

EXECUTIVE LEADERSHIP DEVELOPMENT



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Communities
In Schools

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Participating in the Robert H.B. Baldwin Fellows Program gave me the extraordinary opportunity to delve deeply into all aspects of leadership and its development, developing a greater understanding of leadership in its true sense.

It was an honor to be chosen as one of the Fellows, and I am grateful to Bill Milliken and Dan Cardinali who believed in my ability to bring leadership development to the forefront for our entire Communities In Schools network, giving it the consideration it deserves. I would also like to thank MetLife Foundation for the funding that made this possible.

I am indebted to the many Communities In Schools leaders at the local, state and national level, as well as executives outside the Communities In Schools network, who participated in extensive interviews. Their willingness to engage in many in-depth conversations, sharing their unique insights and perspectives on leadership, characterizes the sense of giving that permeates the Communities In Schools network and beyond. In addition to the knowledge I gained from these in-person and telephone interviews, I enjoyed the opportunity to meet many leaders throughout the country who I never would have encountered otherwise.

I am also grateful for the personal leadership development activities in which I was allowed to participate. I was able to apply what I learned directly to this report, as well as use many of the concepts in my current role providing assistance to new executive directors and working with local board members.

None of this would have been possible without my colleagues in the Robert H.B. Baldwin Fellows Program: the encouragement and assistance from my coach, Gary Chapman; the patience of and guidance from our program director, Daria Teutonico; and the help and inspiration from the other two Fellows, Judy Frick and Carole Levine. The ongoing opportunities to share concerns and ideas with Carole and Judy were an invaluable part of this entire process.

EXECUTIVE SUMMARY

Although professional leadership in nonprofits is arguably one of the most important factors leading to successful organizations, investing in leadership development is generally viewed as a low priority.

People are “often the most important assets of these organizations,” says Linda Wood, senior director for leadership and grantmaking at the Evelyn and Walter Haas, Jr. Fund in San Francisco. “And yet the nonprofit culture that we’re all a part of makes investing in people a secondary or tertiary concern.”¹

That mindset, however, is starting to give way to a new culture that values human capital and recognizes the need, even in a tough economy, to commit resources to building that capital. Kathleen Enright, president and CEO of Grantmakers for Effective Organizations in Washington, D.C., says that while dollars for professional development “are often the first to be cut,” they represent “some of the most important dollars you can spend in the current economic climate...Nonprofits’ ability to perform at a high level, particularly in the troubled and changing economy, is directly tied to their investment in professional development,” Enright says.²

In a *Special Report on Professional Development* from the *Philanthropy Journal*,³ comments from leaders in the nonprofit sector confirm that leadership development is more than training executive leaders on how to manage their organizations. “Organizations tend to focus their professional development efforts on specific areas like fundraising and marketing, a perspective that can be limiting,” says Barry Silverberg, president and CEO of the Texas Association

of Nonprofit Organizations. “The challenge before the sector is to think long-term and strategically, as opposed to dealing with what’s right in front of us,” continues Silverberg.⁴

Leadership Development at Communities In Schools

Historically, the Communities In Schools national office has focused its training for executive directors on management skills, previously with Multi-Track Training and more recently with the development of the Standards and Evidence-Based Curriculum (SEBC), but with little attention given to developing leadership skills. Now is the time to shift our focus to building strong leaders.

The shortage of executive leaders to fill the nonprofit leadership positions anticipated to be vacated by retiring baby boomers has long been predicted. The most obvious need for leadership development is to ensure a ready supply of strong and visionary leaders. If having a sufficient number of visionary, effective leaders for the nonprofit community is a critical need, then clearly leadership development matters. Less hyped, but equally critical, is the need to ensure that current leaders in the nonprofit sector are sufficiently prepared to meet the challenges and opportunities of the future.

1 Todd Cohen, “Coping with Change to Spur Training,” *Philanthropy Journal, Special Reports: Professional Development*, May 2010, p. 1.

2 Ibid, p. 1-2.

3 Ret Boney, “Leadership Skills Paramount in Wake of Recession,” *Philanthropy Journal, Special Reports: Professional Development*, May 2010, p. 1.

4 Ibid, p. 1.

Very few resources through Communities In School have been focused on developing leadership skills (versus management skills) for those designated to fill the leadership role. Responses from the interviews and the online survey conducted as part of this project provide insight into how those in the Communities In Schools network view leadership and uncovered many issues requiring attention at the local, state and national levels of Communities In Schools.

The intent of this report is to recommend a comprehensive process for increasing the capacity of those in executive positions in the Communities In Schools network to lead, guide and direct the people and organizations which they head. Communities In Schools is committed to developing leadership in order to build strong organizations to serve students and schools.

Report Methodology

Getting to strategic recommendations for executive leadership development for Communities In Schools involved a multi-pronged strategy: interviews with leaders of other nonprofit organizations and experts on leadership transition and related topics; an extensive literature review of books, articles, websites and other written materials; a survey of and interviews with leaders in the Communities In Schools network; and participation in courses and symposia to expand the knowledge base around this topic. Each of these components yielded quality information that helped to shape the strategic recommendations that comprise the end products of this work. Each served to reinforce the others and together provide directions and options for Communities In Schools on executive leadership development.

Findings

After an extensive review of literature and participating in webinars and classes related to leadership and leadership development, common themes emerged again and again. These essential traits of effective leaders can be separated into three complementary components.

First, virtually all of the literature related to developing strong organizational leaders focuses on the crucial aspect of **leading change**. The prevailing theme throughout the research is that leaders need to be the change agents in their organizations and in their communities. *Managing* change may have been sufficient in the past, but *leading* change will ensure that Communities In Schools affiliates are in a position to meet future challenges. It is no longer enough to look at what is happening today and to be satisfied with the status quo. Leaders must look at the current environment and understand its implications for the future, and take the lead in determining future direction.

Second, many of the competencies that leaders must possess in order to be change leaders are in the domain of “**soft skills**,” particularly emotional intelligence and those that fall in the category of “principled leadership.” Although levels of high intelligence and technical knowledge continue to be key characteristics that cannot be overlooked, competencies such as fairness and equity, justice, integrity, trust, ethical behavior and emotional intelligence are equally important.

Last, leaders who are willing to acknowledge their strengths and weaknesses, and make **self-awareness** an ongoing process with an effort to learn how to build upon their strengths and overcome their weaknesses, are the ones who will be most effective. While embracing **continuous learning** for themselves, they will also develop a culture of learning in their organizations.

Core Competencies

Each of these themes is critical to effective leadership and each requires certain core competencies—knowledge, skills and personal attributes—to be successful.

Leadership Core Competencies

LEADING CHANGE	SOFT SKILLS	SELF-AWARENESS/CONTINUOUS LEARNING
COGNITIVE FLEXIBILITY	EMOTIONAL INTELLIGENCE	AWARENESS OF PERSONAL AND LEADERSHIP STRENGTHS
EMOTIONAL FLEXIBILITY	INTEGRITY	AWARENESS OF PERSONAL AND LEADERSHIP WEAKNESSES
DISPOSITIONAL FLEXIBILITY	FAIRNESS AND EQUITY	AWARENESS OF IMPACT OF PERSONAL STYLE ON OTHERS
POSITIONING FOR EMERGING ENVIRONMENTS	JUSTICE	COMMITMENT TO CONTINUOUS LEARNING AND SELF-MASTERY
INFLUENCING OTHERS	TRUST	
	ETHICAL BEHAVIOR	

Management Core Competencies

While there is a clear difference between management and leadership that is necessary to understand, both are important for successful leadership of a Communities In Schools local affiliate. Management competencies are particularly important to take into consideration when providing training to new or emerging executive leaders.

Management competencies necessary for Communities In School leadership include:

- **Self:** Using time efficiently and being technologically proficient.
- **Organization:** Staying committed to the Communities In Schools mission, understanding and implementing the Communities In Schools Model, using the Total Quality System (TQS) and Data Management System (CISDM)⁵, advocating for clients, fundraising and marketing, evaluating efforts, developing board of directors, recruiting talent, managing finances, taking advantage of Communities In Schools state and national support.
- **Community:** Keeping up with youth issues and trends, knowing community organizations and school system operations and leadership, maintaining awareness of local and state resources, developing community partnerships.

Learning opportunities must be in alignment with the core competencies identified as necessary for a Communities In Schools leader.

⁵ The Total Quality System (TQS) is used as a yardstick for continuous quality improvement and growth throughout the Communities In Schools network. The goal of TQS is to ensure uniform quality and improved outcomes for the students we serve. CISDM is the Communities In Schools Data Management System.

Recommendations

The information gathered from the Communities In Schools network, experts in the leadership development field and other nonprofit organizations, and an extensive literature review led to the strong recommendation for the Communities In Schools national office to devise a development strategy for the network leadership. The following sets of recommendations can provide a guide for this strategy.

Because no one single activity will cover all the leadership needs for the entire Communities In Schools network, the multiple recommendations below provide sufficient choice for ways to meet all those needs.

It is recommended that Communities In Schools provide access to relevant resources, which can be found both inside Communities In Schools and from outside organizations, for all of the core competencies. Some information is available in the Communities In Schools' Standards and Evidence-Based Curriculum (SEBC). Other resources are accessible, often for free, from organizations that are innovators in the leadership development field.

The recommendations include:

- ▶ Create a certification or other leadership development program for emerging and experienced leaders (additional information, including a sample agenda, is in Appendix C).
- ▶ Provide opportunities for team building and peer support.
- ▶ Create reflection opportunities to build self-awareness.
- ▶ Develop a coaching program/system.
- ▶ Organize site visits with other leaders.
- ▶ Supply funding for participation in external leadership development programs.
- ▶ Evaluate the effectiveness of leadership strategies.

Conclusion

Developing skilled and visionary leaders is crucial to the non-profit sector in general, and to Communities In Schools in particular. An executive leadership development strategy that is well designed and implemented will help ensure a ready supply of these leaders for the Communities In Schools network. The leadership development strategy will need to focus on developing the core competencies identified as vital for an effective leader, and include components for both emerging and experienced leaders. It should also include a range of elements that appeal to different styles of learning, such as in-person sessions, site visits, reflection activities, coaching, networking, team building and peer support opportunities. In this way, Communities In Schools can continue to achieve its mission of surrounding students with a community of support, empowering them to stay in school and achieve in life.

BACKGROUND AND LANDSCAPE

Although professional leadership in nonprofits is arguably one of the most important factors leading to successful organizations, investing in leadership development is generally viewed as a low priority.

The need to invest in staff development, typically a low priority for the giving sector, is getting more attention as the troubled economy and competitive marketplace underscore the value of a nonprofit workforce prepared to handle big challenges and rapid change. The turbulent times have compounded the demands on nonprofits, which also face a looming exodus of executive directors and senior staff because of burnout, stress, lackluster board support and the onset of baby boomer retirement,” says Linda Wood, senior director for leadership and grantmaking at the Evelyn and Walter Haas, Jr. Fund in San Francisco. People are “often the most important assets of these organizations,” explains Wood. “And yet the nonprofit culture that we’re all a part of makes investing in people a secondary or tertiary concern.”⁶

That mindset, however, is starting to give way to a new culture that values human capital and recognizes the need, even in a tough economy, to commit resources to building that capital. Kathleen Enright, president and CEO of Grantmakers for Effective Organizations in Washington, D.C., says that while dollars for professional development “are often the first to be cut,” they represent “some of the most important dollars you can spend in the current economic climate...Nonprofits’ ability to perform at a high level, particularly in the troubled and changing economy, is directly tied to their investment in professional development,” Enright says.⁷

In a *Special Report on Professional Development* from the *Philanthropy Journal*,⁸ comments from leaders in the nonprofit sector confirm that leadership development is more than training executive leaders on how to manage their organizations. “Investment in leadership training is broader than how to be a good manager,” says Ellen Taylor, senior director of learning and organizational development for Habitat for Humanity International.⁹ “Organizations tend to focus their professional development efforts on specific areas like fundraising and marketing, a perspective that can be limiting,” says Barry Silverberg, president and CEO of the Texas Association of Nonprofit Organizations. “The challenge before the sector is to think long-term and strategically, as opposed to dealing with what’s right in front of us,” continues Silverberg.¹⁰

Historically, the Communities In Schools national office has focused its training for executive directors on management skills, previously with Multi-Track Training and more recently with the development of the Standards and Evidence-Based Curriculum (SEBC), but with little attention given to developing leadership skills. Now is the time to shift our focus to building strong leaders.

6 Cohen, “Coping with Change to Spur Training,” p. 1.

7 Ibid, p.1 .

8 Boney, “Leadership Skills,” p. 1.

9 Ibid, p. 1.

10 Ibid, p. 1 .

Why Does Leadership Development Matter?

