Former Student Intern Excels in
Nonprofit Leadership Position

Agency Welcomes
New Leadership Team

ange

Social Services Recognized for
Community Leadership Partnership

Developing
Human Service
Leaders

Deborah Harley-McClaskey

Health Clinic Leads the Way With Strategic Initiatives

Chapter 12

Multicultural Leadership, Politics and Influence, Collaboration, and Social Entrepreneurship

LEARNING OBJECTIVES

The student will

- compare and contrast the terms *assimilation* and *acculturation*,
- examine four strategies for leading multicultural teams,
- describe politically smart behaviors,
- draw an influence diagram of his or her professional network,
- list and describe six principles of influence,
- list, describe, and apply the six factors that enable successful collaboration,
- create examples of a leader's sunshine and shadow power,
- describe six concerns to investigate before agreeing to collaborate, and
- apply the eight variables that contribute to a successful social venture.

MULTICULTURAL LEADERSHIP

Multicultural leadership brings a commitment to advance people who reflect the vitality, values, and voices of our diversity to all levels of organizations and society (Bordas, 2007, p. 8). In the United States, you can find a diverse selection of ethnic foods in grocery stores, hear many genres of music on satellite radio, purchase

a multitude of items from every corner of the world in your local shopping mall, and attend school with students from many nations, ethnicities, and religions. However, in spite of our cultural diversity, leadership in our government, businesses, and organizations is practiced from an ethnocentric orientation—a universal standard built on one cultural orientation.

REFLECTION: THE IMPACT OF EXCLUSION AND THE CALL TO BECOME INCLUSIVE

Have you ever felt excluded from the favored and popular group at work or school? Maybe you felt rejected because all you could afford to wear were off-brand jeans, the office technology updates were prioritized for upper-management (all males) and their technology "hand-me-downs" were redistributed to their support staff (all females), or you had to miss office happy hours because they were always scheduled on Fridays when you and your family were headed to the synagogue for Shabbat. Take a moment to remember times when you felt excluded. When was it? What were the circumstances?

Have you or someone close to you ever felt excluded because of your race, ethnicity, faith, gender, sexual orientation, disability, height, or weight? How did you respond? Did that experience shape your choices and how you behave today?

Exclusion experiences evolve in new and obstructive ways, negatively affecting how you interact with the world. The perceived patterns in which work is organized seem to contradict workplace responses to diversity initiatives, and the result is complacency about perceived progress in eliminating discrimination (Ryan, 2006). Exclusion is a problem if people are physically prevented from participating; if there are barriers, physical or emotional, to an activity; or if they risk negative consequences by their participation. Multicultural leadership's mission is to be inclusive, value multiple perspectives, as well as engage and empower people.

As a future leader of a human services organization, becoming an inclusive, multicultural leader is part of the calling to commit to a profession of social justice and civic responsibility. Bordas (2007) used the Latino concept *destino* and the Native American tradition of *vision quest* to invite those who have accepted the calling to lead on a journey of learning, listening, and reflecting. Destino requires thinking about your life, family, significant events, talents, and attributes to develop a deeper understanding of the possibilities for your future. Vision quest reveals the meaning and purpose of one's life. This view is quite different from the American one of self-determination. Bordas (pp. 183, 185) calls the quest a "dance between individual efforts and the lessons, gifts, and experiences life brings … being in sync with the pulse of the times." You have already done much of the same type

of reflective work for vision quest in previous chapters throughout this text. The focus of destino is on the journey of life rather than on the destination. The question changes from "What will I be when I graduate?" to "What challenges will I face and how will I continue to grow as I take each step on this exciting journey?" Destino is more than your life's journey; it is also the commitment you make to the journey to act with determination and heart for purposes greater than yourself.

DIAGNOSIS: ASSIMILATION AND ACCULTURATION

To become a multicultural leader, there are two words, assimilation and acculturation, which require understanding and analysis of their impact on current social outcomes. To assimilate means to remove the cultural, national, and ethnic differences of one's previous habits of daily life in order to become part of a new culture. The American melting pot created cultural uniformity by requiring immigrants to blend into their new surroundings with as few distinguishing characteristics as possible. Assimilation fed ethnocentricity, which bred cultural insensitivity and a predisposition to impose our values on others (Bordas, 2007, p. 186). Acculturation, on the other hand, embraces cultures of the previous time and the new location, while supporting a flexible adaptation that allows immigrants to "cross-over" by retaining their cultural pride and heritage. Having the anchor of familiarity along with valued previous experiences creates a type of confidence that enables someone to find a home in a new and unfamiliar life. The range of behaviors between assimilation and acculturation is a continuum. Understanding the difference in behaviors along the continuum allows people to be more intentional when learning and expanding their multicultural capacity. The assessment in Table 12.1 will give you a snapshot of your multicultural capacity on the continuum of assimilation and acculturation. Do a quick analysis of where you are now in your learning and experience by rating yourself on this scale: What did you learn from this exercise? Did you discover you have certain assimilation or acculturation expectations? Did this exercise help you generate ideas as to how you could increase your acculturation experience?

