Timely, relevant knowledge and tools for today’s nonprofit professional.

NMI 105 High Impact Leadership
Version 2.0

Instructor Guide

A Professional Development Entity of the

Lodestar Center
for Philanthropy & Nonprofit Innovation

ARIZONA STATE UNIVERSITY
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Guidelines

Instructor Preparation

Become familiar with the session design and objectives. These will help you determine the best points of emphasis for your instructions.

- Review the entire Instructor Guide so that you have the full context of the session.
- Review the Participant Materials. You’ll be referring participants to this throughout the session.
- In multiple sections throughout the speakers’ notes you see directions to provide your own examples.
- Review Exercises and Activities. This course uses a number of active learning exercises. Reviewing them ahead of time will help you better prepare for the day.

PowerPoint Presentation Do’s and Don’ts

- Do take home the flash drive after the first day of class and bring it with you for the second day
- Don’t copy the PowerPoint presentation to the desktop – run the presentation from the flash drive
- Do remember that NMI course PowerPoint presentations are property of the ASU Lodestar Center
- Don’t reproduce, store in a retrieval system, or transmit in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, any part of the NMI course PowerPoint presentation without the express written permission of the ASU Lodestar Center.

Course Agenda

NMI courses are scheduled to run from 9:00am to 5:00pm each day, with a one-hour break for lunch. You may offer participants reasonable stretch breaks, coffee breaks, and the opportunity for bathroom breaks as needed; however, you should not significantly alter this schedule in anyway, unless approved or directed to do so by the ASU Nonprofit Management Institute.

Course Attendance

In order to complete the course, participants must attend the course in its entirety. Participants are asked to initial the course sign-in sheet each day that they attend (we ask that they do not “pre-initial” subsequent days). As instructor, please review the sign-in sheet before dismissing the participants to be sure that all have initialed each day attended. After doing so, you must sign the sheet. If a participant arrives late, leaves early, or otherwise does not attend the course in its entirety it is your responsibility to inform the ASU Nonprofit Management Institute.

Facilitating the Course

Your role as an expert NMI instructor is to engage adult learners in active learning experiences. NMI course materials have been designed to foster engagement with course content using active, cooperative, adult learning methods. You’ll notice, for example, that in addition to students listening to brief mini-
lectures or video clips, you’ll also be asking them regularly to share with a partner, discuss well-focused questions in small groups, complete short reading or writing assignments, work with case studies, take self-tests, and participate in other learning exercises, such as building a budget using an excel spreadsheet or developing an abbreviated marketing plan for their organization.

Fostering engagement with you, the course content, and other students is meant to provide adult learners multiple opportunities to share what they already know with their peers, build on this shared knowledge, ask great questions, and deepen their learning. These active, adult learning experiences will, in turn, enable NMI students to apply and retain what they learn long after completing an NMI course. At NMI, we’re committed to creating classroom experiences in which participants in our courses are known and respected for the existing knowledge, skills, and experience they bring to class with them. In addition, NMI courses are designed to provide immediately useable knowledge and tools that focus on what students need and want to learn to improve their nonprofit organization and enhance their career.

Class Size
Depending on class size, you may choose to forgo pair share/small group work and choose to have students work as a class. As the instructor, you do not need to follow the assignments exactly. Use your judgment to assess what the participants need to be successful in the course.

Participant Diversity
Students in NMI courses come from many perspectives with respect to the nonprofit sector: some are employees of nonprofit organizations and others may be board members or other volunteers with a nonprofit. Some are representatives of private foundations or are involved in community giving as part of their job with a for-profit corporation. Still others may be investigating the possibility of nonprofit work.

This diversity sometimes makes instruction challenging! A few of the NMI instructors have found it useful to occasionally modify some of the course activities/assignments in a way that capitalizes on the diversity of students within the class. For example, if a class has both nonprofit employees and corporate employees as students, getting them together to talk about ways in which nonprofits and corporations can work more collaboratively for the common good can be a productive use of time. The students will get more from that kind of discussion than they might otherwise if they feel the conversation “doesn’t apply to me.”

Bottom line: Understand who the students are, and know that you have the flexibility to modify course materials in some measure to best meet their needs.

Course Methods for Participants
Learning in this course will occur through participants’ active participation in large and small group discussions. Participants will also complete brief, un-graded exercises based on instructor-generated presentations, articles, case studies, and other Internet or media resources. As adult learners, participants bring a rich array of prior knowledge, skills, and experience to build on and share with each other. Facilitating the exchange of new and existing information is a key method NMI instructors use to expand
participants’ learning and enable them to immediately apply that learning to their nonprofit organizations and careers.

Additional course guideline details can be found in the NMI Instructor Policy Handbook.

Course Overview

Description
During this course you will be introduced to current models of leadership and seven core leadership competencies. By using a self-analysis tool, you will identify your leadership strengths and core values. You will also learn methods for building internal and external relationships and applying those skills to a business setting. You will also develop a leadership action plan for achieving personal and organizational impact.

Learning Objectives
After taking this course, participants will be able to do the following:

- Distinguish key differences between leadership and management
- Describe current models of leadership, including characteristics of a good leader within each model
- Evaluate their own leadership according to the 7 Leadership Competencies
- Identify your top 5 strengths as a leader using the Strengths Based Leadership Strengths Finder
- Identify the 4 Domains of Leadership Strength to build effective teams
- Determine informed ethical decisions as a leader
- Develop your personal leadership core values
- Develop a leadership action plan with a personal mission statement

Course Road Map

<table>
<thead>
<tr>
<th>Module</th>
<th>Time</th>
<th>Learning Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome and Introductions</td>
<td>15 Minutes</td>
<td>NMI announcements</td>
</tr>
<tr>
<td></td>
<td>9:00-9:15 a.m.</td>
<td>Introduction of instructor</td>
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<tr>
<td></td>
<td></td>
<td>Review Syllabus, agenda, and learning objectives</td>
</tr>
<tr>
<td>Management versus Leadership - Get Acquainted</td>
<td>60 Minutes</td>
<td>Distinguish key differences between leadership and management</td>
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<tr>
<td></td>
<td>9:15-10:15 a.m.</td>
<td></td>
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<tr>
<td>Break</td>
<td>15 Minutes</td>
<td></td>
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<tr>
<td></td>
<td>10:15-10:30 a.m.</td>
<td></td>
</tr>
<tr>
<td>Defining a Great Leader</td>
<td>90 Minutes</td>
<td>Describe current models of leadership, including characteristics of a</td>
</tr>
<tr>
<td></td>
<td>10:30-12:00 p.m.</td>
<td>good leader within each model</td>
</tr>
<tr>
<td>Lunch</td>
<td>60 Minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00 p.m.-1:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Leadership Competencies – Part 1</td>
<td>90 Minutes</td>
<td>Evaluate your own leadership according to the 7 Leadership Competencies</td>
</tr>
<tr>
<td></td>
<td>1:00-2:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Time</td>
<td>Learning Objectives/Outcomes</td>
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<tr>
<td>Break</td>
<td>15 Minutes 2:30-2:45 p.m.</td>
<td></td>
</tr>
<tr>
<td>Leadership Competencies – Part 2</td>
<td>75 Minutes 2:45-4:00 p.m.</td>
<td>▪ Evaluate your own leadership according to the 7 Leadership Competencies (continued)</td>
</tr>
<tr>
<td>Strengths-Finder Leadership 2.0</td>
<td>30 Minutes 4:00-4:30 p.m.</td>
<td>▪ Identify and apply your top 5 strengths as a leader using the Strengths Based Leadership Strengths Finder</td>
</tr>
<tr>
<td>Day 1 Wrap-Up</td>
<td>30 Minutes 4:30-5:00 p.m.</td>
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<tr>
<td><strong>Saturday</strong></td>
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<tr>
<td>Saturday Welcome Back</td>
<td>15 Minutes 9:00-9:15 a.m.</td>
<td></td>
</tr>
<tr>
<td>Strengths Finder Leadership 2.0</td>
<td>90 Minutes 9:15-10:45 a.m.</td>
<td>▪ Identify the 4 Domains of Leadership Strength to build effective teams</td>
</tr>
<tr>
<td>Break</td>
<td>15 Minutes 10:45-11:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>Strengths Finder Leadership 2.0 Continued</td>
<td>30 Minutes 11:00-11:30 a.m.</td>
<td>▪ Identify the 4 Domains of Leadership Strength to build effective teams (continued)</td>
</tr>
<tr>
<td>Leadership Ethics Case Study</td>
<td>30 Minutes 11:30 a.m.-12:00 p.m.</td>
<td>▪ Determine informed ethical decisions as a leader</td>
</tr>
<tr>
<td>Lunch</td>
<td>60 Minutes 12:00 p.m.-1:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Leadership Planning</td>
<td>30 Minutes 1:00-1:30 p.m.</td>
<td>▪ Develop a leadership action plan</td>
</tr>
<tr>
<td>Core Values</td>
<td>30 Minutes 1:30-2:00 p.m.</td>
<td>▪ Develop your personal leadership core values</td>
</tr>
<tr>
<td>Break</td>
<td>15 Minutes 2:00-2:15 p.m.</td>
<td></td>
</tr>
<tr>
<td>Personal Mission Statement</td>
<td>60 Minutes 2:15-3:15 p.m.</td>
<td>▪ Write out your personal mission statement</td>
</tr>
<tr>
<td>Break</td>
<td>15 Minutes 3:15-3:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Leadership Wheel and Action Planning</td>
<td>60 Minutes 3:30-4:30 p.m.</td>
<td>▪ Develop a leadership action plan (continued)</td>
</tr>
<tr>
<td>Course Wrap-Up</td>
<td>30 Minutes 4:30-5:00 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
Welcome and Introductions

9:00 a.m. – 9:15 a.m.

Slide 1 – NMI 105 High Impact Leadership

*ASU NMI Staff* will welcome students at 9:00am and make announcements regarding sign-in sheet, optional contact list, lunch options (restaurants in the area), bathroom locations, course evaluations, table tents, upcoming courses/events, questions, etc.

*From left to right: sign-in sheet, student contact list, restaurants in the area.*
Slide 2 – Introducing the Instructor

ASU Staff will briefly introduce course instructor. You may say more about yourself. After introductions, ASU Staff will depart. If any participants have not shown up, materials will be left for them. If participants do not show up, materials must be returned to the ASU Lodestar Center.

Reference Participant Guide for Instructor Bio (page 2)

Slide 3 – Participant Guide and Course Road Map

Review Participant Guide and Course Road Map

Slide 4 – Learning Objectives: Day 1

Each objective appears one at a time on click.

Review all Learning Objectives for the course. Emphasize that this is what students will be able to do after participating in the course.
Learning Objectives: Day 2

Each objective appears one at a time on click.

Introducing Course Participants

Pair Share with a partner you don’t know...

- Your name, title, organization
- Your answer to the exercise
- Discuss discrepancies

Reference Participant Guide for Leadership versus Management Exercise (page 5), Worksheet in Instructor Guide Appendix (Page 41)

Give participants 3 minutes to complete the Leadership versus Management Exercise.

Allow 5 minutes for the participant to find a partner (preferably someone they don’t know) and share:

- Name
- Title
- Organization
- Their answers to the exercise and discuss any discrepancies
Have each participant introduce his or her partner to the group and share any discrepancies **20 minutes**

Capture discrepancies on flip charts or white board (Optional)

Group discussion on answers to exercises – NEXT SLIDE

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**Slide 7 – Leadership Versus Management**

After introductions, go through the answers to the exercise. Stop for discussion on any of the questions where participants disagreed.

Further questions to ask participants:

- Can managers also be good leaders?
- When you hire a manager, do you interview to see if s/he also has good leadership qualities?

**Answers for exercise:**

**Leadership:**

- Helps staff understand vision
- Evaluates the interest of others
- Empowers people to take action
- Invites innovation and creativity
- Catalyzes commitment
- Ambitious for the cause, not self
- Willing to take risks
- Values and appreciates different perspectives

**Management:**

- Assigns tasks
- Directs staff to complete projects
- Maintains the status quo
- Directs with a degree of skill
- Effectively organizes people and resources
Slide 8 – Break

Slide 9 – Defining a Great Leader

▲ Note: Spend only 3-5 minutes per leadership method.

Slide 10 – What Characteristics Do Effective Leaders Share?

 fld Ask participants in 3-4 person groups to brainstorm about leadership characteristics that people usually consider make a good leader.

 htmlFor Write on a flip chart or white board the stereotypical characteristics that one group listed. Then ask other groups to add any missing stereotypical characteristics.
Jim Collins (Good to Great) and Jerry Porras conducted research over 6 years on 18 truly exceptional and long-lasting companies. They studied each company in comparison to one of its top competitors.

One of the 12 myths they “shattered” in Built to Last is that “Visionary companies required great and charismatic visionary leaders.” In contrast, what Collins and Porras found is… [Go to next slides for what they learned]

In fact, they demonstrate that “charismatic visionary leaders create great organizations…while they are there.” But a Built to Last leader…

... build great organizations that endure beyond themselves.

Their research revealed that these qualities were extremely important in building a high impact organization. In fact, Collins and Porras claim that the stereotypical, charismatic, visionary leaders focus on **LEADING** their organizations, while the **Built to Last** leaders focus on **BUILDING** their organizations.

Reference Participant Guide for Why Introverts Can be Great Leaders (pages 8-10), in Instructor Appendix (page 42)


Over the next **45 minutes**, you will learn the basic principles of 4 different leadership philosophies: Level 5 Leadership, Servant Leadership, Situational Leadership, and Exemplary Leadership.