The shortage of executive leaders to fill the nonprofit leadership positions anticipated to be vacated by retiring baby boomers has long been predicted. The most obvious need for leadership development is to ensure a ready supply of strong and visionary leaders. If having a sufficient number of visionary, effective leaders for the nonprofit community is a critical need, then clearly leadership development matters. Less hyped, but equally critical, is the need to ensure that current leaders in the nonprofit sector are sufficiently prepared to meet the challenges and opportunities of the future.

The need for leadership development can be seen every day in the plethora of literature and education opportunities abounding in the business and nonprofit sectors. Colleges and universities throughout the country offer Bachelor's, Master's and doctorate degrees in leadership and nonprofit studies. Certificates in leadership and nonprofit management can be obtained through a variety of nonprofit and for-profit training centers, as well as colleges and universities. Amazon.com lists more than 60,000 books on leadership, with over 4,000 of them focused on leadership development. Researchers write hundreds of articles each year that seek to explain leadership processes. The Leadership Excellence website¹¹ lists the top leadership development programs of 2009-2010, which are offered by 57 corporations, 24 institutions of higher education, 21 nonprofits, 15 government/military organizations, 32 independent consultants and trainers, and 27 large consulting groups, for a total of 176 programs. Although the focus here is on leadership development in the nonprofit sector, it is interesting to note that "private sector companies spent \$51.4 billion on employer-sponsored training in 2004. Of this, 13 percent, or \$6.5 billion, was spent on executive training."¹²

What is the State of Leadership Development in the Communities In Schools Network?

Communities In Schools currently provides opportunities to prepare executives for becoming more efficient managers of their affiliates through the SEBC, webinars and training workshops offered by the national office and state offices. However, very few resources through Communities In School have been focused on developing leadership skills (versus management skills) for those designated to fill leadership roles. Responses from the interviews and the online survey conducted as part of this project provide insight into how those in the Communities In Schools network view leadership and uncovered many issues requiring attention at the local, state and national levels of Communities In Schools.

During interviews, when participants were asked how much time they planned to devote to their own leadership development in the upcoming year, responses ranged from "minimal" and "way too little" to 12 days or 20 percent of their time annually. When asked what portion of their organization's budget is devoted to leadership development, eight out of 15 interviewees indicated that no money in their budgets is allocated to this. They only participate in leadership opportunities offered at no cost by organizations such as the United Way, Chamber of Commerce, Communities In Schools local or state offices, or those made possible through a scholarship. This substantiates comments made in the *Philanthropy Journal's* Special Report on Professional Development regarding the low priority organizations place on investing in leadership development.¹³

In addition to interviews, further input from the Communities In Schools network was gathered through an online survey that generated 100 responses (see Appendix A for characteristics of the interview and survey respondents). The picture is somewhat different among those who responded to the online survey. Twenty-nine percent indicated there is no line item in their budgets for their own leadership development, whereas 67 percent stated less than 5 percent of their budget is set aside for this purpose. Fifty percent of the online survey respon-

11 Leadership Excellence website, www.leaderexcel.com, 2010.

12 Betsy Hubbard, *Investing in Leadership, Volume 1: A Grantmaker's Framework For Understanding Nonprofit Leadership Development*, Grantmakers for Effective Organizations, June 2005, p. 4 and 6.

13 Cohen, "Coping with Change to Spur Training," p.1.

dents indicated they will spend a few days or less in this area, while the other 50 percent will spend at least two weeks. Again, this confirms the low level of attention and resources allocated for leadership development in the Communities In Schools network.

Another interview question asked local affiliate and state office executives about leadership opportunities they engaged in outside the Communities In Schools network. Fifty-four percent indicated they had taken part in such programs through universities, community colleges, local and state leadership programs, the United Way, Chamber of Commerce, private leadership development programs and those provided by grantmakers from whom they had received grant funding. A similar percentage of those responding to the same question in the online survey indicated that they had participated in a program through the Communities In Schools network or at another organization. Unfortunately, many such programs, though labeled as leadership programs, actually focus more on management core competencies.

When interviewees were asked how much time they spent leading vs. managing, most did not give an immediate response. Of the 17 who eventually quantified the amount of time, each averaged about 50 percent leading and 50 percent managing. However, some spent as little as 20 percent of their time leading while others spent as much as 80 percent of their time in that capacity. Two did not quantify, but stated they did not spend enough time leading.

Another question asked of those interviewed was who or what had the most influence in shaping their leadership style. It is noteworthy to observe that none of the responses made reference to a structured leadership development program, but rather mentioned peers, friends, former supervisors (both positive and negative experiences), books and other leaders. These responses reinforce the need for Communities In Schools to offer a variety of learning experiences that will attract executive directors from the newest to the most experienced veterans.

Interview and survey respondents were also asked to prioritize their leadership development needs. Most responses were directly related to leadership functions such as communication skills, engaging the board, developing partnerships, fundraising and donor relations. However, the three critical areas identified

as common themes in this project—leading change, a focus on principled leadership and emotional intelligence, and self-awareness leading to continuous learning—did not appear at all. In addition to the formal research, personal observations by the author of this report through years of working with local affiliate executive directors reinforces this lack of understanding of what it means to be a leader. This serves to further support the need to provide an opportunity for Communities In Schools executive leaders to expand their knowledge of what leadership is and how to use that knowledge in such a way that they develop into strong leaders.

Defining Leadership and Management

“Good leaders come up with the answers, but great leaders ask the right questions.”

—Jim Collins

Leadership

Thousands of resources and programs on leadership and leadership development have resulted in many different definitions of leadership and related terms. Having a common understanding of the definitions used in this report is important to ensure that basic assumptions are shared and key ideas are understood in the same way.

While attempting to clarify the definition of the words “leadership” and “development” it became apparent that no one definition fully describes either of them. According to Hubbard, “leadership is a broad, multifaceted phenomenon that does not lend itself to precision in language or consensus in meaning.”¹⁴ The definition of leadership used in the Bridgespan article, “Strongly Led, Under-managed,” seems most relevant to the work of Communities In Schools. **Leadership** is a “set of activities required to articulate an organization’s vision and ensure all of its stakeholders will support that vision. These activities include: setting the organization’s direction and envisioning its future; communicating with and aligning stakeholders whose efforts and contributions are

¹⁴ Hubbard, *Investing in Leadership*, p. 10.

necessary for success; and motivating, inspiring and energizing people throughout the organization.”¹⁵

When defining leadership development, Hubbard states, “The common and unstated definition would probably be something to the effect of increasing an individual’s ability to be effective when seeking to work with or direct others.”¹⁶

The intent of this report is to recommend a comprehensive process for increasing the capacity of those in executive positions in the Communities In Schools network to lead, guide and direct the people and organizations which they head. Communities In Schools is committed to developing leadership in order to build strong organizations to serve students and schools.

Leadership vs. Management

During the information-gathering process for this project, it became clear that Communities In Schools leaders, like most others, are often confused by the distinction between leadership and management. Because they are unclear of the differences, leaders often sign up for learning opportunities that are not appropriate for their needs or experience levels. Clarifying this distinction is critically important if Communities In Schools is to create the most appropriate leadership development strategy for both emerging and experienced leaders.

Many authors who write about leadership attempt to define the difference between leadership and management. John Kotter, retired Harvard Business School professor, proposes “that management and leadership are different but complementary, and that in a changing world, one cannot function without the other.”¹⁷ **Management** is defined as the “set of activities required to ensure that an organization will reliably produce results, especially as it grows larger and/or becomes more complex. Management’s core activities include: goal setting and budgeting; establishing systems, organization structures and processes; and monitoring performance and problem-solving.”¹⁸

Kotter enumerates and contrasts the primary tasks of the manager and the leader, making this key point: “Managers promote stability while leaders press for change, and only organizations that embrace both sides of that contradiction can thrive in turbulent times.”¹⁹ Although the ideal situation calls for an organization to have different people fulfilling each of these roles, in some small Communities In Schools affiliates, that is not possible due to budgetary constraints. In those cases, it is imperative that the executive director is able to distinguish the difference between leadership and management, knows when to use the appropriate skills and knowledge, and is able to function effectively in each of those capacities. Before executives can learn leadership skills, they must appreciate how they differ from management skills.²⁰

An example in the Bridgespan article “Strongly Led, Under-managed,” is worth noting related to the importance of leadership. “...It is important to be clear about the differences between leadership and management and the tension between the two roles.”²¹ Rob Waldron’s early experiences as CEO of the Jumpstart organization are a good example of this dynamic. “[I told funders,] ‘I want to be the best manager of a nonprofit in Boston, and I want us to be the best managed nonprofit in America,’ he said. “Based on my for-profit experience, I thought that strong management was what people would seek and want to invest in. But no one gives a &#@. They don’t make the decision that way. It’s not the thing that drives the emotion to give.”²² He came to realize the qualities that make for strong leadership are critical to an organization’s ability to attract money and talent. The capacity to share the mission in compelling ways is absolutely vital to success. The challenge, then, is not to merely deepen management capabilities, but to do so without diminishing the focus on the mission.²³

15 The Bridgespan Group, p. 8.

16 Hubbard, *Investing in Leadership*, p. 13.

17 John P. Kotter, “What Leaders Really Do,” *Harvard Business Review*, December 2001, p. 16.

18 The Bridgespan Group, p. 8.

19 Kotter, “What Leaders Really Do,” p. 16.

20 Ibid, p. 15.

21 The Bridgespan Group, p. 1.

22 Ibid, p. 1, 2.

23 Ibid, p. 2.

Characteristics which illustrate the role of the leader versus the manager are clearly illustrated below.

SUBJECT	THE LEADER	THE MANAGER
Essence	Change	Stability
Focus	Leading People	Managing Work
Have	Followers	Subordinates
Horizon	Long-term	Short-term
Seeks	Vision	Objectives
Approach	Sets Direction	Plans Detail
Decision	Facilitates	Makes
Power	Personal Charisma	Formal Authority
Appeals to	Heart	Head
Energy	Passion	Control
Dynamic	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Transactional
Exchange	Excitement for Work	Money for Work
Likes	Striving	Action
Wants	Achievement	Results
Risk	Takes Risks	Minimizes Risks
Rules	Breaks Rules	Makes Rules
Conflict	Uses Conflict	Avoids Conflict
Truth	Seeks	Establishes
Concern	What is Right	Being Right
Direction	New Roads	Existing Roads
Blame	Takes Blame	Blames Others

SOURCE: www.changingminds.org/disciplines/leadership/articles/manager.htm

Emerging, Experienced and Seasoned Leaders

It is important for Communities In Schools to offer a variety of learning opportunities to leaders at all levels of experience, from long-time leaders to those just taking the helm. These definitions define the types of leaders referred to in this report:

- ▶ **Emerging leaders** have a minimum of six months and no more than two years experience as executives of a Communities In Schools local affiliate.
- ▶ **Experienced leaders** have at least two years experience as executives of a Communities In Schools local affiliate.
- ▶ **Seasoned leaders** have at least five years experiences as executives of a Communities In Schools local affiliate.

PROJECT DESIGN

The goal of this project is to assess how executive leadership development is currently handled in the Communities In Schools network, identify best practices in leadership development and recommend an effective learning framework for leadership development within the network.

Methodology

Getting to strategic recommendations for executive leadership development for Communities In Schools involved a multi-pronged strategy: interviews with leaders of other nonprofit organizations on leadership transition and related topics; an extensive literature review of books, articles, websites and other written materials; a survey of and interviews with leaders in the Communities In Schools network; and participation in courses and symposia to expand the knowledge base around this topic. Each of these components yielded quality information that helped to shape the strategic recommendations that comprise the end products of this work. Each served to reinforce the others and together provide directions and options for Communities In Schools on executive leadership development.

Interviews with other nonprofits: During the course of this project, interviews were conducted with leaders of three nonprofit organizations external to the Communities In Schools network. These interviews provided a range of options and ideas and were representative of other organizations in the nonprofit sector.

Literature review: An extensive review of the literature on leadership and leadership development yielded resources that were used as the basis for the recommendations that are described at the end of this report.

Survey of leaders in the Communities In Schools

network: In January 2010, an online survey of Communities In Schools leaders at the state and local level was distributed. Of the 100 responses, 87 percent were from Communities In Schools affiliate directors and 13 percent were from Communities In Schools state office leaders. The survey results provided demographics that are used in this report and responses to several questions specific to executive leadership development. This data provides a platform for the interviews that followed the collection of survey data. See Appendix A for additional information.

Interviews with staff of the Communities In Schools

network: The discussions and interviews with Communities In Schools staff provided this project with a wealth of information. Interviews were conducted with 33 executives representing local affiliates and state offices.

