



# Linking Leaders Initiative

*A review of literature regarding leadership programs for people of color*

**F E B R U A R Y 2 0 1 6**

Prepared by:  
Stephanie Peterson  
Ellen Shelton

# Contents

Summary .....	1
Introduction.....	2
Methods.....	3
Common characteristics of successful programs .....	5
Review of individual development literature.....	7
Summary of program types.....	7
Summary of outcomes .....	8
Program elements most likely to produce successful outcomes.....	9
Review of organizational development literature .....	11
Summary of literature .....	11
Conclusions.....	13
Summary of literature review results .....	15
Bibliography .....	18

# Summary

In August 2015, the F. R. Bigelow Foundation contracted with Wilder Research to conduct a review of literature related to leadership programs for adults of color. The focus of this review was to find what program elements work to build emerging leadership, support existing leadership, and build capacity within public, nonprofit, and for-profit organizations to accept the leadership of people of color. The results of the review would help the Bigelow Foundation to provide funding and support for successful leadership programs for adults of color in St. Paul and the surrounding area.

The review began with a public search of relevant empirical studies and evaluations performed for programs that focused on developing leaders of color. Conducting the initial scan revealed a number of surprises. The first was that, unlike educational programs that linked program interventions to student outcomes, there seemed to be no consistent set of outcomes for leaders, nor any universal measurement by which those outcomes could be compared across programs. The second was that many programs made reference to evaluations that were not publicly available; this “grey” literature (as we call it) has valuable information on program features and participant outcomes but is more difficult to obtain. The third was that the vast majority of the available literature – public and grey alike – focused on the elements used to build emerging leadership with very little information on programs used to support existing leadership, build capacity within organizations, or create networks of individuals, organizations, and surrounding communities.

A few common themes emerged within the articles that addressed preparation of either individual leaders of color or organizational development:

- The vast majority of individual-focused programs – all of which were deemed successful in one way or another – shared common elements, such as mentorship and skills development for participants. On the organizational side, authors outlined the need to develop organizational support for individual leaders in the form of mentorship.
- All studies shared that program participants felt they had gained knowledge of processes, policies, or procedures as part of the program, and many program participants also reported gaining additional job- or leadership-related skills. A smaller number of studies reported changes in attitudes among participants.
- Relatively few individual-focused programs discussed changes in behavior or responsibilities for participants. This could be in part due to the relatively short time between the program’s conclusion and program evaluation.

# Introduction

In August 2015, the F. R. Bigelow Foundation contracted with Wilder Research to conduct a review of literature related to leadership programs for adults of color. The focus of this review was to find what program elements are most effective to build emerging leadership, support existing leadership, and build capacity within public, nonprofit, and for-profit organizations to accept and support the leadership of people of color. The results of the review would help the Bigelow Foundation to provide funding and support for successful leadership programs for adults of color in St. Paul and the surrounding area.

This literature review has focused on two major aspects of leadership capacity development: individual development and organizational development. Individual development addresses the development of people of color as leaders in a given sector (public, nonprofit, for-profit, etc.). Organizational development addresses the need for organizations in those sectors to better accommodate leaders of color. It has become clear in the literature that an emphasis on both is needed, though the existing program evaluation literature is heavily skewed toward programs that prepare individual leaders.

At the outset of the project, there was also a desire to discuss the existing literature surrounding the connection between individual and organizational initiatives, which we called the “bridge.” The review of literature found very few explicit references to bridge programs, or programs specifically designed to connect individual and organizational initiatives; instead, we found that literature that focused on individuals often referenced a need for organizational development.

# Methods

We began our review with a broad search of public and educational databases for reports of evaluations of leadership programs, with an emphasis on finding programs specific to diverse populations or populations of color. Given our focus on outcomes, the search also focused on finding studies that sought to link program elements to improved outcomes for its participants. Ideally, the studies we found would speak specifically to outcomes for participants of color, even if the programs themselves were not designed to serve populations of color specifically.

