INCLUSIVE TALENT DEVELOPMENT PRACTICES THAT WORK

Presented by The Bridgespan Group's Leadership Accelerator

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Why we're here today

"The nonprofit sector is experiencing a racial leadership gap. Studies show the percentage of people of color in the executive director/CEO role has remained under 20% for the last 15 years even as the country becomes more diverse."

Race to Lead: Confronting the Racial Leadership Gap
Sean Thomas-Breitfeld & Frances Kunreuther

How can we enable more staff – especially *staff of color* – to become leaders within our organization?

Nonprofit leadership teams can jumpstart effective and inclusive development by putting three key practices into place

Agree on what "great" looks like, with equity goals in mind

Prioritize 1-2 areas for focus

Craft development opportunities with intention

As an executive team, **engage** in discussion, **center equity** in the design of these practices, and **commit** to following through

Agree…

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What are 1-2 competencies that your future leaders need?

Sample competency: **Brings an equity mindset to the work**

Overall definition: Understands and is committed to goals of equity; consistently brings an equity mindset to the organization's work and workplace

Early stage	Intermediate	Advanced
Awareness of equity issues • Is aware of inequities that exist at multiple levels+ • Is able to use appropriate vocabulary to describe inequities	**Awareness of equity issues** • Is aware that there are linkages between systems that perpetuate inequity and how these systems impact the work **Ability to actively combat inequities** • **Understands** that the organization and programs may need to change in order to achieve goals around equity	**Awareness of equity issues** • Is familiar with potential avenues for addressing structural inequities **Ability to actively combat inequities** • Can engage in dialogues about potential options to address inequities and tradeoffs between options

+ Phyllis Jones, Camara. "Levels of Racism: A Theoretical Framework and a Gardener's Tale. " 2000.

Sample competency: **Nurture DEIB (Diversity, Equity, Inclusion, Belonging)**

girl scouts
of northern california

/ **D R A F T**

Overall definition: Understands and effectively contributes to diverse, equitable and inclusive practices and spaces that support girls, adult members, partners and staff in knowing they belong.

Early stage	Intermediate	Advanced
Awake/Woke: • Sees how their own experiences and privileges inform their current perceptions and beliefs about race, ethnicity, and racism • Understands unconscious biases exist in self and others, and that it can influence our work • Aware of inequities that exist at multiple levels (personal, interpersonal, organizational, and systemic) • Understands systemic inequities impact the organization's work; is aware of the concept of intersectionality+ • Able to articulate organization's goals around diversity, equity, inclusion and belonging and GSNorCal's commitment to being an antiracist organization and the values and principles from which we operate • Ability to use Council terms to describe issues of race, ethnicity, discrimination, mistreatment and/or inequities • Understands that diverse representation and inclusion is important • +Intersectionality is defined in *Merriam-Webster* as "The complex, cumulative manner in which the effects of different forms of discrimination combine, overlap, or intersect."	**Awake/Woke:** • Demonstrates respectful interpersonal engagement diverse and under-represented individuals and groups • Proactively learns about different aspects of culture, histories, lived experiences and identity that may bring advantages and disadvantages in various settings • Takes responsibility for the impact of own words and actions, regardless of intent; Accepts feedback as a gift about personal behavior • Understands that the organization and programs may need to change in order to achieve goals around equity and belonging **Action/Work:** • Embraces diversity of perspectives and individuals in all cases. Asks for and welcomes feedback from those who have varying perspectives and identities from oneself • Effectively addresses incidents of harassment or disrespect • Willing to have courageous and constructive conversations; Seeks to build trusting relationships with diverse individuals and groups; Demonstrates the ability to interpret and hold emotional reactions from a culturally humble lens • Takes cultural context of client population into consideration when recommending and implementing new ideas, solutions, or strategies	**Awake/Woke:** • Uncovers, acknowledges and takes action steps to address their own unconscious biases, privilege and/or oppression • Reflects on personal and organizational mistakes and seeks to learn and grow in order to do better • Regularly discusses issues tied to race and recognize that they and others are on personal learning journeys toward a more inclusive culture **Action/Work:** • Proactively seeks out diverse perspectives and relationships to advance the mission • Models a responsibility to speak about race, dominant culture, and structural racism both inside and outside the organization • Works to mitigate implicit bias from decisions, policies, and practices

Prioritize...