Participation in courses and symposia:

In addition to surveys, research and interviews, this project allowed for participation in two short courses at the Center for Nonprofit Management at the Kellogg School of Management at Northwestern University (Critical Issues in Board Governance and Leading for the Future) and one at Duke University (Leadership Through Influence). In addition, the project included participation in several webinars on leadership and strategic thinking. The resources and information garnered in these sessions are woven into both the “Findings” and “Recommendations” sections of this report.

“When you’re finished changing, you’re finished.”

— Benjamin Franklin

Common Themes

After an extensive review of literature and participating in webinars and classes related to leadership and leadership development, common themes emerged again and again. These essential traits of effective leaders can be separated into three complementary components.

First, virtually all of the literature related to developing strong organizational leaders focuses on the crucial aspect of **leading change**. The prevailing theme throughout the research is that leaders need to be the change agents in their organizations and in their communities. Managing change may have been sufficient in the past, but leading change will ensure that Communities In Schools affiliates are in a position to meet future challenges. It is no longer enough to look at what is happening today and to be satisfied with the status quo. Leaders must look at the current environment and understand its implications for the future and take the lead in determining future direction.

Second, many of the competencies that leaders must possess in order to be change leaders are in the domain of “**soft skills**,” particularly emotional intelligence and those that fall in the category of “principled leadership.” Although levels of high intelligence and technical knowledge continue to be key characteristics that cannot be overlooked, competencies such as fairness and equity, justice, integrity, trust, ethical behavior and emotional intelligence are equally important.

Last, leaders who are willing to acknowledge their strengths and weaknesses and make **self-awareness** an ongoing process with an effort to learn how to build upon their strengths and overcome their weaknesses are the ones who will be most effective. While embracing **continuous learning** for themselves, they will also develop a culture of learning in their organizations.

Leading Change

Change is a popular topic, appealing to millions of people, with more than 100,000 related books listed on Amazon.com. The amusing and enlightening fable, *Who Moved My Cheese?*, has enjoyed wide readership, with 21 million copies in print. The tale recounts the adventures of two mice and two small humans who live in a maze and one day are faced with change because someone has moved their cheese, illustrating the need for everyone to adjust their attitudes toward change in life, especially at work. Author Spencer Johnson makes it clear that change occurs whether a person is ready or not, while affirming that it can be positive when it is anticipated. One of the humans in the story wrote what he had learned through his experience with change, which while simply stated, is relevant today for anyone serving in a leadership capacity.²⁴

QUOTE	MEANING
“They Keep Moving The Cheese.”	Change happens.
“Get Ready For The Cheese To Move.”	Anticipate change.
“Smell The Cheese Often So You Know When It Is Getting Old.”	Monitor change.
“The Quicker You Let Go Of Old Cheese, The Sooner You Can Enjoy New Cheese.”	Adapt to change quickly.
“Move With The Cheese.”	Change.
“Savor The Adventure And Enjoy The Taste Of New Cheese!”	Enjoy change!
“They Keep Moving The Cheese.”	Be ready to change quickly and enjoy it again and again.

²⁴ Spencer Johnson, M.D., *Who Moved My Cheese?—An A-Mazing Way to Deal with Change in Your Work and in Your Life* (New York: G. P. Putnam's Sons, 1998) p. 74.

Evidence of Resistance to Change

"It's not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change."

—Clarence Darrow

A magazine article entitled "Change or Die" dramatically illustrates the need for change. The article begins with a story not about change in the world of work, but in medicine, where patients who cannot make changes for the sake of their health may actually face death. In the article, Dr. Edward Miller, dean of the John Hopkins School of Medicine and chief executive officer of Johns Hopkins Medicine, refers to patients whose heart disease is so severe they need to undergo bypass surgery. Although making a change to a healthier lifestyle after such surgery could arrest the course of the disease, he found that two years after the surgery 90 percent of patients had not changed their lifestyle. Miller says, "And that's been studied over and over and over again. And so we're missing some link in there. Even though they know they have a very bad disease and they know they should change their lifestyle, for whatever reason, they can't."²⁵

Conventional wisdom tells us that crisis is a powerful motivator for change. Changing the behavior of people is not just a major challenge in the world of health care but "the most important challenge for businesses trying to compete in a turbulent world," says John Kotter, who has studied dozens of organizations in the midst of upheaval.²⁶ If even the crisis of severe heart disease and possibly death does not motivate people to change, it is no wonder that change in the work environment often comes with great difficulty.

25 Alan Deutschman, "Change or Die." *Fast Company*, May 2005, p. 2.

26 Kotter, "What Leaders Really Do," p. 16.

Ibid, p. 2.

Characteristics of Leaders Who Navigate Change Well

What is it that allows some leaders to navigate change better than others in the organizational environment? The competencies most often associated with successfully leading change include flexibility, an ability to anticipate and plan for emerging trends, and being able to influence others.

Flexibility: Calarco and Gurvis clearly articulate three types of flexibility that are characteristic of effective change leaders.²⁷

Cognitive flexibility is the ability to incorporate different thinking strategies into planning, decision making and day-to-day work. "Someone who works Plan A while having Plans B, C and D in mind is cognitively flexible...Leaders with cognitive flexibility readily learn from experience and recognize when old approaches don't work."²⁸

An example of a leader who did not exhibit cognitive flexibility is described in the following situation, which is typical of what happens in many organizations. "Mark, the CEO of a national textile company, failed to recognize and understand the implications of the offshore trends happening in his industry. Convinced that he would be able to maintain his customer base and supply chain resources, he chose to ignore the advice of his VP of sales and marketing—to vertically integrate and diversify his product line. Two years later he was forced to reduce his workforce and lay off workers who had been in his business for more than 20 years. Had Mark been able to engage in dialogue with his management team and take the information seriously, he might have developed a deeper understanding of the rapidly changing climate and created strategies to stave off the financial impact. Mark's reluctance to change was something he struggled with both at home and at work. By not facing reality and making sense of his environment, Mark put the future of his company at risk."²⁹

27 Allan Calarco and Joan Gurvis, *Adaptability—Responding Effectively to Change, An Ideas Into Action Guidebook* (Greensboro, NC: Center for Creative Leadership, 2006), p. 12.

28 Ibid, p. 16.

29 Ibid, p. 15-16.

Ways to practice cognitive flexibility include:³⁰

- ▶ Ask lots of questions. Wonder, explore and consider before you decide.
- ▶ Accept difference. Different is not right or wrong. It's just different.
- ▶ Keep your eyes open. Stay informed about the changing pressures facing the organization and the industry. Scan your environment so you can identify changes—and diagnose their implications—early on.
- ▶ Commit to learning. Adapting requires learning. Good learners find ways to learn in any situation. Experiment, test and try.
- ▶ See and be seen. Get out and see for yourself what is going on. During difficult, changing times, employees need to see the management team.
- ▶ Understand resistance. Be informed about underlying concerns that may account for people's resistance during change.

Emotional flexibility is a competency that carries with it the ability to vary approaches to dealing with emotions, both those of the leader and of others.³¹ “An emotionally flexible leader is comfortable with the process of transition, including the grieving, complaining and resistance. Adapting to change requires give-and-take between the leaders and those experiencing the change. A leader without emotional flexibility is dismissive of others’ concerns or emotions and shuts down discussion.” That being said, it is important to maintain a balance between emotion and action. “Empathy and good listening are key; emotionally flexible leaders find a good balance between allowing enough time for the struggle and helping to resolve it and move on.”³²

Art, a second-generation owner of a large regional construction company, illustrates emotional flexibility, including empathy and good listening. He moved into his position after his father, a well-loved and respected leader, stepped down because of health reasons. Art Jr. struggled with letting his staff see his emotions regarding the change, knowing that he was much more reserved and introspective than his

gregarious father. He knew his leadership style would be dramatically different. Working with an executive coach, Art began to journal and get in touch with his own reactions and emotions. He soon realized that he never knew what his father’s vision for the company was, and, therefore, couldn’t lead effectively without having made sense of that. He engaged in a series of meetings and interviews with staff and spent many hours on the construction sites forming relationships with his employees.

Within a few short weeks, he gained clarity about his role as leader and the company’s future. He hosted lunches and face-to-face meetings during the transition, sent out a personal note to each employee asking him or her to stay engaged with the organization, and set up an open-door policy. Feeling more comfortable about things, Art moved his attention to growing and maintaining the company, producing record earnings the next quarter.”³³

Ways to practice emotional flexibility include:³⁴

- ▶ Listen. Learn to use effective listening skills to gain clarification from others.
- ▶ Collaborate. Involve others in the beginning stages of an initiative.
- ▶ Find ways to motivate. Consistently interact with staff in a way that is motivating and encouraging.
- ▶ Create support systems. Look to mentors, friends, coaches, trusted peers, professional colleagues and others to serve as your support system in times of change. Encourage employees to do the same.
- ▶ Commit to feedback. Provide prompt feedback, both positive and negative, to employees.
- ▶ Act decisively. Even though doing so may be difficult, it’s harmful to waver or avoid reality.

Dispositional flexibility (or personality-based flexibility) is the ability to be realistic while remaining optimistic.³⁵ This includes the ability to acknowledge a bad situation, while simultaneously visualizing a better future. Leaders with dispositional flexibility “see change as an opportunity rather than as a threat or danger.” While they focus on identifying the positive aspects of a new situation, they are willing to give

30 Ibid, p. 21-22.

31 Ibid, p. 12.

32 Ibid, p. 18-19.

33 Ibid, p. 18.

34 Ibid, p. 22-24.

35 Ibid, p. 12.

voice to uncertainty. "Often this can lead to constructive brainstorming and conversations, and it frequently uncovers new approaches and solutions."³⁶

Ways to practice dispositional flexibility include:³⁷

- ▶ Be genuine. Leading change by example requires honesty and authenticity.
- ▶ Accept change as positive. Find ways to see benefits of change, for yourself, your employees and the organization.
- ▶ Cast a wide net. Involve key people in the design and implementation of change.
- ▶ Coach employees. Make it a practice to mentor and teach employees.
- ▶ Pay attention to life beyond work. Shifting between work, family and other interests is a form of adaptability.
- ▶ Seek feedback. Find ways to receive feedback (both positive and negative) from a variety of sources.

Anticipating and planning for emerging trends in the social sector:

sector: To remain viable, leaders in the nonprofit sector must have a keen awareness of emerging environments and position themselves and their organizations to be successful. A key piece of literature takes a close look at our ever-changing environment and brings into focus five trends that are converging to form the future of the social sector.³⁸ It serves to confirm that doing business as it has always been done will not allow for organizations to be successful in the future. Progress will come to those who embrace a futurist approach requiring constant awareness of the ongoing global, national and local shifts taking place.³⁹

The five converging trends are:

- 1 Demographic shifts redefine participation:** Old leadership models may no longer be relevant, with collaborative leadership moving to the forefront. Flattened hierarchies will have a stronger appeal to young leaders.
 - ▶ Share leadership across generations.
 - ▶ Work across cultures, with wider variety of cultural perspectives.
 - ▶ Use a diversity of leadership styles.

Collaborative leadership describes leadership styles with flattened hierarchies. Use of these collaborative leadership skills is a primary component in developing relationships outside the organization as well as internally.⁴⁰

- 2 Technological advances abound:** Leaders need to understand the new technologies and choose the ones that will lead to new ways of doing things, not simply replacing the old ones.

- ▶ New ways of communicating through social media can advance the mission.
- ▶ Everyone becomes a spokesperson for the organization.
- ▶ Technology provides a good potential source for non-monetary giving, as well as financial donations.

- 3 Networks enable work to be organized in new ways:** There will be more opportunities for forging new partnerships. Recognizing when to collaborate and when to compete will be a key to sustainability.⁴¹

- ▶ Activities no longer have to be done only through formal organizations.
- ▶ Collaboration can take place on a global level as well as a local one.

36 Ibid, p. 20-21.

37 Ibid, p. 24-25.

38 Heather Gowdy, Alex Hildebrand, David La Piana, and Melissa Mendes Campos, *Convergence: How Five Trends Will Reshape the Social Sector* (La Piana Consulting and The James Irvine Foundation, November 2009), p. 5.

39 Ibid, p. 4-16.

40 Hubbard, *Investing in Leadership*, p. 11.

41 Gowdy, Hildebrand, La Piana, and Campos, p. 19-23.

4 Interest in civic engagement and volunteerism is rising:

Leaders need to be aware of the communities in which they work and look for opportunities for engagement in those communities.

- ▶ Virtual volunteering is a reality and demands more of organizations.
- ▶ Active retirees and a new generation of young professionals raised with community service as part of their everyday lives will create a broad pool of potential volunteers.

5 Sector boundaries are blurring:

Leaders need to have an understanding of the crossover between the for-profit and nonprofit sectors.

- ▶ Social responsibility becomes part of the corporate mindset.
- ▶ Nonprofits are entering into for-profit businesses for additional revenue.