How many of you have read *Good to Great* by Jim Collins or the *Good to Great* in the Social Sectors monograph? Collins discusses the “complex and diffuse power map” common in the social sector. The corporate “top down” mentality does not work in a world where governing
boards, volunteers, clients/audiences, donors, staff and the general public have “ownership” over the organization.

Slide 17 – 5 Levels of Leadership

Each level appears one at a time on click.

Reference Participant Guide for Good to Great Pyramid (page 11), in Instructor Appendix (page 45)

In the book, Collins identifies 5 frameworks with which to build a great organization. The second framework has to do with Level 5 leadership.

Share Frances Hesselbein story (page 9).

Cover each of the 5 leadership levels.

According to Collins, “Level 5 leaders differ from Level 4 leaders in that they are ambitious first and foremost for the cause, the movement, the mission, the work – not themselves – and they have the will to do whatever it takes (whatever it takes) to make good on that ambition.”

Often, in small- to mid-sized organizations, leaders feel they must be a level 3, 4 and 5 leader in order to be successful. This is where leadership and management lines begin to blur—another level of complexity in our sector.

Ask participants in 3-4 person groups to brainstorm how they can act as a level 5 leader within their current context? For example, their department?

Write on a flip chart or white board the answers that one group listed. Then ask other groups to add any missing answers.

Share Roger Briggs, teacher, story (page 13).

The term “servant leadership” was coined in 1970 by Robert K. Greenleaf, an AT&T executive for 40 years and a consultant to some of the largest corporate foundations in America. He founded the Greenleaf Center for Servant Leadership. Greenleaf’s philosophy is based on his own personal religious beliefs. Concepts of servant-leadership can be traced to the Tao Te Ching from the 4th century BC. It is a very “inward”-thinking philosophy.

Begins with the feeling that one has to or is called to serve.

Greenleaf asked the following questions when making decisions:

- Do those served grow as persons?
- Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?

And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?

More information can be found on page 27 of Servant Leadership

Slide 20 – Ten Characteristics of the Servant Leader

Reference Participant Guide for Servant-Leadership Article (page 13), in Instructor Appendix (page 46)

10 Characteristics are outlined by Larry C. Spears, who has served as President and CEO of the Robert K. Greenleaf Center for Servant Leadership since 1990.

Ask participants and Discuss:
- How are these characteristics different from the traditional model of leading?
- Have you experienced working with a Servant Leader before? Explain.
- How did this model of leadership affect the team?

Ask participants in 3-4 person groups to list examples of famous servant leaders?

Write on a flip chart or white board the names that one group listed. Then ask other groups to add any missing names.

Examples of servant leaders:
- Gandhi
- Caesar Chavez
- Mother Theresa
- Abraham Lincoln
- Susan B. Anthony
- Martin Luther King Jr.

Not trying to be famous, just trying to make a difference.
Slide 21 – Situational Leadership

- Automatic Animation – Arrow Circles

Introduce theory and definition.

Situational Leadership – Successful leaders adapt their style to the maturity of the individual or group they are attempting to lead/influence.

Ask participants: What are some of your experiences in regards to situational leadership?

Slide 22 – Two Theories of Situational Leadership


Slide 23 – Hersey and Blanchard

- Telling Leader – Defines roles and tasks of each follower and supervises closely
- Selling Leader – Defines roles and tasks, but seeks ideas
- Participating Leader – Gives day-to-day decision making to followers
- Delegating Leader – Control is with the followers

Slide 24 – Hersey and Blanchard

✦ Each box appears one at a time on click

This diagram will help you identify where a person is on their competency and commitment so you can move them to the next level.

✍ Give some examples of the type of people in each situation.

✧ Possible Answers:

Low Competence/High Commitment:
Recent college grad, passionate but low experience.

Some Competence/Low Commitment:
People who see their position as “just a job”, no passion.

High Competence/Variable Commitment:
Highly skilled but doesn’t necessarily care about the mission or goals of the organization.

High Competence/High Commitment:
Have the skills and the passion. Apple employees, Teach for America. (Many of these people were Ivy League-educated individuals who chose to start this organization and make very little money because they were so passionate about their cause)
Define terms:

- **Self-Awareness** – Understanding strengths and weaknesses
- **Self-Regulation** – Being in control over your emotions
- **Motivation** – Using that inner drive to accomplish tasks
- **Empathy** – Understanding the other persons’ point of view
- **Social Skills** – relating well to others

These tie to effective communication, which we will be discussing later today. If you are curious about your emotional quotient, there is an instrument available to measure it called *Emotional Intelligence 2.0* by Travis Bradberry and Jean Greaves.


- **Democratic Leader** – Team has a vote or say in nearly every decision; time-consuming

- **Affiliate Leader** – Low team morale; leader gives much praise and support; poor performance may go without reprimand

- **Authoritative Leader** – Leader clearly identifies goals to success and allows team to figure out how to achieve the goals

- **Coercive Leader** – “Command & control”; most effective when a complete turnaround is needed, during “disasters,” or as a last resort

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**Slide 27 – Daniel Goleman**

- **Coaching Leader** – Focuses on helping others in their personal development, giving them the knowledge and tools to complete their work

- **Pacesetting Leader** – Team is self-motivated and highly skilled; leader sets high performance standards; pace is demanding

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**Slide 28 – Exemplary Leadership**

- Reference Participant Guide for Five Practices of Exemplary Leadership (page 19), in Instructor Appendix (page 47)

- In 1983, James Kouzes and Barry Posner developed a 38-question personal best leadership survey and conducted hundreds of personal interviews with middle- and senior-level managers in private and public sector organizations. Since the initial survey, thousands of case studies of best practice leadership habits have been conducted with community leaders, student...
leaders, church leaders, government leaders, and hundreds of others in non-managerial positions.


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**Slide 29 – The Five Practices of Exemplary Leadership**

**Model the Way** - Leaders must first be clear about their guiding principles. They must clarify values. Practice what you preach.
- Clarify values by finding your voice and affirming shared ideals.
- Set the example by aligning actions with shared values.

**Inspire a Shared Vision** - Without willing followers, there can be no leaders. Leaders breathe life into visions through vivid language and an expressive style, and uplift others with their infectious enthusiasm.
- Envision the future by imagining exciting and ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.

**Challenge the Process** - Great leaders are great learners and take the initiative in searching for innovative ways to improve their own work, that of their teams and their organizations. They actively seek out and recognize good ideas from anyone, from anywhere, and take the lead in challenging the system to adopt those ideas that improve the way things get done.
Enable Others to Act - Exemplary leaders know they can’t do it alone. Only trust and strong relationships can transform shared visions into reality. Helping others to see themselves as capable and powerful is key to mobilizing others in joining the journey toward a common destination.

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

Encourage the Heart - Striving for excellence can be physically and emotionally exhausting. Exemplary leaders recognize that getting extraordinary things done is hard work, and yet they rise to the call to inspire others. Leaders encourage the heart by supporting our basic human need to be appreciated for who we are and for what we do.

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating a spirit of community.

Slide 30 – Describe the Most Effective Leader You’ve Known

Reference Participant Guide for Appreciative Interview Activity (page 20-21), in Instructor Appendix (page 48)

Start Appreciative Interview Activity. Give participants 5 minutes to complete the questions on their own.

Ask participants to think of a leader they have known. Then ask:
What were the characteristics of the person that made her or him a great leader?

Relate those characteristics back to the previous discussion about leadership philosophies and styles.

What style or combination of styles do you feel this great leader used to be successful?

Ask the participants to share these characteristics and leadership styles with a partner for 10 minutes.

Ask a couple partners to report out what they shared to the entire group for 5 minutes.

Then ask:

- Who heard a good story they would like to share?
- Who heard some good leadership qualities and what were they?
Leadership Competencies

1:00 p.m. – 2:15 p.m.

Slide 32 – Leadership Competencies

Review the 5 Leadership Competencies.

Leadership is a discipline that is full of information and observation but lacking in agreement about which theories and styles work best. Most students of leadership will eventually learn about transformational, transactional, behavioral, situational and trait styles of leadership. Despite the different categories, there are several measurable skills that appear across the board as must-haves for individuals in leadership positions.

Slide 33 – Clear on Mission/Vision

Being able to communicate a clear direction or vision is the hallmark of an effective leader. Good leaders know that the vision extends beyond the abstract definitions of being successful and includes measurable specifics. However, vision alone is not enough. Leaders must clearly communicate the path ahead, outline ways employees can make meaningful contributions and inspire her team to achieve a group goal.
Scandals, disappointments and disgrace from leaders of politics, business, and sports have made many skeptical about the intentions of those in power. Leaders who bring trust and integrity to the job have the advantage when it comes to persuasion, according to Mike Armour, the author of "Leadership and the Power of Trust." Effective leaders also realize that trust is more than personal integrity. It also means stepping back from micromanagement and trusting employees to use their skills, ideas and resources in the best interests of the team.

Leaders are also skilled at interpersonal communication, since long-term persuasion depends on knowing, understanding and motivating a team. Interpersonal skills include listening, reading non-verbal cues, showing empathy, mentoring and encouraging teamwork. Recognizing and rewarding team members who achieve group goals is also important.
Good leaders are also focused on the bottom line and hold themselves and their followers accountable for reaching group goals. Being results-oriented also includes setting specific, measurable, realistic goals that can be completed during a certain time-frame.

Take a moment to think about your organization’s primary customer and find a person next to you to discuss it. Take no more than 2 minutes per person.

Discuss with class how knowing your organization’s primary customer can help a leader be results-oriented.

In order to influence, a leader must inspire and communicate by using several different mediums. Effective leaders hone their public speaking and writing skills and learn the pros and cons of using each communication method to convey ideas. No matter how an idea is communicated, strong leaders use clear, to the point and easily-understood language.
Leadership Competencies Mapping – 2:30 p.m. – 4:00 p.m.

Leadership Competencies Mapping

Competencies provide a way to observe and measure key skills and behaviors of employees. They offer an actionable list of abilities that serve as a guideline for job performance. As a planning tool, they help develop employees and assist in recruitment efforts. In succession planning, competencies aid organizations in selecting the best personnel for critical open positions. Companies have different types of competencies often grouped into models, such as core or job-specific competencies. When assigning competencies to employees, the company maps competencies to job descriptions, development plans and training programs. This provides an additional method for segmenting competencies and clarifying expectations.
Slide 40 – Techniques for One-on-One Dialogue


Give the following directions:

1. Identify key job roles in your organization and write out a detailed job description. Your job description should include your primary job responsibilities, and required skills and knowledge specific to the job. This provides a framework when mapping competencies.

2. Develop a list of competencies for your organization. This list should identify the skills employees should demonstrate in the workplace.

3. Map competencies to job descriptions, development activities and training plans.

4. Share competency maps with the workforce. By communicating the competency map with employees, it provides an understanding of job responsibilities. Identify the competencies mapped on the job description then provide an updated job description to employees.

Activity should take 45 minutes.

How can mapping competencies to your organization’s jobs help you to be an effective leader?
Slide 41 – Collective Impact

Reference Participant Guide for Collective Impact (page 29), in Instructor Appendix (page 56)


Slide 42 – Strengths Based Leadership

Introduce the book Strengths Based Leadership.

Strengths Finder correlates how your strengths can support a team based on the team’s needs.

- Book identifies three keys to being a successful leader
- Characteristics of strong teams
- Understanding and meeting the four basic needs of those who look to you for leadership
34 Leadership Themes

Cluster Under 4 Leadership Domains

- Executing – Making things happen
- Influencing – Selling the team’s ideas
- Relationship Building – Creating a team bigger than the sum of its parts
- Strategic Thinking – Keeping the team focused on what could be

Strengths Based Leadership: Characteristics of High-Performing Teams

An example from the book states that a ratio of 1:2 people are highly engaged when they trust their leader compared to 1:12 who don’t have a trusting relationship with their leader.

**Compassion** - When people feel that their leader seems to care about them as a person, they are significantly more likely to stay with the organization. Also, the organization has more engaged customers, employees are more productive, and their products and services are more profitable.

**Stability** - The team feels that they can count on their leader in time of need.

**Hope** - The leader has a vision of hope for the future and can be counted on to offer direction and guidance.

How did they represent these areas, what examples do you have?

---

There are two reports that they need to print out. The first is a synopsis of their top five strengths. The second is the detailed report of their strengths with specific action steps on how they interact with their team. (Example in Instructor Appendix – page 65)

The whole morning of day two is spent on this topic so it is VERY important that the participants complete this activity.
Slide 48 – What Have You Learned?

- What was the most impactful thing you learned today?
- What is one thing you will put into action immediately?

Slide 49 – Welcome Back

- What was at the top of your mind this morning as it relates to what you learned yesterday?
- Today is all about you and building your abilities as a leader.

Slide 50 – Learning Objectives: Day 2

- Each objective appears one at a time on click.
Strengths – Finder Leadership 2.0

9:15 a.m. – 10:45 a.m.

Slide 51 – Strengths Based Leadership

_ask participants:
- Responses to taking the survey?
- Do your Top 5 strengths represent you?
- If you’ve read through the other strengths, is anything missing for you?

Tips for understanding the reports - see sample in appendix (page 65):
- On the basic report, strengths are listed in priority order.
- Action plan has a short description of strengths. It outlines how you provide for followers needs. Also, outlines what to do if you have a person like this on your team.

Slide 52 – Four Domains of Leadership Strength

- Every strength falls under one of these four domains. It serves a team well to have people with strengths under each of these domains.