This initial search yielded a number of potential studies, but few of these fit our criteria; most failed to discuss their programs in detail or report specific outcomes for leaders of color, making it impossible to link program elements to outcomes for participants. Many studies that focused on individual leadership development were surveys of multiple programs, usually within a given industry or sector. In addition, almost all of the organizationally-focused literature we found did not actually evaluate specific programs that target organizational change, but instead put forth suggestions on how organizations could make changes. We focused our efforts on literature that used empirical evidence to support their suggestions.

In the course of our public search, we found a number of references to leadership programs that suggested that they had evaluation work done but we could not find their evaluations publicly accessible online. We concluded that there is a significant well of “grey” literature: evaluation studies that had been completed but not posted publicly and instead kept internal to organizations. Where we could identify specific organizations, we contacted representatives directly or through evaluator contacts to request access to some of this “grey” literature. This process resulted in the addition of a few additional study reports.

After reviewing these sources, we found a total of 19 articles that had enough merit to read more closely. Of these, seven addressed organizational development, specifically organizational change surrounding welcoming leaders of color, and 12 were evaluations or empirical studies addressing preparing individual leaders of color. These studies cover a wide range of publication dates: the earliest studies (late 1980s through early 1990s) evaluate programs in educational leadership, while the most recent (early 2000s to mid-2010s) are primarily concerned with individual and organizational issues in a variety of sectors (public, nonprofit, and for-profit).

The literature review that follows is a combination of peer reviewed academic research, evaluation studies that are publicly available online, and the aforementioned “grey”

literature. In addition to studies that focused on evaluating a single program, we included any studies for individual leaders that surveyed multiple programs, as long as they made links between program elements and participant outcomes. The majority of the programs profiled are based in the United States, but a few programs have emerged in the United Kingdom as well; these have also been included.

# Common characteristics of successful programs

It is challenging to devise a singular definition of a successful program to support leaders of color. Unlike many educational programs, there are no clear, universally applied metrics to determine what makes a successful program for either individuals or institutions. There is no standardized test or defined set of outcomes that can be compared equally across programs. In addition, outcomes that are reported are often based on participant perceptions shortly after the conclusion of a program; there are few programs that either monitor positive employment outcomes (in terms of successful job placement) or offer long-term outcomes (past a year or two after the program's conclusion).

Given this lack of uniform criteria and reporting of outcomes, it is difficult to compare programs based on objective measures of success. However, in reviewing the program evaluations focused on preparing individual leaders of color, there emerged a set of common outcomes that participants cited when discussing their programs. These outcomes are described in greater detail below.

**Knowledge change:** This describes a change in participants' understanding of processes or systems in their work. This is by far the most common outcome among programs, and understandably so; increasing knowledge is a vital first step in making change.

**Attitude shift:** We use this to describe a change in participants' understanding of their own power or positioning within their industry or sector. This is subtly different from a simple change in knowledge, and therefore somewhat more difficult to find explicitly discussed in the literature.

**Skills acquisition:** This describes an increase in job-related skills that participants have at the end of their programs; the exact skills acquired often vary depending on industry, though many skills are more universal. Some programs in the literature emphasize the importance of acquiring specific knowledge of how to work within systems (skills), not just knowledge of how systems work.

**Behavior change:** This is used to describe reported changes in how participants actually use the information and skills they have gained over the course of the program. This goes a step further than simply increasing knowledge or changing attitude; this is also more difficult to find in the literature, whether due to the short time between program conclusion and evaluation or due to a lack of standardized language for discussing the change.

**Status change:** We use this to describe actual changes in participant leadership opportunities – that is, participants who have entered a leadership position or taken on more leadership responsibilities after completing the program. This is the most elusive element to find in the literature, likely due to the short time between program conclusion and evaluation.

As can be expected, these outcomes are discussed to varying degrees in the existing literature. These outcomes were identified where possible, though it is possible that these outcomes did occur in other programs but were not discussed.