Lessons learned from an experience at the Walt Disney Corporation show the benefits of managing the change process proactively rather than being forced to make changes.⁴² “As was learned the hard way at the Walt Disney Company, success breeds arrogance, and arrogance leads to complacency. Complacency can come in many forms. One of them is the one-trick pony. In other words, you ride your successes well beyond their effective lifespans.”⁴³ Disney’s one-trick pony was “Herbie the Love Bug,” a movie that enjoyed success and gave birth to equally successful sequels. Until they weren’t successful at all. Even though this delightful character was beginning to lose its appeal to audiences, complacency and arrogance took precedence and nobody was willing to “pull the plug” on Herbie. There was a considerable emphasis on maintaining the status quo (and wondering what Walt would think of making changes) and “concepts of change, creativity and innovation were not embraced.”⁴⁴

After several box-office disasters, new executives were recruited who were ready and willing to emphasize creativity and

challenge the “sacred cows” while respecting Disney’s legacy. “Had it not been for the willingness of the new management team to take calculated risks with product development, marketing, sales and technology, the company would have vanished. No one is immune to market changes.”⁴⁵

So how do we know it’s time to change? Doug Lipp says, “The key to getting beyond the one-trick pony is to be honest with yourself and recognize that, possibly, the way you currently conduct business is out of date. Perhaps your customers would like services that you don’t currently provide. Possibly having the biggest or oldest name in the industry might not be the key to retaining current or attracting new customers or employees. Join the club. To remain the same (successful!), we must all change.”⁴⁶

Lipp recommends addressing two key questions: “What can you do that is an improvement over current practices? What should you *start, stop or continue?*” In order to *start*, take a look at current practices and determine what could be updated from the perspective of the customers or employees. What you are going to *stop* can be just as important as starting something new. After identifying something that is unacceptable to customers or employees, the next step is to *stop*. Once that has been determined, identifying strengths follows. Determine how you can *continue* to maintain these strengths even as changes occur.⁴⁷ He suggests that leaders challenge every area of their approach to doing business, through the process of asking and answering these questions.

Influencing others: Much of the literature refers to leadership as an “influence process.”⁴⁸ A leader must influence and inspire others in order to be successful at leading change. This success is often defined by the extent a leader can influence his/her followers to attain the goals of their work. A leader can influence others in many different ways, by persuading with a rational argument, inspiring with an appeal or participating in a mutual exchange of ideas, among others. The way a leader chooses to influence others is often the basis for his/her leadership style.⁴⁹

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Lipp, “Why Change?..” p 16.

⁴⁸ Elaine Biech, editor, *The ASTD Leadership Handbook* (Alexandria, VA: American Society for Training & Development, 2010), p. 2.

⁴⁹ Ibid.

An important concept to keep in mind is that authority and influence are not the same thing. If someone has the authority to make certain decisions in an organization and his/her subordinates carry out those decisions, it does not mean that the subordinates have been influenced. They may simply be complying with authority.⁵⁰ It is only when the followers go along willingly, and the leader is producing the direction, alignment and commitment needed, that true influence is occurring.

Soft Skills

"Leadership is a matter of how to be, not how to do."

—Frances Hesselbein
Pitt Magazine, University of Pittsburgh

Soft skills are the personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people. Soft skills complement hard skills, which include the occupational requirements of a job.

Emotional Intelligence

A leading researcher in the primary "soft skills" required of a strong leader, Daniel Goleman asserts that traditional leadership skills, such as intelligence, toughness, determination and vision may still be required for success, but they are not enough. Truly effective leaders must also possess a high degree of emotional intelligence. Having emotional intelligence, or knowing how to manage and monitor one's personal responses in various situations, is now recognized as a key aspect of a competent leader.⁵¹ Even the smartest person with the greatest ideas and strongest technical skills cannot sustain success without emotional intelligence, which among other things includes the ability to work with others. After extensive research, Goleman concluded that emotional intelligence is twice as important as technical skills and cognitive abilities.⁵²

Goleman maintains that although the process is not easy, emotional intelligence can be learned. The benefits gained from a leader with a well-developed emotional intelligence are worth the effort for both the individual and the organization.⁵⁴

THE FIVE COMPONENTS OF EMOTIONAL INTELLIGENCE AT WORK⁵³

CHARACTERISTIC	DEFINITION	HALLMARKS
SELF-AWARENESS	The ability to recognize and understand your moods, emotions and drives, as well as their effect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humor
SELF-REGULATION	The ability to control or redirect disruptive impulses or moods The propensity to suspend judgment—to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
MOTIVATION	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism, even in the face of failure Organizational commitment
EMPATHY	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers
SOCIAL SKILLS	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams

⁵⁰ Ibid, p. 6.

⁵¹ Marshall Goldsmith, "The Mark of a Great Leader," <http://blogs.hbr.org/goldsmith>, Friday February 19, 2010.

⁵² Daniel Goleman, "What Makes a Leader?" *Harvard Business Review*, January 2004, p. 3.

⁵³ Goleman, p.4.

⁵⁴ Ibid, p. 10.

The characteristics of humility and modesty fit within the relationship management aspects of emotional and social intelligence, and were found by Jim Collins to be common factors among many successful leaders. Contrary to popular belief, great companies are not always led by the charismatic, flamboyant, high-profile CEOs we often think of as the driving force behind success. In his book *Good to Great*, Jim Collins and his research team identified characteristics of 11 companies whose 15 years or more of outstanding performance followed at least 15 years of average performance. The research model also included the study of 11 comparison companies, each in the same business as their counterparts, which did not achieve such high performance.

One factor that was in place in all of the good-to-great companies was a leader who exhibited characteristics of what they identified as a “Level 5 Leader” at the point when the transition was made from good to great. In all cases, these leaders were both modest and humble, while at the same time strong-willed and fearless. Rather than making headlines and becoming celebrities, they worked tirelessly behind the scenes. While they were outwardly reserved and shy, they were also strong and ambitious. A key factor was their ambition for the company’s success rather than their own personal glory. These successful leaders rarely talked about themselves. When asked how they accounted for the success of the company, they usually focused on the contributions of others in the management team rather than taking credit for themselves.⁵⁵

Principled Leadership

Stephen R. Covey’s book, *Principle-Centered Leadership*, revolves around the premise that leaders should be guided by principles and follow a moral compass, a theme that runs through much of the current literature on leadership. Principles such as fairness, equity, justice, integrity, honesty, trust and ethical behavior do not change based on current needs or trends and should always serve as the guiding force for the principled leader.⁵⁶ These principles are objective and external, reflecting natural laws and principles that have been proven as

enduring guidelines for human conduct. Covey maintains that these principles govern human effectiveness and suggests that nobody strives to live a life or run a business or organization based on their opposites, such as unfairness, greed or deceit.⁵⁷

Warren Bennis writes, “In high pressure, high-velocity environments, some people end up cheating, lying or waffling not only because it’s to their economic advantage but because they create their own rationale for what is acceptable. Constantly changing conditions illustrate why ethics, values and principles are so important. They serve as fixed points. They determine what is right and wrong, on a universal basis, every time.”⁵⁸

While all of the principles are important, integrity seems to rise to the top of the most necessary traits for leadership. “One thing that has become ever clearer to me is that integrity is the most important characteristic of a leader, and one that he or she must be prepared to demonstrate again and again,” Bennis says.⁵⁹ Cameron adds that “Integrity means maintaining unfailing values and principles, following through, doing what you say, being consistent, reinforcing a fixed point. Integrity allows people to trust in something and to make sense of situations—even in chaotic environments...We spend a lot of time addressing unethical behavior—reminding leaders to behave ethically, honestly, consistently. Hardly any attention is given, however, to the condition of doing good, honoring others, taking a positive stance, or behaving in ways where self-interest is not the driving motivation...We measured the virtuousness of various organizations—measuring compassion, integrity, forgiveness, trust and optimism—universally valued virtues—and discovered that organizations with high scores on virtuousness outperform those with low scores...The implication is clear; not only must individuals and organizations behave ethically—they must act virtuously. Virtuousness is associated with positive outcomes. It produces positive energy in systems, enables growth and vitality in people and enhances the probability of positive performance... Great leaders demonstrate not only ethical behavior—the absence of harm—but also virtuousness and goodness.”⁶⁰

57 Covey, p. 94-95.

58 Kim Cameron, “Leading Change: Try Using Virtuousness,” *Leadership Excellence*, May 2006, p. 19.

59 Warren Bennis, *On Becoming A Leader* (New York: Basic Books, 2009) p. xviii.

60 Cameron, p. 19.

Ethical Behavior: “The ethical leader understands that positive relationships are the gold standard for all organizational effort. Good quality relationships built on respect and trust—not necessarily agreement, because people need to spark off each other—are the single most important determinants of organizational success. The ethical leader understands that these kinds of relationships germinate and grow in the deep rich soil of fundamental principles.”⁶¹

Berghofer and Schwartz identified measures for the purpose of teaching ethical leadership based on three levels of organizational life: individual, team and organization. They classified specific behaviors that exhibited characteristics of ethical leadership within each of those domains.⁶²

An **individual** shows ethical leadership by exhibiting trust at the personal level by doing the following actions:

- ▶ Being reliable and dependable.
- ▶ Being willing to admit mistakes.
- ▶ Being true to his/her word.
- ▶ Being worthy of confidence.
- ▶ Keeping promises.

An ethical leader shows commitment to the **team** and acts with integrity when he/she:

- ▶ Maintains loyalty to those who are not present.
- ▶ Apologizes sincerely.
- ▶ Keeps promises and commitments and expects others to keep theirs.
- ▶ Acts with honesty.
- ▶ Takes responsibility and cleans up after mistakes.

An ethical leader who builds and maintains positive relationships in the **organization**:

- ▶ Creates a safe, healthy, attractive environment for employees.
- ▶ Treats members of the workforce with dignity and respect.

- ▶ Provides fair and equal opportunity for advancement without regard for ethnicity, gender, age or other distinctions.
- ▶ Provides physical and mental health support for members of the workforce.
- ▶ Provides meaningful work.
- ▶ Encourages self-development for employees

Trust: According to Covey, “The first job of a leader is to inspire trust. The ability to do so, in fact, is a prime differentiator between a manager and a leader. To inspire trust is to create the foundation upon which all successful enterprises—and relationships—stand.”⁶³ Covey strongly believes that “the ability to establish, grow, extend and restore trust with all stakeholders—customers, business partners, investors, and coworkers—is the key leadership competency of the new global economy.”⁶⁴ He developed a chart illustrating the various myths and realities of trust.⁶⁵

MYTH	REALITY
Trust is soft.	Trust is hard, real and quantifiable. It measurably affects both speed and cost.
Trust is slow.	Nothing is as fast as the speed of trust.
Trust is built solely on integrity.	Trust is a function of both character (which includes integrity) and competence.
You either have trust or you don't.	Trust can be both created and destroyed.
Once lost, trust cannot be restored.	Though difficult, in most cases lost trust can be restored.
You can't teach trust.	Trust can be effectively taught and learned, and it can become a leveragable, strategic advantage.
Trusting people is too risky.	Not trusting people is a greater risk.
Trust is established one person at a time.	Establishing trust with the one establishes trust with the many.

61 Desmond Berghofer and Geraldine Schwartz, “Ethical Leadership: Right Relationships and the Emotional Bottom Line.” www.ethicalleadership.com/BusinessArticle.htm.

62 Ibid.

63 Covey, p. 286.

64 Ibid, p. 21.

65 Ibid, p. 25.

Self-awareness and Continuous Learning

"The life which is unexamined is not worth living."

—Plato

Self-awareness

One of the five attributes of great leaders, according to Hal Adler, is that of self-awareness.⁶⁶ Barry Posner says that "leadership is driven more by internal forces than by external forces, and thus the development of leaders is fundamentally the development of the inner self."⁶⁷ A great leader is one who is aware of what he or she is good at and what he or she needs to change. This personal mastery means leaders need to understand their own behavior, what motivates them and what their own personal competencies are. However, many leaders are not comfortable admitting their personal strengths and weaknesses.

Leaders looking to increase their effectiveness can consider the following as they strive to achieve self-awareness:

- ▶ Monitor own performance to determine high-performing areas and those that need improvement.
- ▶ Understand that failures and mistakes lead to learning.
- ▶ Be aware of the impact your behavior has on other people.
- ▶ Realize there may be some truth in criticism that is hard to accept.
- ▶ Give yourself and others credit for improving.⁶⁸

Knowing more about one's personality type provides one way to deepen self-awareness and knowledge of both personal strengths and weaknesses. Leaders can learn about their personal styles through any of a number of self-assessment tools. One of the most well-known is the Myers-Briggs Type Indicator (MBTI) Assessment. Based on the psychological theories of Carl Jung, the inventory identifies and describes 16 personality types.⁶⁹

Another popular self-assessment tool, DiSC, measures four dimensions of behavior: dominance, influence, steadiness and compliance. This assessment provides insight into a person's behavioral and communication styles. DiSC enables leaders to understand and appreciate their behavior styles, and then adapt those styles in communication with others.⁷⁰

Continuous Learning

"Leadership and learning are indispensable to each other."

