



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

DEVELOPING STRONG LEADERS

CAUSE-DRIVEN LEADERSHIP® COMPETENCY DEVELOPMENT GUIDE



© 2013, 2010, 2009 YMCA of the USA. All rights reserved.
First edition published 2009. Revised and updated 2010
The "Valuable Tips" included in this publication are adapted with permission from
Successful Manager's Handbook, 6th edition, and Successful Executive's Handbook.
© 2000 Personnel Decisions International Corporation. All Rights Reserved.
© 2000 PreVisor. All Rights Reserved.
CAUSE-DRIVEN LEADERSHIP® is a registered trademark of YMCA of the USA.
Nia® is a registered trademark of Nia Technique, Inc.
Everyone Ready® is a registered trademark of Energize, Inc.

CONTENTS

- CAUSE-DRIVEN LEADERSHIP® Competency Development Guide 1
- How to Use This Guide..... 4
- The Competency Development Process 5
- **MISSION ADVANCEMENT**
 - Values 9
 - Community..... 13
 - Volunteerism..... 17
 - Philanthropy 21
- **COLLABORATION**
 - Inclusion25
 - Relationships 29
 - Influence 33
 - Communication..... 37
 - Developing Others 41
- **OPERATIONAL EFFECTIVENESS**
 - Decision Making 45
 - Innovation..... 49
 - Project Management..... 53
 - Finance 57
 - Quality Results 61
- **PERSONAL GROWTH**
 - Self Development65
 - Change Capacity.....69
 - Emotional Maturity..... 73
 - Functional Expertise..... 77
- Acknowledgments..... 80

INTRODUCTION

The Y's cause is to strengthen community. Every day, we work side by side with our neighbors to make sure everyone, regardless of age, income, or background, has the opportunity to learn, grow, and thrive.

To fulfill this promise, the Y requires strong CAUSE-DRIVEN LEADERSHIP to effect lasting personal and social change in our organization's three areas of focus: youth development, healthy living, and social responsibility. This means leaders are committed to nurturing the potential of kids, promoting health and well-being, and fostering a sense of social responsibility.

There are four disciplines of CAUSE-DRIVEN LEADERSHIP that define a leader's ability to do this work:

- **Mission Advancement** – advancing the Y's promise to strengthen community
- **Collaboration** – working with, understanding, and developing others
- **Operational Effectiveness** – ensuring relevance, effectiveness, and sustainability
- **Personal Growth** – developing continually to adapt to new challenges

In an effort to develop cause-driven leaders at all staff levels across the Y, YMCA of the USA (Y-USA) has developed the CAUSE-DRIVEN LEADERSHIP Competency Model. This model is the foundation for designing all leadership development strategies and tactics in the Y.

CAUSE-DRIVEN LEADERSHIP® COMPETENCY MODEL

The CAUSE-DRIVEN LEADERSHIP Competency Model:

- comprises 18 leadership competencies (leadership knowledge, skills, and behaviors required for success in the Y)
- is organized by the four disciplines of leadership:
 - Mission Advancement
 - Collaboration
 - Operational Effectiveness
 - Personal Growth
- is organized into levels of leadership:
 - Leader
 - Team Leader
 - Multi-Team or Branch Leader
 - Organizational Leader

See the at-a-glance chart on page 3 for a quick reference to the 18 leadership competencies. The full description of each competency, including behaviors at each level, is found within the pages of this guide.

LEVELS OF LEADERSHIP

The CAUSE-DRIVEN LEADERSHIP Competency Model is organized by leadership levels. Job titles vary from YMCA to YMCA, and similar titles may have very different responsibilities among YMCAs across the country. Therefore, the table below is only a place to start in determining which level is the most relevant for you and your position. The table below gives a description of each level and lists potential position titles. When reading the descriptions, think about which best describes your responsibilities on a day-to-day basis.

LEADER

Description: Any staff member without supervisory responsibilities performing a direct service to members; an individual contributor.

Potential position titles: membership service staff; program staff, including child care center and site staff, lifeguard, swim instructor, day camp counselor, fitness instructor, child watch staff, and teen staff; weight room attendant, facility or maintenance staff; administrative assistant; association staff in payroll, accounting, human resources, and marketing; and any volunteer program staff.

TEAM LEADER

Description: Any staff member performing supervisory duties with direct reports.

Any staff member who regularly leads a team of staff or volunteers without direct supervisory responsibility.

Any staff member, with or without staff supervisory responsibility, who regularly leads a process, project, or function with significant scope and potential impact.

Potential position titles: child care site supervisors; day camp directors; fitness coordinators; aquatics directors; health and wellness directors; front desk supervisors; lifeguard shift managers; facility staff supervising hourly staff; program coordinators of single departments; community development directors; human resources managers; financial development managers; grant writers; accountants; association department leaders who directly supervise others or who regularly lead a team made up of staff from across the association without direct supervisory responsibility; association cabinet team leaders serving cross-functional teams from across the association; program volunteers supervising or leading other volunteers.

MULTI-TEAM OR BRANCH LEADER

Description: Any staff member managing multiple team leaders/supervisors representing multiple departments.

Any staff member who regularly leads multiple teams of staff or volunteers without direct supervisory responsibility.

Any staff member who provides tactical and operational leadership to multiple departments within a YMCA branch or association corporate office.

Any staff member, with or without staff supervisory responsibilities, who regularly leads multiple processes, projects, or functions with significant scope and potential impact.

Potential position titles: branch executive directors, branch associate executives, branch operations directors, specialists, or departmental directors at the association level providing consultation or guidance to a specific program area or service (example: marketing director, communications director, program development director, product line manager, association teen specialist, relationship manager for Activate America, etc.) program/membership coordinator, director, and senior program director (with multiple department or team responsibilities).

Note: This level has been identified as critical for branch executive directors.

ORGANIZATIONAL LEADER

Description: Staff members who provide strategic and visionary leadership to the organization.

Potential position titles: C-Level positions (i.e., chief executive officers, chief operating officers, chief financial officers, and chief development officers); senior vice presidents; vice presidents of operations and/or association departments; and some specialists to support specific strategies.

If you are unsure which leadership level is most appropriate for your position, refer to the behavioral description page for each competency in this guide. By going through the behavior descriptions, identify the level that best represents the behaviors you should be demonstrating on a day-to-day basis.

CAUSE-DRIVEN LEADERSHIP* COMPETENCY MODEL AT-A-GLANCE

LEADERSHIP COMPETENCIES	LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
MISSION ADVANCEMENT				
Values	Accepts and demonstrates the Y's values.	Models and teaches the Y's values.	Reinforces the Y's values within the organization and the community.	Incorporates the Y's mission and values into the organization's vision and strategies.
Community	Demonstrates a desire to serve others and fulfill community needs.	Ensures a high level of service with a commitment to improving lives.	Effectively communicates the benefits and impact of the Y's efforts for all stakeholders.	Ensures community engagement; promotes the global nature of the Y.
Volunteerism	Recruits volunteers and builds effective, supportive working relationships with them.	Provides volunteers with orientation, training, development, and recognition.	Implements effective systems to develop volunteers at program, fundraising, and policy leadership levels.	Leads a culture of volunteerism ensuring engagement, inclusion, and ownership.
Philanthropy	Supports fundraising.	Cultivates relationships to support fundraising.	Secures resources and support for all philanthropic endeavors.	Leads a culture of philanthropy.
COLLABORATION				
Inclusion	Works effectively with people of different backgrounds, abilities, opinions, and perceptions.	Champions inclusion activities, strategies, and initiatives.	Develops strategies to ensure staff and volunteers reflect the community.	Advocates for and institutionalizes inclusion and diversity throughout the organization.
Relationships	Builds rapport and relates well to others.	Builds relationships to create small communities.	Builds and nurtures strategic relationships to enhance support for the Y.	Initiates the development of relationships with influential leaders to impact and strengthen the community.
Influence	Seeks first to understand the other person's point of view and remains calm in challenging situations.	Empathetically listens and communicates for understanding when negotiating and dealing with conflict.	Serves as a community leader building collaborations based on trust and credibility to advance the Y's mission and goals.	Is recognized as an inspirational community leader who navigates complex political and social circles with ease.
Communication	Listens for understanding and meaning; speaks and writes effectively.	Effectively tailors communications to the appropriate audience.	Communicates for influence to attain buy-in and support of goals.	Communicates to engage and inspire people within and outside the Y.
Developing Others	Takes initiative to assist in developing others.	Provides staff with feedback, coaching, guidance, and support.	Provides tools and resources for the development of others.	Ensures that a talent management system is in place and executed effectively.
OPERATIONAL EFFECTIVENESS				
Decision Making	Makes sound judgments, and transfers learning from one situation to another.	Provides others with frameworks for making decisions.	Integrates multiple thinking processes to make decisions.	Possesses penetrating insight and strong strategic and critical thinking skills.
Innovation	Embraces new approaches and discovers ideas to create a better member experience.	Conducts prototypes to support the launching of programs and activities.	Involves members and community in the development of programs and activities.	Invests resources in well-designed innovation initiatives.
Project Management	Establishes goals, clarifies tasks, plans work, and actively participates in meetings.	Develops plans and manages best practices through engagement of team.	Ensures execution of plans.	Creates a structure to deliver organization-wide results to achieve objectives.
Finance	Follows budgeting policies and procedures, and reports all financial irregularities immediately.	Effectively creates and manages budgets.	Institutes sound accounting procedures, investment policies, and financial controls.	Develops and implements stewardship strategies.
Quality Results	Strives to meet or exceed goals and deliver a high-value experience for members.	Holds staff accountable for high-quality results using a formal process to measure progress.	Assigns clear accountability and ensures continuous improvement.	Determines benchmarks and ensures appropriate leadership to meet objectives.
PERSONAL GROWTH				
Self Development	Pursues self-development that enhances job performance.	Shares new insights.	Fosters a learning environment embracing diverse abilities and approaches.	Creates a learning organization.
Change Capacity	Demonstrates an openness to change, and seeks opportunities in the change process.	Facilitates change; models adaptability and an awareness of the impact of change.	Creates a sense of urgency and positive tension to support change.	Effectively drives change by leveraging resources and creating alignment to expand organizational opportunities.
Emotional Maturity	Accurately assesses personal feelings, strengths, and limitations and how they impact relationships.	Utilizes non-threatening methods to address sensitive issues and inappropriate behavior or performance.	Anticipates challenges that can sidetrack or derail growth and personal learning.	Shares authority and demonstrates courage and humility.
Functional Expertise	Has the functional and technical knowledge and skills required to perform well;	uses best practices and demonstrates up-to-date knowledge and skills in technology.		

HOW TO USE THIS **development guide**

The **CAUSE-DRIVEN LEADERSHIP Competency Development Guide** provides a framework for Y staff working to expand and enhance knowledge, skills, and abilities to further develop in a current role or prepare for a more advanced position. Whether a program director aspires to be a CEO, a payroll clerk dreams of serving as vice president of human resources, a swim coach wants to be the best swim coach in the tri-state area, or a CEO wants to enhance a particular set of skills, this guide is intended to provide career guidance and development suggestions to Y staff at all levels.

Leadership competency development is a collaborative effort involving you, your supervisor, your YMCA, and Y-USA. Each entity plays an important role in building cause-driven leaders in the Y. Optimal development occurs when all four work together.

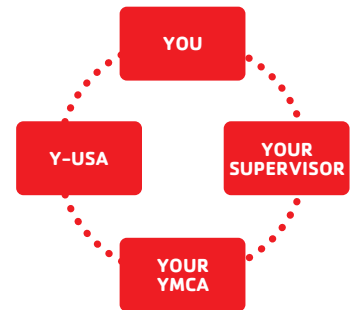
You: take ownership of your career and leadership development; assess your leadership competencies and determine, with the assistance of a coach, which leadership competencies to develop; create a personal development plan; and seek the coaching support needed to be successful.

Your Supervisor: shares accountability for your development; ensures you have a development plan and opportunities to enhance your skills and grow as a leader; provides regular and ongoing coaching and support.

Your YMCA: provides access to experienced-based learning and training opportunities; encourages coaching relationships; builds systems to align and reinforce desired behavior; supports a learning culture for ongoing and continuing professional development.

Y-USA: designs and implements accessible, affordable training and resources that will support staff in developing leadership competencies.

This guide will be updated regularly to reflect the most relevant information and your feedback. If you have feedback, please send it to competencymodel@ymca.net.



WHO SHOULD USE THE GUIDE?

The **CAUSE-DRIVEN LEADERSHIP Competency Development Guide** is intended for use on multiple levels and for many audiences. Every staff member in the Y can benefit from this tool. Here are a few examples:

- An individual employee, at any level, might use this guide with a self-selected or assigned coach to engage in short- and long-term career planning.
- A human resources professional might use this guide as a tool for professional development planning with all YMCA staff.
- A supervisor and his or her direct report might use this guide to supplement the performance appraisal process. For example, the guide along with the assessment results may be foundational to a discussion about individual development.

HOW IS THIS GUIDE ORGANIZED?

The guide is organized by competency. Each competency includes the following information organized by leadership level:

- A definition and behavioral descriptions of the competency
- Suggested experience-based learning assignments
- Key coaching questions (for self-reflection or for use during a coaching session)
- Valuable tips
- Training opportunities
- Self-study: suggested readings and books

FUNCTIONAL EXPERTISE: THE "18TH COMPETENCY"

There is one competency that is organized in a slightly different way—Functional Expertise. Functional Expertise refers to the functional (or technical) skills, abilities, and knowledge required to perform a job well and are typically listed in the job description. Examples might include:

- A lifeguard's ability to perform a rescue
- A human resources professional's ability to manage employee benefits
- A financial development professional's knowledge about fundraising technology

In most jobs, there are technological skills required to be successful and relevant within a specific area; for instance, the ability to use computers and software within an area of operations.

Advancements in functional areas and technology occur regularly; therefore, it is critical to continue to develop knowledge and skills in these areas throughout your career.

Remember, functional competency is determined by the work required of a specific job; the other 17 competencies apply across all Y jobs. Consequently, the behavior descriptions listed under Functional Expertise in this guide are the same for all four leadership levels.

The Competency Development Process

The central theme behind the competency development process focuses on identifying areas for change and creating opportunities to practice new skills. Foundational to this process is the 70/20/10 Learning Model.

THE 70/20/10 LEARNING MODEL

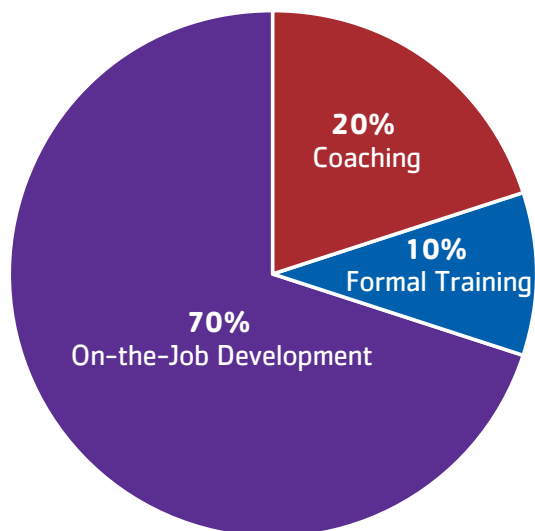
Seventy percent of learning and development takes place from real-life, challenging on-the-job experiences, tasks, and problem solving. This is the most important aspect of any learning and development plan. If you really want to grow, you'll have to stretch in uncomfortable areas; areas that may go against your natural strengths. For example, whether you gravitate toward team building or not, you can learn the behaviors of excellent team builders. You might even come to enjoy it. It's important not to confuse what you like to do with what's necessary to do.

Twenty percent of learning and development comes from coaching, feedback, and observing and working with role models. Little happens without feedback tied to a goal. Find a coach; get a developmental partner; ask your supervisor for feedback on a regular basis; poll people you work with about what you should keep doing, keep doing with slight modifications, stop doing, and start doing.

Ten percent of learning and development comes from formal training. Formal training can be delivered in a variety of ways including the Y-USA training system, your local YMCA, a third-party vendor, a college or university, online programs, self-study, and books.

For example, if you want to improve your performance related to the Philanthropy competency, you can create a development plan using the 70/20/10 Learning Model. You might first decide to attend a workshop sponsored by NAYDO (North American YMCA Development Organization) (10 percent). You might then find a coach who can help guide you along the way (20 percent), and you might apply your new knowledge and practice new skills while working on an annual campaign over several months (70 percent).

70/20/10 Learning Model



COMPETENCY DEVELOPMENT STEPS

1. Assess Your Leadership Competencies

The first step is to assess your competencies by completing the online **Leadership Competency Assessment**. Search for it by title on yexchange.org.

Another way to familiarize yourself with the competencies and to determine areas of strength and opportunities is to use the **CAUSE-DRIVEN LEADERSHIP Competency Cards** found at yexchange.org. The Competency Cards include single cards devoted to each of the 18 leadership competencies across the four leadership levels. Each card includes the definition of the competency along with the behavior descriptions. The **CAUSE-DRIVEN LEADERSHIP Competency Cards** can be sorted by your skill level and by the level of importance to your job.

2. Interpret and Understand Your Results

A critical step in your development and learning process is to identify and build trusting relationships with a coach (supervisor, manager, role model, mentor) who can help you develop your competencies. Your coach helps you reflect and develop your dreams and aspirations, look at the way you come across to others, identify strengths and gaps, and overcome blind spots in your leadership style.

- Once you have completed your online assessment, you can discuss your results with your coach to determine your strengths and areas of development.
- Once you have completed a sort using the **CAUSE-DRIVEN LEADERSHIP Competency Cards**, discuss your strengths and opportunities for development with your coach.

3. Create a Development Plan

The third step in your process is to create, in collaboration with your coach (supervisor, manager, role model, mentor), a development plan by using this guide. The plan will help you determine how you will improve those areas identified for development. A template for the plan is located on yexchange.org.

4. Implement Your Development Plan

During this fourth step, implement your development plan:

- begin to experiment with new behaviors, thoughts, and feelings
- immerse yourself in the experiences you chose to stretch your skills and reach your development goals
- check in with a coach for reflection and guidance
- engage in self-study or training

5. Cultivate Trusting Relationships—Find a Coach

Cultivating trusting relationships—a continuous practice throughout the learning process—helps and encourages you at each step. Cultivating a trusting relationship with people who act as coaches will provide rich opportunities for learning. A coach will help translate your development plan into action.

NO COMPETENCY STANDS ALONE

The CAUSE-DRIVEN LEADERSHIP Competency Model was developed to take a holistic approach to development; therefore, every competency is important at all levels, with even the most exceptional employee exhibiting varying degrees of capacity within each competency. It is important to note that job competencies are developed over time and represent the compilation of multiple abilities and knowledge required for success. It is also important to note that no one competency stands alone. Each competency is important and depends upon the other competencies to be supported and enhanced.