# Review of individual development literature

## Summary of program types

The following is a brief summary of the different types of programs found in the existing literature focusing on individual leaders of color.

Most programs focus on a specific geographic area: commonly a city, but occasionally an entire state or multi-state region. The exception to this that emerged in the literature was large-scale national reviews of several programs; in this case, each individual program may have had a geographic component that was not discussed in the broader review. The justification for these regional programs often relies on the needs and opportunities present in the specific region.

Most programs studied employ a cohort model: individuals are chosen to participate in the program through nomination and/or application processes. Cohort sizes ranged from 15 to 30 or more participants, depending on the length of the program and program elements. In general, academic-based programs (programs that are set in a degree context) tended to have larger cohorts, whereas vocation-based programs that focused on a specific sector tended to have smaller cohorts (though there was still a range).

Studies describe a range of intentionality around discussing and incorporating racial aspects into the cohort makeup and structure of different programs, though it is unclear whether one approach is objectively more effective than another. There appear to be three distinct approaches with regard to leadership programs designed to increase the diversity of leadership in a sector.

- **“Diverse” cohorts**, which tended to include whites as well as people of color, incorporated a “diverse” framework; issues of race were discussed in the course of the program but did not appear to be a central focus of the program itself.
- **“Multicultural” cohorts**, which were specifically for people of color but included individuals from a wide range of racial and ethnic backgrounds, incorporated what they called a “multicultural” framework that focused more intentionally on issues surrounding race and ethnicity from the perspective of people of color.
- **Single-race cohorts**, which focused specifically on cultivating a cohort from one racial or ethnic background, seemed most common in evaluated programs but did not appear to have specific or intentional frameworks to discuss issues of race.

Though these differences in approach were addressed in some of the studies, these approaches were not specifically tied to outcomes for participants.

Finally, most programs employed similar structures and design elements. Almost all of the programs included some form of **mentorship or individual coaching** within the field; most often, mentors and coaches were established leaders in the field or the participant's home institution who were intentionally assigned. Most of the studies reviewed did not discuss details of the mentorship arrangement – for example, none of the studies specified how participants and mentors were matched – but some studies outlined the topics discussed during the mentorship component of the program. The majority of programs also incorporated some type of **formal learning**, such as lectures, workshops, or academic coursework around the subject of leadership or specific leadership skills. Another common element is **practical application** of skills, usually described as an internship; the details of these internships varied widely from program to program, but often were designed to supplement each participant's existing job demands. **Networking** – either building new networks or expanding existing ones – was less commonly included, or more likely to be an informal component (e.g., networking among cohort members was discussed, but networking outside of the cohort was not included or discussed as part of the formal program).

## Summary of outcomes

Virtually all of the reported program outcomes are positive, focusing primarily on changes in participant attitudes and skills. All of the studies analyzed noted that at least some participants experienced a change in knowledge or understanding of policies and processes as a result of their participation, and many of the studies (10 out of 12) noted changes in acquired skills as well. The specific skills acquired varied from program to program, with most programs noting a general increase of job- or leadership-related skills instead of a more precise list.

The next steps – applying the skills and knowledge acquired, changing beliefs, and leveraging these changes into actual title and responsibility changes for participants – were much more difficult to find in the literature. Eight of the 12 studies noted a specific change in attitude (or personal belief in one's own power) among participants in the various programs studied. Only six of these studies noted behavior changes among participants, and four noted status changes (defined loosely as participants taking on new challenges or new positions of leadership after the conclusion of the program).

Most programs studied were evaluated within a year of the completion of the program, with some programs undergoing evaluation and refinement during the program itself. This short time between program end and evaluation completion may have implications

for understanding outcomes. It is possible, or even likely, that many of the programs profiled continued to have positive effects more than a year after the conclusion of the program, particularly with regard to behavior and status changes (as those changes may take longer to manifest).