—John F. Kennedy

Once the stage has been set with an awareness of one's strengths and weaknesses, the next step is to follow up with a willingness to learn on a continuous basis, thus building on one's strengths, overcoming the identified weaknesses, and increasing capacity for strong and effective leadership. This continuous learning can strengthen leadership skills and advance a leader's knowledge in content areas related to his/her professional work.

In *Learning to Lead: A Workbook on Becoming a Leader*,⁷¹ Warren Bennis and Joan Goldsmith write, "Leaders love to learn. They continually seek exciting 'aha' moments of discovery. They are questioners, probers, searchers for new ways of defining problems and they seek innovative ways of solving them. Leaders invite partners to enhance their learning process. They engage with collaborators who see problems differently. They bravely and consistently ask for feedback from others when they err on efforts to learn on their own. They evaluate their leadership skills and refine them, hone them and polish them

66 Hal Adler, "Attributes of Great Leaders: Why the Best Leaders Achieve the Best Results," *Leadership Excellence*, September 2009, p. 18.

67 Barry Z. Posner, "From Inside Out: Beyond Teaching About Leadership," *Journal of Leadership Education*, Volume 8, Issue 1, Summer 2009, p. 2.

68 Marshall Goldsmith, "The Mark of a Great Leader," <http://blogs.hbr.org/goldsmith>, Friday February 19, 2010.

69 Myers Brigg Foundation website, www.myersbriggs.org/my-mbti-personality-type/mbti-basics/, 2010.

70 TTI website, www.ttidisc.com/products.php?product=discassessment&PHPSESSID=f43fb2d9add561a316c7957aee14bac, 2010.

with practice. They humbly accept failure as an opportunity to rethink assumptions that led to a glitch in their efforts.

“When leaders lose the skill to learn, they inevitably falter and become stultified. Those who are truly committed to becoming a leader understand what it takes to learn about themselves, they honestly recognize their strengths and limitations, they solicit and integrate feedback, they stay open to new experiences, they seek diverse information and they hear and value their own voices. Those who do so are the ones among us who will master the art of leader-as-lifelong-learner.”⁷¹

Core Competencies

This report introduced three common themes from the literature that are critical to effective leadership—effectively leading change, using soft skills and practicing self awareness and continuous learning. Each action requires certain core competencies—knowledge, skills and personal attributes—to be successful.

Leadership Core Competencies

LEADING CHANGE	SOFT SKILLS	SELF-AWARENESS/CONTINUOUS LEARNING
Cognitive flexibility	Emotional intelligence	Awareness of personal and leadership strengths
Emotional flexibility	Integrity	Awareness of personal and leadership weaknesses
Dispositional flexibility	Fairness and equity	Awareness of impact of personal style on others
Positioning for emerging environments	Justice	Commitment to continuous learning and self-mastery
Influencing others	Trust	
	Ethical behavior	

⁷¹ Warren Bennis and Joan Goldsmith, *Learning to Lead: A Workbook on Becoming a Leader* (New York: Basic Books, 2010) p. 2, 5, 6.

Management Core Competencies

While there is a clear difference between management and leadership that is necessary to understand, both are important for successful leadership of a Communities In Schools local affiliate. Management competencies are particularly important to take into consideration when providing training to new or emerging executive leaders.

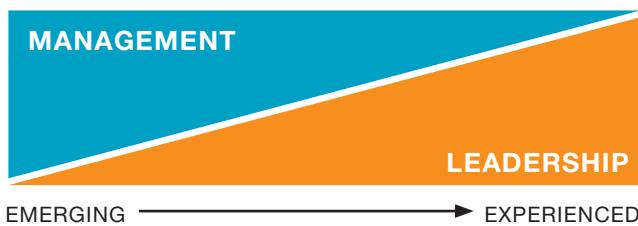
Management competencies necessary for Communities In School leadership include:

- ▶ **Self:** Using time efficiently and being technologically proficient
- ▶ **Organization:** Staying committed to the Communities In Schools mission; understanding and implementing the Communities In Schools model; using the Total Quality System (TQS) and Data Management System (CISDM)⁷²; advocating for clients; fundraising and marketing; evaluating efforts; developing board of directors; recruiting talent; managing finances; taking advantage of Communities In Schools state and national support
- ▶ **Community:** Keeping up with youth issues and trends; knowing community organizations and school system operations and leadership; maintaining awareness of local and state resources; developing community partnerships

⁷² The Total Quality System (TQS) is used as a yardstick for continuous quality improvement and growth throughout the Communities In Schools network. The goal of TQS is to ensure uniform quality and improved outcomes for the students we serve. CISDM is the Communities In Schools Data Management System.

Balancing Leadership and Management Development

The balance between leadership and management development is affected by the experience of the leader and the needs of the organization. An emerging leader may have to master the basics of management skills while devoting less attention to formal leadership skills development. The reverse is true for a seasoned leader who may need the occasional update on management skills, but is continuously growing as a leader. The following graphic shows how this balance may shift over the lifetime of a leader.



Core Competencies and Organizational Variables

The answer to how organizational variables impact the management vs. leadership question is less clear-cut. Does the executive leader of a small, rural nonprofit require a different set of skills than the leader of a larger urban affiliate? Do leadership needs differ based on the growth stage of the organization?

Rural vs. urban: We often think that leaders of smaller and rural affiliates require fewer or different leadership skills than leaders of larger, urban affiliates. In reality, that may not be the case. Rather, the leaders of affiliates may require the same skill set but may use different skills for different situations, or they may need to rely on certain leadership skills more than others. Interviews with staff from the Communities In Schools network tended to support that conclusion. Their comments can be summarized as follows:

- ▶ Consensus-building skills may be needed more often in a large organization.
- ▶ Rural leaders have more intimate community involvement than leaders in urban environments.
- ▶ Because there tend to be more resources available in urban areas, rural leaders often need to be very creative with fundraising.

- ▶ Leaders in rural areas have to work harder to reach out and build strong, compelling strategies to develop partners and build community. It is imperative that they are inspiring.

Leadership and management training and development may be the key difference between rural and urban affiliates. Because rural areas often have a smaller talent pool from which to attract leaders and may not be able to compensate them at the same level as urban affiliates, leadership in rural areas may be less experienced and with fewer leadership and management competencies. Training in both leadership and management can help to make up that deficiency.

Older vs. newer organizations: How do leadership needs differ based on the growth stage of the organization? Susan Kenny Stevens identifies seven stages in the life of a nonprofit: idea, start-up, growth, maturity, decline, turnaround and terminal.⁷³

It would be natural to assume that competencies vary based on the lifecycle stage. However, upon closer examination, it appears the leadership needs are quite similar, especially during the start-up, growth and maturity stages. It is hard to imagine a nonprofit leader at any stage would not need skills such as the ability to inspire and influence, and possess characteristics such as integrity, honesty and ethics.

But just as the balance between leadership and management skills depends on the experience level of a leader, so does the balance among the various core competencies depend on the lifecycle stage of the organization. For example, the need to inspire and influence staff will likely be greater when an organization is young, while the need for self-awareness may be greater as an executive and his or her organization grows more mature and comfortable. In addition, interviewees from Communities In Schools noted that more management skills are needed in the early growth stages of an affiliate. Their comments described the need for a “work horse” leader in a new affiliate, someone who is very detail-oriented with more of a management focus, while still capable of transitioning into the role of visionary leader.

⁷³ Susan Kenny Stevens, *Nonprofit Lifecycles: Stage-Based Wisdom for Nonprofit Capacity* (Long Lake, MN: Stagewise Enterprises, 2001) p. 26.

The degree to which a skill will be used may differ according to the lifecycle stage, but exhibiting a range of flexibilities and awareness of emerging environments in the social sector are all essential qualities at any stage of organizational development. In order to avoid the decline stage, innovative and change-focused leadership must be in place and never diminish as the organization moves through growth and maturity. An astute executive leader will determine the level of skills needed throughout each of these lifecycle stages.

Review of Leadership Development Programs

An extensive review of leadership development programs was conducted, including 38 nonprofit and for-profit sources, 11 institutions of higher learning and four foundations. The review consisted of an assessment of eligibility requirements, application procedures, course content and methods of program delivery.

Some of these programs offer face-to-face classroom experiences while others offer online learning opportunities, either as individual one-hour classes or as year-long programs. The face-to-face opportunities may be provided in one-day classes or in a four-day residential program, and are delivered by institutions of higher learning as well as through private leadership development programs that focus specifically on the needs of the nonprofit sector. Participation in one or more of these programs may provide appropriate leadership and management development opportunities for both emerging and experienced Communities In Schools executive leaders. A complete list of the programs that were reviewed, and detailed descriptions of the seven most relevant leadership development programs are included in Appendix B.

The recommendations section will provide guidance for Communities In Schools to better meet the learning and experience needs of its leadership.

RECOMMENDATIONS

The information gathered from the Communities In Schools network, experts in the leadership development field and other nonprofit organizations, as well as an extensive literature review, led to the strong recommendation for the Communities In Schools national office to devise a development strategy for network leadership. The following sets of recommendations can provide a guide for this strategy.

Because no one single activity will cover all the leadership needs for the entire Communities In Schools network, the multiple recommendations below provide sufficient choice for ways to meet all those needs.

Learning opportunities must be in alignment with the core competencies identified as necessary for a Communities In Schools leader. It is recommended that Communities In Schools provide access to relevant resources, which can be found both inside Communities In Schools and from outside organizations, for all of the core competencies. Some information is available in the Communities In Schools Standards and Evidence-based Curriculum (SEBC). Other resources are accessible, often at no cost, from organizations that are innovators in the leadership development field.

The recommendations include:

- ▶ Create a leadership development program for emerging and experienced leaders (additional information, including a sample agenda, is in Appendix C).
- ▶ Provide opportunities for team building and peer support.
- ▶ Create reflection opportunities to build self-awareness.
- ▶ Develop a coaching program/system.
- ▶ Organize site visits with other leaders.
- ▶ Supply funding for participation in external leadership development programs.
- ▶ Evaluate the effectiveness of leadership strategies.

Recommendation: Create an Executive Leadership Development Program for Emerging and Experienced Leaders

"It is not the absence of leadership potential that inhibits the development of more leaders; it is the persistence of the myth that leadership can't be learned. This haunting myth is a far more powerful deterrent to leadership development than is the nature of the person or the basics of the leadership process."⁷⁴

A leadership development program should be comprehensive and designed to meet the needs of people with different learning styles; from different generations and backgrounds; who have had different experiences; and who are in various stages of their own leadership growth. The proposed learning agenda in Appendix C consists of two seven-month-long executive leadership development programs, one for emerging leaders and one for experienced leaders. The programs have many of the same elements. The format for both programs includes:

- ▶ 35 hours of class participation
- ▶ One three-day, in-person training session
- ▶ One two-day, in-person training session
(conducted six months after first session)

The required components for each program include:

- ▶ Two days of leadership development training offered by an external organization focusing on leadership core competencies
- ▶ Three days of training with a Communities In Schools focus
- ▶ Assigned readings

The difference between the two programs corresponds to the different development needs of emerging and experienced leaders. For emerging leaders, the in-person training will focus on basic leadership skills and management skills. In order to provide an ongoing experience for emerging leaders after the in-person meeting, the participants can connect virtually through an online community of practice or similar interactive online tool. This will allow learning to continue after the in-person sessions. The program for experienced leaders will center on advanced training in leadership skills. In addition, it will include a group project with a Communities In Schools focus.

Details about the Executive Leadership Development Program can be found in Appendix C.

Long-time executives who are effectively leading their organizations will also benefit from an opportunity to participate in leadership development opportunities, although they would be offered such training in another format. Annual affinity group face-to-face meetings conducted for two to three days will address needs of these "seasoned" executives, those who have been in their positions for a minimum of five years. Participating executives can be involved in selecting topics for the meetings and assist in the planning and implementation of group sessions. These sessions may be facilitated by Communities In Schools and/or outside presenters may be invited to share their expertise with this group. Other components of this offering include the opportunity for seasoned leaders to apply to Communities In Schools for funding of additional online leadership training, to visit another Communities In Schools affiliate or to attend specific learning opportunities to enhance existing leadership skills. A process could also be put in place for submitting funding requests for two-month sabbaticals.