Consider the following scenario:

After going through your assessment, you find that a development area for you is the Relationships competency. Be sure to ask yourself the following questions to assist in identifying additional competencies that may guide your learning and growth:

“What other competencies relate to relationships?”

“What other competencies could be enhanced if I build my relationship skills?”

In this particular case, in addition to reviewing the section in the development guide for the Relationships competency, it will also be beneficial to review the following sections:

- **Emotional Maturity** because accurate self-awareness and recognition of your impact on others is critical to building mutually beneficial relationships
- **Communication** because how we choose to relay our messages or directions has an impact on the relationship that is created
- **Inclusion** because it is important to value all aspects of diversity when building relationships
- **Influence** because how you utilize influence with others makes a significant impact on the relationship created

FUTURE FOCUSED

This guide was designed with an eye toward the future. The design of the CAUSE-DRIVEN LEADERSHIP Competency Model and this guide is rooted in the belief that everyone, regardless of level in the Y, can benefit from continuous learning and development. You are not expected to assess high in all 18 competencies. Instead, strive to be skilled in competencies representing each of the four disciplines:

- **Mission Advancement:** advancing the Y’s promise to strengthen community
- **Collaboration:** working with, understanding, and developing others
- **Operational Effectiveness:** ensuring relevance, effectiveness, and sustainability
- **Personal Growth:** developing continually to adapt to new challenges

HOW IT BEGAN: RESEARCH AND VALIDATION

Two years of comparative research was conducted to identify those leadership competencies required for success at the Y today and in the future. That research included the following:

- A comprehensive environmental scan of competency models used by top performing businesses, academic institutions, and nonprofits
- In-depth interviews with high-performing leaders representing all levels and types of YMCAs
- A synthesis of existing competency models from within the Y
- Numerous focus groups made up of YMCA staff of all levels from YMCAs of all sizes
- A thorough validation process utilizing expert consultants

As the Y evolves, so too will the CAUSE-DRIVEN LEADERSHIP Competency Model. It is inevitable that as new programs are developed, populations change, constituents’ needs evolve, and new leadership styles emerge, the competencies of YMCA staff members will need to remain up to date.

CAUSE-DRIVEN LEADERSHIP® COMPETENCIES **defined**

MISSION ADVANCEMENT

- **Values**
Demonstrates in word and action the Y's core values of caring, honesty, respect, and responsibility and a commitment to the Y's mission, in all matters at all times.
- **Community**
Delivers the benefits of good health, strong connections, greater self-confidence, and a sense of security to all who seek it.
- **Volunteerism**
Advances the legacy of volunteer engagement and leadership.
- **Philanthropy**
Values and supports the many facets of philanthropy as an essential component in achieving the Y's mission.

COLLABORATION

- **Inclusion**
Values all people for their unique talents, and takes an active role in promoting practices that support diversity, inclusion, and cultural competence.
- **Relationships**
Builds authentic relationships in the service of enhancing individual and team performance to support the Y's work.
- **Influence**
Employs influence strategies that engage, inspire, and build commitment to the cause and overall Y goals.
- **Communication**
Listens and expresses self effectively and in a manner that reflects a true understanding of the needs of the audience.
- **Developing Others**
Recognizes and acts on the need to continually develop others' capabilities to attain the highest level of performance possible.

OPERATIONAL EFFECTIVENESS

- **Decision Making**
Integrates logic, intuition, and sound judgment to analyze information to identify greatest opportunities, make sound decisions, and solve problems.
- **Innovation**
Participates in the generation, experimentation, and implementation of new approaches and activities that improve and expand the Y's mission and work.
- **Project Management**
Supports goal attainment by prioritizing activities, assigning responsibilities in accordance with capabilities, monitoring progress, and evaluating impact.
- **Finance**
Demonstrates and sustains the Y's nonprofit business model.
- **Quality Results**
Demonstrates and fosters a strong commitment to achieving goals in a manner that provides quality experiences.

PERSONAL GROWTH

- **Self Development**
Is dedicated to the improvement of own capabilities, and demonstrates this through the continual expansion of knowledge, and skills.
- **Change Capacity**
Leads self and others through change by navigating ambiguity appropriately and adapting well to new situations, obstacles, and opportunities.
- **Emotional Maturity**
Demonstrates effective interpersonal skills.
- **Functional Expertise**
Has the functional and technical knowledge and skills to do the job at a high level of accomplishment.

CAUSE-DRIVEN LEADERSHIP® COMPETENCY development guide



© 2009, 2010, 2012 by YMCA of the USA. All rights reserved.

MISSION ADVANCEMENT

VALUES

Demonstrates in word and action the Y's **core values** of caring, honesty, respect, and responsibility and a commitment to the **Y's mission**, in all matters at all times.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Consistently demonstrates the Y’s values. • Shows a genuine concern for the needs, feelings, and well-being of others, even under stress. • Acts with integrity and credibility in all situations. 	<ul style="list-style-type: none"> • Models and teaches the Y’s values to others. • Cultivates trust in others through direct and honest interactions. • Keeps confidences and earns the trust of others. • Interacts in a candid and straightforward manner. <p>+</p> <p>Leader behaviors</p>	<ul style="list-style-type: none"> • Puts in place best practices that reflect the values of the organization. • Creates an environment that reinforces trust, mutual respect, and a service orientation. • Models the Y’s values when dealing with individuals and organizations in the community. <p>+</p> <p>Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Regularly communicates to others how the vision and strategy align with the Y values and mission. • Acts as a cause-driven leader for the organization. • Demonstrates uncompromising ethical behavior at all times. • Sets the ethical standards for the organization. <p>+</p> <p>Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

VALUES

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Seek out a mentor for guidance in developing and understanding your motives for serving others and how you come across to others.
- Enroll in a class or experience that exposes you to new ways of thinking, exercising, or being (yoga, pilates, Bible study, Nia, etc.).
- Volunteer to serve on a branch/association-wide task force or committee to focus on mission and values at work.

TEAM LEADER

- Initiate a feedback process (i.e., 360-degree coaching) to collect feedback on your interpersonal skills and ability to “walk your talk.”
- Create an individual learning plan to intentionally develop or enhance any leadership areas identified in your feedback.
- Lead a session for your direct reports on creating and recovering trust when broken.

MULTI-TEAM OR BRANCH LEADER

- Take full accountability for leading a mission/values audit for your branch or association; evaluate existing culture against best practices and expectations; develop strategies to enhance or change culture; implement.
- Interview leaders whom you admire and ask them to define their leadership credo; gain their support to assist you in identifying your leadership credo.

ORGANIZATIONAL LEADER

- Lead an evaluative process engaging key stakeholders to think about the mission; determine how best to communicate the mission and your YMCA’s strategies to accomplish the mission—and the rationale behind them. Share results and implement best practices identified.
- Establish your personal “board of directors,” a small group of entrusted colleagues and senior volunteers who will speak the truth about your leadership and hold you accountable to your intentions.
- Champion an initiative to educate all staff and volunteers about ethical implications for your organization.

KEY COACHING QUESTIONS

- What assumptions, beliefs, and values guide you in your daily life? How do those assumptions, values, and beliefs align with the mission of the Y?
- To which core values do you refer when you make difficult decisions?
- How is your behavior at work predictable and consistent with your stated values and beliefs?
- How do you follow through on your commitments?
- What does it mean to you to be credible and have integrity? How important are those two characteristics to you?
- How have you established your personal credibility?
- Who are your role models for exhibiting a commitment to the Y’s mission and values? How have those role models impacted your understanding of the Y’s ability to transform lives?
- Under what conditions do you extend trust to others?
- Under what types of circumstances is trust eroded for you?
- How does a person re-establish trust with you once it has been eroded by another?
- How have you regained trust that has been lost?
- How balanced is your life between work, personal life, spiritual pursuits, and health? If your life is not balanced at this time, what keeps you from being able to obtain a deeper sense of alignment and peace?
- What unique perspective or giftedness do you bring to the Y?
- How does your Y work support other areas of your life?
- How does the Y align with your passion?
- What do you need to do in order to establish the boundaries to support your life balance? Who will support your efforts? Who or what might sabotage your efforts?
- What does it mean to you to be a cause-driven leader?
- How are your leadership behaviors aligned with being recognized as a cause-driven leader?

OUR VALUES

Our core values unite us as a movement with a common cause. They are the shared beliefs and essential principles that guide our behavior, interactions with each other, and decision making.

These are the four core values of the Y:

- **Caring:** Show a sincere concern for others.
- **Honesty:** Be truthful in what you say and do.
- **Respect:** Follow the golden rule.
- **Responsibility:** Be accountable for your promises and actions.

VALUES

VALUABLE TIPS

- Behave in a manner consistent with the Y mission by modeling excellence and enthusiasm in everything you do.
- Always speak about others as if they were present in the room.
- Exhibit loyalty to your team, your leaders, and your YMCA.
- Remember that your actions speak louder than your words. People judge actions not words.
- Remember the law of the harvest; in a relationship area such as trust, you will reap what you sow.
- Consciously display your leadership values, principles, and ethics in the actions you take and decisions you make.
- Always admit your mistakes and resist putting a self-serving spin on the truth.
- Work actively to rebuild trust after the organization goes through a difficult period.
- Do not make commitments you cannot keep.
- Never “cover up” your mistakes or missteps; people can forgive errors in judgment but cannot easily forgive a “cover up.”
- Remember that if you do not trust people, they will have a difficult time trusting you.
- Treat everyone with respect; especially those who can’t do anything for you.
- Create transparency—be open, real, authentic, and genuine.
- Tell the truth in a way that can be verified—err on the side of disclosure.
- Don’t hold hidden agendas.
- Don’t let pride get in the way of doing what’s right.
- Share the credit of good work with others.
- Think about what consequences your decisions will have on others in the short-term and long-term and how a decision measures up against the Y’s values and mission.
- Re-establish your credibility each time you assume a new role, begin an assignment with new people, or undergo a significant shift in responsibility.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

The Greenleaf Center for Servant-Leadership
www.greenleaf.org

Site hosts books, audio, seminars, and conference information.

Leader to Leader Institute
www.leadertoleader.org

(Peter Drucker Foundation) Site hosts numerous outstanding resources on leadership, character, mission, transforming communities, board leadership, etc.

“Putting Values Into Action,” Blessing White Consulting
www.blessingwhite.com/capabilities.asp?pid=10&sid=14

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Belasco, J., and J. Stead. 1999. **Soaring with the phoenix: Renewing the vision, reviving the spirit, and re-creating the success of your company.** New York: Warner Books.
- Bennis, W., S. Covey, M. Wheatley, et al. 2002. **Focus on leadership: Servant leadership for the 21st century.** New York: John Wiley & Sons.
- Cloud, H. 2006. **Integrity: The courage to meet the demands of reality.** New York: Collins Business.
- Greenleaf, R. 2002. **The servant-leader: A journey into the nature of legitimate power & greatness.** Mahwah, NJ: Paulist Press.
- Hinding, A. 2001. **Proud heritage: A history in pictures of the YMCA in the United States.** Virginia Beach, VA: The Donning Company Publishers.
- Howe, W.T., and N. Reece, eds. 2006. **Strengthening the organizational heart: 15 timeless lessons from legendary YMCA leader John R. Mott.** Franklin, TN: Providence House Publishers.
- Hunder, J.C. 1998. **The servant: A simple story about the true essence of leadership.** Rocklin, CA: Prima Publishing.
- Kouzes, J.M., and B.Z. Posner. 1995. **Credibility: How leaders gain and lose it. Why people demand it.** New York: Simon & Schuster.
- Kouzes, J.M., and B.Z. Posner. 1997. **Encouraging the heart: A leader’s guide to rewarding and recognizing others.** New York: Simon & Schuster.
- Matusak, L.R. 1997. **Finding your voice: Learning to lead anywhere you want to make a difference.** San Francisco: Jossey-Bass.
- Palmer, P. 2000. **Let your life speak: Listening for the voice of vocation.** New York: Jossey-Bass.
- Spears, L. 2004. **Practicing servant leadership: Succeeding through trust, bravery, and forgiveness.** San Francisco: Jossey-Bass.

MISSION ADVANCEMENT

COMMUNITY

Delivers the benefits of **good health, strong connections, greater self-confidence,** and a **sense of security** to all who seek it.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Demonstrates a desire to serve others. • Responds to requests, inquiries, concerns, and complaints in a timely and appropriate fashion to assure that members feel valued. • Anticipates and takes action to meet the needs of members and the community. • Seeks out and uses member and community feedback to improve programs and services. • Knows the name and supports the dream of every child in his or her program(s). • Knows and supports the achievement of healthy living goals of every member he or she engages. 	<ul style="list-style-type: none"> • Educates others about their responsibilities to members and the community. • Eliminates system/bureaucratic barriers so staff can provide exceptional member service. • Captures and analyzes member and community data to guide improvements. • Ensures a level of service, satisfaction, and loyalty from members that differentiate the Y from other service providers. • Publicly recognizes people for outstanding member and community service. • Assists others in recognizing impact of services on community. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Demonstrates a commitment to community development by engaging and partnering with members of the community. • Gathers and analyzes member and community data, and uses the information to make measurable improvements. • Inspires staff and volunteers to seek out member and community feedback to improve programs and services. • Effectively communicates the benefits and impact of the Y's efforts for all stakeholders. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Leads by example and inspires others to demonstrate a passion for members and the community. • Creates and communicates a community-focused vision that promotes cooperation and collaboration with other organizations to achieve service integration and mutual benefit to all stakeholders. • Promotes and embraces the global nature of the Y to engage the community. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

COMMUNITY

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Shadow a peer or supervisor who exhibits the true joy of serving others; ask them to mentor or coach you as you identify and enhance your desire to serve others.
- Develop a new program or service initiative to meet the newly identified needs of your members or community.
- Gather feedback data on a program with which you work; then develop and implement an improvement plan to enhance the service provided to your members.
- Ask to serve on a committee or task force to enhance the member engagement process.

TEAM LEADER

- Engage staff and volunteers in a process to assess true community needs in your service area and create a shared vision to direct services and programs offered at your YMCA.
- Acquire knowledge of programs and services offered by other service organizations that may benefit members.
- Participate in site/program reviews to examine services in other locations; invite others to assist in your data collection and interpretation.
- Lead your staff through an internal assessment process engaging members and non-members in identifying opportunities.
- Research, develop, and implement a new program or service targeted at an under-served segment of the community.

MULTI-TEAM OR BRANCH LEADER

- Develop a presentation or communication piece to share YMCA results with the community (at service organizations, city councils, school boards, etc.).
- Serve on community leadership boards or committees (Chamber of Commerce, school board, service clubs) to stay abreast of changing community needs.
- Lead a workshop in community engagement or member services.
- Accept full responsibility for implementing a major initiative such as Activate America, Developmental Assets, or Diversity and Inclusion in your branch or association.

ORGANIZATIONAL LEADER

- Lead a community coalition introducing a major initiative such as Activate America (including Capacity Building and Pioneering Healthy Communities), Developmental Assets, etc., in your community, uniting various key stakeholders in the public, private, and nonprofit sectors to enhance community engagement.
- Participate in or lead a multi-agency task force to address an emerging community concern.

KEY COACHING QUESTIONS

- What types of organizations have earned your personal membership loyalty and trust?
- What types of services have you received or witnessed that damaged your sense of loyalty to an organization?
- What types of member experiences at your YMCA have you witnessed that engage members in meaningful ways?
- What types of member experiences have you witnessed at your YMCA that drive people away from feeling a sense of loyalty or connection?
- How have you responded when you've seen a member being treated poorly?
- What challenges do you have in building strong connections with members or their families?
- What have you done to intentionally build relationships with members/visitors?
- How do you seek feedback from participants in your programs?
- How do you resolve issues or complaints when they are brought to your attention?
- How long does it take you to call people back after they leave you a message?
- How do you exceed expectations of the people you serve? What does your department do exceptionally well to "WOW!" a member?
- How do you recognize others for delivering exceptional service?
- Where could you or your department improve in member satisfaction?
- When was the last time you ran a program outside of the facility?
- What new programs or services have you had a hand in developing at your YMCA?
- What data points do you believe are important for understanding the member experience?
- How does your YMCA identify changing needs within your surrounding community?
- When was the last time your YMCA proactively served a pressing community need?
- What does the word "engagement" mean to you, and how do you personally create it?
- Who are your key stakeholders within the areas that you work?
- Who are the key "competitors" in your community providing similar services to your YMCA? What can you learn from them about member service (plus or minus)?
- Whom do you regard as a wonderful role model for providing excellent service to members? What behaviors or traits do they exhibit to make you believe this?
- What opportunities exist for you to share the Y experience with a larger audience?
- How much do you know about the global nature of the Y? How could you gain more information?
- What could you do to learn more about the Y? Who can assist you?
- Which communities is your YMCA not serving and what could you do?

COMMUNITY

VALUABLE TIPS

- Build meaningful and authentic relationships with all types of members at your YMCA.
- Learn member's names and interesting information about who they are and what they value.
- View complaints as gifts! Members who raise questions and concerns actually care enough to share their concerns—those who do not simply walk away.
- Always try to anticipate the needs of members, their children, their families, and people they care about when making changes.
- Find ways to find joy in serving others!
- Empathize with members when dealing with member complaints; consider their expectations. What turnaround time would you tolerate; what price would you pay; what would you expect in quality?
- Educate your members on the benefits of involvement, not simply the program or the equipment or the price.
- Ask questions or seek opinions, advice, or guidance to constantly implement improvement to services and expectations.
- Ask members how they would like to provide feedback.
- Find ways to involve coworkers who don't normally have contact with members.
- Build small communities of people committed to accomplishing a common goal within your YMCA—options are everywhere.
- Be a connector for people—introduce members to others so they build relationships with other members.
- Look for ways to "WOW!" your members and visitors—blow them away by the way you make them feel!
- Take the show on the road: look for new opportunities to serve others outside the walls of your facility.
- Seek partners in your community who want to accomplish the same things your organization wants to accomplish.
- Build trust and a deep sense of ownership with your members.
- Listen, listen, and listen some more—members are speaking and telling you what they need.
- Benchmark your services and programs against other great service organizations so you can learn about new trends and possibilities.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Society for Organizational Learning
www.solonline.org

Leader to Leader Institute
www.leadertoleader.org

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Ayre, D., G. Clough, T. Norris, et al. 2002. **Trendbenders: Building healthy and vital communities.** Chicago: Health Research and Educational Trust.
- Block, P. 2008. **Community: The structure of belonging.** San Francisco: Berret-Koehler Publishers.
- Hesselbein, F., M. Goldsmith, R. Beckhard, et al. 1998. **The community of the future.** New York: Jossey-Bass.
- Isaacs, W. 1999. **Dialogue and the art of thinking together.** New York: Random House/Doubleday.
- Pine, J.B., and J.H. Gilmore. 1999. **The experience economy: Work is theatre and every business is a stage.** Boston: Harvard Business Press.
- Senge, P.M., O. Scharmer, J. Jaworski, et al. 2004. **Presence: An exploration of profound change in people, organizations and society.** New York: Random House/Doubleday.
- Smith, S., and J. Wheeler. 2002. **Managing the customer experience: Turning customers into advocates.** London: Pearson Education Limited.
- Zaltman, G. 2003. **How customers think.** Boston: Harvard Business Press.
- Zemke, R., and C. Bell. 2003. **Service magic: The art of amazing your customers.** Chicago: Dearborn Financial Publishing.