## Program elements most likely to produce successful outcomes

The program elements discussed below are organized in descending order of how frequently each element was mentioned in the reviewed studies. Since so few programs measured the magnitude of changes for participants – and since virtually all of the programs studied showed positive outcomes – it is not possible to quantify the relative impact of each program element on participant outcomes.

Based on the review of studies, individual **mentorship** is the program element most commonly found in programs that reported successful outcomes for participants. In addition, mentorship is most often mentioned as an important element for positive outcomes. A case study of two leadership development programs in the U.K. indicated the importance of mentorship, particularly highlighting the importance for participants to see and interact with black and minority ethnic (BME) employees in leadership positions (Ogunbawo, 2012). Coaching, which is similar to mentorship,<sup>1</sup> is also seen as a beneficial program element; another study of many different programs noted the importance of mentorship or coaching to increasing diverse leadership regardless of the presence of other program elements (Reinelt et al., 2012).

Most programs also included a **formal learning** component that existed outside of participants' daily work responsibilities. The details of these components varied widely, making it difficult to draw conclusions based on the specific type of learning component used; however, the most common elements mentioned include workshops, seminars, or other learning modules led by experts in the field. These structured learning opportunities appear to help participants gain helpful knowledge and skills around job performance and leadership.

In addition, two studies noted the importance of **placement** in producing successful outcomes, particularly status changes, for participants. In his 1987 survey of four different leadership programs, Charles V. Willie (1984) highlighted that two of the programs did not follow up with placement services, which “harmed participants in both programs” (p. 213). In a more recent study evaluating a joint MPA/MBA program, the authors noted

---

<sup>1</sup> In general, coaching refers to a short term and task-oriented relationship that is focused on building particular workplace skills, while mentoring is a strategic, longer term partnership focused on fostering a safe environment for the mentee to develop both professional and personal skills.

that it is important to show a favorable return on investment (ROI) through placement, thus increasing demand for fellows within the social sector (Russell and Putnam-Walker, 2013).

### Issues to consider within individual-focused literature

There is one main factor to consider when looking at the studies focused on individuals that are reviewed in this report: that of selection. Notably, very few programs featured were open to all members of a particular sector, or focused their efforts on low-income participants. In fact, most of the programs profiled featured a selection process that, intentionally or not, focused on “mid-level” participants or those who were obtaining or had already obtained advanced degrees.

Another issue related to selection is accessibility. Many of the programs profiled required a number of meetings, seminars, or lectures, and most of this programming was completed in person. Alumni of one of the programs (Moore Kubo, 2006) specifically noted the difficulty of taking time out of their work in order to participate in this intensive programming, regardless of the success they found after the program’s end.

These approaches, while understandable, favor a class of leaders that already have some measure of success and support within the dominant culture and/or their workplaces. This means that a large population of potential leaders – those coming from lower-income or less conventionally successful backgrounds – may currently be overlooked altogether, which could create a class-based divide (as noted in Berrey, 2014).

# Review of organizational development literature

## Summary of literature

Currently, there is a dearth of published studies on programs specifically designed to address organizational change to accommodate a more robust network of leaders of color. This appears to reflect a major gap in the state of the field, which has been remarked upon by several authors. A number of authors have also noted that the lack of leaders of color is not due to a lack of effective recruiting or hiring, but a lack of advancement or progression for existing employees of color (Kandola, 2004; Kilian et al., 2005; Kalra et al., 2009). Therefore, most of the organizational development literature focuses on improving advancement, rather than increasing hiring, for employees of color.

Much of the current literature focuses on conceptual approaches to organizational change; that is, the literature focuses on identifying the elements that would be necessary to create environments that are welcoming and supportive of leaders of color. Most of the literature we reviewed uses empirical data to determine these elements, and almost all of the literature identified similar elements.

A lack of support for leaders of color, and in particular social isolation, was the primary barrier to advancement identified in the organizational development literature. Esmail et al. (2005) and Kalev et al. (2006) suggest that erecting support systems, such as mentorship and networking programs, is effective because these elements address social isolation. However, the literature suggests that these programs must be intentional in their goals in order to effectively address organizational change, as found in a survey of over 700 private sector employers (Kalev et al., 2006).