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Prioritize 1-2 areas for focus

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As an executive team, **engage** in discussion, **center equity** in the design of these practices, and **commit** to following through

How do you home in on the 2-3 development priorities for your direct reports?
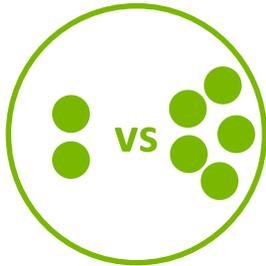
vs Fewer vs more

Prioritize "core" competencies
over "leadership" competencies

Consider your direct reports' aspirations
(and your aspirations for them)

While identifying development priorities, you can actively work to mitigate biases that might appear

TYPES OF UNCONSCIOUS BIASES	DESCRIPTION
Implicit Stereotyping	Unconscious **attribution of particular qualities** to a member of a certain group
Similarity Bias	Pattern of **favoring members of one's in-group** over out-group members
Confirmation Bias	Tendency to **search for, interpret, favor and recall information in a way that confirms one's beliefs** or hypothe**s**es

Craft...

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How do we develop?

Reflecting on your own career, what experience has been most powerful in your growth as a leader?

A useful way of thinking for how adults develop

20%
Coaching

10%
Training

70%
Job-Related

✓ **Projects**

✓ **Stretch assignments**

✓ **Expanded role**

Source: The "70/20/10" Approach comes from the Center for Creative Leadership

Tips: How to find on-the-job opportunities

70%

On-the-job "stretch assignments"

- Where does this skill show up in our departmental or agency goals?

- How might my direct report practice by contributing to those goals?

- What might be a low-stakes opportunity to practice this skill?

- Is there a relevant assignment that I've been doing for some time that I can delegate to my direct report?

Resources:

- 52 Free Development Opportunities for Nonprofit Staff (www.bridgespan.org)

- "For Your Improvement" (Michael M. Lombardo and Robert W. Eichinger)

Tips: How to find coaching and mentoring opportunities

20% Coaching and mentoring

- Do I feel energized and equipped to provide coaching on this type of stretch assignment?

- Who else within the organization might be a great advisor? (Consider Board members and volunteers as well as staff)

- Who is known for doing this well at other organizations or in the community?

- What opportunities might there be to shadow an internal or external expert?

Tips: How to find formal learning opportunities

10%

Formal or classroom learning

- What in-house trainings, if any, might provide a useful foundation?

- Are there external readings or courses (online or traditional classroom) that might be relevant?

- Are there any conferences or special events that would be valuable? (Note that this can also be a source of mentors)

- What are creative ways to broaden your perspective or learn codified tools/skills? (e.g., watching TED talks to observe strong public speaking skills)

Resources:

- Articles: *Stanford Social Innovation Review, Harvard Business Review*

- Online trainings: The Management Center, HBS Online Courses

The 70/20/10 principle in action

Supervisor name	Williams
Direct report name	Gordon
Date / development period	2018

Competencies or Sub-competencies to prioritize (2-3)	70% On-the-job assignment	20% Coaching/mentoring	10% Formal learning
Decision-making - Effectively gathers input from stakeholders when appropriate – and incorporates diverse perspectives			

Two considerations while crafting development plans for your future leaders

CO-CREATION IN PARTNERSHIP WITH DIRECT REPORTS IS KEY


THE TYPES OF OPPORTUNITIES YOU PROVIDE MATTERS

For Women and Minorities to Get Ahead, Managers Must Assign Work Fairly

by Joan C. Williams and Marina Multhaup

MARCH 05, 2018
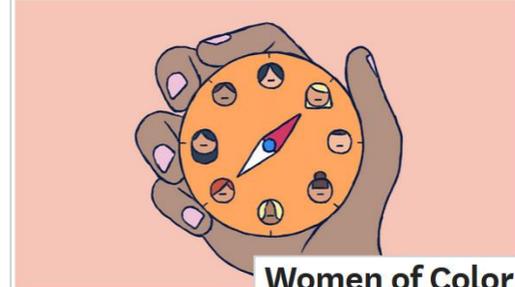
Organizations have been trying to improve diversity in the [...] techniques, such as one-time sensitivity trainings, haven't [...] leadership roles are still staggeringly low across industries [...] especially women of color.

Women of Color Get Asked to Do More "Office Housework." Here's How They Can Say No.