MISSION ADVANCEMENT

VOLUNTEERISM

Advances the legacy of **volunteer engagement** and **leadership**.

VOLUNTEERISM



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> Shows respect for volunteers by providing them with attention and recognition. Provides support and recognition to volunteers so they feel welcomed and valued. Builds effective working relationships with volunteers. Identifies and actively recruits diverse volunteers in keeping with the organization's operational and strategic plans. 	<ul style="list-style-type: none"> Ensures that volunteers are provided with meaningful and fulfilling work. Engages volunteers in a way that builds commitment and loyalty to the work of the Y. Seeks out and listens to volunteers to understand what motivates them to serve. Provides volunteers with appropriate orientation, training, development opportunities, and recognition for their work/contributions. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> Teaches staff how to effectively recruit, engage, train, retain, supervise, and recognize volunteers. Analyzes needs and identifies where volunteers will be most effective in accomplishing the Y's goals and executing strategies. Creates and executes plans for the recruitment, engagement, retention, and recognition of volunteers. Ensures that volunteers are provided with the tools they require to be effective in their roles. Clarifies and reinforces the division of roles and responsibilities between corporate boards, management or advisory boards, and staff. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> Ensures that effective systems are in place for the development of volunteers. Maximizes the function of the board. Constructs board membership to create a strong, diverse mix of talents and expertise needed to meet current and emerging organizational needs. Involves volunteers in setting direction for the organization (e.g., including them in planning meetings). <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

VOLUNTEERISM

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Serve as a volunteer in a programmatic capacity at another organization to gain experience as a volunteer—you will gain new insights about the experience and learn what to do and what not to do.
- Gain knowledge of the history and value of volunteers and the best practices for volunteer engagement by interviewing those with expertise and experience.
- Serve on a volunteer development committee where you can learn by doing.
- Search the Internet for other organizations' best practices and strategies for working with volunteers; share your findings with your supervisor and department.

TEAM LEADER

- Ask to serve as a staff liaison to a committee or task force made up of volunteers.
- Lead focus group sessions with volunteers from various programs and roles to gain insight about what it is like to volunteer at your organization; listen to their perceptions and feedback for ways to enhance the experience; develop a strategy to enhance engagement and accountability.
- Attend volunteer orientation sessions led by your direct reports to support their work and gain insight into the reactions and commitment of staff and volunteers to developing volunteers.
- Join and assume a volunteer leadership role in a service club.

MULTI-TEAM OR BRANCH LEADER

- Develop and implement cultivation strategies to effectively engage community leaders and volunteers in your YMCA.
- Invite an assessment team to your organization to assess and benchmark the success factors for volunteer engagement; recommend additional strategies for improving all aspects of the volunteer process.
- Volunteer to serve as a member of an assessment team; learn and apply the assessment process as well as see how other organizations engage volunteers in meaningful ways.
- Develop and implement a plan to enhance board engagement and development.

ORGANIZATIONAL LEADER

- Lead the effort to assess and align board roles and functions to the strategy and mission of the organization.
- Serve on a nonprofit board that has a strong reputation in the community for empowering boards to meet organizational needs; seek coaching from the leader of that successful organization.
- Get a mentor or a coach who exhibits a keen understanding of the board development process, board engagement, and board accountability.
- Lead a visioning retreat with volunteers to ensure their involvement in the strategic direction of the organization; enlist support from another CEO, Y-USA Resource Director, or consultant to guide and coach you if you are unsure of steps.

KEY COACHING QUESTIONS

- Think back to a personal volunteer experience that you have had—what was that experience like for you? Explain how you were recruited and how it made you feel. What compelled you to serve as a volunteer? How were you treated by the staff or leadership of the organization you served? How were you oriented to and trained for the task to which you were recruited?
- How were your individual gifts and talents utilized by this organization? If your individual gifts and talents were not utilized, what could you have done for that organization to capitalize on your personal strengths or gifts? What did you say the next time that organization asked you to serve as a volunteer? How did this volunteer experience impact the way you view working with volunteers now?
- How do you feel about working with volunteers as part of your job at the Y? Be honest.
- What do you believe volunteers can contribute to work and services at your Y?
- What do you do to intentionally engage and create relationships with your YMCA's volunteers?
- How do you normally recruit a volunteer to serve in one of your programs or on a committee?
- When you were "up against a wall" and "had to find" more volunteers in the past—how did you reach your goal?
- What have you done to recognize a volunteer for participation in one of your events or programs?
- How do you tap into the individual gifts and talents of a person and then match those to a volunteer task or opportunity?
- How do you think your YMCA culture is perceived by current volunteers? Future volunteers?
- Describe in your own words how you believe volunteers contribute to the Y's mission.
- How do you incorporate the Y's mission and values into your volunteer recruitment presentation?
- What do you do to assure that volunteers are equipped to do their job—whatever it is?
- Why do you believe people quit serving as a volunteer for your YMCA? What can you do to assure that does not happen?
- How important is recognizing a volunteer for his or her service? What was the best thing you ever did to recognize an individual for his or her time and volunteer contribution?
- How does supervising volunteers enhance your leadership skills and influence?
- Describe what barriers exist within your YMCA that prevent people from volunteering.

VALUABLE TIPS

- Build individual relationships with members, parents, and people you meet as all are possible volunteers.
- Listen to the reasons people give for wanting to be involved in your YMCA.

VOLUNTEERISM

- Match people's gifts and talents to volunteer opportunities and roles—everyone wins!
- Enhance your “people-reading” skills to uncover motivations for people who may be willing to serve.
- Listen even more carefully when people complain about the experience at your YMCA—they care enough to tell you!
- Practice communicating the mission of your YMCA and the vision of your program so that you capture volunteers' hearts as well as their attention. Make it easy for them to want to help you!
- Do not treat volunteers as free labor or “manipulate” them into serving.
- Don't be afraid to ask volunteers to give of their time—fear of rejection will not help you be successful.
- Work hard to find the right fit for each person volunteering.
- Always treat volunteers with respect and see them as critical partners in your Y's work.
- Make sure that all volunteer positions are aligned to the Y's mission and goals.
- Assure that all volunteers are equipped to do their assigned tasks successfully.
- Recognize that managing a group of volunteers requires the same skill as managing paid staff—it is a career-builder, providing wonderful experience.
- Actively supervise your volunteer staff just as if they were “on the clock.”
- Always recognize a volunteer for his or her commitment of time and contribution.
- Don't be afraid to “release” a volunteer if rules are not followed or problems occur.
- Recognize that program volunteers are tomorrow's possible committee members, campaigners, or board members if cultivated correctly.

BOARD VOLUNTEER

- Clarify the role of volunteer board members vs. management responsibilities.
- Have no hidden agendas with board members.
- Spend time on continuous board development individually and as a group.
- Keep board members focused on vision and strategy.
- Remember the rules of relationship building and all of the tips mentioned above for programmatic volunteers—they relate to ALL volunteers at any level.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable

training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Independent Sector courses and resources
www.independentsector.org

The Bridgespan Group
www.bridgespan.org

Energize! from Everyone Ready
www.energizeinc.com

Board Source seminars and conferences
www.boardsource.org

Visit the website for a complete list of seminars and conferences held annually.

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Block, P. 1993. **Stewardship: Choosing service over self-interest.** San Francisco: Berrett-Koehler Publishers.
- Carver, J., and M.M. Carver. 1997. **Re-inventing your board.** San Francisco: Jossey-Bass.
- Drucker, P. 1990. **Managing the nonprofit organization.** New York: HarperCollins.
- Ellis, S. 2002. **Volunteer recruitment and membership development.** Philadelphia: Energize, Inc.
- Ellis, S. 2002. **From the top down: The executive role in volunteer program success.** Philadelphia: Energize, Inc.
- Friedman Fixlar, J., S. Eichberg, and G. Lorenz. 2008. **Volunteer engagement: Collaborate today, thrive tomorrow.** Bloomington, IN: AuthorHouse.
- McKee, J.R., and T.W. McKee. 2007. **The new breed: Understanding and equipping the 21st century volunteer.** Loveland, CO: Group Publishing, Inc.
- Board Source (www.boardsource.org) has numerous resources to assist in nonprofit board development.
- The Bridgespan Group (www.bridgespan.org) posts strategies and research articles that are relevant to leading a nonprofit organization.

MISSION ADVANCEMENT

PHILANTHROPY

Values and supports the many facets of **philanthropy** as an **essential component** in achieving the Y's mission.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Recognizes opportunities for increasing YMCA resources. • Tells the Y story in a way that influences others to donate both time and money. • Develops relationships with members to support fundraising. • Participates in YMCA fundraising efforts. 	<ul style="list-style-type: none"> • Designs and conducts training programs for volunteers, staff, and other groups in order to educate them about the charitable nature of the Y. • Motivates and supports others in their fundraising efforts. • Learns and applies fundraising best practices. • Secures gifts from prospective donors in order to generate financial support for the Y's mission. 	<ul style="list-style-type: none"> • Develops a compelling case about YMCA fundraising programs that will engage volunteers, staff, and other groups. • Keeps abreast of current and emerging philanthropic policies, practices, and trends. • Creates gift acceptance and acknowledgment policies that reflect the Y's values and satisfy legal and ethical standards. • Reports the sources, uses, and management of donated funds to constituents in order to preserve and enhance confidence in the organization. • Organizes people, time lines, and strategies to successfully raise necessary funds. 	<ul style="list-style-type: none"> • Takes every opportunity to articulate the value of giving in order to promote a culture of philanthropy. • Conducts performance analysis of the fundraising program to assure that public and private resources are available to support operational and capital needs. • Ensures the Y's continued relevance and community impact by addressing potential risks to the organization's status. • Models Y behaviors that reflect the charitable mission of the Y with all stakeholders. • Initiates and fosters relationships with all constituents through a systematic cultivation plan designed to increase support of the Y.
	<p>+</p> <p>Leader behaviors</p>	<p>+</p> <p>Leader & Team Leader behaviors</p>	<p>+</p> <p>Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

PHILANTHROPY

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Take on a significant, visible role in your YMCA's annual campaign with accountability for results for coaching volunteers for their annual campaign success.
- Practice effective communication to foster widespread understanding and support for the community impact of your YMCA's programs.
- Practice relationship development and listening skills to identify members and participants who would be potential donors and effective volunteers for an annual campaign team.
- Give a presentation about the Y's mission impact and community benefit to a group of prospective members or donors.

TEAM LEADER

- Give a presentation about the Y's mission impact and community benefit to a service club, church, school, or community organization.
- Research opportunities and write a successful grant proposal.
- Serve as a volunteer for another community organization.
- Attend a workshop or seminar on effective fundraising practices.
- Take an active role in reporting program impact results to donors.
- Attend YMCA of the USA's financial development module (this is the fundamental course for program directors).
- Take responsibility for coaching a division of volunteers in the annual campaign.
- Plan a series of opportunities for major donors to experience the results of their investment for the programs you supervise.

MULTI-TEAM OR BRANCH LEADER

- Participate in conferences and workshops to build skills in fundraising.
- Take a major staff responsibility and accountability for the success of the Membership Involvement/Community Phase of the annual campaign.
- Take major responsibility and accountability for the success of the staff segment of the annual campaign.
- Serve as an active volunteer in a service club or community organization to understand volunteer motivations and to build the reputation of your YMCA as a community partner worthy of philanthropic investment.
- Develop and implement a plan that assures donors and volunteers feel appreciated for their involvement.
- Participate in a call on a major donor with an organizational leader to learn the fundamentals of major gift solicitation.
- When was the last time you meaningfully recognized your volunteers? What did you do? Execute a plan to regularly recognize them and their contributions. Think of new and creative ways to do so.

ORGANIZATIONAL LEADER

- Initiate and lead a collaborative effort involving other nonprofit leaders within your service area.
- Reach out to key community leaders and establish positive relationships. Engage community leaders in YMCA leadership and the board of directors.
- Develop and implement public relations strategies to strengthen your YMCA's reputation internally and externally as a charitable organization worthy of philanthropic investment.
- Participate in conferences and workshops to build skills in fundraising and board development for fundraising.
- Serve as a board member of another nonprofit organization to better understand board members' motivational needs and to build the reputation of your YMCA as a community partner worthy of philanthropic investment.
- Serve as staff to a communications, public relations, or financial development committee of the board of directors.
- Take the lead in planning and conducting a major gift request to an individual in concert with CEO or board member.
- Take the lead in planning a cultivation visit for a major donor.
- Serve as campaign director with accountability for success of the annual campaign.

KEY COACHING QUESTIONS

- What are the outstanding needs and issues present in your community? How do YMCA programs address critical community needs? Think of new strategies for your YMCA's involvement in the community.
- How do you tell the Y story? With whom should you be communicating the Y story in order to encourage others to volunteer and make philanthropic contributions?
- Who are the key leaders in your community you should get to know? How could they contribute to the Y and its mission? How should you consider approaching them? How can they have a personally meaningful involvement with your YMCA?
- What are effective methods you can utilize to report on program impact to members, donors, and volunteers?
- What are ways to assure donors and volunteers receive a meaningful thank you for their time or monetary support and a report on the impact of the resources they contributed?
- How can you identify and qualify prospects who have the ability to impact and care deeply about a community issue your YMCA can address?

PHILANTHROPY

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

AFP (Association of Fundraising Professionals)
www.afpnet.org/

PPP (Partnership for Philanthropic Planning)
www.pppnet.org/

Obtain CFRE designation (Certified Fund Raising Executive)
www.cfre.org/

Obtain CFRM, Certificate of Fund Raising Management (The Fund Raising School at The Center on Philanthropy at Indiana University)
www.philanthropy.iupui.edu/TheFundRaisingSchool/cfrm.aspx

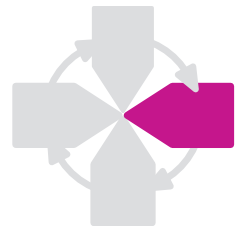
SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Bray, I.M. 2008. **Effective fundraising for nonprofits: Real-world strategies that work.** Berkeley, CA: Nolo.
- Burnett, K. 2006. **The Zen of fundraising: 89 timeless ideas to strengthen and develop your donor relationships.** San Francisco: John Wiley & Sons.
- Burnett, K. 2002. **Relationship fundraising: A donor-based approach to the business of raising money.** San Francisco: John Wiley & Sons.
- Carver, J. 2006. **Boards that make a difference.** San Francisco: Jossey-Bass.
- Chait, R. 1996. **Improving the performance of governing boards (American Council on Education Oryx Press Series on Higher Education).** Phoenix, AZ: Oryx Press.
- Fredricks, L. 2006. **The ask: How to ask anyone for any amount for any purpose.** San Francisco: Jossey-Bass.
- Scott, K.T. 2000. **Creating caring and capable boards: Reclaiming the passion for active trusteeship.** San Francisco: Jossey-Bass.
- **The Chronicle of Philanthropy**
<http://philanthropy.com>
- **Nonprofit World magazine**
www.snpo.org

COLLABORATION

INCLUSION

diversity, inclusion, cultural competence.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Displays ease and comfort with people of different backgrounds, abilities, opinions, and perceptions. • Works effectively with all members of a diverse team. • Seeks out and includes others in order to gather new and different points of view. 	<ul style="list-style-type: none"> • Actively leads YMCA inclusion and diversity activities, strategies, and initiatives. • Appropriately addresses and corrects behaviors and practices that don't support inclusion. • Encourages everyone to work well with each other, regardless of dimensions of diversity (i.e., gender and race). • Actively looks for and incorporates different points of view when making decisions. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Promotes to others the value of diversity and the importance of being an inclusive organization. • Ensures equal and fair treatment of others. • Develops plans and strategies to ensure that YMCA staff and volunteers reflect the community being served (i.e., demographics). <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Advocates for and designs the strategic vision and plans to reflect the diverse needs and concerns of the whole community. • Holds others accountable to ensure that hiring, promotion, and staff development are equitable and fair. • Champions and assures cross-cultural understanding within the organization. • Creates and enforces policies that support inclusion as an organizational imperative. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

INCLUSION

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Work on a short-term service project within a community with which you are not familiar.
- Make a list of your friends and close acquaintances. Examine your list for its diversity across a broad spectrum (i.e., not just ethnicity).
- Take the above suggestion one step further to learn and respond to different viewpoints.
- Partner with a staff member whose background and experiences are different from your own and contract to both learn and teach one to two skills that will improve your performance in some way.
- Make a list of your heroes—people you admire in sports, entertainment, business, politics, etc. Examine your list for its diversity. Ask others about people they admire and what it is they admire about them. The answers will help you find out more about your own values, as well as the values of others.

TEAM LEADER

- Open the door to another culture by learning about it.
- Lead a project team or task force with a diverse group of members.
- Volunteer for an organization where you are in the minority. Reflect on your assumptions and behavior.
- Let someone know when his or her behavior or values negatively affect his or her credibility and effectiveness.
- Share your language/culture/traditions.

MULTI-TEAM OR BRANCH LEADER

- Learn about the diversity issues affecting your YMCA and work toward solving them.
- Create internship positions in your department to bring in diverse students.
- Train regularly in your YMCA's diversity program.
- Use personality tools as an exercise during a staff retreat to learn ways of understanding individual differences among people (i.e., Myers-Briggs Type Indicator, DiSC, True Colors).
- Give people feedback to help them succeed in the organization. Coach people to use their differences effectively and not alienate others.
- Host international students, interns, and visitors. Encourage them to share their impressions of your country and your YMCA, and note what surprises them. Ask them to describe particular aspects of their daily personal and work life.

ORGANIZATIONAL LEADER

- Reverse mentor a diverse staff member so that you can further develop your cultural competency.
- Spend time with someone you respect who comes from a very different background than you do. Ask the person how he or she thinks about culture, relationships, work, values, and so forth. Ask his or her perceptions of you.
- Focus on, read about, and speak to the value of diversity in your YMCA. Support the mind-set that the involvement of staff members representing a broad base of experience more effectively helps the organization understand its members, volunteers, and donors.
- Form an officially recognized and supported committee to address issues of inclusion and diversity. Recruit team members who represent a diversity of backgrounds (and staff levels) to join.
- Study other companies (nonprofit and for-profit). What strategies do they employ that can be brought to your YMCA?
- Clearly communicate that diversity refers to everyone. Use a broad definition of diversity in your discussions: personality, age, profession, family status, country of origin, culture, urban/rural, and so forth.
- Offer flexible benefit packages that readily allow for individual preferences.
- Develop specific strategies to increase your flow of applicants from a variety of backgrounds.
- Start a partnership with a community with cultural or economic characteristics different from your own (e.g., an overseas YMCA).