By offering leadership development opportunities to executives during their earlier years and continuing throughout their tenure, the Communities In Schools network can continue to see effective leadership at all stages in the careers of the executives.

⁷⁴ Posner, "From Inside Out: Beyond Teaching About Leadership," p. 2.

Recommendation: Provide Team Building and Peer Support Opportunities

Providing time and opportunities for leaders to build strong peer networks is an important resource for executive leaders. They often do not have peers in their organization they can turn to when faced with challenges that need to be discussed with complete candor. Having a network of peers who face similar challenges is a valuable asset for any leader. “CEOs are literally alone at the top. Their peers are outside the boundaries of the organization. Their learning depends on their ability to forge formal and informal networks with people outside the organization.”⁷⁵ When possible, it is important to build a peer network that provides opportunities for both face-to-face and technology-based interaction to help the members build a sense of community.

Scheduled team-building and peer support sessions will allow both emerging and experienced leaders to learn from one another, share information and experience, and challenge one another to new ways of thinking. The sessions will provide a forum for leaders to discuss issues from varying perspectives, explore regional and cultural differences, and explore ways to overcome barriers to effective leadership. In addition, a blog or a community of practice in the new Learning Management System could be set up to allow for ongoing communication among leaders with varied levels of experience.

Recommendation: Create Reflection Opportunities

Reflection can help leaders to increase their self-awareness. Warren Bennis quotes another leader as saying, “Reflection is a major way in which leaders learn from the past.” He goes on to say that “Reflection may be the pivotal way we learn.”⁷⁶

“By taking time to reflect you can develop a degree of self-awareness that can enhance your resiliency in handling your professional and personal world. Think of reflection as an effective self-feedback tool.”⁷⁷ Communities In Schools could provide reflection opportunities to its emerging and experienced leaders to increase their self-awareness.

One effective tool is keeping a reflection journal to create deeper self-awareness. According to Pulley and Wakefield, there are typically three parts to a journal entry:⁷⁸

1 **Event or Experience:** Describe what happened as objectively as possible. Do not use judgmental language. Stick to the facts. What happened? Who was involved? When did it happen? Where did it happen?

2 **Reaction:** Describe your reaction to the event as factually and objectively as possible. What did you want to do in response to the event? What did you actually do? What were your thoughts? What were your feelings?

3 **Lessons:** Think about the experience and your reaction to it. What did you learn from the event and from your reaction to it? Did the event suggest a developmental challenge you should address? Do you see a pattern in your reactions? Did you react differently than during similar experiences in the past and does that suggest you are making progress or backsliding on a valuable leadership competency?

Another option for personal reflection is taking a sabbatical. “A ‘time away’ from the daily grind of high-pressure work routines can rejuvenate body, mind and spirit. It can also bring an executive to new perceptions and re-framings that ultimately create greater leadership capacity in his or

75 James F. Bolt and Charles Brassard, *Leading Organizational Learning* (excerpt), from Leadership Tip of the Day, www.leadertoleader.org.

76 Bennis and Goldsmith, *Learning to Lead*, p. 108-109.

77 Mary Lynn Pulley and Michael Wakefield, *Building Resiliency: How to Thrive in Times of Change, An Ideas Into Action Guidebook* (Greensboro, NC: Center for Creative Leadership, 2001) p. 19-20.

78 Ibid, p. 19-20.

her organization.”⁷⁹ Several foundations had been providing grants for sabbaticals to leaders of nonprofit organizations over the years. Although they knew, anecdotally, that these opportunities brought about positive change, they commissioned a study to examine the outcomes to provide answers to questions about how they could improve their sabbatical programs. By analyzing survey responses from 61 sabbatical awardees, the grantors came to understand that, contrary to popular belief, executive leaders are generally more committed and inspired at the close of their sabbaticals than they were going into them. Allowing these leaders a break from their daily routines brought about a sense of renewed commitment.⁸⁰

This option should be offered to those seasoned leaders with more than five years of experience. Communities In Schools can make funding available to enable these leaders to take a two-month sabbatical. A description of what leaders plan to do during their sabbatical, and the anticipated benefits that will result, would be part of an application to receive this funding.

Recommendation: **Develop a Coaching Program**

When interviewees from the Communities In Schools network were asked if they thought coaching was a desirable leadership development strategy, a majority indicated they thought it was. They suggested that coaching should last from six months to one year, with weekly or monthly contact.

“In a coaching relationship, an individual with leadership and coaching experience (the coach) provides customized support to one or more nonprofit leaders (coachees) for a limited period of time. Although a coach might on occasion cross over to a directive role, the coach’s principal job is not to tell leaders what to do but to help them figure out the best approaches to the challenges and opportunities associated with leading their organizations. In contrast to some other forms of leadership development support, which often provide general guid-

79 Deborah S. Linnell and Tim Wolfred, “Creative Disruption: Sabbaticals for Capacity Building & Leadership in the Nonprofit Sector—Executive Summary.” Third Sector New England and CompassPoint Nonprofit Services, 2009, p. 1.

80 Ibid, p. 6-9.

ance applicable across a range of situations and organizations, coaching is tailored to the coachees.”⁸¹

In a report on coaching as a tool for building leadership and effective organizational in the nonprofit sector, foundation staff described visible impacts:

- ▶ Improved involvement of and relationships between the executive director and the board
- ▶ Acceleration of the pace of change within organizations
- ▶ Better organizational applications of training to practice
- ▶ Development and implementation of individualized plans of action
- ▶ Identification and more effective use of existing resources and support structures⁸²

One foundation staff member was quoted as saying, “Overall, it is working really, really well. People love having the individualized approach rather than just group training. Having a coach forces them to take the time to do skill building. It also gives them someone to call and to support them. Most really don’t want the coaching to end after one year so we are extending it into a second year.”⁸³

Communities In Schools could develop a coaching program for both emerging and experienced leaders in the network as an optional resource that would be available to anyone who desires to take advantage of the opportunity. Coaches will serve an ongoing role to assist leaders in meeting goals they have set for themselves and their organizations. Or a participant may choose to engage a coach for short-term, topic-specific assistance in an area in which she/he needs assistance, such as fundraising, human resources management or engaging the board of directors. Ideally, participants would interview three potential coaches and then select the one they think would be the best fit for them.

81 Kim Armann Howard, Michelle Gislason, and Virginia Kellogg, *Coaching and Philanthropy: An Action Guide for Grantmakers*, Grantmakers for Effective Organizations, 2010, p. 6.

82 “Coaching as a Tool for Building Leadership and Effective Organizations in the Nonprofit Sector,” BTW Informing Change. January 2006, p. 17.

83 Ibid.

Potential candidates for coaches would be existing or retired leaders from within the Communities In Schools network, although others with extensive experience in leading a nonprofit may be brought in as well. In order to ensure consistent methods, Communities In Schools should consider having all coaches participate in an external formal training program for executive coaches and compensate them for the services they provide.⁸⁴

Recommendation: Organize Site Visits

The often-used phrase, “A picture is worth a thousand words” may be explanation enough of the worth of site visits. Communities In Schools could organize site visits for emerging and experienced leaders. Those participating in the visits would be able to choose from a selected list of potential sites to visit, using funding provided by Communities In Schools to pay for travel. Depending on the needs of the visitor, he/she may sit in on a meeting of the full board of directors, the board executive committee or a staff meeting; meet individually with a board member; visit one or two school sites to observe how services are delivered at the site level; meet with some community partners to gain a better understanding of how an affiliate is integrated into the community; or participate in another activity that would meet his/her individual and organizational needs.

Recommendation: Supply Funding for External Leadership Development Activities

Communities In Schools could provide funding for emerging, experienced and seasoned leaders to participate in leadership-related courses and webinars conducted by external sources, such as the Center for Creative Leadership and other programs summarized in Appendix B.

Further exposure to leadership development opportunities provided by organizations other than Communities In Schools is encouraged. Communities in Schools leaders who are deemed eligible would have the opportunity to request funding to participate in such activities in their communities. Written requests would be submitted, explaining the expected benefits from involvement before the expenditure is authorized, followed by brief written reflections on what was learned upon completion. Examples of such opportunities include:

- ▶ Local leadership program focusing on improving knowledge of local issues and resources, generally focusing on a city, county, region or state. (Also provides an excellent setting for adding new contacts to social networks.)
- ▶ Leadership program or classes conducted at nearby community colleges and universities
- ▶ Participation in a local Toastmasters Club that also offers a leadership track
- ▶ Self-study through books and DVDs selected from a list provided by Communities In Schools

⁸⁴ For additional details on implementing a coaching program, a downloadable toolkit, which includes guides to coaching readiness and selecting a coach, is located at www.compasspoint.org/coaching/.

Recommendation: Evaluate Effectiveness

"The future belongs to those who see possibilities before they become obvious."

—John Scully

No training effort is complete without an evaluation to determine effectiveness of the learning strategies. Attempting to measure subjective outcomes, such as building leadership qualities, is always challenging and requires the expertise of someone with a strong background in evaluation. However, some telling subjective outcomes could be measured through self-evaluation. Some of those outcomes are listed here⁸⁵ and could be used by Communities In Schools when developing evaluations of leadership development activities:

Individual Outcomes

- ▶ Enhanced leadership characteristics and skills
- ▶ Improved ability to collaborate and network with others
- ▶ Increased or continuing commitment to expand knowledge in the field

Organizational Outcomes

- ▶ Increased organizational sustainability and capacity
- ▶ Increased collaboration among organizations and institutions
- ▶ Increased provision of services
- ▶ Improved mobilization and allocation of resources
- ▶ Increased leadership capacity

Additional outcomes described in "What Helps Leaders Grow"⁸⁶ are worthy of consideration as well:

Individual Outcomes

- ▶ Increased access to a network of resources and expertise
- ▶ Increased self-knowledge and job satisfaction

Organizational Outcomes

- ▶ Initial steps taken toward organizational change
- ▶ Increased organizational ability to adapt to internal and external conditions
- ▶ New or expanded resources devoted to advancing the mission

Still more outcomes that may be integrated into the evaluation include some of those described in a source taken from the *Journal of Leadership Education*:⁸⁷

Individual Outcomes

- ▶ Understanding strengths and weaknesses
- ▶ Setting priorities
- ▶ Managing conflict
- ▶ Overall confidence for building relationships
- ▶ Making effective organizational decisions
- ▶ Applying time-management strategies
- ▶ Building effective teams to achieve a common goal
- ▶ Building social networks

Organizational Outcomes

- ▶ Recruiting effective advisory members (e.g., board members for Communities In Schools affiliates)
- ▶ Retaining effective advisory members (e.g., board members for Communities In Schools affiliates)

85 Hubbard, *Investing in Leadership*, p. 5, 23.

86 "What Helps Leaders Grow: Highlights from the Fund for Leadership Advancement," BTW Informing Change and The James Irvine Foundation, October 2009, p. 5.

87 K.S.U. Jayaratne, Mitchell Owen, and David Jones, "Evaluating a New and Aspiring County Extension Director Leadership Education Program: Determining Outcomes and Needed Improvements," *Journal of Leadership Education*, Volume 9, Issue 1, Winter 2010, p. 22, 24-26.

CONCLUSION

Developing skilled and visionary leaders is crucial to the nonprofit sector in general, and to Communities In Schools in particular.

An executive leadership development strategy that is well designed and implemented will help ensure a ready supply of these leaders for the Communities In Schools network. The leadership development strategy will need to focus on developing the core competencies identified as vital for an effective leader, and include components for both emerging and experienced leaders. It should also include

a range of elements that appeal to different styles of learning, such as in-person sessions, site visits, reflection activities, coaching, networking, team building, and peer support opportunities. In this way, Communities In Schools can continue to achieve its mission of surrounding students with a community of support, empowering them to stay in school and achieve in life.

