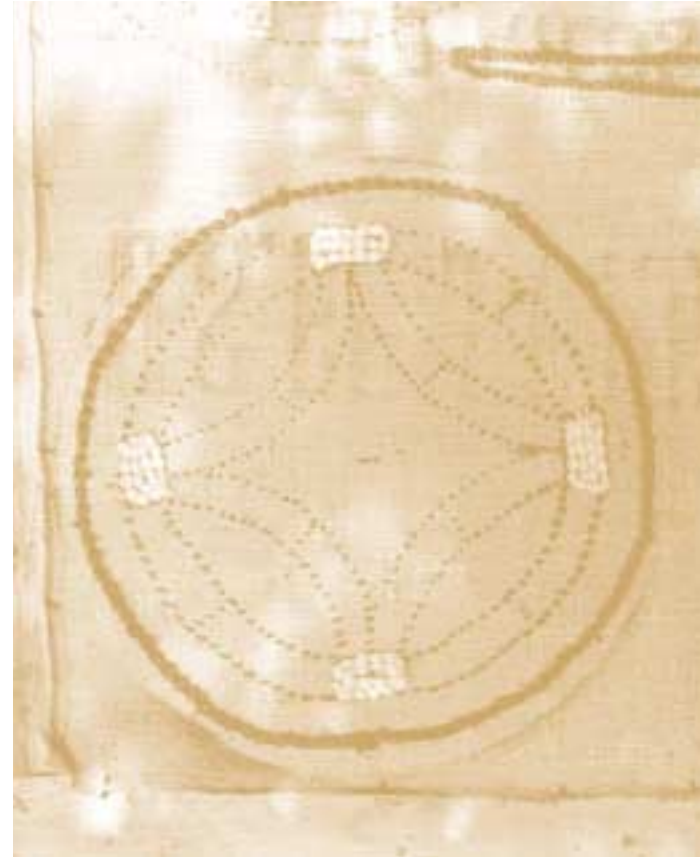
*Steven Minter*

*Richard Morrill*

*Karen Pittman*

*Janice Schaffer*

*Jim Wallis*

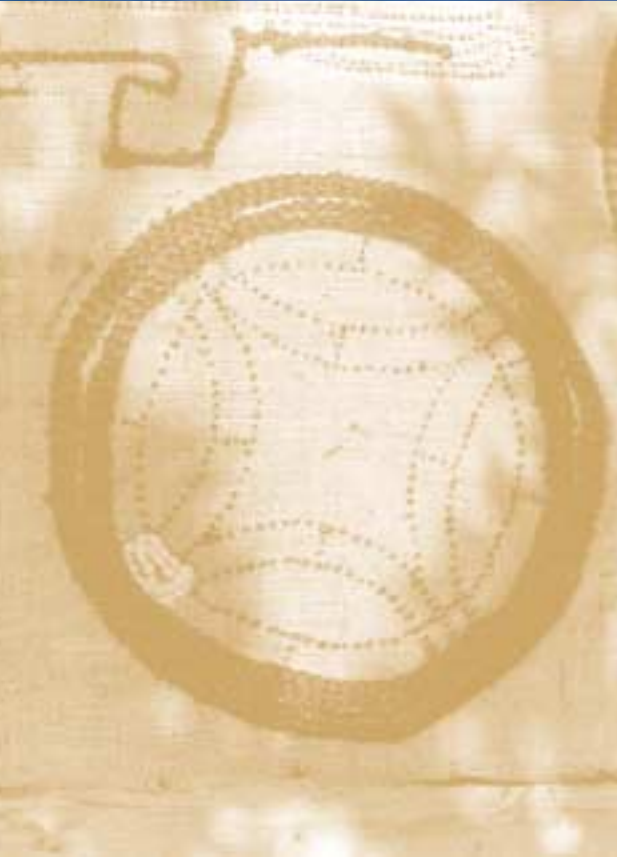


Design: Richard Montoya Design

Front cover photos: Quilt, Rob Amberg and Jersey City Second-Year Civic Entrepreneurs, Courtesy of Leon Yost

Inside and back cover photos: Hook Rug Pattern and Quilt, Rob Amberg

© University of Richmond, 2002





**Pew Partnership**  
FOR CIVIC CHANGE

5 Boar's Head Lane, Suite 100  
Charlottesville, VA 22903  
tel 434.971.2073  
fax 434.971.7042  
[mail@pew-partnership.org](mailto:mail@pew-partnership.org)  
[www.pew-partnership.org](http://www.pew-partnership.org)