By far, mentorship was the most often cited element needed to address this social isolation and catalyze organizational change. In a review of corporate diversity policies, Kilian et al. (2005) noted a lack of mentorship as a primary barrier to leadership for employees of color at the corporate level, and that having multiple mentors was important to career development.

Another important element identified was that of networking, though there is some dispute on whether formal or informal networking is more effective. Kandola's multiple-study review (2004) found that employees felt that formal networks increased social isolation from other employees of color. At the same time, others found that informal

groups tend to be based on gender and/or race, which can perpetuate segregation and thus also increase the isolation of employees of color (Kilian et al., 2005).

Organizational culture – in particular, changing that culture – is also identified as a major barrier (and a specific focus for improvement) within the organizational development literature. Most importantly, a number of authors suggest that any and all support programs for rising leaders of color must have genuine investment throughout the organization in order to truly change organizational culture. In a review of major law firms in the United States, Kay and Gorman (2012) note that professional development programs – another form of organizational and individual support for diversifying leadership – actually *decreased* diversity within mid-level management when it was not intentionally focused on addressing issues of diversity. Similarly, Kalev et al. (2006) found that structures that establish direct responsibility for increasing racial diversity, including affirmative action plans, diversity committees, and diverse staff positions, increased managerial diversity and made training, networking, and mentoring efforts more effective. In a large-scale review of successful diversity efforts, Kilian et al. (2005) share that organizations with successful diversity efforts share both a sustained commitment from leadership and specific programs to address gender and racial equity.

# Conclusions

From the literature reviewed, it is clear that there are specific elements that are necessary to increasing the capacity of both leaders of color and the organizations that wish to diversify their leadership. For leaders of color, it seems that individual support in the form of mentorship and/or coaching is the single element that is most frequently discussed for both individual and organizational development. Prospective leaders of color need to see and interact with existing leaders that look like them in order to advance; at the same time, they need to be thoughtfully connected, and not isolated, from the rest of their organizations. Organizations that want to be supportive of leaders of color need to facilitate connections between existing leaders of color and up-and-coming employees that are both intentional and non-isolating.

It also seems clear from the literature reviewed that broad-based organizational support is necessary for sustainable change. Organizational culture is a major barrier to providing sufficient demand for leaders of color, and multiple sources indicate that providing a greater supply of leaders will not solve the culture issue on its own (though it would help). Fortunately, there are indications that organizational change is possible, even if we could not find specific program evaluations that focus on effective approaches for making that change within an organization.

Finally, it is clear from the literature that there is a need to specifically target and examine literature concerning the “bridge,” or those links between individual, organizational, and community initiatives to support and train leaders of color. Finding out more about these links may be the key to providing holistic and effective supports to leaders of color. While we were unable to find literature that specifically described programs to address linking programs in our initial scan, focusing on leadership network analysis may give us additional insights into best practices that support and enhance leadership in this way.

# Summary of literature review results: Distribution of programs studied

The frequency distribution below summarizes the overall location, sector, and population focus for the 19 studies in the literature review. As shown in the distribution, the studies found in the organizational leadership scan focused primarily on results for people of color as a whole and in the corporate sector specifically. Though there was a somewhat wider distribution of programs featured in the individual-focused programs, none of the studies found focused on leadership development programs for Asian Americans and Pacific Islanders.

	Studies of individual programs (n=12)	Studies of organizational programs (n=7)	Total (N=19)
<b>Location focus</b>			
City or state	7	0	7
Multi-state region	2	0	2
National	3	7	10
<b>Sector focus</b>			
Nonprofit (includes educational institutions)	4	0	4
Public sector	3	2	5
Corporate	1	5	6
Unknown/multiple sectors	4	0	4
<b>Population focus*</b>			
"Diverse" groups (including Whites)	3	0	3
"Multicultural" groups (people of color only)	7	7	14
African Americans only	1	0	1
Asian Americans/Pacific Islanders only	0	0	0
Hispanics/Latinos only	2	0	2
Native Americans only	2	0	2

\* Note: Some studies surveyed multiple programs that served distinct racial and ethnic populations.