APPENDIX A: CHARACTERISTICS OF INTERVIEWEES AND SURVEY RESPONDENTS

Interviewees

Structured Interviews—Telephone or Face-to-Face

Local Affiliates—Executive Directors

- ▶ CIS of Aurora, IL—Theresa Shoemaker
- ▶ CIS of Cedar Valley, IA—Brad McCalla
- ▶ CIS of Central Ohio, OH—Derrick Fulton & Beth Urban (COO)
- ▶ CIS of Charlotte, NC—Cynthia Marshall (retired)
- ▶ CIS of Chicago, IL—Jane Mentzinger
- ▶ CIS of Clark County, IN—Cathy Graninger
- ▶ CIS of Cleveland County, NC—Phillis White & Karen Folk
- ▶ CIS of Corpus Christi, TX—Veronica Trevino
- ▶ CIS of Durham, NC—Bud Lavery
- ▶ CIS of East Chicago, IN—Patricia Simes
- ▶ CIS of Elkhart County, IN—Joe Guerrero
- ▶ CIS of Houston, TX—Cynthia Briggs
- ▶ CIS of L.A. West, CA—Bud Jacobs
- ▶ CIS of Lexington/Davidson County, NC—Christina Howell
- ▶ CIS of Montgomery County, NC—Heather Wallace
- ▶ CIS of Philadelphia, PA—Martin Nock
- ▶ CIS of Randolph County, NC—Sandi Norman
- ▶ CIS of Robeson County, NC—Dencie Lambdin
- ▶ CIS of Rocky Mount, NC—Melanie Meeks
- ▶ CIS of Thomasville, NC—Judy Younts
- ▶ CIS of Wayne County, IN—Vivian Ashmawi

State Offices

- ▶ CIS of Delaware—Jim Purcell, State Director
- ▶ CIS of Georgia—Nancy Stone, Community Development Specialist
- ▶ CIS of Kansas—Malissa Martin-Wilke, State Director
- ▶ CIS of North Carolina—Linda Harrill (President and CEO) & Mike Stephens (COO)
- ▶ CIS of Washington—Susan Richards, State Director

National Office

- ▶ Linda Thompson-Black, Director, State and Field Support

Outside Communities In Schools

- ▶ Employment Justice Center, Washington, D.C.—Judi Conti, Former Founding Executive Director
- ▶ Men Can Stop Rape, Washington, D.C.—Patrick Lemmon, Former Founding Executive Director
- ▶ United Way of Robeson County, NC—Sandra Oliver, Executive Director

Unstructured Telephone Conversations

- ▶ The Bridgespan Group—Alex Neuhoff, Manager
- ▶ Georgia Family Connection Partnership—Nina Powers, Community Facilitator (formerly with CISGA)
- ▶ CIS of Texas—Sabra Fugate, Program Coordinator, State and Field Support
- ▶ CIS National—Eva Askew-Houser, Director, Learning Management

Responses from Other Interviews

Local Affiliates—Executive Directors

- ▶ CIS of Atlanta, GA—Patti Pflum
- ▶ CIS of Austin, TX—Suki Steinhauer
- ▶ CIS of Cobb County/Marietta, GA—Carol Fey
- ▶ CIS of Detroit, MI—Charlie Anderson
- ▶ CIS of Douglas County, GA—Mitzi Teal
- ▶ CIS of Midlands, SC—Terry Linder
- ▶ CIS of SWPA—Linda Smith

Georgia State Office

- ▶ Neil Shorthouse, CEO
- ▶ Carole Lewis, COO
- ▶ Raymond Reynolds, Development Director
- ▶ Doug Denise, Manager, Field Support

Outside Communities In Schools

- ▶ Boys and Girls Club of America—Ed Mishrell
- ▶ United Way of America—Bill Mills

Characteristics of Interviewees

(Interviews Conducted by Author)

33 Respondents—Telephone & Face-to-Face Interviews of the Communities In Schools National Office, Local Affiliates and State Offices, and Outside Organizations

ANNUAL BUDGET		EDUCATION LEVEL OF ED	
Less than \$100,000	2%	Bachelor's Degree	43%
\$100,000-\$499,000	34%	Master's Degree	57%
\$500,000-\$999,000	24%		
\$1 million +	40%		
NUMBER OF STAFF		AGE	
1	-0-	25—35	7%
2—10	37%	36—44	23%
11	30%	45—54	35%
26+	33%	55—64	35%
LOCATION		RACE	
Rural	30%	Caucasian	75%
Urban	66%	African American	19%
Suburban	4%	Latino	6%
ED YEARS IN CURRENT POSITION		GENDER	
Under 1	10%	Male	28%
2—5	35%	Female	72%
6—10	23%		
11+	32%		
JOB TITLES—CIS NETWORK		STATES REPRESENTED—CIS NETWORK	
Executive Director	22	North Carolina	12
State Director/President	4	Indiana	4
		Illinois	2
COO	2	Ohio	2
Community Development Specialist	1	Texas	2
Director State & Field Support	1	California	1
		Delaware	1
		Georgia	1
		Iowa	1
		Kansas	1
		Pennsylvania	1
		Washington	1
		CIS National	1
OUTSIDE ORGANIZATIONS			
United Way of Robeson County, NC	1		
Employment Justice Center, Washington D.C.	1		
Men Can Stop Rape, Washington D.C.	1		

Characteristics of Interviewees

(Interviews Conducted by Another Baldwin Fellow)

13 Respondents—Telephone & Face-to-Face Interviews, Communities In Schools Local Affiliates, State Offices and Outside Organizations

JOB TITLES—CIS NETWORK		STATES REPRESENTED—CIS NETWORK	
Executive Director	7	Georgia	7
CEO	1	Michigan	1
COO	1	Pennsylvania	1
Development Director	1	South Carolina	1
Community Development Specialist	1	Texas	1
OUTSIDE ORGANIZATIONS			
Boys and Girls Club of America	1		
United Way of America	1		

Characteristics of Online Survey Respondents

100 Surveys Returned

ANNUAL BUDGET		JOB TITLES	
\$499,999 & Under	50%	Executive Director	74%
\$500,000 +	50%	Others: Director, Program Director, Principal, VP/COO, President, CEO	26%
NUMBER OF STAFF		LOCAL AFFILIATES/STATE OFFICES	
1—10	55%	Local Affiliates	87%
More Than 10	45%	State Offices	13%
LOCATION		STATES REPRESENTED	
Rural	42%	Georgia	20%
Urban	46%	North Carolina	20%
Suburban	12%	Texas	14%
		17 Others	45%

APPENDIX B: REVIEW OF LEADERSHIP DEVELOPMENT PROGRAMS

General

- Advancing Latina Leaders in Nonprofits
- American Center for Educators Online at the National Constitution Center
- American Leadership Forum
- American Management Association
- Black Female Executive Directors Group
- Blue Cross Blue Shield Foundation of North Carolina—Healthy Community Institute
- Bluepoint Leadership Development
- Boys and Girls Clubs of America
- Center for Creative Leadership
- Center for Nonprofit Advancement
- Center for Social Leadership
- The Coaches Training Institute
- Communities In Schools of Georgia
- CompassPoint
- County of Riverside, CA
- Disney Institute
- Emerging Practitioners in Philanthropy
- Impact Silver Spring
- Independent Sector
- Institute for Health and Human Potential
- Jefferson Center for Learning and the Arts
- Leadership Washington
- Leadership Learning Community
- LeadStar
- Midwest Center for Nonprofit Leadership
- Moore County Leadership Development Institute
- The Nonprofit Roundtable of Greater Washington
- Psychological Associates
- Rockwood Leadership Institute
- Rural Economic Development Institute
- Society for Organizational Learning
- Southwest Training Institute
- Toastmasters Leadership Track
- Tom K. Hearn Leadership Program

- United Way of America
- Woodhull Institute for Ethical Leadership
- YMCA
- Youth Action Research Group

Higher Education

- Center on Philanthropy at Indiana University
- Columbia Business School—Executive Education
- Duke University—Nonprofit Management Certificate Program
- eCornell—Online Profession Development from Cornell University
- Georgetown Public Policy Institute, Center for Public & Nonprofit Leadership at Georgetown University
- The Hauser Center for Nonprofit Organizations at Harvard University
- Kellogg School of Management, Center for Nonprofit Management at Northwestern University
- North Carolina State University—Nonprofit Studies Minor
- University of California—Division of Agriculture and Natural Resources
- University of Pennsylvania—Wharton Executive Education
- The University of Texas at Austin—Lyndon B. Johnson School of Public Affairs—RGK Center for Philanthropy and Community Service

Foundations

- The Annenberg Foundation—Alchemy
- Bank of America Charitable Foundation—Neighborhood Excellence Leadership Program
- Council on Foundations—Career Pathways: A Philanthropic Leadership Pipeline Expansion Program
- Robert Wood Johnson Foundation—Ladder to Leadership

Summaries of Most Relevant Programs

Private Leadership Development Programs

Bluepoint Leadership Development (www.bluepointleadership.com) conducts customized training at clients' sites and there is no open enrollment. Leaders use research-based content to engage participants in experiential exercises, peer coaching, small group work, individual 360 assessments and video case studies. Although its focus has been primarily on providing leadership development training to corporations such as Intel, Microsoft, Starbucks, HP and Xerox, Bluepoint has worked with nonprofits as well, including Fulton County (Atlanta) School District, Save the Children and various universities. *Leadership Excellence* magazine ranked Bluepoint as one of the top five leadership development training firms in the country in 2009, after Korn/Ferry International, Marshall Goldsmith Partners, Zenger/Folkman and Jim Collins.

Most of Bluepoint's training revolves around these workshops: The Leadership Essentials, The Leader Within and The Leadership Challenge. The cost for a two-day workshop for 20 people is usually \$20,000, although nonprofits are offered discounts that would lower the cost to between \$10,000 and \$15,000. Additional fees for shipping materials and the trainer's travel would range from \$1,000 to \$1,500. A "Train the Trainer" option is also available.

The **Center for Creative Leadership** (CCL) (www.ccl.org) headquartered in Greensboro, North Carolina, with additional campus locations in California, Colorado, Singapore and Brussels, Belgium, is a top-ranked global provider of executive education that develops leaders through its exclusive focus on leadership education and research. It offers open-enrollment programs, customized training and webinars. Members of the CCL faculty have business experience and academic expertise and they serve more than 20,000 individuals and 200 organizations annually. Although 83 percent of the Center's program participants are from the private sector, 4 percent represent nonprofits and 8 percent come from the field of education.

Onsite programs include:

- ▶ Foundations of Leadership—Includes setting individual goals and action plans. Tuition for this three-day program is \$3,700 and does not include lodging and meals.
- ▶ Leading for Organizational Impact: The Looking Glass Experience—Includes a comprehensive assessment process leading to increased self-awareness. Tuition for five days is \$7,200, not including lodging and meals.

Live and on-demand webinars include:

- ▶ Adaptability: Responding Effectively to Change
- ▶ Communicating Your Vision
- ▶ Leading Across Differences
- ▶ Unleashing Effective Innovation: The Power of Creative Leadership

The mission of the **Center for Social Leadership** (CSL) (www.socialleaders.org) has a dual focus: "To build the leadership and managerial capacity of nonprofit organizations; and to teach low-income youth the necessary career-building leadership skills to design their own exit strategies from poverty." CSL offers two certificate programs via webinar. The Certificate of Transformational Nonprofit Leadership Program is recommended for those who have held senior positions in a nonprofit organization for five years or less. The Advanced Certificate of Transformational Nonprofit Leadership is suggested for those who have served as a nonprofit leader for over five years.

Each program lasts for one year and consists of 12 monthly two-hour sessions; a full curriculum including five of the top books on leadership, social marketing, fundraising and work-life balance; case studies; handouts and other readings; and a faculty that includes best practices leaders (session facilitators) from Georgetown Business School, Yale School of Management and Duke University's Fuqua School of Business. The cost for each of these year-long programs is \$1,850. Sessions include: Leadership Communication, Inspiring a Collective Vision, Balancing Work and Life, Reliable Fundraising in Unreliable Times: Innovative Fundraising Strategies; Building an Effective Board; and The Nine Strategies of Effective Time Management.

In addition, CSL offers a “Transform” residential program, which lasts five and a half days, at George Washington University. The program includes facilitated group discussions, case studies, funder panels, a leadership lab and 23 skill-building sessions including: Leading Change; Social Marketing; Managing Performance; and Leadership Style and Impact. This program is usually offered in the spring and fall. There is an application process, administered by an admissions committee, which requires an essay, letters of recommendation and resume. The \$4,500 tuition fee covers everything except lodging. Tuition assistance is available.

The **Rockwood Leadership Institute** (www.rockwood-leadership.org) was founded in 2000 to provide individuals, organizations and networks in the social benefit sector with powerful and effective training in leadership and collaboration. Each year, Rockwood delivers its programs to more than 250 national leaders working in important grassroots and policy reform sectors that help improve the well-being of communities and the world. Rockwood teaches skills and provides tools that help these leaders overcome organizational challenges; inspire and align individuals and organizations toward producing quality outcomes; develop collaborative skills; decrease “burn-out;” and create organizations that celebrate sustainability and diversity. Two 4-day residential seminars led by nationally recognized facilitators are held in a beautiful retreat setting. Personalized 360-degree self and peer surveys designed to identify strengths and areas for improvements are the foundation of these programs. Between 24 and 30 nonprofit leaders participate in The Art of Leadership and The Advanced Art of Leadership workshops.

Programs are offered several times a year in Sonoma, California, and New York City. The sliding-scale tuition, from \$500 to \$4,000, is based on the organization’s annual budget. Fees for room and board are \$500 in Sonoma and \$750 in New York City. Workshops include: Collaboration and Partnerships, Time Management, Communicating Your Vision, Managing Stress, Emotional Intelligence, Effective Communication and Dealing with Differences, and Listening and Speaking Skills.