_ask participants:
- Who had two or more strengths under Executing? Influencing? Relationship Building? Strategic Thinking?
- Does that sound accurate to you?
Remember yesterday why we said people follow. Your detailed report can give you guidance on how your strengths can help find a team.

Identify your strengths theme.

If participant has an equal number of strengths in two categories and can’t identify a theme, have them pick the one that feels most like them.

Activity: 50 minutes (10 minutes on each 5 strengths)

- Have “cards” on the walls around the room with each of the strengths listed.
- Participants get up and move to their #1 strength sign and sign their name by the qualities they possess. Have participants discuss with the other participants who also share that #1 strength.
- Explain the definition of each strength and have 1 – 2 people share how that strength has been used in their lives.
- Continue on to #2, 3, 4 & 5.
- Don’t duplicate strengths.
Break

10:45 a.m. – 11:00 a.m.

Slide 55 – Break

Strengths Finder Leadership 2.0
Continued

11:00 a.m. – 11:30 a.m.

Slide 56 – Strengths Appreciative Interview

Ask participants to think about their top 5 strengths.

Reference Participant Guide for Appreciative Interview Activity (page 43),
in Instructor Appendix (page 85).

On their own: Have participants fill out worksheet about a story that exemplifies the use of their top strengths.

Have participants interview a partner. Participants should switch workbooks so that the interviewer can write their partner’s responses in their partner’s book.

Have a few people share their stories with the larger group.
Leadership Planning

11:30 a.m. – 12:00 p.m.

Slide 57 – Leadership Planning

Reference the Participant Guide for Leadership Planning (page 45), in Instructor Appendix (page 86).

Yesterday, we spent time talking about your best boss and what made him/her so good. Today we’ve talked about your greatest strengths. Now it’s time to think about YOU as a leader. What are your strengths and opportunities for growth? We are passing out a set of worksheets that we will come back to several times over the remainder of this course.

Reference Your Best Leadership Year Ever in Participant Guide (in Instructor Appendix – page 91). Ask group to answer the questions: (gremlins - also called an inner voice – are negative thoughts that a person has about himself e.g. add about Wolf stove where guy is heckling the woman about cooking a whole salmon). Ask students to answer first three questions.

Slide 58– Lunch

Lunch

12:00 p.m. – 1:00 p.m.
Leadership Ethics Case Study 1:00 p.m. – 1:30 p.m.

Case Study: Money vs. Ivory

Values are often intertwined with the concept of ethical practice and doing the right thing, although opinions and approaches vary. In this case study, you will have an opportunity to wrestle with an ethical dilemma that was faced by a nonprofit organization.

Read the case study to the participants and highlight important details (Participant Guide, page 46, Instructor Appendix page 87).

Put into groups of 4 to address the following questions:

- What would you do if you were Anne?
- What are the ethical considerations of this scenario?
- What could be the public relations ramifications?
- What fundraising implications does this scenario have?
- What involvement from the board of directors should there be, if any?

15 minutes to discuss in their groups and come up with a solution.

10 minutes to debrief with large group (each group shares).

Core Values 1:30 p.m. – 2:00 p.m.

Discovering Your Core Values

Introduce core values.

Why is knowing your core values an important part of effective leadership?
Now it’s time to determine your core values. To aid with the process, use the contingency diagram in your participant workbook (page 49):

- Think of a person or several people whose characteristics, habits, or manners frustrate you.
- Write one characteristic per line. **10 minutes.**

Now, ask participants to reflect on WHY these characteristics affect them in a negative way. Ask them to think of the things they value, instead of the negative action. Another way to look for leaders to determine their values: Ask them to reverse the negative characteristics and turn them into positive characteristics. **10 minutes.**

Who wants to share some of their core values?

**Possible Core Values**

- Each column appears one at a time on click.

Here is a small sampling of some of the possible values you could select. Try to hone your list to a manageable number (no more than 6-8).

Have participants write their core values in their participant guide (page 50).
Personal Mission Statement

Slide 64 – Personal Mission Statement


Building on the work you’ve done so far, you will now create your own personal mission statement. This is about your personal leadership. The exercise will help you define who you are and how you want to be in the world. According to Stephen Covey in First Things First, it is powerful to “Connect with your own unique purpose and the profound satisfaction that comes from fulfilling it.”

- Share what contributions you make to the world with a neighbor.
- Share what drives you with a neighbor.
- Share your personal mission statement with a neighbor.

You may choose to share your personal mission statement with the class or not.
Take everything you have learned over the past two days into consideration – all of the leadership theories we’ve discussed. Identify eight leadership competencies that are important to you and label each wedge of the pie. Next, rate how you are doing in each of these competencies between 1-10. Fill in the pie wedge with your rating. Based on the results, choose one leadership competency to work on that is going well and one competency that you want to improve.

Automatic Animation: Each wedge appears automatically after short delay.

Reference Participant Guide for Your Best Leadership Year Ever and Leadership Planning Worksheet (page 55),

Instructor Appendix (pages 90 & 92)
Slide 68 – What Have You Learned?

What 1 - 2 things have you discovered about yourself that you didn’t know before?

How will knowing your personal mission statement, values and leadership strengths alter the way you lead?

Slide 69 – We appreciate your feedback!

http://nmi.asu.edu
## Appendix

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Leadership versus Management

Instructions: Place an “L” or an “M” by each of the characteristics listed below to indicate whether it is a leadership or management skill, respectively.

______ Assigns Tasks
______ Directs staff to complete projects
______ Helps staff understand the vision of the organization
______ Maintains the status quo
______ Evaluates the interests of followers
______ Empowers people to take action
______ Directs with a degree of skill
______ Catalyzes commitment
______ Effectively organizes people and resources
______ Ambitious for the cause, not for self
______ Willing to take risks
______ Values and appreciates different perspectives
______ Invites innovation and creativity
Bill Gates is a prime example of an introvert who is a successful leader, says Francesca Gino of Harvard Business School.

**STORY HIGHLIGHTS**

- Introverted leaders tend to be more receptive to different ideas, new study says
- Their understated style can lead to improved team performance, according to Francesca Gino
- Businesses who don’t value introverts can miss out, Gino says

(CNN) -- Outgoing personality traits are often associated with top corporate roles, but new research suggests businesses miss out when they fail to find and promote executives with more understated styles.

Harvard Business School researcher Francesca Gino has found that introverts can play a crucial role in leading teams.

Many of the strengths that people associate with leaders, for instance being dominant or being good at giving directives, are often the same traits that characterize someone who is an extrovert, Gino told CNN.

But in a forthcoming paper, she argues that when it comes to day-to-day teamwork in the workplace, less obvious leadership qualities can become more important.

She and her collaborators asked bosses to rate how extroverted they considered themselves and then studied how their teams worked.
They found that extroverts were more dominant, drove conversations and were less receptive to new ideas. Introverts, on the other hand, listened to ideas, internalized them and were able to improve team performance.

Gino said that introverts demonstrate superior performance when they are leading a team of proactive workers.

"If you're working in a team that has lots of knowledge, where people are proactive [and] suggesting ideas for improvement, you would do better for the team if you took a backseat position and took the approach of an introvert, who is very careful in listening to suggestions."

In reality the quality of being more quiet and being more receptive to different ideas is something that should be valued.

--Francesca Gino, Harvard Business School

Gino and her collaborators, Adam Grant from the University of Pennsylvania Wharton School and David Hofmann at University of North Carolina Kenan-Flagler Business School, are publishing their research next year in the Academy of Management Journal.

Gino hopes the findings will help businesses realize the leadership potential of introverts.

"In reality the quality of being more quiet and being more receptive to different ideas is something that should be valued," she said.

It seems it's easier for extroverts to climb the corporate ladder, she noted. A 2009 study conducted by researchers from the University of Minnesota and Baruch College found that 60 percent of top level executives displayed high levels of extroversion.

But introverts clearly have something to offer, Gino said, citing examples of successful introverted leaders, such as Amazon's Jeff Bezos and Bill Gates.

"What we hope HR departments are going to ask about, or any executive board, is the value that an introverted person can bring to the table," she said.

"We do need people who are able to listen to different suggestions and opinions and are able to value them."

Extroverts feel more energized by social interactions whereas introverts are more energized by solitude -- but this isn't necessarily linked to how shy or good at, say, public speaking, someone is, says Nancy Ancowitz, a business communication coach and author of "Self-promotion for Introverts: The Quiet Guide to Getting Ahead."

Introverts can use simple cues to make sure their value is not overlooked, Ancowitz said.

"Sometimes it's raising a finger, leaning forward, saying someone's name -- any of those cues can work.

"The important part is you need to be heard, you need to make your contributions known, otherwise you can get passed up for the raises and other people get the credit for your hard work."

Some leadership traits might come a little bit more naturally to extroverts, according to Jennifer
Kahnweiler, an executive coach and author of "The Introverted Leader: Building on Your Quiet Strength."
"It's more in their nature to build rapport, stop and have a conversation with somebody," she said. To them, doing that "is like getting out of bed and brushing their teeth."

Kahnweiler, who defines introverts as low-key thinkers who are energized by solitude and prefer in-depth conversation to casual chatter, interviewed introverted executives who successfully climbed the corporate ranks.

These leaders, she says, had learned to put careful thought into their social presentation at work and to manage expectations so that bosses and co-workers could see the up-side of their personal work style.

"How we're perceived in organizations matters," she told CNN. The executives she studied had a hyperawareness about how they were viewed and managed it to their benefit.

According to Gino of Harvard Business School, one of the key takeaways from her research is that anyone can learn to practice effective leadership.

In her study, she found that regardless of their personality type, when pushed to try different styles, people were able to learn the positive leadership characteristics of both introverts and extroverts.

"What the [findings] suggest is that no matter who you are and what your disposition is, you can push yourself," Gino said. "Some people may just need to push themselves a little harder and use an attitude that sets the situation."
Level Five Leadership

Executive
• **Level 5**: Builds enduring greatness through a paradoxical blend of personal humility and professional will

Effective Leader
• **Level 4**: Catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards

Competent Manager
• **Level 3**: Organizes people and resources toward the effective and efficient pursuit of predetermined objectives

Contributing Team Member
• **Level 2**: Contributes individual capabilities to the achievement of group objectives; works effectively with others in a group setting

 Highly Capable Individual
• **Level 1**: Makes productive contributions through talent, knowledge, skills, and good work habits
Ten Characteristics of the Servant-Leader

The following characteristics are central to the development of servant-leaders:

1. **Listening**: Leaders have traditionally been valued for their communication and decision-making skills. Listening, coupled with regular periods of reflection, is essential to the growth of the servant-leader, particularly in paying attention to the unspoken. This means relying on the inner voice and find out what the body, mind and spirit are communicating.

2. **Empathy**: The servant-leader strives to understand and empathize with others. Leadership is seen as a special type of human work, which ultimately generates a competitive advantage for the organization.

3. **Healing**: A great strength of a servant-leader is the ability for healing one’s self and others. A servant-leader tries to help people solve their problems and conflicts in relationships in order to develop the skills of each individual. This leads to the formation of a business culture in which the working environment is dynamic and fun, with no fear from failure.

4. **Awareness**: General awareness, and especially self-awareness, strengthens the servant-leader to view situations from a more integrated, holistic position. As a result, the servant-leader gets a better understanding about ethics and values.

5. **Persuasion**: A servant-leader relies on persuasion, rather than using one’s positional authority, in making decisions within an organization. This element distinguishes servant leadership most clearly from traditional, authoritarian models.

6. **Conceptualization**: Servant-leaders seek to nurture their abilities to “dream great dreams.” A servant leader thinks beyond day-to-day realities. That means having the ability to see beyond the limits of operating the business and focusing on long term operating goals. The servant-leader constructs a personal vision by reflecting on the meaning of life.

7. **Foresight**: Foresight is the ability to foresee the likely outcome of a situation. It is a characteristic that enables the servant-leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. In contrast to the other characteristics, which can be consciously developed, foresight is a characteristic which one may be born.

8. **Stewardship**: CEOs, staffs and trustees have the task to hold their institution in trust for the greater good of society. Servant leadership is seen as an obligation to help and serve others. Openness and persuasion are more important than control.

9. **Commitment in the growth of people**: Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as workers and recognize the tremendous responsibility to nurture the personal, professional, and spiritual growth of employees. A servant-leader spends money for the personal and professional development of people as well as having a personal interest in the ideas of others and involving them in decision making.

10. **Building community**: A servant leader identifies means to build a strong community within his organization and wants to develop a true community among businesses and institutions.
Five Practices of Exemplary Leadership

James M. Kouzes & Barry Z. Posner

In 1983, James Kouzes and Barry Posner developed a 38-question personal best leadership survey and conducted hundreds of personal interviews with middle- and senior-level managers in private and public sector organizations. Since the initial survey, thousands of case studies of best practice leadership habits have been conducted with community leaders, student leaders, church leaders, government leaders, and hundreds of others in non-managerial positions.

The Five Practices & Ten Commitments of Exemplary Leadership©

1. Model the Way
   - Clarify values by finding your voice and affirming shared ideals.
   - Set the example by aligning actions with shared values

2. Inspire a Shared Vision
   - Envision the future by imagining exciting and ennobling possibilities.
   - Enlist others in a common vision by appealing to shared aspirations.

3. Challenge the Process
   - Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.
   - Experiment and take risks by constantly generating small wins and learning from experience.

4. Enable Others to Act
   - Foster collaboration by building trust and facilitating relationships.
   - Strengthen others by increasing self-determination and developing competence.