KEY COACHING QUESTIONS

- How often do you work with people who differ in race, gender, culture, age, or background? If it's often, how effectively do you work with them? If it is infrequent, think of ways to interact more often with diverse groups. For example, join a special-interest network that attracts a diverse group of people.
- Describe your view of "inclusion." What does it mean? Whom does it include? How can your view be expanded?
- Think about how it feels to be different. Describe a time when you felt different. What impact did these feelings have on your behavior? How did you think about yourself in that situation?
- Think about a time when you had a disagreement with someone. How did you attempt to understand the basis for his or her views? What was the end result?
- Describe your own cultural values and background. Where can you go (whom can you talk to) to learn more about your background? What insight will this information provide?
- What are the barriers to inclusion?
- What proactive steps are you taking to remove barriers to inclusion within your team, department, branch, or community?

INCLUSION

VALUABLE TIPS

- Educate yourself about your own cultural values, assumptions, and background.
- Make a point of bringing together diverse groups when discussing issues, solving problems, and developing opportunities.
- Learn about and work to align your YMCA's strategies, practices, and values with those of your target clients so a better fit can be created.
- Avoid the tendency to joke about differences in ways that may be seen as hurtful or inappropriate.
- Challenge organizational policies and practices that may exclude people or groups.
- Monitor yourself to detect any incorrect, inappropriate assumptions you unconsciously make or stereotypical ways you respond to other people.
- Learn more about other cultures and their values through travel, books, films, and conversations with those who have experienced other cultures, and by attending local cultural events and celebrations.
- Assume differences between people and cultures exist until similarities are proven—does the difference matter?
- Be aware that giving feedback is done differently in different cultures. Consider asking someone how he or she prefers getting feedback, both compliments and constructive suggestions.
- Don't be judgmental about differences—assume positive intent.
- Create an inclusive environment—staff will be motivated to contribute and make a difference.
- Commit to supporting all staff members to maintain high levels of engagement and performance.
- Connect to a YMCA global network.
- Avoid stereotyping people. Acting out on stereotypes has a negative impact on the organization.
- Inclusion does not come naturally or easily for most people. Accept that and know that the journey has both personal and organizational rewards.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Diversity: Creating an Inclusive Work Environment
Management Concepts, Inc.
www.managementconcepts.com

SELF-STUDY: SUGGESTED READINGS AND BOOKS

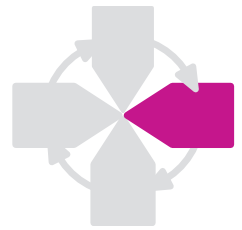
- Hampden-Turner, C. 1998. **Riding the waves of culture: Understanding cultural diversity in global business**, 2nd ed. New York: McGraw-Hill.
- Hofstede, G.H. 2005. **Cultures and organizations: Software of the mind**. New York: McGraw-Hill.
- Hyter, M.C., and J.L. Turnock. 2005. **The power of inclusion: Unlock the potential and productivity of your workforce**. Mississauga, ON: John Wiley & Sons Canada.
- Livers, A.B, and K.A. Caver. 2003. **Leading in black and white: Working across the racial divide in corporate America**. San Francisco: Jossey-Bass.
- Miller, F.A., and J.H. Katz. 2002. **The inclusion breakthrough: Unleashing the real power of diversity**. San Francisco: Berrett-Koehler Publisher, Inc.
- Morrison, T. 1994. **Kiss, bow, or shake hands: How to do business in sixty countries**. Holbrook, MA: B. Adams.
- Mulgan, G. 1998. **Connexity: How to live in a connected world**. Boston: Harvard Business Press.
- Rosinski, P. 2003. **Coaching across cultures: New tools for leveraging national, corporate, and professional differences**. Yarmouth, ME: Nicholas Brealey Publishing.
- Sonnenschein, W. 2000. **The diversity toolkit: How you can build and benefit from a diverse workforce**. Lincolnwood, IL: Contemporary Books.
- YMCA of the USA. 2007. **Building global community: Strengthen your YMCA through local and international initiatives**. Chicago: YMCA of the USA.

COLLABORATION

RELATIONSHIPS

Builds **authentic relationships** in the service of enhancing individual and team **performance** to support the Y's work.

RELATIONSHIPS



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Develops and maintains mutually beneficial relationships with volunteers, members, and colleagues at all levels of the organization. • Proactively assists others in meeting goals by sharing information and resources. • Puts the good of the organization ahead of personal gain. • Welcomes opportunities to work in small communities (i.e., committees, groups, teams). 	<ul style="list-style-type: none"> • Creates strong morale, spirit, and sense of belonging to the Y. • Builds effective teams and committees by fostering common vision and plans. • Assesses team dynamics and takes appropriate actions to engage team members in the task at hand. • Facilitates effective meetings. • Manages conflict constructively so that disagreements lead to useful and productive discussions. • Cooperates with others knowing when to follow and when to lead. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Collaborates well with others on critical community issues. • Builds relationships that enhance the YMCA's ability to impact the community. • Effectively represents department/branch/division interests while building positive, constructive relationships with others. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Forges healthy relationships that promote open and honest dialogue. • Creates successful and strategic relationships with influential leaders and members of the community in order to enhance support for the cause. • Initiates the development of relationships that promote partnering and collaborations among departments and centers within the YMCA. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

RELATIONSHIPS

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Be responsible for executing a new project or new process in your group.
- Manage a project that requires coordination across the organization.
- Take a personality test/inventory to gain insight into your personal style.
- Serve on a committee or work on a special project with higher-level managers. This will give you a chance to get to know them better, and they will experience your skills, reliability, and enthusiasm firsthand. Then look for opportunities to maintain the relationships after the work is done.

TEAM LEADER

- Take time for informal chats with staff in hallways or during brief, unscheduled visits. Ask about personal interests—family, hobbies, goals. Follow up by occasionally inquiring about their current concerns.
- Create a networking group in your YMCA or among staff from other Ys in your region.
- Be a role model for understanding and accepting individual styles.
- Define for your team what you mean by “teamwork.” What does it mean in your department? Define the term so everyone has a similar understanding.
- Identify two or three people with whom you find it difficult to work. Concentrate on the positive aspects of working with them. (List five positive characteristics of each individual; identify the qualities that make that person likeable to his or her colleagues; give compliments on his or her strong points when appropriate.)

MULTI-TEAM OR BRANCH LEADER

- Be a role model. Look for opportunities to mentor staff from diverse backgrounds. Help them learn the ropes, including informal bits of knowledge that they might otherwise not learn.
- Set up shared assignments (where one person’s time is split between two departments/programs) for some staff members in your group, and ask colleagues in other functions to do the same.
- Head a new initiative in your community or professional organization.
- Join one or more industry or professional associations. Attend meetings, conferences, and seminars. Work on program committees.
- Manage a continuous quality improvement process in your group.

ORGANIZATIONAL LEADER

- Represent the Y at a government conference.
- Confront intolerant behavior. Take the lead in defining behaviors that are unacceptable in the Y.
- Have a retreat or team-building session with your direct reports at least once or twice a year. Use this time for planning, creating, or recommitting to a vision, proposing joint projects, and making necessary decisions together.
- Volunteer on a local business’s board of directors.
- Determine the groups or people with whom you want to have a stronger relationship. Think in terms of who may know things that you want to know. Consider professional groups, industry groups, continuing educational networks, member and volunteer groups, etc.

KEY COACHING QUESTIONS

- How would you describe your ability to create a relationship with members at your YMCA?
- How do you establish a deeper level of connection with members in programs at your YMCA?
- What hinders you from creating a positive relationship with members?
- How would you describe relationships you have established with peers in your department?
- What might hinder you from creating a deeper relationship with peers?
- How would you describe your relationships with your boss and higher-levels of management?
- How do you learn from your supervisors?
- How do you ask your supervisor for feedback and coaching?
- How do your networking skills differ when you are connecting with different audiences members/peers/direct reports/supervisors or organizational leaders of your YMCA?
- In what ways do you vary your networking approach or method when preparing for different situations or audiences?
- Describe your relationships with your direct reports. How do you recognize contributions from different members of your team?
- What do you do to show respect and appreciation for individual differences in perspective and background?
- Describe your relationships with your peers and colleagues. What do you do to intentionally develop your networks?
- What behaviors indicate that you recognize, respect, and respond appropriately to the needs and concerns of others?
- How do you cultivate a broad network to exchange ideas and rally support for your ideas? Provide examples.
- Explain how you adapt your interpersonal style to meet the style of others. Provide examples.
- When have you acted to preserve relationships, even under difficult or heated circumstances? Explain.
- How well do you promote collaboration and remove obstacles to teamwork across your YMCA?

RELATIONSHIPS

VALUABLE TIPS

- Seek feedback about your personal impact from people you trust.
- Be aware of times when coworkers are hurting in their personal lives—death, illness, divorce, and so forth—and express your interest and concern.
- Confront issues, not people.
- Convey respect for all people, even those you disagree with or do not understand.
- Volunteer to help colleagues when they are overwhelmed.
- Make sure your network is reciprocal: share information, ideas, or influence; don't just take from your network.
- Develop a systematic approach to networking. Analyze what you need in a network and what you can offer other members.
- Show respect for employees' ideas and experience by asking for their input, advice, and involvement.
- Check if your work pace unintentionally puts people off.
- Engage in community activities to connect with other business leaders.
- Use your relationship skills to help your YMCA build alliances in the community and with other service organizations.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Leadership Through People Skills
Psychological Associates
www.q4solutions.com

Cross-Functional Communications:
Strategies for Workplace Effectiveness
American Management Association
www.amanet.org

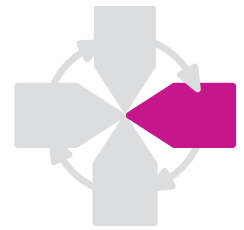
SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Bacon, T. 2006. **What people want: A manager's guide to building relationships that work.** Mountain View, CA: Davies-Black Publishing.
- Bjorseth, L.D. 2009. **Breakthrough networking: Building relationships that last,** 3rd ed. Lisle, IL: Duoforce Enterprises.
- Block, P. 1996. **Stewardship: Choosing service over self-interest.** San Francisco: Berrett-Koehler.
- Bolton, R., and D. Bolton. 1996. **People styles at work: Making bad relationships good and good relationships better.** New York: AMACOM.
- Mackay, H. 1997. **Dig your well before you're thirsty: The only networking book you'll ever need.** New York: Currency/Doubleday.
- Rath, T., and D.O. Clifton. 2004. **How full is your bucket?** New York: Gallup Press.

COLLABORATION

INFLUENCE

Employs influence strategies that **engage, inspire, and build** commitment to the cause and overall Y goals.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Seeks first to understand the other person’s point of view. • Behaves in a manner that creates and maintains trust and respect. • Builds credibility by remaining calm in challenging situations. 	<ul style="list-style-type: none"> • Plans for and adapts influence strategies to best fit the audience. • Exercises the discipline of listening empathetically and asking questions for information and understanding when negotiating and dealing with conflict. • Articulates positions well in oral and written forms. • Analyzes situations and selects/utilizes the most appropriate supervisory style (i.e., directing, coaching, supporting, or delegating). <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Promotes mutual understanding among colleagues and constituents. • Represents the organization to the community and the community’s interest to the organization accurately, fairly, and regularly. • Serves as a community leader building collaborations to advance the Y’s mission and goals. • Accomplishes objectives using formal and informal networks. • Gets things done through others by effectively reading and interpreting the culture, decisions, networks, and politics in the organization. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Demonstrates inspiring leadership that compels others to follow. • Creates and clearly communicates a common vision. • Cultivates trust and compels others to follow by consistently leading with authenticity and integrity. • Takes the lead and enjoys responsibility. • Is recognized by others as a community leader. • Navigates complex political and social circles with ease. • Advocates with appropriate parties for local, state, and federal laws and regulations to enhance the Y’s opportunities. • Demonstrates organizational courage. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

INFLUENCE

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Play a key role in your YMCA's annual or capital campaign where you have the opportunity to share the YMCA story with others.
- Put together a task force of peers who champion the organization for a new program, process, system, or technology.
- Enthusiastically present a new idea for a program or initiative (which you have researched and prepared) in a staff meeting.
- Find a mentor higher up in the organization who can help you think through your attempt to influence those with more authority than you.
- Volunteer to head a task force or project group and use a variety of techniques to increase your impact.

TEAM LEADER

- Work on a project that requires coordination and cooperation across the organization.
- Work with the manager of a department your group often has conflicts or misunderstandings with to create a better working relationship.
- Take on a boundary-spanning responsibility previously handled by your boss.
- Take note of what is important to senior management. Look for ways to spot opportunities important to your YMCA and bring those ideas to the attention of your supervisor. Ask to be a part of a planning process.

MULTI-TEAM OR BRANCH LEADER

- Bring a well-researched proposal to your boss on an issue with which you would like to influence a change.
- Ask for feedback about when you are being appropriately persuasive versus pushy or aggressive.
- Ask members and volunteers to supply current, value-adding accounts of how your programs and services helped them. Use their stories, along with research data and new findings, to shape how your YMCA is perceived in the community or by the media.
- Volunteer to serve on a local board of directors.
- Complete an assessment (such as 360 degrees) to gain an understanding of the areas people around you perceive as your strengths and developmental opportunities. Implement a targeted development plan around areas you'd like to improve.

ORGANIZATIONAL LEADER

- Establish a good relationship with the media so that they contact you in case of emergencies or possible press coverage. Relationships are critical.
- Consciously make a commitment to your YMCA and its people. Decide what that means for your role—what behaviors will demonstrate your commitment?
- List all the stakeholders involved in a particular situation. Identify one or two influential representatives from each group whom you know or should know and with whom you can speak to gain insight.
- Polish your public speaking and presentation skills. Seek feedback from those you trust.

- Build your external "recognition factor" by serving on various boards, contributing to the community, presenting papers at professional meetings, or being interviewed as an expert or leader for a business publication. This takes time but it builds visibility and, often, goodwill.
- Identify situations that could draw your YMCA into the public eye.
- Seek opportunities to build collaborations or alliances to garner support for your ideas and organizational priorities.

KEY COACHING QUESTIONS

- Observe a person in the organization who seems particularly skilled at gaining agreement from others. What communication approach does this person use? What does this person do if he/she runs into roadblocks? How does this person state his/her position? What in particular appeals to you when you listen to this person?
- Identify your customary influencing approach. What are the benefits and pitfalls of your style?
- Before you present your position, ask yourself how your idea connects with the Y's stated values, purpose, mission, and vision. How does it fit with the values and purpose actually practiced, if these are different from what is officially stated?
- How well do you impact the opinions of key "stakeholders" (volunteers, members, employees, etc.)? How do you know you have influenced them?
- How do you promote and project a positive image of your YMCA? What are the messages you intend to send?
- How skilled are you at gaining acceptance for proposed changes and new initiatives? What future opportunities do you have to attempt this? What steps will you take to ensure your success?
- Who is in your personal network? Who should be? How will you connect with these people?
- In some situations you will need to maintain your position against attempts to sway you. How effective are you at holding firm on your position when necessary? When did this go well and why? When were you unsuccessful and why?
- Provide an example of when you negotiated persuasively. Why were you successful in the negotiation? How do you show that you have truly heard the person or group with whom you are trying to influence?
- What role does empathy play in your communication style when attempting to seek agreement with others? How does it show up?
- How do you show that you have truly heard the person or group you are trying to influence?

INFLUENCE

VALUABLE TIPS

- Use a variety of techniques to influence others. Consider as many ways as possible to influence a particular person and then tailor your approach specifically to that individual and your understanding of his or her position or opinion.
- Seek feedback about your personal impact from people you trust.
- Express your passion and commitment when you are trying to influence others. Genuine enthusiasm and conviction are contagious.
- Seek assignments that require you to lead without formal authority.
- If you usually let others take the lead, be one of the first people to offer ideas in a meeting.
- Don't back down quickly when challenged. Instead, restate your position clearly to ensure others understand your perspective.
- Prepare for your next meeting by looking over the agenda and thinking about your contributions and how you can present them to that audience most effectively.
- When faced with possible resistance, consider preselling your position to a couple of key players to seek input and guidance to understand possible resistance.
- Remember that thinking in "win vs. loss" terms is never beneficial and always carries a price. Be sure to analyze the cost to the organization and your relationships if you need to push your agenda to win.
- Make a list of where key players stand on particular important issues for future reference so you learn and understand more about what's important to them.
- Before presenting a new idea or action plan, list the people whose support you'll need. Attempt to discover where each person stands in relation to your proposal—pro, con, or neutral—and formulate a plan to speak with and understand his or her side of things.
- Seek first to understand and then to be understood is a good motto to live by when learning about influence.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Strategies of Persuasion: The Science and Art of Effective Influence
Harvard University, John F. Kennedy School of Government
www.ksg.harvard.edu

American Management Association
www.amanet.org

Negotiation & Influence Strategies
Stanford University
www.gsb.stanford.edu/exed/insp/index.html

SELF-STUDY: SUGGESTED READINGS AND BOOKS

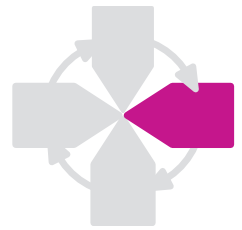
- Cialdini, R.B. 2006. **Influence: The science of persuasion**. New York: Collins Business.
- Gilley, K. 1996. **Leading from the heart: Choosing courage over fear in the workplace**. Boston: Butterworth-Heinemann.
- Harvard Business Essentials. 2003. **Harvard business essentials guide to negotiation**. Boston: Harvard Business Press.
- Maxwell, J.C. 2006. **The 360-degree leader: Developing your influence from anywhere in the organization**. Nashville, TN: Nelson Business.
- Michelli, D. 1997. **Successful assertiveness**. Hauppauge, NY: Barron's.
- Terry, R.W. 1993. **Authentic leadership: Courage in action**. San Francisco: Jossey-Bass.

COLLABORATION

COMMUNICATION

Listens and **expresses** self effectively and in a manner that reflects a true **understanding** of the needs of the audience.