Institutions of Higher Learning

Cornell University offers a series of online learning options through eCornell (www.ecornell.com), with courses designed by Cornell faculty focusing on allowing participants to build knowledge and skills using online case studies, interactive exercises and simulations based on authentic, relevant and “real-world” situations. Course content is primarily focused on leadership in the corporate environment. New courses start every month accompanied by round-the-clock access to course materials, online and telephone support, and dedicated online instructors. Course offerings include: Developing an Agenda for Change; Leading Through Creativity and Unlocking Your Leadership Potential. Courses are structured around a two-week timeframe with flexible scheduling. Courses begin on Wednesdays, allowing for two weekends to complete course work. After formal instruction ends, access to course materials continues for four weeks to allow time to complete assigned projects.

Cost for these online courses ranges from \$699 to \$879 each. They can be taken individually or as part of various certificate programs. Downloadable course notes are available for \$29, which allows participants to read class materials when they are not online.

Northwestern University’s Center for Nonprofit Management at the Kellogg School of Management (www.kellogg.northwestern.edu/execed) offers one- and two-day classroom courses delivered in Chicago. Costs vary from \$500 to \$1,000 per class (partial scholarships are available) and some meals are provided but lodging is not included.

The certificate program requires completion of five executive programs that can be selected from more than 20 offerings, including Developing High Performing People; Fundraising and Marketing: Using Social Media to Advance Your Mission; and Critical Issues in Board Governance. One or two classes are scheduled each month except during the summer. Individual classes can be taken without pursuing the Certificate of Professional Achievement in Nonprofit Management. The faculty consists of professors from the Kellogg School and knowledgeable practitioners from throughout the nonprofit sector.

They link theory and practice, actively engaging participants in learning concepts essential for success in the nonprofit arena.

The **University of Pennsylvania's** Aresty Institute of Executive Education at the Wharton School (www.executive-education.wharton.upenn.edu) offers several multi-day leadership development programs in classroom settings in Philadelphia. The programs delve into effective decision-making processes, power and influence, altering behaviors, recasting mindsets, organizational change, personal negotiation styles, and investing in and managing relationships for greater impact. Classes provide a combination of case work with daily experiential exercises. Course content is primarily focused on leadership in the corporate environment.

Critical Thinking: Real-World, Real-Time Decisions, a three-day class, is offered once in the spring and once in the fall. The tuition of \$6,950 includes lodging and meals.

Leading and Managing People, a four-day program, is also offered in the spring and fall. The tuition of \$7,250 also includes lodging and meals. Faculty consists of professors from The Wharton School, as well as leading authors and practitioners in the field of leadership development.

APPENDIX C: EXECUTIVE LEADERSHIP DEVELOPMENT PROGRAMS AND LEARNING AGENDAS

EXECUTIVE LEADERSHIP DEVELOPMENT PROGRAM: EMERGING LEADERS	
TARGET AUDIENCE	Executive directors with six months to two years experience with Communities In Schools
TYPE OF PROGRAM	35 hours of class participation
APPLICATION REQUIREMENTS	<ul style="list-style-type: none"> ► Completed application ► Statement of commitment from executive director ► Letter of support from board chair ► Registration fee, refundable upon completion
PROGRAM FORMAT	<ul style="list-style-type: none"> ► One three-day, face-to-face training session ► One two-day, face-to-face training session ► Conducted at six-month intervals
PROGRAM COMPONENTS	<p>Required</p> <ul style="list-style-type: none"> ► Two days of leadership development program delivered by Bluepoint Leadership Development ► Three days of training with Communities In Schools affiliate management focus ► Complete reading assignments between first and second sessions <p>Other Components</p> <ul style="list-style-type: none"> ► Opportunity to build peer network ► Reflection journal ► Trained coaches available to participants—20 hours ► Visit to another Communities In Schools affiliate ► Participate in online webinars outside Communities In Schools ► Take advantage of local leadership development opportunities or self study through books and DVDs ► Communities In Schools leadership blog or community of practice
EXECUTIVE LEADERSHIP DEVELOPMENT PROGRAM: EXPERIENCED LEADERS	
TARGET AUDIENCE	Executive directors with a minimum of two years experience with Communities In Schools
TYPE OF PROGRAM	35 hours of class participation
APPLICATION REQUIREMENTS	<ul style="list-style-type: none"> Completed application Statement of commitment from executive director Letter of support from board chair Registration fee, refundable upon completion
PROGRAM FORMAT	<ul style="list-style-type: none"> One three-day, face-to-face training session One two-day, face-to-face training session Conducted at six-month intervals
PROGRAM COMPONENTS	<p>Required</p> <ul style="list-style-type: none"> ► Two days of advanced leadership development program delivered by Bluepoint Leadership Development ► Three days of project-based training with Communities In Schools focus ► Complete reading assignments between first and second sessions <p>Other Components</p> <ul style="list-style-type: none"> ► Opportunity to build peer network ► Reflection journal ► Trained coaches available to participants—20 hours ► Visit to another Communities In Schools affiliate ► Participate in online webinars outside Communities In Schools ► Take advantage of local leadership development opportunities or self study through books and DVDs ► Communities In Schools leadership blog or community of practice

AFFINITY GROUP—OPPORTUNITIES FOR SEASONED LEADERS	
TARGET AUDIENCE	Executive directors with a minimum of five years experience with Communities In Schools
APPLICATION REQUIREMENTS	<ul style="list-style-type: none"> ► Completed application ► Statement of commitment from Executive Director ► Letter of support from Board Chair
PROGRAM FORMAT	One two-to-three-day, face-to-face meeting annually
PROGRAM COMPONENTS	<ul style="list-style-type: none"> ► Topics selected by participants ► Participants assist with planning and implementation ► Options available: <ul style="list-style-type: none"> ► Online leadership training ► Visits to other affiliates ► Skills-strengthening training ► Apply for funding for 2-month sabbatical ► Communities In Schools leadership blog or community of practice

Learning Agendas for Emerging and Experienced Leaders

These learning agendas for the executive leadership development programs offer detailed information on the in-person training sessions

Learning Agenda: Emerging Communities In Schools Leaders

The programs should have a maximum of 20 participants.

The first day of session one consists of motivation and basic orientation to Communities In Schools, including course content addressing the management-based core competencies through SEBC manuals related to board governance and resource development.

Days two and three will focus on leadership-based core competencies. A trainer from the Bluepoint Leadership Development Program will lead the session. According to Bluepoint, “the experience will equip the participants to answer the following questions:

- Have I really earned the right to lead others? How do I build a powerful personal leadership brand and create the credibility necessary to lead in these demanding times?
- How do I influence others to perform at their best? How do I create a culture of sustained high performance?
- How do I lead my team to produce innovative results?
- How can I extend my influence throughout the organization creating exceptional focus and alignment of effort?”

Delivery of the course content includes lectures, interactive exercises, video case studies, personal coaching sessions and action research projects. Prior to the session, a 360-degree leadership assessment will be conducted and results will be reviewed during the workshop.

In addition to some pre-training work, participants will set goals during the session and commit to check in with each other in the following months to determine their status on accomplishing goals. To reinforce concepts learned throughout the process, Bluepoint will follow up with weekly e-mails for 12 weeks. A conference call with all participants can be scheduled by Communities In Schools at the end of those 12 weeks for additional follow-up.

This training session can be used as a train-the-trainer opportunity by having members of the Communities In Schools Learning Management Team participate. Communities In Schools will work with Bluepoint to finalize the train-the-trainer process so that Communities In Schools trainers will be trained to conduct the Bluepoint program.

Session two, which should take place six months after the first session, begins with follow-up of the Bluepoint Leadership Development training and continues with addressing additional management-based core competencies, using material from the SEBC manuals that covers marketing and public relations, organizational planning, financial management and human resources management. Team-building activities will take place throughout the two days of the second session.

Session 1—Day 1

- Mission and motivation—Bill Milliken
- Brief history of Communities In Schools
- Communities In Schools Model
- TQS overview
- CISDM overview
- Roles of Communities In Schools state and national organizations
- Board governance (SEBC manuals)
- Resource development (SEBC manuals)
- Assigned reading to complete prior to second session

Session 1—Days 2 and 3

Bluepoint Leadership Development delivers four training modules:

- Focus: About Me—Outcome: Authenticity
- Focus: One-On-One—Outcome: Coaching
- Focus: Leading Teams—Outcome: Innovation
- Focus: Organizational Leadership—Outcome: Alignment

Session 2—Day 1

- Follow-up from Bluepoint training
- Marketing and public relations (SEBC manuals)
- Organizational planning (SEBC manuals)
- Team-building activities
- Time management
- Collaboration

Session 2—Day 2

- Facilitated discussion on assigned reading from session one
- Financial management (SEBC manuals)
- Human resources management (SEBC manuals)
- Team-building activities
- Youth issues and trends related to the dropout problem

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Learning Agenda: Experienced Communities In Schools Leaders

For the experience leaders program, the Bluepoint Leadership Development program will fill the first two days of session one. Although the format of the Bluepoint program is similar to what will be used for the emerging leaders program, it will be customized to meet the needs of the more experienced leaders.

The balance of the training is project-based. The third day of session one will be used to create group projects, select group members and begin work. The groups will work on their projects through the next six months and projects will be finalized and presented during session two.

Session 1—Days 1 and 2

Bluepoint Leadership Development delivers four advanced training modules:

- Focus: About Me—Outcome: Authenticity
- Focus: One-On-One—Outcome: Coaching
- Focus: Leading Teams—Outcome: Innovation
- Focus: Organizational Leadership—Outcome: Alignment

Session 1—Day 3

- Mission and motivation—Bill Milliken
- Follow-up from Bluepoint training
- Assign group projects
- Work on group projects
- Team-building activities
- Assigned reading to complete prior to second session

Session 2—Day 1

- Communications/public speaking
- Balancing work and life/self-renewal
- Team-building activities
- Finalize group projects

Session 2—Day 2

- Facilitated discussion on assigned reading from session one
- Race equity
- Present group projects

APPENDIX D: ADDITIONAL REFLECTIONS FROM THE COMMUNITIES IN SCHOOLS NETWORK

The online survey and interviews that were conducted as part of this project resulted in a wealth of information about the state of leadership development in the Communities In Schools network. The responses and comments that could not be included in the main narrative of the report are included here.

Leadership vs. Management

Interviewees were asked to define the difference between leadership and management. The most common comments expressed were the following:

Leadership

- Looks to the future
- Motivates and inspires
- Uses good communication skills
- Is visionary
- Builds relationships
- Knows how to listen
- Is willing to take risks

Management

- Manages details of day-to-day operations
- Implements the vision
- Stays on track
- Manages resources and projects
- Uses good technical skills
- Supervises staff

What Hinders Effective Leadership?

Interviewees provided candid answers to “What characteristics do you think hinder effective leadership?” Some of those responses included:

- Inability to create enthusiasm
- Does not share credit with staff and appreciate them
- Lack of passion for mission
- Not open to others’ ideas
- Lack of flexibility
- Not delegating
- Poor communication
- Not admitting mistakes
- Inability to change direction
- Not a good listener
- Does not recognize personal shortcomings
- Lack of vision
- Too focused on today
- Does not build relationships with staff

Changing Role of Leadership

In response to “How do you see leadership roles changing in the next five years?,” many of those interviewed delivered insightful replies:

- Shared leadership responsibilities
- Economic concerns with increased focus on sustainability
- Sophisticated technology leading to increased efficiency
- Finding competent and committed leaders
- Nonprofits will be subject to more scrutiny
- Lack of time and expertise for high-level leaders to serve on boards
- More focus on work-life balance to reduce high staff turnover
- Strong emphasis on social media

Most Important Characteristics for Effective Leadership

Interviewees were asked to select five characteristics they thought were most important for effective leadership from a list. The top rankings were:

- 1** Effective communication skills
- 2** Staff management and motivation
- 3** Influencing and inspiring others
- 4** Managing change
- 5** Board support and involvement

Preferred Method of Program Delivery

Those responding to the online survey were asked to indicate their most and least preferred method of program delivery. The most preferred method was in-person programs, with the responses close to 50 percent for local, state, regional and national in-person training. Telephone conference calls, distance learning online courses and webinars were favored by approximately 30 percent of those responding.

Leadership Development Program Characteristics

When interviewees were asked if they see a leadership development program as a one-time event or an ongoing process, responses were unanimous that it is an ongoing process, ranging from six months to two years. When asked if they thought the Communities In Schools national office should offer an executive director certification program, more than three-quarters of those who responded indicated it was a good idea, while cautioning that the differing needs for new executive directors and experienced ones must be taken into consideration.

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