5. Encourage the Heart
   - Recognize contributions by showing appreciation for individual excellence.
   - Celebrate the values and victories by creating a spirit of community.
Great Leader Appreciative Interview Exercise

Instructions: Find a partner you don’t currently know or don’t know well. Interview that person and ask the questions below. Write the person’s responses as clearly as possible so it may be returned to the person for future reference. Complete all questions with your partner and then switch roles. Be ready to share your partner’s story with the rest of the group.

1. Think of a time in your life when you felt really energized, engaged and happy working with a leader (this could be volunteer work or a paid position): A time when you were excited about getting up and heading out to the job and time at work just flew by. What made it such a peak experience? Tell the story about the situation, what were the skills the leader demonstrated, and what was the outcome?

2. What was it about the leader that you found so impactful? Describe in detail these qualities, the strengths he or she has/had, and what you value(d) most about that person. Also, what was it about the work, that person’s contribution and the work environment that allowed you to perform so well?

3. It is one year from today and you are feeling happy and fulfilled at work because you are working with a great leader. What does this success look like? What has changed and what are you doing differently as a result of this working environment?
What should someone look for when selecting a coach?

The most important thing to look for in selecting a coach is someone with whom you feel you can easily relate create and the most powerful partnership. Here are some questions you may want to ask prospective coaches:

- What is your coaching experience? (number of individuals coaches, years of experience, types of situations)
- What is your coach specific training? Do you hold an ICF Credential, or are you enrolled in an ICF Accredited Training Program?
- What is your coaching specialty or client area you most often work in?
- What specialized skills or experience do you bring to your coaching?
- What is your philosophy about coaching?
- What is your specific process for coaching? (how sessions are conducted, frequency, etc.)
- What are some coaching success stories? (specific examples of individuals who have done well and examples of how you have added value)

What does coaching ask of an individual?

To be successful, coaching asks certain things of the individual, all of which begin with intention….

- **Focus**—on one’s self, the tough questions, the hard truths—and one’s success
- **Observation**—the behaviors and communications of others
- **Listening**—to one’s intuition, assumptions, judgments, and to the way one sounds when one speaks
- **Self-discipline**—to challenge existing attitudes, beliefs and behaviors and to develop new ones which serve one’s goals in a superior way
- **Style**—leveraging personal strengths and overcoming limitations in order to develop a winning style
- **Decisive actions**—however uncomfortable, and in spite of personal insecurities, in order to reach for the extraordinary
- **Compassion**—for one’s self as he or she experiments with new behaviors, experiences setbacks—and for others as they do the same
- **Humor**—committing to not take one’s self so seriously, using humor to lighten and brighten any situation
- **Personal control**—maintaining composure in the face of disappointment and unmet expectations, avoiding emotional reactivity
- **Courage**—to reach for more than before, to shift out of being fear based in to being in abundance as a core strategy for success, to engage in continual self-examination, to overcome internal and external obstacles
Techniques for One-on-One Dialogue

- Don’t enter into a conversation while angry
- Set up the conversation by saying “I have a difficult situation I need to discuss with you. When would be a good time for us to meet?”
- When preparing for the discussion, be clear on FACTS
- Ask yourself “Why would a sane, rational person do/say this?” and be open to learning why

During the conversation:

- When sharing your concerns or perspective, speak in terms of “I” not “you”
- Come from a position of curiosity
- Pay attention and make eye contact
- No personal attacks
- Be respectful and don’t interrupt
- One person speaks at a time
- Build on what has been said
- Focus on issues that are solvable
- Listen for understanding
- If you receive constructive feedback, say “thank you”
- Consider this an opportunity to improve the work environment, not a gripe session
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<th>ESTIMATED TIME</th>
<th>COST</th>
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<tr>
<td>Ad in newspaper or on-line</td>
<td></td>
<td>cost to write &amp; place internet and/or newspaper ad</td>
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<tr>
<td>Application/resume review</td>
<td>__ hrs x hourly wage of reviewer</td>
<td></td>
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<tr>
<td>Set-Up Interviews</td>
<td>__ hrs x hourly wage of scheduler</td>
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<tr>
<td>Conduct Interviews</td>
<td>__ hrs x hourly wage of interviewer</td>
<td></td>
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<tr>
<td></td>
<td>__ hrs x hourly wage of interviewer</td>
<td></td>
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<tr>
<td>Do Background Checks</td>
<td>__ hrs x hourly wage of person conducting checks and/or fee for outside service</td>
<td></td>
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<tr>
<td>• previous employer(s)</td>
<td>__ hrs x hourly wage of person conducting checks and/or fee for outside service</td>
<td></td>
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<tr>
<td>• references</td>
<td>__ hrs x hourly wage of person conducting checks and/or fee for outside service</td>
<td></td>
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<tr>
<td>• credit history (if applicable)</td>
<td>__ hrs x hourly wage of person conducting checks and/or fee for outside service</td>
<td></td>
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<tr>
<td>• criminal record</td>
<td>__ hrs x hourly wage of person conducting checks and/or fee for outside service</td>
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<tr>
<td>Conduct New Hire Orientation</td>
<td>__ hrs x hourly wage of person(s) conducting orientation plus hourly wage for new hire</td>
<td></td>
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<td>• introductions to staff/equipment</td>
<td>__ hrs x hourly wage of person(s) conducting orientation plus hourly wage for new hire</td>
<td></td>
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<tr>
<td>• fill out new hire paperwork</td>
<td>__ hrs x hourly wage of person(s) conducting orientation plus hourly wage for new hire</td>
<td></td>
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<tr>
<td>• conduct required job training and</td>
<td>__ hrs x hourly wage of person(s) conducting orientation plus hourly wage for new hire</td>
<td></td>
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<tr>
<td>policy review</td>
<td>__ hrs x hourly wage of person(s) conducting orientation plus hourly wage for new hire</td>
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<td>Staff takes new person to lunch (?)</td>
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<td>Advice for “sticky” situations</td>
<td>Fees for professional counsel &amp; Executive Director (ED) time</td>
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<td>Payout of unused vacation/sick/PTO</td>
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<tr>
<td>and/or severance (if applicable)</td>
<td></td>
<td></td>
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<tr>
<td>Change locks, entry codes, computer</td>
<td>__ hrs x hourly wage of person(s) responsible for computer administration plus fees for locksmith</td>
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<td>passwords, etc.</td>
<td></td>
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<tr>
<td>Paperwork</td>
<td>__ hrs x hourly wage of ED to prepare documentation</td>
<td></td>
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<tr>
<td>• Prepare documentation of poor</td>
<td>Fees to create paycheck</td>
<td></td>
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<td>performance or misconduct</td>
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<td>• Create “off-cycle” paycheck</td>
<td></td>
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<tr>
<td>Communicate staffing change</td>
<td>__ hrs x hourly wage of ED and employee to do termination</td>
<td></td>
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<tr>
<td>• Meet with employee w/witness to fire</td>
<td>__ hrs x hourly wage of ED and ALL staff to meet and then unproductive time gossiping about event</td>
<td></td>
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<td>• Meet with staff toexplain</td>
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<td>Unemployment Payment Expenses</td>
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<tr>
<td>Overtime paid to staff to cover for work left undone by open position and/or new employee</td>
<td>__ overtime hrs x __hourly wage of person(s) working overtime to get job done</td>
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<tr>
<td>Wages paid to new employee who is not yet productive</td>
<td>__ hrs x hourly wage of new hire while unproductive</td>
<td></td>
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<tr>
<td>Time spent by other staff members training new employee</td>
<td>__ hrs x hourly wage of person(s) conducting training (plus hourly wage for new hire if not included above)</td>
<td></td>
</tr>
<tr>
<td>Unproductive time spent by “lame duck” employee who has given notice</td>
<td>__ unproductive hrs x hourly wage of “lame duck”</td>
<td></td>
</tr>
<tr>
<td>Burnout factor for current employees who are sick of having to train new employees and become either unproductive or quit</td>
<td>If enough turnover, may increase absenteeism among remaining employees and/or lose additional employees, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL COST OF TURNOVER</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cooperation, Coordination, Collaboration

Our colleague had a different concept of collaboration and the intensity of work it required. The following table shows a continuum of increasing intensity for building relationships and doing work:

<table>
<thead>
<tr>
<th>Key</th>
<th>Cooperation*</th>
<th>Coordination</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships and work</td>
<td>Shorter-term informal relations that exist without any clearly defined mission, structure, or planning effort characterize cooperation. Cooperative partners share information only about the subject at hand. Each organization retains sources separate to virtually no risk exists.</td>
<td>More formal, relationships and understanding of missions distinguished coordination. People involved in a coordinative effort focus their longer-term interaction around a specific effort or program. Coordination requires some planning and division of roles and opens communication channels between organizations. While authority still rests with individual organizations, everyone’s risk increases. Resources are made available to participants and rewards are shared.</td>
<td>A more durable and pervasive relationship marks collaboration. Participants bring separate organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well-defined communication channels operating on all levels. The collaborative structure determines authority, and risk is much greater because each partner contributes its resources and reputation. Power is an issue and can be unequal. Partners pool or jointly secure the resources, and share the results and rewards.</td>
</tr>
</tbody>
</table>

Examples

Cooperation*:
One group of Southeast Asian Mutual Assistance Associations meets each month to exchange information on services approaches. They update each other on the latest techniques, on pending changes in legislation, and on which funders are likely to support their program.

Coordination:
The council of Agency executives meets monthly to help the United Way plan for human service delivery. This often requires more than the exchange of information because the participants must work out philosophical differences and agree on a range of plans. But they do not share the vision of a larger purpose.

Collaboration:
A group of Hispanic organizations comes together to address the need for job development and job training. They are looking at long-term plans to develop businesses that will provide jobs. They will involve government training services (to help secure grants and provide job training) and post-secondary institutions (for academic and vocational education).

Intensity (risk, time needed, opportunity_ lower intensity __________ higher intensity

*Different authors use cooperation and coordination interchangeably. This book follows the work of Sharon Kagan, in defining the least intense level as cooperation. Used with permission from Sharon L. Kogan, United We Stand: Collaboration for Child Care and Early Education Services. (New York: Teachers College Press, copyright 1991 by Teachers College, Columbia University. All rights reserved.) pp. 1-3.
LARGE-SCALE SOCIAL CHANGE REQUIRES BROAD CROSS-SECTOR COORDINATION, YET THE SOCIAL SECTOR REMAINS FOCUSED ON THE ISOLATED INTERVENTION OF INDIVIDUAL ORGANIZATIONS.

The scale and complexity of the U.S. public education system has thwarted attempted reforms for decades. Major funders, such as the Annenberg Foundation, Ford Foundation, and Pew Charitable Trusts have abandoned many of their efforts in frustration after acknowledging their lack of progress. Once the global leader - after World War II the United States had the highest high school graduation rate in the world - the country now ranks 18th among the top 24 industrialized nations, with more than 1 million secondary school students dropping out every year. The heroic efforts of countless teachers, administrators, and nonprofits, together with billions of dollars in charitable contributions, may have led to important improvements in individual schools and classrooms, yet system-wide progress has seemed virtually unobtainable.

Against these daunting odds, a remarkable exception seems to be emerging in Cincinnati. Strive, a nonprofit subsidiary of KnowledgeWorks, has brought together local leaders to tackle the student achievement crisis and improve education throughout greater Cincinnati and northern Kentucky. In the four years since the group was launched, Strive partners have improved student success in dozens of key areas across three large public school districts. Despite the recession and budget cuts, 34 of the 53 success indicators that Strive tracks have shown positive trends, including high school graduation rates, fourth-grade reading and math scores, and the number of preschool children prepared for kindergarten.

Why has Strive made progress when so many other efforts have failed? It is because a core group of community leaders decided to abandon their individual agendas in favor of a collective approach to improving student achievement. More than 300 leaders of local organizations agreed to participate, including the heads of influential private and corporate foundations, city government officials, school district representatives, the presidents of eight universities and community colleges, and the executive directors of hundreds of education-related nonprofit and advocacy groups.

These leaders realized that fixing one point on the educational continuum - such as better after-school programs - wouldn't make much difference unless all parts of the continuum improved at the same time. No single organization, however innovative or powerful, could accomplish this alone. Instead, their ambitious mission became to coordinate improvements at every stage of a young person's life, from "cradle to career."

Strive didn't try to create a new educational program or attempt to convince donors to spend more money. Instead, through a carefully structured process, Strive focused the entire educational community on a single set of goals, measured in the same way. Participating organizations are grouped into 15 different Student Success Networks (SSNs) by type of activity, such as early childhood education or tutoring. Each
SSN has been meeting with coaches and facilitators for two hours every two weeks for the past three years, developing shared performance indicators, discussing their progress, and most important, learning from each other and aligning their efforts to support each other.

Strive, both the organization and the process it helps facilitate, is an example of collective impact, the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem. Collaboration is nothing new. The social sector is filled with examples of partnerships, networks, and other types of joint efforts. But collective impact initiatives are distinctly different. Unlike most collaborations, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants. (See "Types of Collaborations" on page 39.)

Although rare, other successful examples of collective impact are addressing social issues that, like education, require many different players to change their behavior in order to solve a complex problem. In 1993, Marjorie Mayfield Jackson helped found the Elizabeth River Project with a mission of cleaning up the Elizabeth River in southeastern Virginia, which for decades had been a dumping ground for industrial waste. They engaged more than 100 stakeholders, including the city governments of Chesapeake, Norfolk, Portsmouth, and Virginia Beach, Va., the Virginia Department of Environmental Quality, the U.S. Environmental Protection Agency (EPA), the U.S. Navy, and dozens of local businesses, schools, community groups, environmental organizations, and universities, in developing an 18-point plan to restore the watershed. Fifteen years later, more than 1,000 acres of watershed land have been conserved or restored, pollution has been reduced by more than 215 million pounds, concentrations of the most severe carcinogen have been cut sixfold, and water quality has significantly improved. Much remains to be done before the river is fully restored, but already 27 species of fish and oysters are thriving in the restored wetlands, and bald eagles have returned to nest on the shores.