COMMUNICATION



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Listens actively by asking open-ended questions. • Verifies understanding of others' perspectives by reflecting and summarizing what is heard. • Uses appropriate communication methods or styles to ensure the message is understood, especially by diverse audiences. • Utilizes and interprets body language to effectively communicate intended message. • Writes in a clear, concise, and logical fashion to ensure understanding. 	<ul style="list-style-type: none"> • Communicates needs and goals effectively to team members and individuals. • Ensures that regular, consistent communication takes place within area of responsibility. • Creates presentations tailored to the needs of the audience. • Delivers presentations and messages suited to the characteristics and needs of the audience. • Tells stories of the Y's cause and impact in the community. • Uses analogies and metaphors that engage, enlighten, and draw others to the cause. <p>+</p> <p>Leader behaviors</p>	<ul style="list-style-type: none"> • Uses superior verbal and written skills to generate support for the Y's goals. • Shares ideas and presents information informally in ways that positively impact others. • Adheres to graphic standards and voice and messaging guidelines related to the Y brand in all communications. • Communicates the Y's brand to establish the organization's credibility within the community. • Translates communication strategies and guidelines into actionable work plans for staff. • Consistently emphasizes the importance and use of the crisis communication plan. <p>+</p> <p>Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Creates and implements effective communication strategies with compelling messages that inspire others to accomplish the mission. • Actively seeks opportunities to positively position the Y in the media. • Crafts messages and presents and releases information to achieve maximum effect and overall impact. <p>+</p> <p>Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

COMMUNICATION

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Write a report for your boss updating him or her on the progress of an assignment or project.
- Write for your YMCA's employee and/or member newsletter or website.
- Practice and develop your active listening technique with members, peers, and supervisors.
- Shadow a person that possesses strong facilitator skills to learn new skills.
- Offer to serve as a sounding board to a peer or colleague to practice providing feedback.
- Ask several experienced writers and editors for feedback on how clearly you write.

TEAM LEADER

- Request the opportunity to present a new idea or a department update to senior leadership or the board of directors.
- Serve as a trainer in one of your YMCA's employee development programs (i.e., new employee orientation, supervisory skill training).
- Present a speech to an external group as a representative of your YMCA (i.e., local church, school, or city office).
- Videotape yourself giving a presentation. If you are dissatisfied with what you saw on the tape, decide what you want to change. Videotape yourself again after making the changes.
- Consider an international assignment requiring communicating with people you do not know well and who may have cultural norms different from those you are used to.

MULTI-TEAM OR BRANCH LEADER

- Write a speech for someone higher in the organization.
- With your department/group, develop a communication philosophy for your area. Every person should understand and be able to explain your group's communication mission and goals.
- Be an advocate for the view that contributing ideas and knowledge is a part of everyone's job, regardless of function or level of responsibility.
- Periodically attend meetings led by your direct reports and observe their communication skills. Provide feedback on what you saw and heard.

ORGANIZATIONAL LEADER

- Participate in a speaker's bureau.
- Serve as a subject matter expert in media interviews.
- Build communication strategies into your business plans. What type of information sharing and feedback do you need to accomplish the Y's goals?
- Make sure your communication strategy supports your overall organizational strategy and structure. For example, if you have participatory management, information needs to flow easily and quickly to the decision makers.

- Actively solicit ideas from every level, from senior management to part-time lifeguards. Valuable ideas can and do come from people in every role. (And, be receptive to those ideas.)
- Communicate examples of new programs and services that resulted from ideas from interesting sources.

KEY COACHING QUESTIONS

- How well do you use active listening skills—asking open-ended questions, paraphrasing, and reflecting—to check your understanding and communicate that you do (or don't) understand?
- Upon what communication vehicles do you typically rely (such as face-to-face meetings, phone calls, or e-mails)? What other forms of communication exist in your YMCA that should be considered?
- Consider the different styles in which people on your team communicate. How can you adapt your style to meet the styles of others?
- What is your reputation? Do people trust the information they receive from you? Do you come across as intimidating when you express your opinion?
- What do your nonverbal actions convey about your attitudes regarding open communication? How well do your gestures, facial expressions, and posture convey your willingness to share and discuss issues? Provide examples.
- Describe a time when you had to send a tough message. What did you do particularly well? How could you have been more effective?
- How well do you believe you communicate when you write? How do you determine the style of your writing when addressing different audiences?

VALUABLE TIPS

- Ask a trusted colleague who is skilled at business writing to assess how clearly you communicate when you write.
- Ask trusted colleagues for feedback on your ability to communicate your ideas, intentions, and feelings openly.
- List some of the reasons you don't listen to people. When you encounter one of these situations, determine what you will do differently so that you listen to the person.
- Ask your staff members what information they would like to receive regularly from you, and then tell them what you'd like to hear from them.
- Communicate the "why" behind the "what."
- Realize that true communication takes time.
- Don't punish people who give you negative news.
- Design your staff meetings so you are not the sole source of information. Ask other people to give updates and share relevant information.
- Use at least two communication vehicles to send organizational messages that need to be delivered to a variety of audiences.
- State key messages in concise, simple, declarative sentences.

COMMUNICATION

- Ask a colleague to signal you whenever you go off the topic at a meeting.
- Build your vocabulary; deliberately use a new word every day.
- If you are nervous before a presentation, concentrate on getting your message across, not on your abilities as a speaker.
- Videotape your presentation and review it critically with an experienced presenter or professional speech coach.
- Follow this sequence when you are listening: 1) hear, 2) understand, 3) interpret, and 4) respond.
- Listen for the speaker's ideas, thoughts, and feelings. When you are listening, the other person is most important. Concentrate on him/her, not on you.
- Paraphrase what others say to check and communicate that you understand.
- Ask open-ended questions to draw out people's thoughts and feelings—questions that begin with "what," "how," "describe," "explain," and so forth.
- Edit and proofread your written correspondence.
- Consider your audience. What do they know already? What do you want them to do? And write accordingly.
- When you write reports, summarize your key points and conclusions on the first page.
- Take a second look at your e-mails before you send them.
- Use short paragraphs and bulleted and numbered lists to break up text and make it easier to read.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Group Facilitation—Edward de Bono's Six Thinking Hats
www.debonogroup.com/six_thinking_hats.php

Effective Executive Speaking

How to Sharpen Your Business Writing Skills

American Management Association

www.amanet.org

Toastmasters

Toastmasters International

www.toastmasters.org

SELF-STUDY: SUGGESTED READINGS AND BOOKS

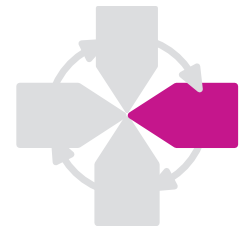
- Collins, P. 1998. **Say it with confidence.** New York: Prentice Hall.
- Hamlin, S. 2005. **How to talk so people listen: Connecting in today's workplace.** New York: Collins Business.
- Isaacs, W. 1999. **Dialogue: The art of thinking together.** New York: Currency.
- Kratz, D.M., and A.R. Kratz. 1995. **Effective listening skills.** Chicago: Irwin Professional Publishing.
- Leeds, D. 2000. **The 7 powers of questions: Secrets to successful communication in life and at work.** New York: Berkley Publishing Group.
- Maurer, R. 1994. **Feedback toolkit: 16 tools for better communication in the workplace.** Portland, OR: Productivity Press.
- Nichols, M.P. 2009. **The lost art of listening, second edition: How learning to listen can improve relationships.** New York: The Guilford Press.
- O'Connor, P. 1996. **Woe is I: The grammarphobe's guide to better English in plain English.** New York: Putnam Publishing Group.
- Olson, J. 1997. **The agile manager's guide to giving great presentations.** Bristol, VT: Velocity Business Publications.
- Patterson, K., J. Grenny, R. McMillan, et al. 2002. **Crucial conversations: Tools for talking when the stakes are high.** New York: McGraw-Hill.
- Qubein, N.R. 1996. **How to be a great communicator: In person, on paper, and on the podium.** New York: John Wiley & Sons.
- Ryan, K.D., D.K. Oestreich, and G.A. Orr, III. 1996. **The courageous messenger: How to successfully speak up at work.** San Francisco: Jossey-Bass.
- Sabin, W.A. 2005. **The Gregg reference manual.** New York: McGraw-Hill.
- Scott, S. 2004. **Fierce conversations: Achieving success at work and in life one conversation at a time.** New York: Berkley Books.
- Toogood, G.N. 1996. **The articulate executive: Learn to look, act, and sound like a leader.** New York: McGraw-Hill.
- Zinsser, W. 2001. **On writing well: The classic guide to writing nonfiction.** New York: HarperCollins Publishers.

COLLABORATION

DEVELOPING OTHERS

Recognizes and acts on the need to continually **develop others' capabilities** to attain the **highest level of performance** possible.

DEVELOPING OTHERS



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Shares experiences and provides training to assist others with their development. • Proactively shares information, advice, and suggestions to help others be more successful. • Provides constructive, behaviorally specific feedback to others. 	<ul style="list-style-type: none"> • Ensures appropriate fit when recruiting and hiring. • Continually assesses the skills and abilities of others to identify developmental opportunities. • Coaches others in creating and implementing their development plans. • Delegates responsibility and coaches others to develop their full capabilities. • Is capable of delivering positive and constructive feedback to motivate, encourage, and support others in their development. • Provides staff with the time, tools, and resources necessary to meet or exceed job requirements. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Analyzes performance gaps and builds plans to develop the abilities of others to perform and contribute to the organization. • Provides ongoing feedback and opportunities to learn through formal and informal methods. • Holds managers accountable for staff development. • Develops direct reports' mentoring and coaching skills. • Guides others on how to strengthen knowledge, skills, and competencies that improve organizational performance. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Creates a development-focused culture by speaking regularly with people at all levels in the organization about their development plans. • Promotes the importance of recruiting, hiring, and managing the talents of staff and volunteers. • Engages in and champions ongoing feedback, coaching, and opportunities for informal and formal learning at all levels. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

DEVELOPING OTHERS

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Lead the start-up of a new task force, committee, or team.
- Manage the training of a new employee in your group.
- Work to retain a valued employee who is thinking about leaving your YMCA.
- Coach a sports team to teach people new skills.
- Conduct a poll asking staff at all levels why they work at your YMCA. Compile a report and share the results with organizational leadership.

TEAM LEADER

- Delegate one of your job responsibilities to a direct report and monitor using coaching skills.
- Hire and develop an employee who shows promise but may not have all the required experience for the job.
- Hire and develop people of different races, genders, and ethnic groups.
- When hiring and developing staff, consider the competencies your team may be lacking and seek them/develop them in others.
- Establish yourself as a coach to others and continue to acquire the skills and attitudes to create an environment that nurtures learning and development—ask for feedback on how you can strengthen your coaching relationships.
- Shadow a senior team member to learn how to effectively terminate an employee who has not met performance standards despite coaching and support.

MULTI-TEAM OR BRANCH LEADER

- Make it a priority to understand the goals and values of the people you coach; tailor your coaching and support to each person's individual learning style.
- Give employees permission to make mistakes as long as they learn from them. Focus on what was learned rather than how the person performed. Back your words with a willingness to talk openly about your own mistakes.
- Challenge yourself to find ways for an employee to gain access to other people and functions (i.e., what people can I help them network with to identify new places to practice and learn?).
- Engage in a 360-degree performance feedback session.
- Identify and proactively seek cross-training opportunities for staff members who demonstrate capacity in other areas. Monitor progress using coaching skills.
- Become actively involved in the national training program by becoming certified as a faculty trainer in at least one area.

ORGANIZATIONAL LEADER

- Support what you say about development with an investment in your own growth.
- Use your expert coaching skills in a team setting.
- Periodically audit your YMCA's environment to identify ways to further enhance continuous learning and development. Are additional resources necessary? Is the culture supportive of development?
- Develop successors and talent pools for key positions.

KEY COACHING QUESTIONS

- What are your main considerations when judging talent? What skills/talents are most important when selecting staff members for hire/promotion/development?
- How do you assign responsibilities and accountabilities? Describe your process.
- Describe how you monitor, recognize, and reward your people.
- How do you provide feedback (positive and constructive)?
- Describe the unique strengths and development opportunities for each of your team members. How do you discover them?
- Thinking about your strongest coaching models, what have you learned from them?
- What kind of coach do you want to be?
- Describe your coaching relationships.
- What are your own strengths and limitations? How are you aware of them?
- In what ways do you act as a role model for being committed to development?
- What appropriate learning opportunities are you providing to your staff members? How do you determine what is "appropriate"?
- In what ways can you be a champion for employee development throughout the organization?

DEVELOPING OTHERS

VALUABLE TIPS

- Keep a running list of what is most important to your staff. Review it every quarter.
- Communicate current and future organizational needs and how they relate to the development priorities of individuals on your team.
- Help staff members clarify their personal goals and values.
- Meet individually with your staff to discuss their career goals and identify the skills they need to achieve these results.
- Connect people with role models and mentors who possess the skills they are trying to develop.
- Be alert to articles and development tips that could be of help to others.
- Find ways to enrich the jobs of your staff members by increasing their authority or span of control.
- Help people reflect and learn from their successes and failures.
- Encourage staff members to expand their comfort zones.
- Ask people what kind of feedback and support they would like from you.
- Focus your feedback on people's behavior. Be more descriptive and less evaluative in your feedback.
- Teach staff members how to get feedback for themselves.
- Encourage people to treat feedback as a hypothesis to be tested.
- Recognize development efforts, not just results.
- Establish processes that promote learning from each other, both within and across departments.
- Schedule time to talk about development as a part of regular one-on-one meetings, updates, team meetings, and so forth.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Ninth House, Situational Leadership II with Ken Blanchard
www.ninthhouse.com

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Association of YMCA Professionals. 2007. **Career resource manual: Making the right moves.** Westerley, RI: Association of YMCA Professionals (www.aypymca.org).
- Buckingham, M. 2007. **Go put your strengths to work: 6 powerful steps to achieve outstanding performance.** New York: Free Press.
- Buckingham, M., and C. Coffman. 1999. **First break all the rules: What the world's greatest managers do differently.** New York: Simon & Schuster.
- Charan, R. 2008. **Leaders at all levels: Deepening your talent pool to solve the succession crisis.** San Francisco: Jossey-Bass.
- Cook, M.J. 1998. **Effective coaching.** New York: McGraw-Hill.
- Gay, M., D. Sims, and C. Morris. 2006. **Building tomorrow's talent: A practitioner's guide to talent management and succession planning.** Bloomington, IN: AuthorHouse.
- Hargrove, R.A. 1995. **Masterful coaching: Extraordinary results by impacting people and the way they think and work together.** San Francisco: Jossey-Bass.
- Homan, M. 2008. **Coaching in organizations: Best coaching practices from the Ken Blanchard Companies.** Hoboken, NJ: Wiley.
- Jacobs, R.L., and M.J. Jones. 1994. **Structured on-the-job training.** San Francisco: Berrett-Koehler.
- Kelley, R.E. 1998. **How to be a star at work: 9 breakthrough strategies you need to succeed.** New York: Times Business.
- Lombardo, M.M., and R.W. Eichinger. 2001. **The leadership machine: Architecture to develop leaders for any future.** Minneapolis: Lominger, Inc.
- McCall, M.W. 1997. **High flyers: Developing the next generation of leaders.** Boston: Harvard Business Press.
- Peterson, D.B., and M.D. Hicks. 1996. **Leader as coach: Strategies for coaching and developing others.** Minneapolis: Personnel Decisions International.
- Tulgan, B. 2007. **It's okay to be the boss: The step-by-step guide to becoming the manager your employees need.** New York: HarperCollins Publishers.
- Warner, C., and D. Schmincke. 2009. **High altitude leadership.** San Francisco: Jossey-Bass.
- Whitmore, J. 2002. **Coaching for performance,** 3rd ed. Yarmouth, ME: Nicholas Brealey Publishing.
- Whitworth, L., P. Sandahl, and H. House. 1998. **Co-active coaching: New skills for coaching people toward success in work and life.** Palo Alto, CA: Davies-Black Publishing.

OPERATIONAL EFFECTIVENESS

DECISION MAKING

Integrates **logic, intuition,** and sound judgment to **analyze** information to identify greatest opportunities, make sound decisions, and **solve problems.**

DECISION MAKING



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Learns from experience and applies what is learned to new situations. • Identifies and utilizes new courses of action when encountering obstacles or problems. • Makes sound decisions/ judgments based on input from others, data, and feedback. • Takes personal responsibility for decisions and the likely implications of behavior—before acting. 	<ul style="list-style-type: none"> • Thinks several steps ahead to anticipate likely outcomes and decide on the best course of action. • Identifies patterns of information and makes sense of seemingly disparate data. • Is able to analyze, comprehend, and articulate the operational goals and strategies developed by others. • Develops solutions to problems, balancing the risks and implications across multiple projects. • Maintains focused attention, resists distraction, and concentrates for as long as it takes to achieve a goal. 	<ul style="list-style-type: none"> • Integrates multiple thinking processes and strategies to function effectively. • Identifies patterns in data and uses that information to solve complex problems. • Anticipates where challenges and obstacles are, and creates plans and strategies accordingly. • Encourages lively debate and diverse opinions to generate a range of options. • Makes sound decisions when faced with differing stakeholder perspectives or ambiguous information, based on the organization’s needs and objectives. 	<ul style="list-style-type: none"> • Uncovers potential opportunities for the YMCA by challenging conventional thinking and assumptions about the fundamental drivers of the business. • Identifies and evaluates strategic issues, opportunities, and risks, and considers them when forming organizational objectives and plans. • Makes and implements strategic decisions based on principles, values, and business cases. • Takes calculated risks based on an awareness of societal, economic, and political issues as they impact the strategic direction of the organization.
	<p>+</p> <p>Leader behaviors</p>	<p>+</p> <p>Leader & Team Leader behaviors</p>	<p>+</p> <p>Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

DECISION MAKING

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Serve as a campus recruiter.
- Work in a short-term assignment at another branch, in another YMCA, or in another country.
- Take up a new hobby.
- Start a new group, club, or team.
- Participate in a job rotation program. If your YMCA does not offer such a program, work with your supervisor to create a similar program for you.
- Learn to play chess, and apply the anticipatory thinking required in chess to your work.
- Choose an area of your YMCA about which you know relatively little. Over a three-month period learn all you can about that area. Ask people about their responsibilities and types of decisions they make. Find out how they keep up with developments in their fields.

TEAM LEADER

- Volunteer on a strategic planning committee of a community organization to which you belong. (If you don't belong to one, consider joining one in your community.)
- Before you make a big decision at work, generate as many options as you can for resolving the issue. Involve others in this process (doing so will result in more alternatives and more buy-in for the decision).
- Get to know people in other functional groups. Find out the strategies and goals of these groups. Compare your group's strategies and goals with those of other groups.