# Summary of literature review results: Individual studies

Program name/Study authors (Year of publication)	Number of cohorts/Length of follow up	Population served	Program components	Outcomes	Outcome details
Study of 4 leadership development programs/Willie, C. V. (1984)	4 programs; length of follow up varies by program	People of color in United States; focus on HR-specific programs	Most effective programs have: internship portion, skills acquisition (academic degree program), placement services	Knowledge change; skills acquisition; status change (for a few in one type of program)	Details unknown/undefined
Hispanic Leadership Project/Vega, J. (1987)	3 cohorts; follow up after program end	Hispanic/Latino higher education professionals in eastern US	Group institutes (winter/summer), internship, mentorship at home institution	Knowledge change; attitude shift; skills acquisition; behavior change; status change	Increased awareness of support systems; expanded perspectives and knowledge needed for career development; increased skills; increased self-confidence and sense of leadership potential; enabled "some" fellows to move to administrative positions/gain promotions
Minority Leadership Project/Young, L. H. et al. (1990)	1 cohort; follow up in year after program end	Latino and African American professionals in higher education in Texas (Texas A&M)	Academic program (14 credit hours; summer institute and seminars), 400 hour internship, mentorship	Knowledge change; attitude shift; skills acquisition	No details shared other than "objectives were met"
Southeastern Minority Trainer of Trainers Program/White, D.J. (1992)	1 year membership program (open to all interested); follow up after program end	People of color (predominantly African Americans) in southeastern US (TN, AR, GA, MS, AL)	Leadership development workshops, capstone project, refresher 6 months later	Knowledge change	Details of outcome unknown/undefined
Kellogg MSI Leadership Fellows Program/Institute for Higher Education Policy (2004)	1 cohort from each of 3 programs studied; follow up in year after program end	African Americans, Latinos, and Native American professionals in higher education	Mentorship; in person and/or online networking; seminars on leadership topics	Knowledge change	Increased knowledge of government relations, race relations, advocacy, and leadership; development of networks (identified as most important outcome)
Community Leadership Program (CLP) and Reservation Leadership Program (RLP)/Moore Kubo, M., et al. (2006)	5 cohorts (RLP)	RLP: Native Americans on/near reservations in rural Minnesota/CLP: rural Minnesotans (emphasis on diversity, no specific racial component)	5-day retreat, 3 days of follow up training months afterward; coaching; personal development	Knowledge change; attitude shift; skills acquisition; behavior change	Exact changes in RLP unclear; includes increased skills and social capital. CLP changes included taking new roles/running for public office (status change)