Or consider Shape up Somerville, a citywide effort to reduce and prevent childhood obesity in elementary school children in Somerville, Mass. Led by Christina Ecôngomos, an associate professor at Tufts University's Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, and funded by the Centers for Disease Control and Prevention, the Robert Wood Johnson Foundation, Blue Cross Blue Shield of Massachusetts, and United Way of Massachusetts Bay and Merrimack Valley, the program engaged government officials, educators, businesses, nonprofits, and citizens in collectively defining wellness and weight gain prevention practices. Schools agreed to offer healthier foods, teach nutrition, and promote physical activity. Local restaurants received a certification if they served low-fat, high nutritional food. The city organized a farmers' market and provided healthy lifestyle incentives such as reduced-price gym memberships for city employees. Even sidewalks were modified and crosswalks repainted to encourage more children to walk to school. The result was a statistically significant decrease in body mass index among the community's young children between 2002 and 2005.

Even companies are beginning to explore collective impact to tackle social problems. Mars, a manufacturer of chocolate brands such as M&M's, Snickers, and Dove, is working with NGOs, local governments, and even direct competitors to improve the lives of more than 500,000 impoverished cocoa farmers in Côte d'Ivoire, where Mars sources a large portion of its cocoa. Research suggests that better farming practices and improved plant stocks could triple the yield per hectare, dramatically increasing farmer incomes and improving the sustainability of Mars's supply chain. To accomplish this, Mars must enlist the coordinated efforts of multiple organizations: the Côte d'Ivoire government needs to provide more agricultural extension workers, the World Bank needs to finance new roads, and bilateral donors need to support NGOs in improving health care, nutrition, and education in cocoa growing communities.
And Mars must find ways to work with its direct competitors on pre-competitive issues to reach farmers outside its supply chain.

These varied examples all have a common theme: that large-scale social change comes from better cross-sector coordination rather than from the isolated intervention of individual organizations. Evidence of the effectiveness of this approach is still limited, but these examples suggest that substantially greater progress could be made in alleviating many of our most serious and complex social problems if nonprofits, governments, businesses, and the public were brought together around a common agenda to create collective impact. It doesn't happen often, not because it is impossible, but because it is so rarely attempted. Funders and nonprofits alike overlook the potential for collective impact because they are used to focusing on independent action as the primary vehicle for social change.

**ISOLATED IMPACT**

"Most funders, faced with the task of choosing a few grantees from many applicants, try to ascertain which organizations make the greatest contribution toward solving a social problem. Grantees, in turn, compete to be chosen by emphasizing how their individual activities produce the greatest effect. Each organization is judged on its own potential to achieve impact, independent of the numerous other organizations that may also influence the issue. And when a grantee is asked to evaluate the impact of its work, every attempt is made to isolate that grantee's individual influence from all other variables.

In short, the nonprofit sector most frequently operates using an approach that we call isolated impact. It is an approach oriented toward finding and funding a solution embodied within a single organization, combined with the hope that the most effective organizations will grow or replicate to extend their impact more widely. Funders search for more effective interventions as if there were a cure for failing schools that only needs to be discovered, in the way that medical cures are discovered in laboratories. As a result of this process, nearly 1.4 million nonprofits try to invent independent solutions to major social problems, often working at odds with each other and exponentially increasing the perceived resources required to make meaningful progress. Recent trends have only reinforced this perspective. The growing interest in venture philanthropy and social entrepreneurship, for example, has greatly benefited the social sector by identifying and accelerating the growth of many high-performing nonprofits, yet it has also accentuated an emphasis on scaling up a few select organizations as the key to social progress.

Despite the dominance of this approach, there is scant evidence that isolated initiatives are the best way to solve many social problems in today's complex and interdependent world. No single organization is responsible for any major social problem, nor can any single organization cure it. In the field of education, even the most highly respected nonprofits - such as the Harlem Children's Zone, Teach for America, and the Knowledge Is Power Program (KIPP) - have taken decades to reach tens of thousands of children, a remarkable achievement that deserves praise, but one that is three orders of magnitude short of the tens of millions of U.S. children that need help.

The problem with relying on the isolated impact of individual organizations is further compounded by the isolation of the nonprofit sector. Social problems arise from the interplay of governmental and commercial activities, not only from the behavior of social sector organizations. As a result, complex problems can be solved only by cross-sector coalitions that engage those outside the nonprofit sector.

We don't want to imply that all social problems require collective impact. In fact, some problems are best solved by individual organizations. In "Leading Boldly," an article we wrote with Ron Heifetz for the winter 2004 issue of the Stanford Social Innovation Review, we described the difference between technical problems and adaptive problems. Some social problems are technical in that the problem is well
defined, the answer is known in advance, and one or a few organizations have the ability to implement the solution. Examples include funding college scholarships, building a hospital, or installing inventory controls in a food bank. Adaptive problems, by contrast, are complex, the answer is not known, and even if it were, no single entity has the resources or authority to bring about the necessary change. Reforming public education, restoring wetland environments, and improving community health are all adaptive problems. In these cases, reaching an effective solution requires learning by the stakeholders involved in the problem, who must then change their own behavior in order to create a solution.

Shifting from isolated impact to collective impact is not merely a matter of encouraging more collaboration or public-private partnerships. It requires a systemic approach to social impact that focuses on the relationships between organizations and the progress toward shared objectives. And it requires the creation of a new set of nonprofit management organizations that have the skills and resources to assemble and coordinate the specific elements necessary for collective action to succeed.

THE FIVE CONDITIONS OF COLLECTIVE SUCCESS

Our research shows that successful collective impact initiatives typically have five conditions that together produce true alignment and lead to powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations.

Common Agenda | Collective impact requires all participants to have a shared vision for change, one that includes a common understanding of the problem and a joint approach to solving it through agreed upon actions. Take a close look at any group of funders and nonprofits that believe they are working on the same social issue, and you quickly find that it is often not the same issue at all. Each organization often has a slightly different definition of the problem and the ultimate goal. These differences are easily ignored when organizations work independently on isolated initiatives, yet these differences splinter the efforts and undermine the impact of the field as a whole. Collective impact requires that these differences be discussed and resolved. Every participant need not agree with every other participant on all dimensions of the problem. In fact, disagreements continue to divide participants in all of our examples of collective impact. All participants must agree, however, on the primary goals for the collective impact initiative as a whole. The Elizabeth River Project, for example, had to find common ground among the different objectives of corporations, governments, community groups, and local citizens in order to establish workable cross-sector initiatives.

Funders can play an important role in getting organizations to act in concert. In the case of Strive, rather than fueling hundreds of strategies and nonprofits, many funders have aligned to support Strive's central goals. The Greater Cincinnati Foundation realigned its education goals to be more compatible with Strive, adopting Strive's annual report card as the foundation's own measures for progress in education. Every time an organization applied for a grant, Duke asked, "Are you part of the [Strive] network?" And when a new funder, the Carol Ann and Ralph V. Haile Jr./U.S. Bank Foundation, expressed interest in education, they were encouraged by virtually every major education leader in Cincinnati to join Strive if they wanted to have an impact in local education.

Shared Measurement Systems | Developing a shared measurement system is essential to collective impact. Agreement on a common agenda is illusory without agreement on the ways success will be measured and reported. Collecting data and measuring results consistently on a short list of indicators at the community level and across all participating organizations not only ensures that all efforts remain aligned, it also enables the participants to hold each other accountable and learn from each other's successes and failures.
It may seem impossible to evaluate hundreds of different organizations on the same set of measures. Yet recent advances in Web-based technologies have enabled common systems for reporting performance and measuring outcomes. These systems increase efficiency and reduce cost. They can also improve the quality and credibility of the data collected, increase effectiveness by enabling grantees to learn from each other's performance, and document the progress of the field as a whole.2

All of the preschool programs in Strive, for example, have agreed to measure their results on the same criteria and use only evidence-based decision making. Each type of activity requires a different set of measures, but all organizations engaged in the same type of activity report on the same measures. Looking at results across multiple organizations enables the participants to spot patterns, find solutions, and implement them rapidly. The preschool programs discovered that children regress during the summer break before kindergarten. By launching an innovative "summer bridge" session, a technique more often used in middle school, and implementing it simultaneously in all preschool programs, they increased the average kindergarten readiness scores throughout the region by an average of 10 percent in a single year.3

Mutually Reinforcing Activities | Collective impact initiatives depend on a diverse group of stakeholders working together, not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities at which it excels in a way that supports and is coordinated with the actions of others.

The power of collective action comes not from the sheer number of participants or the uniformity of their efforts, but from the coordination of their differentiated activities through a mutually reinforcing plan of action. Each stakeholder's efforts must fit into an overarching plan if their combined efforts are to succeed. The multiple causes of social problems, and the components of their solutions, are interdependent. They cannot be addressed by uncoordinated actions among isolated organizations.

All participants in the Elizabeth River Project, for example, agreed on the 18-point watershed restoration plan, but each is playing a different role based on its particular capabilities. One group of organizations works on creating grassroots support and engagement among citizens, a second provides peer review and recruitment for industrial participants who voluntarily reduce pollution, and a third coordinates and reviews scientific research.

The 15 SSNs in Strive each undertake different types of activities at different stages of the educational continuum. Strive does not prescribe what practices each of the 300 participating organizations should pursue. Each organization and network is free to chart its own course consistent with the common agenda, and informed by the shared measurement of results.

Continuous Communication | Developing trust among nonprofits, corporations, and government agencies is a monumental challenge. Participants need several years of regular meetings to build up enough experience with each other to recognize and appreciate the common motivation behind their different efforts. They need time to see that their own interests will be treated fairly, and that decisions will be made on the basis of objective evidence and the best possible solution to the problem, not to favor the priorities of one organization over another.

Even the process of creating a common vocabulary takes time, and it is an essential prerequisite to developing shared measurement systems. All the collective impact initiatives we have studied held monthly or even biweekly in-person meetings among the organizations' CEO-level leaders. Skipping meetings or sending lower-level delegates was not acceptable. Most of the meetings were supported by external facilitators and followed a structured agenda.
The Strive networks, for example, have been meeting regularly for more than three years. Communication happens between meetings too: Strive uses Web-based tools, such as Google Groups, to keep communication flowing among and within the networks. At first, many of the leaders showed up because they hoped that their participation would bring their organizations additional funding, but they soon learned that was not the meetings' purpose. What they discovered instead were the rewards of learning and solving problems together with others who shared their same deep knowledge and passion about the issue.

Backbone Support Organizations | Creating and managing collective impact requires a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative. Coordination takes time, and none of the participating organizations has any to spare. The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails.

The backbone organization requires a dedicated staff separate from the participating organizations who can plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and handling the myriad logistical and administrative details needed for the initiative to function smoothly. Strive has simplified the initial staffing requirements for a backbone organization to three roles: project manager, data manager, and facilitator.

Collective impact also requires a highly structured process that leads to effective decision making. In the case of Strive, staff worked with General Electric (GE) to adapt for the social sector the Six Sigma process that GE uses for its own continuous quality improvement. The Strive Six Sigma process includes training, tools, and resources that each SSN uses to define its common agenda, shared measures, and plan of action, supported by Strive facilitators to guide the process.

In the best of circumstances, these backbone organizations embody the principles of adaptive leadership: the ability to focus people's attention and create a sense of urgency, the skill to apply pressure to stakeholders without overwhelming them, the competence to frame issues in away that presents opportunities as well as difficulties, and the strength to mediate conflict among stakeholders.

FUNDING COLLECTIVE IMPACT

Creating a successful collective impact initiative requires a significant financial investment: the time participating organizations must dedicate to the work, the development and monitoring of shared measurement systems, and the staff of the backbone organization needed to lead and support the initiative's ongoing work.

As successful as Strive has been, it has struggled to raise money, confronting funders' reluctance to pay for infrastructure and preference for short-term solutions. Collective impact requires instead that funders support a long-term process of social change without identifying any particular solution in advance. They must be willing to let grantees steer the work and have the patience to stay with an initiative for years, recognizing that social change can come from the gradual improvement of an entire system over time, not just from a single breakthrough by an individual organization.

This requires a fundamental change in how funders see their role, from funding organizations to leading a long-term process of social change. It is no longer enough to fund an innovative solution created by a single nonprofit or to build that organization's capacity. Instead, funders must help create and sustain the collective processes, measurement reporting systems, and community leadership that enable cross-sector coalitions to arise and thrive.
This is a shift that we foreshadowed in both "Leading Boldly" and our more recent article, "Catalytic Philanthropy," in the fall 2009 issue of the Stanford Social Innovation Review. In the former, we suggested that the most powerful role for funders to play in addressing adaptive problems is to focus attention on the issue and help to create a process that mobilizes the organizations involved to find a solution themselves. In "Catalytic Philanthropy," we wrote: "Mobilizing and coordinating stakeholders is far messier and slower work than funding a compelling grant request from a single organization. Systemic change, however, ultimately depends on a sustained campaign to increase the capacity and coordination of an entire field." We recommended that funders who want to create large-scale change follow four practices: take responsibility for assembling the elements of a solution; create a movement for change; include solutions from outside the nonprofit sector; and use actionable knowledge to influence behavior and improve performance.