MULTI-TEAM OR BRANCH LEADER

- Lead a benchmarking team that visits and learns from other organizations.
- Learn to catch yourself when you react to new ideas and perspectives in a negative way. Deliberately find something positive or useful about the idea or perspective.
- Schedule periodic conferences and opportunities to learn and talk about the future of your branch/department/area.
- Scan the environment. Produce a list of trends that have or could have an impact on the YMCA. Discuss with your team and supervisor.
- Recognize that strategic thinking involves the following kinds of thinking: Critical Thinking; Conceptual Thinking; Creative Thinking; Intuitive Thinking. Practice these different kinds of thinking by reading books about creativity and intuition and by playing thinking games in newspapers, on websites, etc.

ORGANIZATIONAL LEADER

- Ask for feedback on how well you demonstrate the characteristics used by effective strategic thinkers—curiosity, flexibility, future focus, positive outlook, openness to new ideas, and broad knowledge and interests.
- Ask a consultant or facilitator to lead a process improvement initiative. Learn to use that person's strategies.
- On a quarterly basis, ask your direct reports to identify trends in their departments. Compare your list to theirs and look for connections. How do these issues affect your YMCA's overall quality, productivity, and financial performance?
- Develop a clear, shared vision for the future of your YMCA. Talk with people in your YMCA to determine whether there is clarity about the organization's direction, goals, and values. Do people in your YMCA have a clear picture of where you are going?
- Remember your experiences by keeping a journal. Note what you learned and how you approached problems.

KEY COACHING QUESTIONS

- When faced with a pressing decision, how do you feel? What do you do?
- When do you challenge your own thoughts and assumptions? How do you do so?
- How clearly do you see the "big picture"? Do you operate from a systems perspective and see a broad, long-term perspective? Or, do you take a narrow view focusing only on short-term implications? What are the pros and cons of each?
- Describe the relationships among individuals on your team, among teams in your department, between the organizational teams and the other parts of the value chain (members, volunteers, donors), and between and among work processes.
- When was the last time you reflected and learned from your successes and failures? What did you do well? What didn't work? What will you do differently next time?
- When was the last time you exposed yourself to a new idea? What was it?
- How do you challenge yourself to learn something of substance each quarter—something beyond your job, industry, or usual interests?
- What is your most effective learning style? For example, some people learn step-by-step; others learn by watching others.

DECISION MAKING

VALUABLE TIPS

- Avoid the temptation to find a quick fix when problems arise. Cultivate in yourself these characteristics of strategic thinkers: curiosity, flexibility, future focus, positive outlook, openness to new ideas, and broad knowledge and interests.
- Get a fresh perspective on your YMCA's (or your team's) strategies by looking at them from the viewpoint of a member or volunteer.
- Listen carefully to new staff members. Their fresh viewpoints can serve to challenge your assumptions and work processes.
- Identify staff members who are skilled at thinking strategically. Consult with them regularly.
- Identify the resources for technical expertise (child care, aquatics, health & wellness, etc.) available to you, which may include your staff members, managers, peers, trusted external consultants, and so forth.
- Talk to your members about their long-term visions for your YMCA. How can you align your efforts?
- View problems as a process rather than an event, which will free you to explore a much broader range of possibilities.
- When you find yourself reacting emotionally to an issue, hold off on making your decision until your emotional state changes.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Problem Solving and Decision Making: Good Decisions, Good Solutions
American Management Association

www.amanet.org.

Search for "Thinking Skills."

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Adams, M.G. 2009. **Change your questions, change your life: 10 powerful tools for life and work**, 2nd ed. San Francisco: Berrett-Koehler Publishers.
- Ariely, D. 2008. **Predictably irrational: The hidden forces that shape our decisions**. New York: HarperCollins.
- Bazerman, M.H. 1997. **Judgment in managerial decision making**. New York: John Wiley & Sons.
- Branden, N. 1999. **The art of living consciously: The power of awareness to transform everyday life**. New York: Fireside/Simon & Schuster.
- Clayton, C.W. 2007. **The re-discovery of common sense: A guide to the lost art of critical thinking**. New York: Universe.
- Hammond, J. 1998. **Smart choices: A practical guide to making better decisions**. Boston: Harvard Business Press.
- Lipton, B.H. 2008. **The biology of belief: Unleashing the power of consciousness, matter, & miracles**. Boston: Hay House.
- Martin, R.L. 2007. **The opposable mind: How successful leaders win through integrative thinking**. Boston: Harvard Business Press.
- Maxwell, J. 2005. **Thinking for a change: 11 ways highly successful people approach life and work**. Nashville, TN: Center Street.
- Menkes, J. 2006. **Executive intelligence: What all great leaders have**. New York: Collins Business.
- Nalebuff, B. 2006. **Why not?: How to use everyday ingenuity to solve problems big and small**. Boston: Harvard Business Press.
- Zamburski, M.S. 1999. **The business analyzer and planner: The unique process for solving problems, finding opportunities, and making better decisions every day**. New York: AMACOM.

OPERATIONAL EFFECTIVENESS

INNOVATION

Participates in the **generation, experimentation,** and **implementation** of new approaches and activities that **improve** and **expand** the Y's mission and work.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Regularly observes people and situations to discover ideas and suggestions for improvement. • Improvises quickly and appropriately, when faced with unexpected circumstances, to better meet the needs of others. • Asks lots of questions and explores differences of opinion with grace and curiosity. • Embraces new approaches and activities to create a better member experience. 	<ul style="list-style-type: none"> • Teaches others to observe people and situations to discover ideas and suggestions for improvement. • Incorporates creative thinking and discussion techniques into meetings and discussions, including brainstorming, mind mapping, sticky notes, and whiteboard visuals. • Builds perspective on an idea by engaging others to discuss and clarify challenges and solutions. • Conducts prototypes to support rapid learning and minimize the risks of launching programs and activities. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Involves members and community in the development of programs and activities. • Provides adequate time and resources to allow new ideas, approaches, and activities to catch on, evolve, and thrive. • Uses storytelling techniques to promote the adoption of new ideas through regular interactions with members, staff, and volunteers. • Encourages and sponsors prototyping activities in the organization. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Provides oversight to improvement efforts and leads the integration and alignment of improvements so that strategic goals can be met. • Guides the organization to make tough choices about what to stop, start, and continue as part of annual and ongoing strategic planning discussions. • Acts as a highly visible champion of collaborative behavior by asking for help and by being available to help others throughout the organization. • Invests resources—time, people, and funding—in well-designed innovation initiatives. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

INNOVATION

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Develop relationships with others in different departments and/or program areas to identify new ways of doing things.
- Lead or participate in innovation and brainstorming sessions.
- Shadow/interview several members to learn about their YMCA experiences. What do they like, dislike, and wish they had available to better meet their needs?
- Present an idea for a new process or program to your supervisor.
- Go on an adventure (i.e., travel somewhere you haven't been, go to events you never attend, seek out people you don't normally meet).

TEAM LEADER

- Develop avenues to gain member feedback to improve the way things are done.
- Implement creativity processes (i.e., brainstorming, mind-mapping) into regular staff meetings.
- When an experiment does not work, readily share failure and responsibility. Your staff need to know they can count on you, especially in difficult circumstances. Remember to give and share credit with your team.
- Advocate for an idea you feel strongly about but that is unpopular with some of your peers.
- Spend time with members and find out what they think their needs will be in the future.

MULTI-TEAM OR BRANCH LEADER

- Research the business practices of creative companies and look for ways to implement them in your area and/or organization-wide.
- Allow your creative staff members the time and opportunity to think broadly, make logical leaps, and have fun with a process before applying structure/process.
- Help your team "think outside the box" about the problems they encounter (i.e., take a different approach, draw it out using pictures/graphs, argue the other side, form cross-functional teams).
- Let your team know they are allowed to make the wrong decisions at times. Try to absorb or filter criticism that comes from others in the organization.

ORGANIZATIONAL LEADER

- Articulate and exhibit for your YMCA a consistent philosophical stance regarding risk taking and failures.
- Become a student of innovation outside your technical expertise. Instill an interest in innovation by sharing articles and having discussions about innovation with your extended team, not just your direct reports.
- Set aside time at your regular staff meetings to discuss new, innovative ideas. Stress the fact that ideas need not be fully thought out.
- Pursue new business opportunities and make them reality. Strategic alliances, mergers, and collaborations occur daily—it's important to remember that many do not achieve the intended goals. Therefore, ensure you study both successful and unsuccessful cases to glean important lessons.

KEY COACHING QUESTIONS

- How do you adjust to new information? Do you consider a broad range of alternatives when addressing a challenge? If not, think of ways to increase your mental flexibility and implement them (i.e., listen to other's opinions and identify the positives before taking a critical approach, watch for snap reactions).
- When diving into a creative challenge-solving process, what do you do first? How do you determine if a creative-thinking process should be employed?
- One of the challenges of being a supervisor/manager is to help your team think "outside the box." How can you demonstrate alternative solutions that are possible and feasible?
- When suddenly faced with an obstacle, what do you do first? What is your initial thought process? How can you overcome your feeling of being stuck?
- How comfortable are you with taking risks? Think about the last time you took a risk at work. What happened? How did you behave? Think of ways that allow you to become more comfortable with turbulence, uncertainty, and ambiguity.

INNOVATION

VALUABLE TIPS

- Remember that innovation is a team sport. Great ideas rarely surface fully formed. They emerge through open discussion and lots of experimentation.
- Express appreciation for creative, innovative ideas.
- Be willing to try new and different things. Keep those that work and put a quick, easy end to those that do not seem promising.
- Resolve to start every day with a piece of inspiration—an article, a chapter of a book, an image—and don't let yourself begin work until you've spent some time learning and engaging your mind.
- Create enthusiasm and emotional energy. Creative ideas can empower people and stimulate positive emotional energy.
- Be bold with your ideas. Remember, an exciting, challenging, provocative idea, goal, or vision will stimulate people. Charisma is not enough.
- To get your creative juices flowing and reduce self-criticism, practice coming up with what may at first seem like "way-out" ideas.
- Don't be satisfied with your first idea. Push yourself to generate other ideas before committing to one.
- Take time out of your schedule (away from the office) to reflect on and brainstorm new ideas.
- Remember that prototyping is critical to innovation. Prototyping is a way to learn about a new idea by trying it out in controlled circumstances. By actually trying something, versus just thinking about it, you discover things you didn't expect, and you can involve others in a complex idea by just having them experience it with you. Prototyping involves a series of rapid iteration cycles, starting with a very rough outline of the idea and evolving it toward a finished example of the idea.
- Understand that improvisation is responding in the moment to an unexpected set of circumstances, and it often leads to the invention of new thoughts, practices, and/or behaviors. Improvisation occurs best when a person has a thorough, intuitive, and technical understanding of the situation.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

"Risking to Win" Seminars, Jim McCormick
www.takerisks.com

Take an improvisation class from a local improv studio.

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Amabile, T. M., and M. Khaire. "Creativity and the role of the leader." **Harvard Business Review** (October 2008, pp. 100–109).
- Byrd, J., and P. Lockwood Brown. 2003. **The innovation equation: Building creativity and risk-taking in your organization**. San Francisco: John Wiley & Sons.
- Cameron, J. 2002. **The artist's way: A spiritual path to higher creativity**. New York: Jeremy P. Tarcher/Putnam.
- Christensen, C.M. 1997. **The innovator's dilemma**. Boston: Harvard Business Press.
- Clegg, B. 1999. **Creativity and innovation for managers**. Woburn, MA: Butterworth-Heinemann.
- Corbin, C. 2000. **Great leaders see the future first: Taking your organization to the top in five revolutionary steps**. Chicago: Dearborn Publishing.
- DeBono, E. 1999. **Six thinking hats**. Boston: Back Bay Books.
- Drucker, P.F. 1993. **Innovation and entrepreneurship: Practice and principles**. New York: Harper Business.
- Kelley, T. 2001. **The art of innovation**. New York: Doubleday.
- Kelley, T. 2005. **The ten faces of innovation: IDEO's strategies for defeating the devil's advocate and driving creativity throughout your organization**. New York: Broadway Business.
- Kriegel, R. 1991. **If it ain't broke . . . break it! And other unconventional wisdom for a changing business world**. New York: Warner Books.
- MacKenzie, G. 1998. **Orbiting the giant hairball: A corporate fool's guide to surviving with grace**. New York: Viking.
- Mauzy, J., and R.A. Harriman. 2003. **Creativity, Inc.: Building an inventive organization**. Boston: Harvard Business School Publishing.
- McCormick, J. 2008. **The power of risk—how intelligent choices will make you more successful: A step-by-step guide**. New York: Maxwell Press.
- Pink, D. 2005. **A whole new mind: Moving from the information age to the conceptual age**. New York: Riverhead Books.

OPERATIONAL EFFECTIVENESS

PROJECT MANAGEMENT

Supports goal attainment by **prioritizing activities**, assigning responsibilities in accordance with capabilities, **monitoring progress**, and **evaluating impact**.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Demonstrates exceptional organizing skills to effectively prioritize project tasks. • Possesses superior organizing ability. • Clarifies performance goals and expectations; plans and organizes work responsibilities. • Actively participates in developing project plans and completes tasks as assigned. • Prepares for and actively participates in project and data meetings. 	<ul style="list-style-type: none"> • Defines tasks and milestones; delegates to ensure the optimal use of resources to meet those objectives. • Assists individuals and teams, as necessary, in setting realistic goals. • Challenges inefficient or ineffective work processes and offers constructive alternatives. • Organizes time and resources in an effective way. • Sets, communicates, and regularly assesses priorities so that projects stay on time and on target to meet the stated goals. • Organizes work according to project management principles and processes. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Translates organizational goals into executable plans and operational tasks at the necessary levels. • Continually evaluates progress, impact, and outcomes; makes process improvements and adjustments as needed. • Creates tools and systems to monitor and evaluate progress and project plans. • Evaluates processes and allocates resources to maximize project effectiveness. • Holds staff members accountable to and responsible for plan execution. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Coaches leaders throughout the organization to ensure goals at all levels are fully aligned with the Y's values and strategic plans. • Secures and allocates program or project resources so that strategic objectives can be achieved. • Creates a structure to deliver organization-wide results to achieve set objectives. • Develops plans that effectively balance the long-term direction and the short-term requirements. • Develops strategies to mitigate risks to achieving plans. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

PROJECT MANAGEMENT

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Complete a tight-deadline assignment for your boss's boss.
- Serve on a task force to solve a major organizational problem.
- Take a project in chaos and get it back on track.
- Organize a short time frame event such as the United Way campaign.
- Ask for advice on your plans. Review your plans with someone who can offer constructive suggestions for improvement. Ask the person to comment both on the content and format of your plans.

TEAM LEADER

- Manage an annual YMCA event with high visibility (i.e., AYP Chapter conference or your YMCA's annual award dinner).
- Work on a local political campaign.
- Take on your department's most dissatisfied member.
- Observe the written plans of a skilled planner. Notice what that person includes in his or her plans and how that person organizes them.

MULTI-TEAM OR BRANCH LEADER

- Chair a professional conference.
- Join the board of a struggling community organization.
- Serve as a loaned executive to another YMCA.
- Engage your direct reports in a goal alignment exercise.
- Assume responsibility for a project requiring multiple management skills, such as new program development, a new branch opening, or a major technology introduction.
- Observe a skilled planner implement the planning process with a person or group of people. Ask yourself: how does he/she approach the task, what does he/she do, what process does he/she use, what can I incorporate into my work?

ORGANIZATIONAL LEADER

- Plan across the value chain, rather than having each group work separately. When you and your team draft a project or initiative plan, ask your up- and downstream colleagues to review it. Consider holding a combined meeting of your respective leadership teams to discuss and critique plans.
- Decide how you will relate effectively to each constituency. Each group has legitimate needs and expectations; some need more attention than others (board of directors, community at large, members, volunteers, direct reports, vendors, etc.). Prioritize these groups and plan how to actively and effectively work with these groups to accomplish goals.

KEY COACHING QUESTIONS

- Explain how you prepare plans for a project or goal. What steps do you take? How is the YMCA strategic plan reflected?
- Explain how you prepare realistic estimates of resource requirements, staff capabilities, and time lines for accomplishing a project or goals. Who else is involved in the planning?
- How do you document the planning process, identifying specific action steps and accountabilities?
- How do you balance planning efforts with day-to-day demands?
- If a problem arises in your job or on a project, how do you typically handle it?
- Because expectations constantly change, continuous improvement is a must. Describe a time when you used process breakdowns and quality problems as an opportunity for learning.
- As executives rise in the YMCA, they may face an increasingly complex web of people, functions, and processes through which they must work to accomplish their goals. How do you get things done in a complex, multilevel organization?
- Whom would you consider an effective role model in the area of project management? What do they do to prioritize projects and show a sense of urgency (verbally and non-verbally)? What strategies work for them? Consider how you might be able to incorporate these skills into your planning processes.
- How do you place organizational success above individual gain? How do you build this thinking into your planning processes?

PROJECT MANAGEMENT

VALUABLE TIPS

- Ensure your department or team goals are consistent with your YMCA's direction and strategic goals.
- Ask your staff members how their goals contribute to your YMCA's success. If they can't tell you, help them translate strategic goals into specific objectives.
- If you are unable to reliably predict how much time things will take, use time estimates from others who are more accurate.
- Use plans to guide your work, recognizing that changes and the unexpected will occur.
- Set aside quiet time each day for reviewing plans and updating planning activities.
- Break large projects into several smaller steps, with deadlines for each step. Track completion of each step to assure the success of the plan.
- If deadlines are missed, find out why and incorporate your learning into the next project plan.
- Review resource allocation to determine whether you are allocating resources according to your priorities.
- Once you develop your plan, ask others to identify potential problems. Use feedback to help determine your contingency plans.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Project Management Institute
www.pmi.org
PMP Certification Training & Handbooks available

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Baker, S., and K. Baker. 1998. **The complete idiot's guide to project management.** New York: Alpha Books.
- Bruce, A., and K. Langdon. 2000. **Essential managers series: Project management.** New York: DK Publishing, Inc.
- Project Management Institute. 2008. **A guide to the project management body of knowledge.** Newtown Square, PA: Project Management Institute.
- Verzuh, E. 1999. **The fast forward MBA in project management.** New York: John Wiley & Sons.
- Williams, P.B. 1996. **Getting a project done on time: Managing people, time, and results.** New York: AMACOM.
- Williams, M. 2008. **The principles of project management.** New York: SitePoint Publishing.