<b>Program name/Study authors (Year of publication)</b>	<b>Number of cohorts/Length of follow up</b>	<b>Population served</b>	<b>Program components</b>	<b>Outcomes</b>	<b>Outcome details</b>
Emerging Leaders Program/Leigh, J.M, et al. (2010)	1 cohort with comparison group	“Diverse” group in Boston area; drawn from wide range of different sectors	Seminars, team project, self-assessment, mentorship	Knowledge change; attitude shift; skills acquisition; behavior change	Increased ability in four domains identified in program: challenging the process, inspiring a shared vision, modeling the way, encouraging the heart
Next Generation Leaders of Color (NGLC)/Casey, J. et al. (2010)	1 cohort; follow up in year after program end	People of color in San Francisco Bay area; focus on mid-level managers in health and human services	Peer mentorship; 1:1 coaching; monthly seminars	Knowledge change; attitude shift; skills acquisition; behavior change; status change	Increased knowledge (especially of finances); increased awareness/ability to change; increased coaching and leadership skills; some indication that participants are being promoted/given more responsibility
Boards and Commissions Leadership Institute (BCLI)/Aced-Molina, R. et al. (2012)	3 cohorts studied (2009-2011); follow up in year after third cohort (2012)	Low-income people of color in San Francisco Bay area; focus on public sector	Peer mentorship; skills acquisition (lectures by guest speakers) focused on understanding policy of SF Bay region	Knowledge change; attitude shift; skills acquisition	Increased understanding of regionalism/policy; increased confidence in individual capacity to change; increased access to resources
Community Leadership Project (CLP)/Reinelt, C. et al. (2012)	Survey of programs conducted by 10 “intermediaries”; follow up 9 months to 2 years after program end	California (San Francisco Bay, Central Coast, San Joaquin Valley); focus on non-profit/public sector	Common among various programs: trainings and/or monthly convenings; “experiential learning” (mentorship, coaching, self-assessment and/or goal setting)	Knowledge change; attitude shift; skills acquisition; behavior change	Increased confidence/ability to make change; “change in practice” among cohorts across all programs; increased collaboration
Equal Access to Promotion (EAP) and Investing in Diversity (IiD)/Ogunbawo, D. (2012)	3 cohorts of two programs; follow up period undefined	United Kingdom; focus on BME (black/minority ethnic) population in education	Focus on individual mentorship and networking	Knowledge change; attitude shift; skills acquisition; behavior change	Increased knowledge of leadership development opportunities; increased confidence in ability to influence/impact learning; improved strategies for overcoming leadership barriers; increased acceptance of leadership opportunities and responsibilities
Management Leadership for Tomorrow (MLT); Social Sector Talent Initiative/Russell, E. et al (2013)	2 cohorts studied (2011, 2012); follow up in year after second cohort (2012-2013)	Joint MPA/MBA degree students at NYU; focus on social sector	Academic degree (skills acquisition), internship, mentorship, coaching, networking	Knowledge change; skills acquisition; status change	Unspecified knowledge change and skills acquisition in academic degree; increase of fellows of color placed in social sector jobs (40 in 2011, 70 in 2012)

# Summary of literature review results: Organizational studies

Study authors (Year of publication)	Sector/population studied	Interventions identified	Further details
Kandola, B. (2004)	Corporate sector	Networking, though individuals interviewed felt that formal networking programs would only increase isolation.	Organizational culture seen as barrier to retention and promotion of employees of color; employees of color who felt welcome, appreciated, and part of a team had more job satisfaction
Esmail, A., et al. (2005)	National Health Service (government service in U.K.)	Supporting individual via mentoring, leadership development programs, succession planning, work/life balance initiatives; changing organizational culture via leadership, monitoring, goal setting, and accountability	Short-term individual programs help, but the greatest challenges are related to organizational culture/change
Kilian, C., et al. (2005)	For-profit (corporate) sector in U.S.	Organizational change through leadership commitment, managerial accountability; individual support through training, networking, and mentoring	Mentoring identified as major factor; multiple mentors seen as an important help, and lack of mentors is a top barrier
Kalev, A., et al. (2006)	Corporate sector in U.S. (gov't contractors)	Programs that address social isolation (networking and mentoring); change organizational culture by instituting structures that establish responsibility (affirmative action plans, diversity committees)	Theory of change based on literature by Weber (1978) and Meyer & Rowan (1977); programs must be given authority by executives and be attached to daily practice in order to impact organizational culture
Kalra, V. S., et al. (2009)	National Health Service (gov't service in U.K.); also studied several U.S. programs funded by Kellogg, Robert Wood Johnson, etc.	Individual support (mentorship, coaching, networking) and organizational change (training) identified as best interventions	Organizational barriers are harder to conceptualize, represent systemic problems that may be harder to combat. Lots of research on individual support, more research needed on interventions for organizational change
Kay, F. M., et al. (2012)	Mid-level management in the for-profit sector (large U.S. law firms)	Mentoring and training programs (intentionally designed and monitored for outcomes)	Professional development alone decreased the proportion of minority managers in law firms; mentoring/training must be intentionally designed with a cultural lens and promote true inclusion in order to make changes stick
Berrey, E. (2014)	Multinational for-profit company	Increased representation of minorities (people of color, women) in positions of power	Class-based issues are often ignored, may have deeper implications for diversity in leadership