These same four principles are embodied in collective impact initiatives. The organizers of Strive abandoned the conventional approach of funding specific programs at education nonprofits and took responsibility for advancing education reform themselves. They built a movement, engaging hundreds of organizations in a drive toward shared goals. They used tools outside the nonprofit sector, adapting GE's Six Sigma planning process for the social sector. And through the community report card and the biweekly meetings of the SSNs they created actionable knowledge that motivated the community and improved performance among the participants.

Funding collective impact initiatives costs money, but it can be a highly leveraged investment. A backbone organization with a modest annual budget can support a collective impact initiative of several hundred organizations, magnifying the impact of millions or even billions of dollars in existing funding. Strive, for example, has a $1.5 million annual budget but is coordinating the efforts and increasing the effectiveness of organizations with combined budgets of $7 billion. The social sector, however, has not yet changed its funding practices to enable the shift to collective impact. Until funders are willing to embrace this new approach and invest sufficient resources in the necessary facilitation, coordination, and measurement that enable organizations to work in concert, the requisite infrastructure will not evolve.

FUTURE SHOCK

What might social change look like if funders, nonprofits, government officials, civic leaders, and business executives embraced collective impact? Recent events at Strive provide an exciting indication of what might be possible.

Strive has begun to codify what it has learned so that other communities can achieve collective impact more rapidly. The organization is working with nine other communities to establish similar cradle to career initiatives.4 Importantly, although Strive is broadening its impact to a national level, the organization is not scaling up its own operations by opening branches in other cities. Instead, Strive is promulgating a flexible process for change, offering each community a set of tools for collective impact, drawn from Strive's experience but adaptable to the community's own needs and resources. As a result, the new communities take true ownership of their own collective impact initiatives, but they don't need to start the process from scratch. Activities such as developing a collective educational reform mission and vision or creating specific community-level educational indicators are expedited through the use of Strive materials and assistance from Strive staff. Processes that took Strive several years to develop are being adapted and modified by other communities in significantly less time.

These nine communities plus Cincinnati have formed a community of practice in which representatives from each effort connect regularly to share what they are learning. Because of the number and diversity of the communities, Strive and its partners can quickly determine what processes are universal and which...
require adaptation to a local context. As learning accumulates, Strive staff will incorporate new findings into an Internet-based knowledge portal that will be available to any community wishing to create a collective impact initiative based on Strive's model.

This exciting evolution of the Strive collective impact initiative is far removed from the isolated impact approach that now dominates the social sector and that inhibits any major effort at comprehensive, large-scale change. If successful, it presages the spread of a new approach that will enable us to solve today's most serious social problems with the resources we already have at our disposal. It would be a shock to the system. But it's a form of shock therapy that's badly needed.

Sidebar

TYPES OF COLLABORATIONS

Organizations have attempted to solve social problems by collaboration for decades without producing many results. The vast majority of these efforts lack the elements of success that enable collective impact initiatives to achieve a sustained alignment of efforts.

Funder Collaboratives are groups of funders interested in supporting the same issue who pool their resources. Generally, participants do not adopt an overarching evidence-based plan of action or a shared measurement system, nor do they engage in differentiated activities beyond check writing or engage stakeholders from other sectors.

Public-Private Partnerships are partnerships formed between government and private sector organizations to deliver specific services or benefits. They are often targeted narrowly, such as developing a particular drug to fight a single disease, and usually don't engage the full set of stakeholders that affect the issue, such as the potential drug's distribution system.

Multi-Stakeholder Initiatives are voluntary activities by stakeholders from different sectors around a common theme. Typically, these initiatives lack any shared measurement of impact and the supporting infrastructure to forge any true alignment of efforts or accountability for results.

Social Sector Networks are groups of individuals or organizations fluidly connected through purposeful relationships, whether formal or informal. Collaboration is generally ad hoc, and most often the emphasis is placed on information sharing and targeted short-term actions, rather than a sustained and structured initiative.

Collective Impact Initiatives are long-term commitments by a group of important actors from different sectors to a common agenda for solving a specific social problem. Their actions are supported by a shared measurement system, mutually reinforcing activities and ongoing communication, and are staffed by an independent backbone organization.

Footnote

Notes

1 Interview with Kathy Merchant, CEO of the Greater Cincinnati Foundation, April 10, 2010.


4 Indianapolis, Houston, Richmond, Va., and Hayward, Calif., are the first four communities to implement Strive's process for educational reform. Portland, Ore., Fresno, Calif., Mesa, Ariz., Albuquerque, and Memphis are just beginning their efforts.

Author Affiliation

JOHN KANIA is a managing director at FSG, where he oversees the firm's consulting practice. Before joining FSG, he was a consultant at Mercer Management Consulting and Corporate Decisions Inc. This is Kania's third article for the Stanford Social Innovation Review.

MARK KRAMER is the co-founder and a managing director of FSG. He is also the co-founder and the initial board chair of the Center for Effective Philanthropy, at a senior fellow at Harvard University's John F. Kennedy School of Government. This is Kramer's fifth article for the Stanford Social Innovation Review.

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Leader: Stephanie Small

Gallup found that it serves a team well to have a representation of strengths in each of the four domains of leadership strength: Executing, Influencing, Relationship Building, and Strategic Thinking. Instead of one dominant leader who tries to do everything or individuals who all have similar strengths, contributions from all four domains lead to a strong and cohesive team. This doesn’t mean that each person on a team must have strengths exclusively in a single category. In most cases, each team member will possess some strength in multiple domains.

According to our latest research, the 34 Clifton StrengthsFinder themes naturally cluster into these four domains of leadership strength. See below for how your top five themes sort into the four domains. As you think about how you can contribute to a team and who you need to surround yourself with, this may be a good starting point.

Your Top Five Clifton StrengthsFinder Themes

<table>
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<th>Executing</th>
<th>Influencing</th>
<th>Relationship Building</th>
<th>Strategic Thinking</th>
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Your Personalized Strengths Insights

Strategic

Instinctively, you usually feel satisfied with life when your innovative thinking style is appreciated. You automatically pinpoint trends, notice problems, or identify opportunities many people overlook. Armed with this knowledge, you usually devise alternative courses of action. By evaluating the circumstances, available resources, and/or the potential
consequences of each plan, you can select the best option. Chances are good that you may be known for your ease with language. Perhaps this ability serves you well when you need to talk with newcomers or outsiders. Your vocabulary might allow you to tell stories or express your ideas with clarity. Because of your strengths, you occasionally marvel at your ability to vividly express your thoughts and feelings. Driven by your talents, you comprehend what has gone wrong. Eagerly, you uncover facts. Sorting through lots of information rarely intimidates you. You welcome the abundance of information. Like a detective, you sort through it and identify key pieces of evidence. Following these leads, you bring the big picture into view. Next, you generate schemes for solving the problem. Finally, you choose the best option after considering prevailing circumstances, available resources, and desired outcomes. It’s very likely that you pay close attention to what is going on around you. You listen. You quiz people. You read. You probably take notes on key points. As you accumulate lots of information, you disregard what is unrelated, and pay heed to what is really important. The more you reflect on what you know, the more problems begin to reveal themselves, and eventually solutions start taking shape in your mind. Finally, given the situation, you select the best plan from your list of options.

Identification

Chances are good that you are apt to be the person teammates, classmates, or coworkers pull into brainstorming sessions. Why? You have the assertiveness to speak up when you think of something. You also generate more ideas than most people do. You are creative. You are imaginative. You are not embarrassed to think out loud. Because of your strengths, you often are the originator of fresh ideas for brand-new campaigns, business ventures, initiatives, or special events. It’s very likely that you are an original and innovative thinker. Others frequently rely on you to generate novel concepts, theories, plans, or solutions. You refuse to be stifled by traditions or trapped by routines. You probably bristle when someone says, “We can’t change that. We’ve always done it this way.” Instinctively, you automatically think of new and different ways to do things. Your mind is brimming with ideas. You probably are eager to share them with whoever will listen. By nature, you may select unusual words to describe your ideas or feelings. Perhaps your extensive vocabulary allows you to capture people’s interest.

Relator

By nature, you might identify the most basic and important parts of elaborate ideas, processes, or technologies. Maybe you avoid confusing people because you do not want to overwhelm them with too many details. Driven by your talents, you bond with and work well with people who tell you what they want to accomplish in life. Instinctively, you are drawn to the process of gaining knowledge and skills. You long to build on what you already know. You yearn to improve on what you already can do. When you meet people who value education as much as you do, you are eager to hear about their personal or professional
ambitions, intentions, or goals. Understanding what others aim to accomplish in the coming weeks, months, or years can be the beginning of a practical partnership or an enduring friendship. It’s very likely that you find it easier to befriend people when they tell you what they want to accomplish. Knowing that much, you probably read books, journals, newspapers, correspondence, or Internet sites to broaden your knowledge about their interests. When you can share information that helps people move closer to their goals, you understand each other better. Chances are good that you fill your mind with new ideas by asking questions, reading, studying, observing, or listening. Normally, you accumulate facts, data, stories, examples, or background information from the people you meet. Determining what they want to accomplish in the coming weeks, months, or years generally satisfies your curiosity. These insights also allow you to understand why individuals behave the way they do in different situations.

Input

By nature, you thirst for new ideas and knowledge. Often you lose yourself in a book. You pore over the ideas contained on its pages for long stretches of time. Why? You want to absorb as much information as you can. Driven by your talents, you are determined to keep abreast of the news. You probably satisfy your hunger for current information by habitually reading newspapers, magazines, correspondence, memos, files, or Internet sites. Because of your strengths, you are determined to push for changes that will benefit humankind or Earth itself. Your desire to have an impact motivates you to enter into conversations with intelligent people. Drawing on their wealth of knowledge and ideas as well as sharing your treasure trove of wisdom is exciting. These discussions frequently cause you to think in new ways and to reexamine your purpose in life. Chances are good that you greatly enjoy the written word. You often are found poring over — that is, studiously reading — a book to acquire simple facts or to deepen your understanding of a favorite topic. Because you are well-read, you routinely provide people with information they currently need. Instinctively, you take in lots of information by reading books, newspapers, magazines, reports, documents, or correspondence. Typically you are eager to discover all the factors that are contributing to the current state of affairs.

Individualization

It’s very likely that you often marvel at your ability to sense the feelings and perspectives of other people. You feel very good about yourself and life in general when you put aside your opinions, biases, or preferences. Your satisfaction probably comes from figuring out why someone behaves, feels, or thinks differently than you do. By nature, you help individuals acquire knowledge and gain skills. You are a fine instructor, tutor, and/or trainer. Instinctively, you sometimes grasp how one person’s talents, skills, or knowledge can fill another’s gaps. You might realize a group’s ability to solve problems lies in the diversity of its members. Maybe you like to study everyone’s backgrounds, talents, experiences, attitudes,
ages, educational levels, or cultures. Perhaps then you feel prepared to set up the team to handle puzzling challenges. Because of your strengths, you derive much joy from assisting people in need. Chances are good that you help people stay aware of the latest news and current events.
The Four Domains of Leadership Strength

As Gallup studied and worked with thousands of leadership teams, we began to see that while each member had his or her own unique strengths, the most cohesive and successful teams possessed broader groupings of strengths. So we initiated our most thorough review of this research to date. From this dataset, four distinct domains of leadership strength emerged: Executing, Influencing, Relationship Building, and Strategic Thinking.

Executing

Leaders with dominant strength in the Executing domain know how to make things happen. When you need someone to implement a solution, these are the people who will work tirelessly to get it done. Leaders with a strength to execute have the ability to "catch" an idea and make it a reality.

Influencing

Those who lead by Influencing help their team reach a much broader audience. People with strength in this domain are always selling the team’s ideas inside and outside the organization. When you need someone to take charge, speak up, and make sure your group is heard, look to someone with the strength to influence.

Relationship Building

Those who lead through Relationship Building are the essential glue that holds a team together. Without these strengths on a team, in many cases, the group is simply a composite of individuals. In contrast, leaders with exceptional Relationship Building strength have the unique ability to create groups and organizations that are much greater than the sum of their parts.

Strategic Thinking

Leaders with great Strategic Thinking strengths are the ones who keep us all focused on what could be. They are constantly absorbing and analyzing information and helping the team make better decisions. People with strength in this domain continually stretch our thinking for the future.
Gallup found that it serves a team well to have a representation of strengths in each of these four domains. Instead of one dominant leader who tries to do everything or individuals who all have similar strengths, contributions from all four domains lead to a strong and cohesive team. This doesn’t mean that each person on a team must have strengths exclusively in a single category. In most cases, each team member will possess some strength in multiple domains.

According to our latest research, the 34 Clifton StrengthsFinder themes naturally cluster into these four domains of leadership strength. See below for how your top five themes sort into the four domains. Then, use the chart at the end of this report to plot your team members’ top five themes and see how their strengths sort into the four domains as well. As you think about how you can contribute to a team and who you need to surround yourself with, this may be a good starting point.

### Your Top Five Clifton StrengthsFinder Themes

<table>
<thead>
<tr>
<th>Executing</th>
<th>Influencing</th>
<th>Relationship Building</th>
<th>Strategic Thinking</th>
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<tbody>
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<td>Relator</td>
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<td>Individualization</td>
<td>Ideation</td>
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<td>Input</td>
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### Followers’ Four Basic Needs

Followers have a very clear picture of what they want and need from the most influential leaders in their lives: trust, compassion, stability, and hope. On the next several pages, for each of your top five Clifton StrengthsFinder themes, you will find a brief definition of the theme, strategies for leveraging that theme to meet followers’ four basic needs, tips for leading others who are strong in that theme, and illustrations of what that theme sounds like in action.
Strategic
LEADING WITH STRATEGIC

People strong in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.