OPERATIONAL EFFECTIVENESS

FINANCE

Demonstrates and **sustains** the Y's nonprofit business model.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Follows budgeting policies and procedures. • Uses YMCA resources in the most responsible way. • Reports all financial irregularities immediately. • Communicates how own position and performance support the financial health of the YMCA. 	<ul style="list-style-type: none"> • Prepares budgets and interprets balance sheets, income statements, cash flow statements, and forecasts. • Analyzes financial data in order to make comparisons, draw conclusions, and make decisions. • Educates staff on how the success of their programs increases the financial viability of the organization. • Identifies significant business, financial, and operating risks and financial irregularities, and communicates information to management. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Manages the budgeting process so that resources are devoted to top priorities and strategic objectives. • Institutes sound accounting procedures, investment policies, and financial controls. • Uses data to analyze financial trends and forecast future financial progress for the organization. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Applies principles of stewardship to all financial decisions related to accruing debt. • Develops fiscal plans to maximize mission impact and provide long-term sustainability. • Establishes strong internal controls and oversight to protect the assets of the organization. • Involves board members in the budget process to ensure their understanding and commitment to allocation and constraints. • Partners with board and staff members to communicate budget rationale and options, make recommendations, and pursue value-creating opportunities. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

FINANCE

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Review your YMCA's website, speeches, press releases, and annual report to find out which financial indicators your YMCA is emphasizing in communications to stakeholders. Identify ways in which your department contributes to these indicators.
- Learn how your YMCA defines "prudent." A prudent decision in one situation may seem imprudent in another. Find out your YMCA's hurdle rate (the minimum required rate of return) for various types of investments.

TEAM LEADER

- Learn to effectively create a budget. Meet with your YMCA's controller or finance contact to gain a better understanding of how your department budget fits into the organization's budgeting process as a whole.
- Ensure you understand how to read financial statements. Read a book from the self-study list.
- Before making decisions about expenditures, develop criteria for making the decisions. Include use of effective sourcing strategies, competitive bidding, analysis of the impact of spending or not spending, and adherence with YMCA policies.

MULTI-TEAM OR BRANCH LEADER

- Obtain annual reports from your YMCA, going back several years. Review the financial statements, notes, and analysis sections. Understand your YMCA's current financial health. Become familiar with how your department or branch is reflected in the financial statements. Clarify any questions/concerns with your supervisor.
- Seek out an internal financial advisor who is familiar with the typical financial decisions you make in your job (i.e., CFO, controller, finance director). Build a relationship and discuss major financial decisions with your advisor before taking action.
- Assign various staff members to talk about different aspects of the financial reports. You may want to pair knowledgeable staff members with those who are less confident.

ORGANIZATIONAL LEADER

- Seek out an advisor who is familiar with the typical financial decisions you make in your job (member of your internal finance team, a respected colleague in another business, a certified public accountant, or another external financial professional who knows you and your YMCA well). Discuss major financial decisions with your financial advisor before taking action.
- Read key financial periodicals, such as **The Wall Street Journal**, **Fortune**, and **The Economist**. Consider the implications of breaking news for your YMCA, nonprofits, members, staff, and volunteers.

KEY COACHING QUESTIONS

- Examine your track record for responsible spending and money management in both your professional life and your personal life. What does this history tell you about your decision-making processes?
- What is your typical approach to spending money or appropriating expenses at your YMCA? How does this pattern fit with your responsibilities and your organization's norms for prudent decision-making?
- Describe your working relationship with the financial specialists in your YMCA. Do you understand their roles?
- How current are you on financial news? How often do you read financial periodicals, such as **The Wall Street Journal** and **Chronicle of Philanthropy**?
- When (how often) are you required to read and interpret financial reports? Describe your comfort level with taking on this task.
- How well do you interpret financial statements as they relate to your YMCA department? Have you created a forecast (prediction of future results)? How did it go?
- How do you engage staff and volunteers in budget development processes?
- How do you keep others informed about problems or various discrepancies in your budget?
- How comfortable are you with your ability to understand financial reports and identify things like variances? Who might be able to help you learn more about this?
- How do you typically identify trends and forecasts?
- Does your YMCA's annual report communicate what's important at your YMCA?
- How comfortable are you with budgets and financial responsibilities?

VALUABLE TIPS

- Make the measures you use for your team consistent with those of the organization.
- Learn to read, interpret, and use data from the annual reports. Ask a colleague you respect as an expert in financial measures to be your mentor.
- Determine how the major transactions of your department are reflected in your YMCA's financial statements.
- Conduct regular reviews of financial performance. Investigate significant variances to determine the underlying causes, and then take corrective action.
- Build positive working relationships with your accounting and finance contacts.
- When you present financial data, illustrate the meaning and relationship in the numbers with charts, graphs, and descriptive language.
- Set up early warning systems that alert you to signs of trouble before it is too late to take corrective action.
- Invite key financial staff to important meetings and give them opportunities to "shadow" you or your staff.

FINANCE

- When you receive conflicting information, ask probing questions to evaluate the accuracy, underlying assumptions, and reliability of each source and set of information.
- Know your department or branch performance before the period ends.
- Monitor tools/indexes to anticipate if challenges are arising. Understand program margins.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Finance for the Nonfinancial Manager
University of Michigan
<http://execed.bus.umich.edu>

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Droms, W.G. 1998. **Finance and accounting for nonfinancial managers: All the basics you need to know.** Reading, MA: Perseus Press.
- Fraser, L.M., and A. Ormiston. 1997. **Understanding financial statements.** Englewood Cliffs, NJ: Prentice Hall.
- Hicel, J. 1993. **The cost-effective organization: How to create it, how to maintain it.** Lakewood, CO: Glenbridge Publishers.
- Tracy, J.A. 1999. **How to read a financial report.** New York: John Wiley & Sons.
- **BusinessWeek magazine**
www.businessweek.com
- **The Chronicle of Philanthropy**
<http://philanthropy.com>
- **The Economist** magazine
www.economist.com
- **Forbes** magazine
www.forbes.com
- **Fortune** magazine
<http://money.cnn.com/magazines/fortune/>
- **Nonprofit World** magazine
www.snpo.org
- **The Wall Street Journal**
<http://online.wsj.com/public/us>

OPERATIONAL EFFECTIVENESS

QUALITY RESULTS

Demonstrates and fosters a strong commitment to **achieving goals** in a manner that provides **quality experiences**.

QUALITY RESULTS



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> Partners with supervisors to set and clearly articulate goals. Focuses effort on high-value priorities. Delivers a high-value experience to members and participants. Monitors own performance against standards and takes quick and appropriate actions to stay on course. Demonstrates pride in work by striving to meet or exceed supervisor or member expectations. 	<ul style="list-style-type: none"> Holds staff accountable for high-quality, timely, and cost-effective results. Defines clear goals, objectives, and measurements for staff members. Utilizes a process to measure progress against strategic goals and ensure continuous improvement. Continually meets and exceeds staff and member expectations. <p>+</p> <p>Leader behaviors</p>	<ul style="list-style-type: none"> Determines objectives, sets priorities, and assigns clear accountability, with appropriate authority. Ensures the delivery of high-quality programs and services that anticipate and meet the needs of both internal and external stakeholders. Commits to continuous improvement by constantly monitoring and upgrading quality standards. Values and communicates impact and numerical targets equally. <p>+</p> <p>Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> Communicates and reinforces whenever possible a commitment to creating quality experiences for staff members and the community. Uses the Y's mission, strategy, and goals as a lens for making organizational decisions, including those around structure, roles, and responsibilities. Tracks progress using appropriate benchmarks and performance measures, and holds leaders accountable for results. <p>+</p> <p>Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

QUALITY RESULTS

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Organize a short time frame event, like the annual United Way campaign.
- Take a project or program in chaos and get it back on track.
- Regain a lost member and/or volunteer.
- Talk with your manager about your desire to broaden the range of your responsibilities. Indicate your interests and ideas. Make sure you have mastered all the duties of your job, not just the fun ones, before you ask for more.
- Take responsibility for assisting supervisors with ensuring that all standards established by the organization or licensing agency are fulfilled.
- Provide support to colleagues in completing their assignments.

TEAM LEADER

- Broaden the services or programs offered by your department.
- Serve on a task force working on a pressing organizational issue.
- Monitor your own efficiency and identify anything that distracts you or has a negative effect on your productivity. Then brainstorm ways to reduce or eliminate these problems.

MULTI-TEAM OR BRANCH LEADER

- Engage your direct reports in a goal alignment exercise and then coach them to conduct the same exercise with their direct reports.
- Lead a team managing a large-scale project.
- Seek coaching. Find a coach to help you remain focused despite setbacks. He or she can offer advice, help find alternatives, help you learn from his or her experiences, or link you with the support or resources you need.

ORGANIZATIONAL LEADER

- Manage relationships with a government agency.
- Support success on a project by outlining the critical relationships the project manager needs to cultivate.
- Align your Y's measurement processes with strategy, individual and group performance plans, and reward and recognition systems.
- Create and manage an effective communication plan during a crisis situation.

KEY COACHING QUESTIONS

- What is your personal sense of purpose? What is most important to you? What is important for you to accomplish? What do you believe in? How does this show up in your work?
- What do you do in your current job that allows you to focus on your values and goals? How can you do more of this kind of work?
- What challenging goals have you set for yourself and your team? How are these goals aligned with the Y's mission and strategic objectives?
- Where do you tend to focus your attention—on results or activity?
- How do you establish the measurable goals and objectives for your team? What will success look like?
- How often do you monitor and evaluate progress of your personal and team goals? Is this process working? Are you progressing? If not, identify the causes for delay and take necessary actions to progress toward your goals.
- When was the last time you sought out new work challenges? What was it? Whom do you talk to about taking on new challenges?
- How do you feel when asked to work longer hours to deal with a specific crisis? How do you feel when asked to work longer hours to meet an objective on time? How do you respond differently to these different situations?
- Think about your commitment to your work. Does it tend to lie more with the organization or with yourself and your work team? Explain.
- Under what conditions do you procrastinate? What actions do you take to overcome procrastination?
- Who holds you accountable to achieving your objectives? Who could serve in that capacity for you?
- What do you do to gain insight about the quality of work you and your team perform?
- How do you measure the impact of your services and programs?
- Under what conditions do you go above and beyond expectations?
- How do you define quality results in the programs you supervise?

QUALITY RESULTS

VALUABLE TIPS

- Focus effort on what is important, not what is urgent.
- Measure results achieved, not hours worked or number of activities.
- Identify the critical path to your desired results and then remove the obstacles that get in the way.
- Be persistent, but not foolish. If what you are trying is not working, seek feedback from others.
- Involve staff in setting departmental goals and objectives. Track results. Recognize and reward staff members for their contributions to the success of your team.
- Undertake a daily exercise program to increase your energy level and endurance.
- Refrain from saying “it can’t be done,” and focus on how you can make it happen.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Ninth House, Situational Leadership II with Ken Blanchard
www.ninthhouse.com

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Bossidy, L., and C. Ram. 2002. **Execution: The discipline of getting things done.** New York: Crown Business.
- Gallery, M.E., and S. Sarfati. 2006. **7 measures of success: What remarkable associations do that others don't.** Washington, DC: ASAE & The Center for Association Leadership.
- Kock, R. 1998. **The 80/20 principle: The secret of achieving more with less.** New York: Currency.
- Ulrich, D., J. Zenger, and N. Smallwood. 1999. **Results-based leadership.** Boston: Harvard Business Press.
- Warner, C., and D. Schmincke. 2009. **High altitude leadership.** San Francisco: Jossey-Bass.

PERSONAL GROWTH

SELF DEVELOPMENT

Is dedicated to the **improvement** of own capabilities, and demonstrates this through the **continual expansion** of knowledge and skills.

SELF DEVELOPMENT



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> Continuously works at developing functional competencies and operational skills. Continually pursues and applies new and better ways to get work done. Takes advantage of informal learning opportunities; listens and observes to gain new insight. Seeks to expand capabilities, skills, and knowledge through stretch assignments. 	<ul style="list-style-type: none"> Takes every opportunity to improve personal management and leadership skills. Has a passion for learning that drives the pursuit of new knowledge and the discovery of new ideas. Listens and observes to gain new insight and continually improve performance. <p>+</p> <p>Leader behaviors</p>	<ul style="list-style-type: none"> Participates in high-level learning activities that stimulate thinking and creativity; employs the skills learned to improve personal performance. Shares and employs new learning to improve staff and personal performance. Facilitates access to learning opportunities for others. Sets increasingly challenging personal goals and standards of excellence that leads to growth. Uses organizational change as an opportunity to develop new skills and knowledge. Tries new approaches and learns from them to improve how work gets done. <p>+</p> <p>Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> Creates a learning culture that supports and promotes the acquisition, application, and sharing of new knowledge. Institutes organization-wide mechanisms and processes to promote and support continuous learning and improvement. Allocates resources and budget dollars for the creation and management of, and attendance at, ongoing learning opportunities. Seeks out personal learning that is aligned with or preparatory for anticipated changes in the organization. Identifies future competencies and expertise required by the organization; develops and directs others to develop learning plans to meet those needs. <p>+</p> <p>Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

SELF DEVELOPMENT

EXPERIENCE-BASED LEARNING ASSIGNMENTS

- Join cross-functional teams to learn about subjects beyond the scope of your present job.
- Seek new opportunities with new responsibilities that will force you to think and act differently.
- Work with a trusted supervisor/leader in your organization to analyze patterns and trends emerging in your work, and set a personalized learning plan.
- Assess your learning style so that you understand how to alter learning experiences to gain the most impact.
- Keep a journal to track your new awareness and insights—also think about what causes you frustration and resistance.
- Join a book club or discussion group to expose yourself to new perspectives.

KEY COACHING QUESTIONS

- What types of experiences offer you the most personal satisfaction?
- Under what conditions do you learn most effectively?
- What types of experiences have offered you the most personal learning?
- What limits you?
- Think back to a time that you were excited about learning something difficult. How did you handle the challenge?
- How do you handle receiving feedback when it might conflict with your own personal perspective or opinion?
- How have you proactively sought direct feedback on what gaps in your knowledge or skills may exist?
- How do you prepare for assignments that might require new skills, attitudes, or behaviors?

SELF DEVELOPMENT

VALUABLE TIPS

- Be aware of when you truly engage in learning; take note of the methods through which you learn best (visual, auditory, kinesthetic).
- Work on your personal growth continuously by trying to implement a new skill every day.
- Regularly assess, evaluate, and get feedback on your performance and skills so you can stay aware of learning opportunities.
- Actively reflect on what you learn and pay attention to what you would do differently if you had the opportunity.
- Share what you learn with others so you model a commitment to learning.
- Look at learning as an adventure rather than an onerous task.
- Explore new areas of thought, try new approaches, and take a chance at being a novice again.
- Accept learning as more than an academic pursuit—reflect on your mistakes as well as your successes.
- View mistakes as learning opportunities.
- Embrace conflicting feedback as a gift to you.
- Stay informed of best practices in your area of interest or expertise.
- Stay engaged in learning opportunities, seminars, and workshops to gain the most from the experience.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Seminars Elsewhere

Development FIRST seminar
Personnel Decisions International
www.personneldecisions.com

The Looking Glass Experience
Center for Creative Leadership (SSL)
www.ccl.org

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Buckingham, M., and D.O. Clifton. 2001. **Now discover your strengths.** New York: The Free Press.
- Frankel, L. 1998. **Jump start your career: How the “strengths” that got you where you are today can hold you back tomorrow.** New York: Crown Press.
- Goldsmith, M. 2007. **What got you here won’t keep you here.** New York: Hyperion Books.
- Maxwell, J. 2005. **Developing the leader within you.** Nashville, TN: Thomas Nelson.
- McCall, M.W., Jr., M.M. Lombardo, and A.M. Morrison. 1988. **The lessons of experience: How successful executives develop on the job.** New York: Free Press.
- McCauley, C.D., ed. 2003. **The Center for Creative Leadership handbook of leadership development.** New York: John Wiley & Sons.
- Peterson, D.B., and M.D. Hicks. 1995. **Development FIRST: Strategies for self-development.** Minneapolis: Personnel Decisions International.
- Pfeffer, J., and R.J. Sutton. 2000. **The knowing doing gap: How smart companies turn knowledge into action.** Boston: Harvard Business Press.
- Robbins, S.P., ed. 2001. **The self-assessment library: Insights into your skills, abilities and interests.** Upper Saddle River, NJ: Pearson Education.
- Senge, P. 1994. **The fifth discipline: The art and practice of the learning organization.** New York: Doubleday/Currency.

PERSONAL GROWTH

CHANGE CAPACITY

Leads self and others through change by **navigating ambiguity** appropriately and **adapting** well to new situations, obstacles, and opportunities.



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Takes responsibility for implementing and supporting change. • Embraces the importance and relevance of change for the good of the organization. • Acts on change as an opportunity for personal growth and work enhancement rather than viewing it as a problem to be avoided or resisted. 	<ul style="list-style-type: none"> • Recognizes the need for and acts to build trust and credibility as a foundation for leading change efforts. • Manages resistance to change by seeking input from stakeholders, communicating clearly, and showing enthusiasm for the change. • Actively supports and remains accessible to others during times of change or stress. • Provides resources, removes barriers, and acts as an advocate for those initiating change. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Deals with ambiguity successfully. • Creates a sense of urgency and positive tension to support change initiatives. • Manages implementation of change by understanding and addressing the impact of change on cultures, systems, and people. • Works comfortably with broad concepts and complex issues at individual, team, and organization-wide levels. • Plans for resistance as part of the change process and develops strategies to help people adapt and accept change initiatives. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Drives change, maintaining organizational effectiveness. • Effectively manages the amount of change the organization can handle at any one time. • Intentionally utilizes change as a strategy to expand options and opportunities and better leverage Y resources and capabilities. • Creates a compelling vision for the Y that inspires and motivates others to embrace change. • Creates sustained change by aligning structures, systems, and processes that are linked to the change. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

CHANGE CAPACITY

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Develop and implement a new program, service, or administrative initiative.
- Accept an assignment outside of your program area or area of expertise and/or as the least experienced member of a project team or department.
- Lead a brainstorming session with your peers to explore possible ways to address changes needed in your department.
- Volunteer to participate in the development of a vision and strategy of your functional area or department to accomplish objectives.

TEAM LEADER

- Hold regular alignment meetings with all of your direct reports to identify the impact of the change or new initiative on them. Identify what skills they need to learn, what relationships might shift, and what specific risks they perceive. Devise a plan for each staff member.
- Participate in a cross-functional development team or ad-hoc committee to expand your understanding of other program and service strategies.

MULTI-TEAM OR BRANCH LEADER

- Participate in or lead a change process such as reorganizing a branch or department.
- Volunteer to lead a specific change initiative that supports the current strategic plan.
- Read business/academic research on strategy and apply key learnings to a current business issue.
- Interview an organizational leader with exceptional skills leading and navigating change; solicit key strategies they utilize and apply them to a business problem.

ORGANIZATIONAL LEADER

- Engage other organizational leaders in a cooperative process to assess your organizational opportunities; return the favor at their associations.
- Participate in a strategic visioning committee for an effective not-for-profit within your community; keep a record of your experience, strategies, and outcomes that could be applied to your association.