# Bibliography

- Aced-Molina, R. and Kan, A. (2012). "Urban Habitat's Boards and Commissions Leadership Institute: An examination of short term outcomes and a first point of comparison for future and ongoing policy change." Prepared for Urban Habitat.
- Berrey, E. (2014). "Breaking glass ceilings, ignoring dirty floors: The culture and class bias of diversity management." *American Behavioral Scientist*, 58(2): 347-370.
- Casey, J.; Jackson, S.; and Dean-Coffey, J. (2011). "Next Generation Leaders of Color 2010 initiative pilot: Key evaluation findings report." Prepared for CompassPoint Nonprofit Services.
- Esmail, A.; Kalra, V.; and Abel, P. (2005). "A critical review of leadership interventions aimed at people from black and minority ethnic groups." Prepared for the Health Foundation.
- Reinelt, C. et al. (2012). "Developing leaders of color in low-income communities: Promising approaches and emerging outcome trends." Prepared for The David and Lucile Packard Foundation.
- Institute for Higher Education Policy (2004). "Leading the way to America's future: A monograph about the launch and implementation of the Kellogg MSI Leadership Fellows Program, 2002-2004."
- Kalev, A.; Dobbin, F; and Kelly, E. (2006). "Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies." *American Sociological Review*, 71: 589-617.
- Kalra, V.; Abel, P; and Esmail, A. (2009). "Developing leadership interventions for black and minority ethnic staff: A case study of the National Health Service (NHS) in the UK." *Journal of Health Organization and Management*, 23(1): 103-118.
- Kandola, B. (2004). "Skills development: The missing link in increasing diversity in leadership." *Industrial and Commercial Training*, 36(4): 143-147.
- Kay, F. M, and Gorman, E. H. (2012). "Developmental practices, organizational culture, and minority representation in organizational leadership: The case of partners in large U.S. law firms." *The ANNALS of the American Academy of Political and Social Science*, 639: 91-113.

- Kilian, C. M.; Hukai, D.; and McCarty, C. E. (2005). "Building diversity in the pipeline to corporate leadership." *Journal of Management Development*, 24(2): 155-168.
- Leigh, J. M.; Shapiro, E. R.; and Penney, S. H. (2010). "Developing diverse, collaborative leaders: An empirical program evaluation." *Journal of Leadership & Organizational Studies*, 17(4): 370-379.
- Moore Kubo, M. et al. (2006). "A great future: assessing the impact of the Blandin Community Leadership Programs." Prepared for the Blandin Foundation.
- Ogunbawo, D. (2012). "Developing black and minority ethnic leaders: The case for customized programmes." *Educational Management Administration & Leadership*, 40(2): 158-174.
- Russell, E. and Putnam-Walkerly, K. (2013). "Creating new leaders of color for the social sector: A case study of the Annie E. Casey Foundation's Investment in Management Leadership for Tomorrow and New York University's Wagner School of Public Service and Stern School of Business."
- Vega, J. (1987). "Hispanic Leadership Training Project: Final report." Prepared for the United States Department of Education Fund for the Improvement of Postsecondary Education.
- White, D. J. et al. (1992). "Minority leadership training: Evaluation and analysis of a five-state program." Conference paper prepared for the Annual Meeting of the American Educational Research Association.
- Willie, C. V. (1984). "Leadership development programs for minorities: An evaluation." *The Urban Review*, 16(4): 209-217.
- Young, L. H. et al. (1990). "Minority leadership development in technical and vocational education for community colleges and technical institutes: An imperative for the state of Texas." Prepared for the Texas Higher Education Coordinating Board.