by Ruchika Tulshyan

APRIL 06, 2018

Selena Rezvani was in an all-day strategy session when she faced a challenge many women of color are intimately familiar with; she was expected to arrange lunch for everyone present.
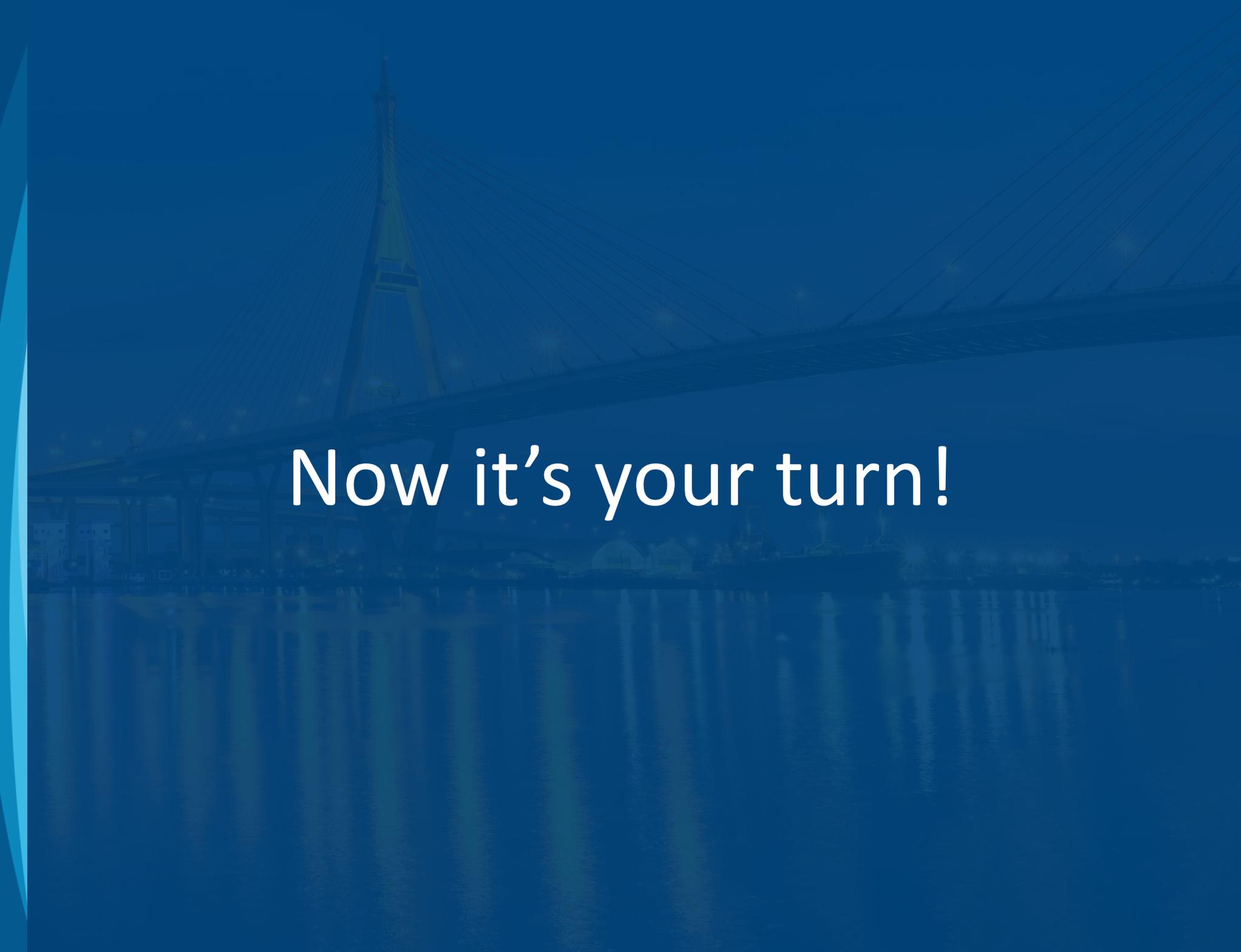
Practice: Developing development activities

- Think about one of your direct reports

- Think about one competency they might want to focus on for development (use starter list here)

Competency starter list

- Change management

- Cultivates innovation

- Decision making

- Strategic thinking

- Develops and motivates others

- Emotional awareness

- External relationship builder

- Deals with uncertainty

- Initiative and results-driven

- Resiliency

Practice: Developing development activities

- Think about one of your direct reports

- Think about one competency they might want to focus on for development (use starter list here)

- Now, for this competency, think about a "70%" assignment that might help someone to develop this competency

70% On-the-job Assignments

- Where does this skill show up in our departmental or agency goals?

- How might my direct report practice by contributing to those goals?

- What might be a low-stakes opportunity to practice this skill?

- Is there a relevant assignment that I've been doing for some time that I can delegate to my direct report?

Practice: Developing development activities

- Think about one of your direct reports

- Think about one competency they might want to focus on for development (use starter list here)

- Now, for this competency, think about a "70%" assignment that might help someone to develop this competency

- Now, think about how mentoring/ coaching might support the development of this competency

20% Coaching and Mentoring

- Do I feel energized and equipped to provide coaching on this type of stretch assignment?