Build Trust

☐ When making decisions, discuss options candidly and thoroughly with those involved. Help them learn to trust your process of examining all alternatives and then working toward the optimal solution.

☐ Be aware of your own biases. Are you weighting possibilities objectively or leaning toward personal desires and comfort levels? Give each option its due. Enlist the help of a good thinking partner to ensure that your decisions are made for the right reasons. Others will respect your integrity and your desire for objectivity.

Show Compassion

☐ Apply your strategic thinking to your relationships. Write down a list of the people who have the most positive influence in your life, and then map out specific things you can do to reinvest even more time and effort in each relationship.

☐ What are your goals for family? Close friends? What are their goals? Turn your strategic thinking talents toward these intimate partners in your life. Does someone have a dream but is seeing only obstacles? Does someone feel stuck somewhere with no options? You can help others circumvent a rocky path by pointing out alternate routes. Show that you care by helping them discover the possibilities.

Provide Stability

☐ Take time to study the strategies employed by effective leaders you respect or admire. Input equals output; the insights you gather are likely to have a stimulating and resourceful effect on your own strategic thinking. Make others aware that you are not bound by your own thinking and that your options and choices are supported by research. When they see the historical perspective and outside counsel you value, they will appreciate the stable foundation upon which your ideas are built.

☐ While others may consider only the tried-and-true route, you also see the many possibilities that could result from taking a road less traveled. Set aside time specifically for considering “what ifs,” and position yourself as a leader in that area. Explain your belief that focusing only on what has gone before may be more limiting than it is enlightening, and help others understand that all options will be carefully weighed. Your open-minded consideration will give others a sense of certainty that you are always on the lookout for the best path to take.
Create Hope

- Make sure that you are involved on the front end of new initiatives or enterprises. Your innovative yet methodical approach will be critical to the genesis of a venture because it will keep its creators from developing counterproductive tunnel vision. Broaden their view and increase their chances for success.
- Your strategic thinking will be necessary to keep an achievable vision from deteriorating into a mere pipe dream. Lead people and organizations to fully consider all possible paths toward making a vision a reality. Wise forethought can remove obstacles before they appear and inspire others to move forward.
- Make yourself known as a resource for consultation with those who are stumped by a particular problem or hindered by an obstacle or barrier. By naturally seeing a way when others are convinced there is no way, you will encourage them and lead them to success.

LEADING OTHERS WITH STRONG STRATEGIC

- Position this person on the leading edge of your organization. His ability to anticipate problems and their solutions will be invaluable. Ask him to sort through all of the possibilities and find the best way forward for your department. Suggest that he report back on the most effective strategy.
- Recognize this person’s strong Strategic talents by sending him to a strategic planning or future-oriented seminar. The content will sharpen his ideas.
- This person is likely to have a talent for putting his ideas and thoughts into words. To refine his thinking, ask him to present his ideas to his colleagues or to write about them for internal distribution.

STRATEGIC SOUNDS LIKE THIS:

Liam C., manufacturing plant manager: “It seems as if I can always see the consequences before anyone else can. I have to say to people, ‘Lift up your eyes; look down the road a ways. Let’s talk about where we are going to be next year so that when we get to this time next year, we don’t have the same problems.’ It seems obvious to me, but some people are just too focused on this month’s numbers, and everything is driven by that.”

Vivian T., television producer: “I used to love logic problems when I was a kid — you know, the ones where ‘if A implies B, and B equals C, does A equal C?’ Still today, I am always playing out repercussions, seeing where things lead. I think it makes me a great interviewer. I know that nothing is an accident; every sign, every word, every tone of voice has significance. So I watch for these clues and play them out in my head, see where they lead, and then plan my questions to take advantage of what I have seen in my head.”

Simon T., human resources executive: “We really needed to take the union on at some stage, and I saw an opportunity — a very good issue to take them on. I could see that they were going in a direction that would lead them into all kinds of trouble if they continued following
ideation
LEADING WITH IDEATION

People strong in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.

Build Trust

☐ The purpose behind your pursuit of what’s new can help others trust you to make good choices. Explain the “why” behind what you do. Help people see that you are seeking to improve the status quo, to better explain the world, and to make discoveries that ultimately serve humanity.

☐ Make things simple. All your ideas, possibilities, and tangents can be confusing to some people. You see the simplicity of the underlying principles; articulate that to others so that they can see it too. The clearer things seem to people, the more certain they can be that you are doing what is right and makes sense. Help people make connections between what is and what can be.

Show Compassion

☐ Others have great appreciation for your creative imagination and your continual quest for new ideas. Invite them along for the ride. Ask them to dream with you. Shared excitement about ideas and possibilities, even from vastly different fields and approaches, can be a foundation for a mutually satisfying relationship.

☐ Partner with others who have a practical bent — people who can make your ideas realistic and bring them to fruition. You can be their inspiration; they can help you realize your dreams. Your differences are what bind you together and make each of you more successful than you would be on your own. Show consideration and appreciation for what others bring to the table.

Provide Stability

☐ Stability and Ideation might seem at odds. You are always searching for ways to break from convention and look at things from a new angle. Verbalize the fact that you’re not seeking to destroy what is — rather, you want to make things better. You understand that security doesn’t come from maintaining the status quo and doing things the way they’ve always been done; security is about making sure you are prepared for the future.

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You must take risks. Still, you can calm others by educating them that those risks are calculated, not reckless. Give others confidence by helping them see the logic behind your pursuit of what’s new, and keep them informed along the way.

Create Hope

You are a natural fit with people in research and development; you appreciate the mindset of the visionaries and dreamers in your organization. Spend time with imaginative staff members, and sit in on their brainstorming sessions. Invite people you know who have good ideas to join as well. As a leader with exceptional Ideation talents, you can contribute to inspirational ideas and make them happen.

Find people in other walks of life who like to talk about ideas, and build mutually supportive and satisfying relationships. Their knowledge and dreams about an area that is foreign to you can inspire you. Feed one another’s need for big thinking.

LEADING OTHERS WITH STRONG IDEATION

This person has creative ideas. Be sure to position her where her ideas will be valued.

Encourage this person to think of useful ideas or insights that can be shared with your best customers. From Gallup’s research, it is clear that when a company deliberately teaches its customers something, their level of loyalty increases.

This person needs to know that everything fits together. When decisions are made, take time to show her how each one is rooted in the same theory or concept.

When a particular decision does not fit into an overarching concept, be sure to explain to this person that the decision is an exception or an experiment. Without this explanation, she may start to worry that the organization is becoming incoherent.

IDEATION SOUNDS LIKE THIS:

Mark B., writer: “My mind works by finding connections between things. When I was hunting down the Mona Lisa in the Louvre museum, I turned a corner and was blinded by the flashing of a thousand cameras snapping the tiny picture. For some reason, I stored that visual image away. Then I noticed a ‘No Flash Photography’ sign, and I stored that away too. I thought it was odd because I remembered reading that flash photography can harm paintings. Then about six months later, I read that the Mona Lisa has been stolen at least twice in this century. And suddenly I put it all together. The only explanation for all these facts is that the real Mona Lisa is not on display in the Louvre. The real Mona Lisa has been stolen, and the museum, afraid to admit their carelessness, has installed a fake. I don’t know if it’s true, of course, but what a great story.”

Andrea H., interior designer: “I have the kind of mind where everything has to fit together or I start to feel very odd. For me, every piece of furniture represents an idea. It serves a discrete function both independently and in concert with every other piece. The ‘idea’ of each piece is so powerful in my mind, it must be obeyed. If I am sitting in a room where the chairs are
somewhat not fulfilling their discrete function — they’re the wrong kind of chairs or they’re facing the wrong way or they’re pushed up too close to the coffee table — I find myself getting physically uncomfortable and mentally distracted. Later, I won’t be able to get it out of my mind. I’ll find myself awake at 3:00 a.m., and I walk through the person’s house in my mind’s eye, rearranging the furniture and repainting the walls. This started happening when I was very young, say seven years old.”

**Relator**  
**LEADING WITH RELATOR**

People who are strong in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.

**Build Trust**

- Important relationships generate confidences. Maintain and build on the trust you have by keeping the confidences with which you are entrusted. One breach empties a dam.
- You know that the deepening of a friendship carries inherent risk, but you’re more comfortable than most in accepting that fact. Say so. Acknowledge it aloud, and tell the other person that the depth of the relationship has created trust on your part and makes you feel safe with disclosure.

**Show Compassion**

- Make sure you get enough one-on-one time with the key people in your life. Solidify relationships and create emotional energy to share with others. This is what endures. Don’t miss opportunities to show that you care.
- As a strong Relator, you may get and give more love and friendship than most people. Tell others that your relationship with them creates happiness in your life. Ask them how it can enhance their happiness. Show them that you care about the quality of their lives by extending compassion, thoughtfulness, and interest in their well-being.

**Provide Stability**

- Long-term, close friendships are deeply fulfilling for you. These might be in your family, your personal circle, or your organization. Tell others that you expect these relationships to last your whole life. Set an expectation of ongoing mutual support, understanding, and stability.
- You are more at home in situations characterized by informal, rather than formal, systems. But organizations that are growing in size and complexity are likely to require systems that are more formalized. Even in the face of such workplace realities, you can help others know that the core importance of relationships remains constant. Create an informal island in the midst of the vast formal sea of your organization.
Create Hope

☐ You are a giver, not a taker. But for your generosity to continue, you must ensure that the inflow keeps up with the rapid outflow. Identify the people and events that really fulfill you, and schedule time for them. This will give you even more energy to share with those who look to you for hope.

☐ You build relationships that last, giving you a unique depth of perspective on other people’s lives and triumphs. Help them see the big view. Point out their achievements and patterns of success. Show them in as many ways as you can that their life has made a difference.

LEADING OTHERS WITH STRONG RELATOR

☐ Help this person identify her colleagues’ goals. She is more likely to bond with them when she understands their aims and aspirations.

☐ Think about asking this person to build genuine relationships with the critical people you want to retain. She can be a key employee who can help keep good contributors in your organization through relationship building.

☐ Pay attention to this person’s other strong themes. If she also shows strong evidence of Focus, Arranger, or Self-Assurance talents, she may have the potential to manage others. Employees will always work harder for someone they know will be there for them and who wants them to succeed. She can easily establish these kinds of relationships.

☐ This person may very well have the gift of generosity. Draw her attention to it, and show her how her generosity helps her influence and connect with those around her. She will appreciate your noticing, and your own relationship with her will be strengthened.

RELATOR SOUNDS LIKE THIS:

Gavin T., flight attendant: “I have many wonderful acquaintances, but as for true friends that I hold dear, not very many. And I’m real okay with that. My best times are spent with the people I’m tightest with, like my family. We are a very tight-knit Irish Catholic family, and we get together every chance we can. It’s a large family — I have five brothers and sisters and ten nieces and nephews — but we all get together about once a month and yuk it up. I’m the catalyst. When I’m back in Chicago, even if there is no birthday or anniversary or whatever, I become the excuse for getting together and hanging out for three or four days. We really enjoy one another’s company.”

Tony D., pilot: “I used to fly in the Marines, and, boy, you had better be comfortable with the word ‘friend’ in the Marines. You had better feel good about trusting someone else. I can’t tell you how many times I put my life in someone else’s hands. I was flying off my friend’s wing, and I’d be dead if he couldn’t get me back safely.”

Jamie T., entrepreneur: “I’m definitely selective about my relationships. When I first meet people, I don’t want to give them very much of my time. I don’t know them; they don’t know
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Input

LEADING WITH INPUT

People strong in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.

Build Trust

☐ Become a trusted authority by making sure that the information you provide is both current and accurate. Check multiple sources just to be sure, and help others distinguish between fact and opinion.

☐ You earn respect by doing your homework and providing others with the information they need to succeed. When they see that you have put in the time and taken the responsibility to do thorough research, they can't help but appreciate your desire to do good work and trust your comprehensive findings.

Show Compassion

☐ People will be attracted to you as a leader because they see your resourcefulness and your awareness of the most recent developments and information. Let others know that you love to answer their questions and research their most pressing issues. Use your Input talents to connect with others, and make yourself available as someone they can depend on for help.

☐ When you meet others who share your interests, think beyond the learning opportunity at hand, and consider the relationship possibilities. Could this be the start of a friendship? Invite this person along when you discover opportunities to pursue your mutual interest, such as an exhibit or an upcoming speech. Use your Input talents as a stepping stone to relationships, and extend the first invitation.

Provide Stability

☐ Your knowledge base can be a foundation for stability. When others know that you have researched the topic at hand with your characteristic thoroughness and depth, they will feel confident that your decisions are well thought out. Share with them the extent of your research efforts.
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☐ You don’t merely collect information, you store it for a time when it might prove useful. By producing the backup and documentation for efforts that might seem risky to some, you assure them that they are moving in the right direction.

Create Hope

☐ Your mind is like a sponge — you naturally soak up information. But just as the primary purpose of a sponge is not to permanently contain what it absorbs, neither should your mind simply store information. Input without output can lead to stagnation. As you gather and absorb information, be aware of the individuals and groups that can benefit from your knowledge, and be intentional about sharing it with them.

☐ Expose yourself to the written thoughts and ideas of other people. Then engage in serious discussion about them. Through this process, you will become a learner who also teaches.

LEADING OTHERS WITH STRONG INPUT

☐ Focus this person’s natural inquisitiveness by asking him to study a topic that is important to your organization. Or position him in a role with a heavy research component. He enjoys the knowledge that comes from research.