KEY COACHING QUESTIONS

- What is your reaction to the word “change”?
- What types of change situations have you openly embraced in the past?
- What is your typical reaction to situations that require you to change a behavior or a practice?
- What types of change scenarios cause you to resist or avoid adopting new behaviors?
- Consider past experiences that have caused you to face change. How have you dealt with these situations?
- How have others helped you embrace change in the past?
- How are you helping others understand the impact of change on them? On their department?
- How are you helping others initiate smaller-scale change?
- How do you build trust with your peers, direct reports, or supervisors?
- How do your leadership behaviors change when you experience resistance to change from others on your team?
- Think about a situation in which you did not anticipate the impact of changes that resulted in a lack of productivity for you or your team. How did you become aware of any missed opportunity? What would you do differently now if presented with a similar situation?
- What change leadership behaviors are you modeling to others?
- What behavioral norms have been established within this team, department, branch, or association?
- How have you ensured that team members have had a chance to express their voices in creating the compelling vision for the organization? What opportunities might you have missed to accomplish this in the past?
- How do you inspire others to see new opportunities and excel at work and in their life?
- How do you convey trust to others on your team?
- How do you adapt your approach with different people under different situations to motivate energy, ownership, and personal commitment?

CHANGE CAPACITY

VALUABLE TIPS

- Be a problem-solver rather than a problem-reactor.
- Actively support change initiatives by showing interest and commitment.
- View change as an opportunity for personal growth.
- Realize and accept that change is a foundational principle of life—everything changes.
- Seek out challenging situations in which you must be adaptable.
- Be open to practicing different coping strategies to see which ones work for you.
- Break problems down into manageable parts and handle things one thing at a time.
- Function effectively with less than complete or perfect information.
- Do not view outcomes as either a total success or a total failure; things are rarely that cut and dry.
- Because change fosters discomfort and uncertainty, keep lines of communication open with peers and team leadership.
- Challenge yourself and others to find new ways to do everyday processes.
- Listen to your YMCA's stakeholders to understand their needs and concerns.
- Strive to understand the impact of change on you.
- Listen to your staff to understand the impact of change on your program participants, staff, volunteers, and community.
- Accept that there will be times when goals and objectives may not be met. Change means risk and risk means growth; some failure is inevitable along the journey.
- Reinforce and reward progress and support.
- Be specific about the implementation process.
- Stay focused. It is easy to move straight to tactics before you have completely defined a vision.
- Have a positive attitude.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Blanchard, K., and S. Johnson. 2002. **Who moved my cheese? An amazing way to deal with change in your work and your life.** New York: G.P. Putnam & Sons.
- Bridges, W. 2003. **Managing transitions: Making the most of change,** 2nd ed. Cambridge, MA: Da Capo Press.
- Damodara, A. 2008. **Strategic risk taking: A framework for risk management.** New Jersey: Wharton School Publishing.
- Kaplan, R.S., and D.P. Norton. 2001. **The strategy-focused organization: How balanced scorecard companies thrive in the new business environment.** Boston: Harvard Business Press.
- Kotter, J.P., and D.S. Cohen. 2002. **The heart of change: Field guide.** Boston: Harvard Business Press.
- Kotter, J.P., and D.S. Cohen. 2005. **The heart of change: Real-life stories of how people change their organizations.** Boston: Harvard Business Press.
- Kotter, J.P. 1996. **Leading change.** Boston: Harvard Business Press.
- Linsky, M. 2002. **Leadership on the line: Staying alive through the dangers of leading.** Boston: Harvard Business Press.
- McLagan, P. 2002. **Change is everybody's business: Claim your change power.** San Francisco: Berret-Koehler.
- Tichy, N., and S. Sherman. 1999. **Control your destiny or someone else will: Lessons in mastering change—from the principles Jack Welch is using to revolutionize GE.** New York: Harper Business.

PERSONAL GROWTH

EMOTIONAL MATURITY

Demonstrates effective **interpersonal skills**.

EMOTIONAL MATURITY



BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none"> • Demonstrates the ability to accurately assess personal feelings, strengths, and limitations and how they impact relationships with others. • Recognizes the needs of others and responds appropriately to what they are feeling, based on their choice of words, tone of voice, expressions, and other non-verbal behavior. • Accepts accountability for own behavior. • Takes responsibility for own mistakes, and learns from them. • Solicits and is open to performance feedback and coaching. • Remains calm and objective when under pressure or when challenged by others. • Is empathetic toward others. • Inspires, motivates, and touches the spirit of others by words, actions, and responses. 	<ul style="list-style-type: none"> • Consistently makes critical and timely decisions at difficult times and in challenging situations. • Manages emotions appropriately and avoids becoming defensive if challenged or asserting inappropriate control when under pressure. • Approaches others and addresses sensitive issues, inappropriate behavior, or performance concerns in a non-threatening manner. • Makes critical decisions based on sound reasoning and factual information. <p>+ Leader behaviors</p>	<ul style="list-style-type: none"> • Operates with openness and a willingness to receive ongoing feedback from all levels of the organization. • Strives to understand and resolve conflicting feedback from multiple sources. • Leads with focused determination and intention. • Monitors actions and behaviors; self-corrects to recover from missteps or mistakes. • Anticipates and addresses any personal challenges that can get in the way of one's own growth and learning. <p>+ Leader & Team Leader behaviors</p>	<ul style="list-style-type: none"> • Demonstrates tenacity, resilience, courage, and a settling presence, even during times of crisis and challenge. • Creates a culture of trust and respect by empowering others and sharing authority. • Models humility by placing organizational mission and the success and accomplishments of people above own ego needs. • Models the personal leadership characteristics and maturity that shape the culture and positively impact the organization. <p>+ Leader, Team Leader, & Multi-Team or Branch Leader behaviors</p>

EMOTIONAL MATURITY

EXPERIENCE-BASED LEARNING ASSIGNMENTS

LEADER

- Take an assessment measuring your emotional intelligence quotient, and ask a trusted supervisor to assist in interpreting results.
- Keep a journal to track your emotional responses to a variety of situations.
- Participate in a job rotation program among departments, seeking feedback from each department you spend time with.
- Improve a relationship with a difficult colleague.
- Identify someone in your organization who is adept at reading others' emotions well and ask for coaching.
- Shadow/work with a person who manages challenges and pressure well; learn from his or her example.

TEAM LEADER

- Schedule regular, recurring feedback sessions with supervisor, peers, direct reports, and internal/external stakeholders.

MULTI-TEAM OR BRANCH LEADER

- Request a 360-degree personal style assessment to understand others' perceptions of you and your impact on others. Work with a trusted colleague or coach to assist with interpretation of results and agree to a detailed development plan.
- Assign a team member to observe team processes and provide feedback to the group on a regular basis.

ORGANIZATIONAL LEADER

- Prior to difficult meetings or presentations, consider your audience as members and list the items you would like to "walk away with" from the meeting. Use your formal and informal networks to test/validate your assumptions before acting upon them.
- Establish your personal "board of directors" comprising trusted individuals from within your YMCA and the community. Actively seek their counsel and feedback regarding your leadership impact.

KEY COACHING QUESTIONS

- Consider how you currently display confidence and self-assurance. In which situations are you most likely to show confidence? In which are you likely to lack confidence?
- Reflect on past experiences that may not have turned out as you had planned. What patterns in your behavior are you able to identify?
- What did you do to own up to mistakes that you have made?
- What is your normal reaction when your emotions have been triggered by something someone else says or does?
- How well do you read your own emotions? How well do you read the emotions of others?
- What behaviors in other people are likely to trigger an emotional reaction in you?
- How well do you read non-verbal clues from other people?
- Recount occurrences when you have been forced to respond to undue pressure or conflict. How well did you handle those situations?
- What is your normal response to critical feedback?

- How have you recovered a relationship after offending someone?
- What steps do you take to correct a mistake in your work?
- Under what conditions do you tend to become defensive?
- Revisit a crisis or public challenge for which you were held accountable. How did you respond to that pressure? What would you do differently if faced with a similar situation? What would you do the same?
- Whom do you consider a role model as a transformational leader? What specific behaviors do you admire? Which of those behaviors can be seen in your work behaviors? Which behaviors need to be developed?
- What does it mean to be resilient? How does resiliency show up in your behavior at work? Under what conditions are you not resilient?
- How have you confronted sub-par or inappropriate behavior in a colleague or direct report?
- Under what conditions do you actively seek feedback?

VALUABLE TIPS

- Convey confidence and optimism in yourself, your work, and your organization at all times.
- Assess your strengths and limitations and adjust your development plan accordingly.
- Always be honest about your competence, comfort, and performance.
- Don't interrupt when people are offering you feedback—even if you do not agree.
- Think twice before reacting to feedback or discomfort.
- Develop a feedback network with peers.
- Thank people for feedback and recognize that it can be risky to offer feedback.
- Take time to recognize and reward personal successes.
- Share your honest convictions even if they may not be popular.
- Reflect upon situations that cause you discomfort and de-brief with a trusted colleague to gain insight.
- Offer sincere apologies when you have wronged another.
- Place yourself in others' situation to gain more complete awareness, empathy, and understanding of the situation before responding.
- Be transparent by stating your intentions and commitment to an action or decision.
- Share credit for everything.
- Learn to laugh at yourself.

EMOTIONAL MATURITY

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses, and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

Assessments Available

IHHP – 360 assessment
Hay Group ECI 360
<http://ei.haygroup.com>

Multi-Health-Systems, Inc.
EQ-I; EQ-360
www.mhs.com

Seminars Elsewhere

Institute for Health & Human Potential
www.ihhp.com

Playing Big: Enhancing Your Emotional Intelligence for Personal Leadership

The Pacific Institute
www.thepacificinstitute.com

TRP Enterprise
www.trp.com

Online Resources

El Consortium
www.eiconsortium.org

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Adams, M. 2004. **Change your questions, change your life.** San Francisco: Berrett-Koehler Publishers, Inc.
- Arbinger Institute. 2002. **Leadership and self-deception: Getting out of the box.** San Francisco: Berrett-Koehler Publishers, Inc.
- Blanchard, K. 2003. **The one-minute apology: A powerful way to make things better.** New York: William Morrow.
- Boyatzis, R., and A. McKee. 2005. **Resonant Leadership.** Boston: Harvard Business Press.
- Cherniss, G., and D. Goleman. 2001. **The emotionally intelligent workplace.** San Francisco: Jossey-Bass.
- Goleman, D. 2004. **Primal leadership: Learning to lead with emotional intelligence.** Boston: Harvard Business Press.
- Goleman, D. 1998. **Working with emotional intelligence.** New York: Bantam Books.
- Hughes, M., and J.B. Terrell. 2007. **The emotionally intelligent team.** San Francisco: Jossey-Bass.
- Hughes, M., and J.B. Terrell. 2008. **A coach's guide to emotional intelligence: Strategies for developing successful leaders.** San Francisco: Pfeiffer.
- Neal, S. 2009. **Emotional intelligence coaching: Improving performance for leaders, coaches and the individual.** Philadelphia: Kogan Page.
- Seligman, M.E.P. 1998. **Learned optimism.** New York: Pocket Books.

PERSONAL GROWTH

FUNCTIONAL EXPERTISE

Has the **functional** and **technical knowledge** and **skills** to do the job at a **high level of accomplishment**.

FUNCTIONAL EXPERTISE



Since functional competencies are determined by specific jobs, the behavior descriptions below are intentionally general and are the same for all four leadership levels.

BEHAVIOR DESCRIPTION			
LEADER	TEAM LEADER	MULTI-TEAM OR BRANCH LEADER	ORGANIZATIONAL LEADER
<ul style="list-style-type: none">• Has the functional and technical knowledge and skills to do the job at a high level of accomplishment.• Uses best practices, guidelines, and industry standards as a framework to improve performance.• Demonstrates up-to-date knowledge and skills in the technology associated with the job.			

Each position in the Y requires functional and technical skills to do the job well. Often the functional/technical knowledge and skills are identified in the job description.

There are a number of experts who know the function and technology related to their jobs in great depth. Most others have sufficient knowledge to do their jobs. Some have marginal skills and knowledge in the area and, therefore, may experience difficulty in the job and hinder the rest of the group. Since advancements in functional areas and technology occur regularly, it is critical to continue to develop knowledge and skills in these areas throughout your career.

Below are some examples:

- A lifeguard's ability to perform a rescue
- A human resources professional's ability to manage employee benefits
- A financial development professional's knowledge about fundraising technology

In most jobs, there are technological skills required to be successful and relevant within a specific area; for instance, the ability to use computers and software within an area of operations.

For more information on functional expertise, see your job description or information included in the trainings related to your position.

FUNCTIONAL EXPERTISE

EXPERIENCE-BASED LEARNING ASSIGNMENTS

- Find an expert in the technology/function and ask whether he or she would mind teaching you a few things. Interview the expert by asking questions such as, “How do you know what’s important?” “What do you read to stay current?” “Whom do you go to for advice?”
- Join a national or regional professional association for your technology or function. Almost all functions have one (e.g., American Camp Association, Society of Human Resource Management, American Lifeguard Association, Association of Fundraising Professionals, American Society for Training and Development).
- Participate in a YMCA network (check yexchange.org for program-specific networks and sign-up for a free monthly newsletter from a program-specific area; inquire with your CEO about program networking in your state or region; participate in an online community via yexchange.org; contact your Training Partner Y for additional network groups; contact your surrounding Ys; and speak with others in positions similar to yours).
- Review the YMCA Best Practices on yexchange.org for your area and ask others in your functional areas about the skills and knowledge you can develop to effectively implement Best Practices.
- Learn from those around you. Ask others in your technology/function which skills and what knowledge is mission-critical, and ask them how they learned these things. Follow a similar path.
- Teach others. Form a study group and take turns presenting on new, different, or unknown aspects of the function. Teaching it will force you to conceptualize and understand it more deeply. The relationships you form in such groups pay off in other ways as well.
- Take a course. Your local college or university might have some night or weekend courses you could take in your function.
- Find the key references on your technology or function. If there is a journal in your technology or function, buy a subscription.
- Identify some national leaders in your technology/function and buy their books, read their articles, and attend their lectures and workshops.

TRAINING OPPORTUNITIES

When considering training opportunities a good starting point is to inquire within your own YMCA and community.

Additionally, Y-USA offers hundreds of options for training through leadership competency courses, specific program courses and executive development programs that focus on specific leadership competencies. For a complete and up-to-date listing of accessible and affordable training opportunities, visit yexchange.org and click on Course Quest. For most courses, the description indicates the leadership competencies addressed in each course.

Remember to consider obtaining (or recertifying) your Leadership Certification through the Y as you plan for your formal training. The Leadership Certification is a credentialing process designed to help Y staff develop leadership competencies.

There are three levels of certification, each designed to prepare you for the next step in your career. All three levels include a formal training requirement. Visit yexchange.org and view the **Leadership Certification Handbook** to learn more.

SELF-STUDY: SUGGESTED READINGS AND BOOKS

- Ericsson, K.A., M.J. Prietula, and Cokely. 2007. The making of an expert. **Harvard Business Review**, 85, 114–121.
- Lizotte, K. 2007. **The expert’s edge: Become the go-to authority people turn to every time**. New York: McGraw-Hill.
- Rossiter, A.P. 2008. **Professional excellence: Beyond technical competence**. New York: John Wiley & Sons.
- Waitzkin, J. 2008. **The art of learning: An inner journey to optimal performance**. New York: Free Press.

ACKNOWLEDGMENTS

YMCA of the USA gratefully acknowledges everyone who participated in the development and testing of the **CAUSE-DRIVEN LEADERSHIP Competency Development Guide**. Specifically, we thank the contributors who provided their expertise and the pilot YMCAs who tested and refined our materials.

CONTRIBUTORS:

Vanessa Boulous, YMCA Retirement Fund
Tom Boyton, YMCA of Montclair
Jodi Davis, YMCA of Talbot County, Inc.
Phil Dwyer, Central Connecticut Coast YMCA
Ann Gibson, YMCA of the Greater Houston Area
Laura Ferguson, YMCA of Greater Charlotte
Maureen Fitzgerald, Ocean Community YMCA
Rachel Grostern, South Shore Resident Camping Branch
Maurice Horsey, Dryades YMCA
James Kirschner, YMCA Retirement Fund
John Lund, Jr., YMCA of Greater New York
Donna McGuire, South Shore Resident Camping Branch
Harold Mezile, YMCA of Metropolitan Minneapolis
Phil Morgan, YMCA of Greater New York
Suzanne Murray, YMCA of Metropolitan Los Angeles
Joni Phariss, YMCA of Greater Houston
Larry Rosen, YMCA of Metropolitan Los Angeles
Bruce Tamlyn, Silver Bay YMCA of the Adirondacks
Loretta Trapani, YMCA of Greater New York

PILOT SITES:

Cleveland County YMCA—Shannon Hovis
Greater St. Louis YMCA, Washington University Branch—Tiffany Barke
Santa Monica Family YMCA—Pam Andrews
Somerset Hills YMCA—Kerra French
South Shore YMCA—Jeanette Crosby & Mary Hurley
YMCA of Abilene Texas—Roberto Aguirre
YMCA of Greater Charlotte—Melinda Mills
YMCA of Greater Dayton—Jenny Warner

YMCA of Metropolitan Hartford—Kristan Wright
YMCA of Greater Houston—Joni Phariss
YMCA of Greater Indianapolis—Melinda English
YMCA of Greater Tulsa—Nancy Gunter
YMCA of Metropolitan Los Angeles—Evelyn Jensen & Suzanne Murray
YMCA of Pikes Peak Region—Lisa Austin
YMCA of South Hampton Roads—Lynn Skeele-Flynn
YMCA of Talbot County—M J Peirce

A special thank-you to the staff of the YMCA of Greater Houston who conducted a test-run of our assessment tool. We would not be successful without your effort.

We would also like to recognize the members of the Training and Leadership Development Advisory Board for their efforts in helping to shape the overall direction for leadership development: Jan Clark, YMCA of Greater Indianapolis; John Coduri, Association of YMCA Professionals; Elizabeth Dubuque, YMCA of the Suncoast; Susan Plank, YMCA of Greater Tulsa; Mary Hurley, South Shore YMCA; Jorge Perez, YMCA of Southwest Illinois; Lynn Skeele-Flynn, YMCA of South Hampton Roads; Gordon Echtenkamp, YMCA of Metropolitan Dallas; Scott Washburn, YMCA of Snohomish County; Cam Corder, Cleveland County Family YMCA; Dan Dummermuth, YMCA of the Pikes Peak Region; Vicky Foresman, South Suburban YMCA; Susan Gall, YMCA of Metropolitan Minneapolis; Mark Lieske, YMCA of the Sierra; Lawrence Thompson, YMCA of Metropolitan Fort Worth; James White, YMCA of the Triangle Area; Janice Williams, YMCA of Metropolitan Washington.

YMCA OF THE USA

101 N Wacker Drive

Chicago IL 60606

P 800 872 9622

F 312 977 9063

yexchange.org