- Who else within the organization might be a great advisor? (Consider Board members and volunteers as well as staff)

- Who is known for doing this well at other organizations or in the community?

- What opportunities might there be to shadow an internal or external expert?

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Bridgespan's new online program provides a step-by-step opportunity for teams to do just that

MILESTONE 1

Align on future leadership needs

MILESTONE 2

Identify the core and leadership competencies that will help you achieve your goals
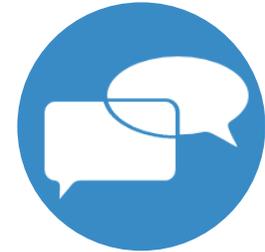
MILESTONE 3

Identify development priorities, while actively calibrating and mitigating against biases

MILESTONE 4

Draft 70/20/10 plans, identify themes, and plan for co-creation

MILESTONE 5

Create an action plan to ensure follow-through

The program combines individual work, team discussion, and Bridgespan coaching to facilitate decision-making

AS A TEAM

Leaders come together to discuss and align on key topics and decisions during the Team Summit

AS INDIVIDUALS

Leaders prepare to engage by reflecting on and applying key concepts in targeted pre-work

A PROJECT LEAD

In each team, a Lead keeps the team on track using facilitation guides, step-by-step checklists and tools

A BRIDGESPAN COACH

And a Bridgespan support team is there to offer guidance along the way through Office Hours, Project Lead Roundtables, and a Help Desk

At the end of the program, teams will have aligned on a set of competencies to drive development planning…

Core competencies

	Early Stage	Intermediate	Advanced
Critical Thinking			
Gathering Information	Remains open and curious Gathers relevant information with attention to detail	Identifies critical questions for discussion Recognizes and reconciled discrepancies in detailed information Considers the input of all staff when gathering data	Uses important details to identify trends and synthesize key underlying issues in complex situations
Applying Information	Delivers logistical analysis that is free from errors	Regularly anticipates potential obstacles to achieving goals and analyzes how to address Generally suggests logical realistic solutions based upon evidence and best practice Considers the implications of solutions or decisions on all staff and clients	Develops shift in strategy in response to the demands of complex situations Consistently demonstrates logic and intellectual rigor in recommending and implementing ideas/solutions

…and each team member will have drafted development plans for direct reports based on this set of competencies

Priority competencies and 70/20/10 planning

The Bridgespan Group

Direct report	Priority Competencies (2-3)	70%	20%	10%

Planning for co-creation with direct reports

Experience: Given their experience and skills, how much guidance do you think they will need in identifying development priorities and identifying development activities?

Mindset: Given previous conversations, how much help might they need in approaching development with a growth mindset?*

Challenges: What other **challenges**, if any, do you anticipate in agreeing on a shortlist of development priorities and identifying 70/20/10 activities? (Consider raising these in the Summit if advice would be helpful.)

Direct report	Experience, Mindset, challenges
Direct Report 1	
Direct Report 2	

The next cohort of the program launches in August 2021; applications are now open

This might be right for you if:

- Your ED / CEO and executive team **are committed to inclusive talent and leadership development**, but need some support in creating and implementing a plan
- You have an **executive team of 3-8 people**
- Your executive team members are **willing to invest ~20-25 hours** over approximately 3-4 months to this work

Interested? Next step is to set up a 1:1 call with us!
Email LeadershipAccelerator@Bridgespan.org

Backup

Inclusive talent development can help you to cultivate leaders of color and to achieve your strategic goals

Stanford SOCIAL INNOVATION Review
Informing and inspiring leaders of social change

Leadership

The Nonprofit Leadership Development Deficit

Succession planning is the No. 1 organizational concern of US nonprofits, but they are failing to develop their most promising pool of talent: homegrown leaders.

By Libbie Landles-Cobb, Kirk Kramer & Katie Smith Milway | Oct. 22, 2015

In more than a decade of research on nonprofit leadership, we at The Bridgespan Group have observed little change in the No. 1 organizational concern expressed by boards and CEOs: succession planning. In survey after survey of nonprofit leaders succession planning comes out on top. In fact, it is mentioned twice as often as the next concern.[1] Our most recent research provides

WHY IS THIS IMPORTANT?

- We know that **talent and leadership development** are key priorities for your organizations – and **developing and retaining leaders of color is critical**

- To do this well, you need to have a shared understanding, as a leadership team, of the **competences that staff and leaders need to effectively drive organizational success,** and **how those competencies can support (or undermine) your diversity and inclusion goals**

- You also need to better understand, and align on, **where your current employees stand with respect to these competencies**, so you can craft thoughtful, culturally humble plans to help them grow and development