☐ Pay attention to this person’s other strong themes. If he is also strong in Developer, he may excel as a teacher or trainer by peppering his lessons with intriguing facts and stories.

☐ Help this person develop a system for storing the information he collects. This system will ensure that he can find it when he and the organization need it.

INPUT SOUNDS LIKE THIS:

Ellen K., writer: “Even as a child, I found myself wanting to know everything. I would make a game of my questions. ‘What is my question today?’ I would think up these outrageous questions, and then I would go looking for the books that would answer them. I often got in way over my head, deep into books that I didn’t have a clue about, but I read them because they had my answer someplace. My questions became my tool for leading me from one piece of information to another.”

John F., human resources executive: “I’m one of those people who thinks that the Internet is the greatest thing since sliced bread. I used to feel so frustrated, but now if I want to know what the stock market is doing in a certain area or the rules of a certain game or what the GNP of Spain is or other different things, I just go to the computer, start looking, and eventually find it.”

Kevin F., salesperson: “I am amazed at some of the garbage that collects in my mind, and I love playing Jeopardy and Trivial Pursuit and anything like that. I don’t mind throwing things away as long as they’re material things, but I hate wasting knowledge or accumulated knowledge or not being able to read something fully if I enjoy it.”
Individualization
LEADING WITH INDIVIDUALIZATION

People strong in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.

Build Trust

☐ Sometimes you know more than people would like you to know. Keep strict confidences, and only share your insights with a person one-on-one. She should be the one to decide if she wants you to relate those insights to others.

☐ Others trust your instincts about people’s unique qualities. Continue to build on that trust by focusing on the positive as much as you can when you are asked to share your impressions about someone.

☐ Stand behind your tendency to treat each person individually according to need, strength, and style. Many may see this as “playing favorites” and distrust you. Be prepared to defend your Individualization from a performance-excellence standpoint, as well as from a humane perspective. This will give others confidence in your decisions.

Show Compassion

☐ Others are often surprised at the depth of your insights about them, especially when you’ve known them only a short time. You’ve probably heard “How did you know that?” many times. As relationships develop, others will want to hear in greater depth your thoughts and insights regarding their actions, motivations, and talents. You are a mirror for them, and you offer a valuable perspective. Ask them to tell you more about themselves, and test your insights. Accept and affirm what they have to tell you.

☐ You may have the gift of gifting — choosing the perfect gift for another person — even someone you don’t know particularly well. Finding a small token and giving it at an unexpected time can be a quick relationship builder. Give yourself permission to reach out in this way, and enjoy the rewarding looks of surprise and delight. Who can resist a perfectly chosen gift? Bring joy into others’ lives with little surprises.

Provide Stability

☐ Your awareness is essential to providing stability. By being attuned to others’ desires and needs, you can help them because you can position them in the right place. Their confidence grows because they are being asked to do what they do best.

☐ “All generalizations are false, including this one” is a phrase you might enjoy. Knowing that you are conscious of each person’s special circumstances helps him or her feel understood and secure. Let people know that despite the rules or the classic wisdom, you will take their unique talents and needs into account when making decisions about opportunities they can pursue.
Create Hope

- Sometimes people are more predictable to you than they are to themselves. Use your talent to notice others’ consistent behavior patterns to help them see things they can’t. You might be able to help them capitalize on talents they seldom use intentionally or avoid pitfalls that repeatedly ensnare them. Kindly give them feedback to help them streamline their dreams and aspirations.

- You are instinctively aware that individuals will be most productive when their environments are suited to their talents. Wherever appropriate, implement organizational policies that allow your associates to work in their own style — policies that allow people to express their individuality in the clothes they wear, how they decorate their offices, and the hours they work. Through these policies, you will engage and inspire your associates and enable them to produce their best work.

- You move comfortably among a broad range of styles and cultures, and you intuitively personalize your interactions. Consciously and proactively make full use of these talents by leading diversity and community efforts in your organization.

LEADING OTHERS WITH STRONG INDIVIDUALIZATION

- Ask this person to serve on your selection committee. She will probably be a very good judge of each candidate’s strengths and weaknesses. By figuring out the right people for the right roles using her Individualization talents, she will also help improve the organization’s productivity.

- When appropriate, have this person help design pay-for-performance programs in which all employees can use their strengths to maximize their pay.

- Ask this person to teach an internal training class or mentor new employees. She may well have a knack for spotting how each person learns differently.

- Look at this person’s other dominant themes. If her Developer and Arranger talents are also strong, she may have the potential to be a manager or supervisor. If her talents lie in Command and Woo, she will probably be very effective at turning prospects into customers.

INDIVIDUALIZATION SOUNDS LIKE THIS:

Les T., hospitality manager: “Carl is one of our best performers, but he still has to see me every week. He just wants a little encouragement and to check in, and he gets fired up a little bit after that meeting. Greg doesn’t like to meet very often, so there’s no need for me to bother him. And when we do meet, it’s really for me, not for him.”

Marsha D., publishing executive: “Sometimes I would walk out of my office and — you know how cartoon characters have those balloons over their head? I would see these little balloons over everyone’s head telling me what was in their minds. It sounds weird, doesn’t it? But it happens all the time.”
Andrea H., interior designer: “When you ask people what their style is, they find it hard to describe, so I just ask them, ‘What is your favorite spot in the house?’ And when I ask that, their faces light up, and they know just where to take me. From that one spot, I can begin to piece together the kind of people they are and what their style is.”
Reference Card

ACHIEVER People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.

ACTIVATOR People especially talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.

ADAPTABILITY People especially talented in the Adaptability theme prefer to “go with the flow.” They tend to be “now” people who take things as they come and discover the future one day at a time.

ANALYTICAL People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.

ARRANGER People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all the pieces and resources can be arranged for maximum productivity.

BELIEF People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.

COMMAND People especially talented in the Command theme have presence. They can take control of a situation and make decisions.

COMMUNICATION People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

COMPETITION People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.

CONNECTEDNESS People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.

CONSISTENCY People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear rules and adhering to them.

CONTEXT People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.

DELIBERATIVE People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.

DEVELOPER People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.

DISCIPLINE People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.

EMPATHY People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others’ lives or others’ situations.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
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<tbody>
<tr>
<td>FOCUS</td>
<td>People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.</td>
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<tr>
<td>FUTURISTIC</td>
<td>People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.</td>
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<tr>
<td>HARMONY</td>
<td>People especially talented in the Harmony theme look for consensus. They don’t enjoy conflict; rather, they seek areas of agreement.</td>
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<tr>
<td>IDEATION</td>
<td>People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.</td>
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<tr>
<td>INCLUDER</td>
<td>People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.</td>
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<tr>
<td>INDIVIDUALIZATION</td>
<td>People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.</td>
</tr>
<tr>
<td>INPUT</td>
<td>People especially talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.</td>
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<tr>
<td>INTELLECTION</td>
<td>People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.</td>
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<tr>
<td>LEARNER</td>
<td>People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.</td>
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<tr>
<td>MAXIMIZER</td>
<td>People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something especially talented into something superb.</td>
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<tr>
<td>POSITIVITY</td>
<td>People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.</td>
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<tr>
<td>RELATOR</td>
<td>People who are especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.</td>
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<tr>
<td>RESPONSIBILITY</td>
<td>People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.</td>
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<tr>
<td>RESTORATIVE</td>
<td>People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.</td>
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<tr>
<td>SELF-ASSURANCE</td>
<td>People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.</td>
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<tr>
<td>SIGNIFICANCE</td>
<td>People especially talented in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.</td>
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<tr>
<td>STRATEGIC</td>
<td>People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.</td>
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<tr>
<td>WOO</td>
<td>People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.</td>
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Leadership Strengths Appreciative Interview Exercise

Instructions: Find a partner you don’t currently know or don’t know well. Interview that person and ask the questions below. Write the person’s responses as clearly as possible so it may be returned to the person for future reference. Complete all questions with your partner and then switch roles. Be ready to share your partner’s story with the rest of the group.

1. Think of a time in your life when you demonstrated one or more of your top five leadership strengths as identified in the Leadership Strengths Finder assessment. Tell the story about the situation, what were the leadership skills you demonstrated, and what was the outcome?

2. Without being too humble, what was it about your leadership strength(s) that you found so impactful? Describe in detail these qualities and what you value most about yourself as a leader. Also, what was it about the work, the contribution of others, and the work environment that allowed you to perform so well?

3. Twelve months have passed and you are fully leveraging your leadership strengths. What does your life look like? How are you working differently and what did you change?
Leadership Planning

My greatest leadership successes in the past 12 months:

My biggest leadership disappointments in the past 12 months and what I learned:

What are my “gremlins” and how do they get in my way of being a great leader (negative thoughts about myself)?
Case Study

MONEY VS. IVORY (A)

With a multi-million dollar operating budget, Anne and her colleagues at the zoo had been struggling in recent months to meet their funding demands. Her suggestion to hold a fundraising dinner and silent auction had been received well and planning for the event had commenced a few months earlier.

What Anne hadn’t anticipated was that one of the major donations made to the zoo for the auction would be an antique, hand-carved chess set. From the look of it, it seemed to be pure ivory. The donor had been perfectly well meaning, an older gentleman with a kind smile who assured Anne that, “this set is sure to bring in a fair amount for this lovely zoo,” as he put the box down in her office.

Now, the box that held the set sat on Anne’s desk, open. Staring dolefully at its contents, Anne understood the value of an auction item like this one, but she also knew that if word were to get out that the zoo was gaining from the sale of ivory, there could be serious ramifications.

Before making a decision, Anne called upon a friend of hers to assess the value of the donation. She sent a photo of the set to him by email, and he responded within the hour to let her know that an ivory set of that quality could probably bring in, in an auction setting, upwards of around $15,000.

Anne was stumped. As she saw it, she had two options. She could permit the chess set to be sold with the rest of the items in the auction, thus risking backlash from People for the Ethical Treatment of Animals (PETA) and other groups concerned with the harvesting and sale of ivory products. Or, on the other hand, she could avoid the risk altogether by shelving the donation, thereby losing the zoo a potential $15,000 donation.

Either way, Anne didn’t want the zoo—or its staff—to be perceived as condoning elephant poaching.

Sighing, Anne packed the set back into the box and stood up. She took it down the hall to the storage closet where physical donations were being held and placed it inside. Closing the door behind her, Anne felt torn. She knew she would need to make a decision quickly.
MONEY VS. IVORY (B)

The following morning, Anne sat down with her fellow staff members to determine what should be done about the donation. They considered the ethical and practical ramifications of making the decision one way or another.

“But, what would be done with the set if it wasn’t used in the auction?” Mike, a fellow staff member, asked.

Susan, who was head of the community outreach division, suddenly spoke up. “I have an idea!” she said. “The history museum downtown is preparing to launch an exhibit on animal poaching around the world, in an effort to raise awareness of its breadth. The chess set could be an addition to the exhibit, as an example of the results of hunting these animals.”

Mike nodded, enthused. “Yes,” he said. “That would be a great use of the set. The zoo wouldn’t benefit monetarily from the sale of ivory, and it would be used to bring attention to the horrors of poaching.”

Anne observed the nods of approval made by the rest of the executive staff. They discussed further the logistics behind Susan’s idea, but eventually decided that this would be the most fruitful course of action. Anne only hoped that the man who had donated the set wouldn’t be upset by its use.
Case Study: Money vs. Ivory – Activity

1. Read the Case Study thoroughly.

2. On your own, take a few minutes to consider the following questions:
   
   ○ What are the ethical considerations of this scenario?
   
   ○ What could be the public relations ramifications?
   
   ○ What fundraising implications does this scenario have?
   
   ○ What involvement from the board of directors should there be, if any?
   
   ○ What would you do if you were Anne?

3. Discuss your answers with the other members at your table and document your salient points and the decision-making process used to resolve this issue successfully.
Creating Your Personal Mission Statement

Consider what contributions you make to the world. List the ways you make a difference. As a thought-starter, think about how you could contribute best in the following areas:

- The Universe
- Your Family
- Your Friends
- Your Employer
- Your Community

What drives you? What makes you sparkle? If you didn’t have to work, how would you invest your time?

Use the information above to craft a personal mission statement. Write something you can commit to memory and use as a guide (or filter) going forward. You may choose to share your personal mission statement with the class or not.
Your Best Leadership Year Ever

What are the four competencies I appreciate most and/or wish to focus on?

1. 

2. 

3. 

4. 
Wheel of Leadership

Competency 1

Competency 2:

Competency 3:

Competency 4:

Key Leadership Competencies for Next 12 Months:

____________________________________________________________________________

____________________________________________________________________________
### Leadership Planning Document

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<tr>
<th>Action Steps</th>
<th>Results Expected (Measure of Success)</th>
<th>Target Dates Start/Finish</th>
<th>Assistance Required</th>
<th>Budget Considerations</th>
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<tr>
<td><strong>Key Competency:</strong></td>
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Mapping Competencies Activity

Identify key job roles in your organization and write out a detailed job description. Your job description should include your primary job responsibilities, and required skills and knowledge specific to the job. This provides a framework when mapping competencies.
Develop a list of competencies for your organization. This list should identify the skills employees should demonstrate in the workplace.

See “31 Core Competencies” in the Appendix for more information.
Map competencies to job descriptions, development activities and training plans.

Share competency maps with the workforce. By communicating the competency map with employees, it provides an understanding of job responsibilities. Identify the competencies mapped on the job description then provide an updated job description to employees.
NMI 105 “High Impact Leadership” Bibliography and Resources