Assimilation and acculturation are not just behaviors for building multicultural leadership in regard to nationality, race, and ethnicity; this continuum of behaviors relates directly to the issue of gender and leadership. Over the last century, women have worked to assimilate into the workforce by seeking advanced education, taking assertiveness seminars, and dressing for success. Yet the result was limited opportunities, disapproval of "unlady-like" behaviors, and a clustering of employment in "pink ghetto" jobs, including many career fields in human services. Disproportionately, women comprise a larger part of the human services field's population, yet the top leaders are more often than not men. One study published

Table 12.1 Assimilation and Acculturation

Associations center on white culture						Many diverse cultural associations				
Assimilation						Acculturation				
−5	−4	−3	−2	−1	0	1	2	3	4	5
Minimal experiences with other cultures						Seeks out diverse cultural experiences				
Assimilation						Acculturation				
−5	−4	−3	−2	−1	0	1	2	3	4	5
Desire to fit in, conform						Has learning how to "fit it"				
Assimilation						Acculturation				
−5	−4	−3	−2	−1	0	1	2	3	4	5
Belief that the white way is superior						Cultural flexibility—many ways				
Assimilation						Acculturation				
−5	−4	−3	−2	−1	0	1	2	3	4	5
English only						Supports language and other cultural exposure				
Assimilation						Acculturation				
−5	−4	−3	−2	−1	0	1	2	3	4	5

Source: Bordas, J. (2007). *Salsa, soul, and spirit, leadership for a multicultural age: New approaches to leadership from latino, black, and American Indian communities.* San Francisco, CA: Berrett-Koehler Publishers.

in *Social Work Today* (NASW Center for Workforce Studies, 2007) found that a disproportionate number of men served as managers in the social service arena, and in addition, women were promoted at a slower rate than men. Salary differences in the social work profession were also inequitable based on gender, with men on average earning 14% more than women (Whitaker et al., 2006). Women social workers made up 89% of the lower wage earners and 57% of higher wage earners. Men social workers made up 11% of lower wage earners, but 43% of higher wage earners were men. Sheryl Sandberg (2013), chief operating officer of Facebook and author of *Lean In*, stated, "Although thirty years ago women began earning fifty percent of college degrees in America, they are still holding only fourteen percent of C-suite jobs in corporate America and seventeen percent of board seats." Stephen Rush (2004) summarized the research of Stella Nkomo and Ella Edmonson Bell regarding black and white professional women. Women did not acculturate; instead, it was an environment of survival and perseverance. Black families warned their women of sex discrimination while white families did not. Women need someone who is willing to mentor and champion them, but many male executives are reluctant to mentor women.

A global research study, Empowering the Third Billion: Women and the World of Work in 2012 (Booz & Co., 2013), published The Equality Matrix, which measures the economic success for women (degree of inclusion and equality of pay) and measures the support for women (policies guaranteeing access to education, credit, and employment). Angel Gurria, secretary-general of the Organisation for Economic Co-operation and Development said, "Women are the most underutilized economic asset in the world's economy." Researchers of the study estimate 1 billion women could enter the global economy in the next decade. The study revealed additional critical facts:

- If women in the United States, Japan, and Egypt were employed at the same rates as men, the GDP's of those countries would be higher by 5 percent, 9 percent, and 34 percent, respectively.
- Tanzania has an estimated 1 million female entrepreneurs; but because tribal laws dictate that only sons inherit land, women lack the most common collateral for securing loans.
- In India, 5.5 million women enter the workforce each year, however, more than 50 percent of women report safety (robbery, assault, rape) as concerns related to commuting.
- In Saudi Arabia, women constitute 57 percent of university graduates but comprise only 12 percent of women participating in the workforce.
- Despite anti-discrimination laws, only 43 percent of women who try to rejoin the workforce after childbirth find jobs in Japan.
- Italian women spend five hours a day on housework while men spend less than 90 minutes. Italy has the second-lowest female labor participation rate in Europe.
- The United States is the only country in the Organisation for Economic Cooperation and Development that does not provide income support during parental leave.
- Half the world's self-made female billionaires are in China.
- In Argentina, women make up 24 percent of the national parliament, the highest proportion in the world.
- South Africa mandates a minimum of four months maternity leave for women who have worked at a company for at least two years.
- 73 percent of German companies offer flextime.

Source: Reprinted by permission of *Harvard Business Review*. Booz & Co. (2013). Women and the economics of equality. *Harvard Business Review*, *91*(4), 30-31. Copyright © 2013 by the Harvard Business School Publishing Corporation; all rights reserved.

Table 12.2 contains a similar set of questions as those in Table 12.1, but here the focus is on gender.

Table 12.2 Assimilation and Acculturation: Focus on Gender

Associations center on male hierarchical structure					More flat-structure governance associations					
Assimilation					Acculturation					
−5	−4	−3	−2	−1	0	1	2	3	4	5
Fewer professional experiences with other gender					Seeks out diverse professional experiences					
Assimilation					Acculturation					
−5	−4	−3	−2	−1	0	1	2	3	4	5
Desire to fit in, conform					Gives coaching on how to "fit it"					
Assimilation					Acculturation					
−5	−4	−3	−2	−1	0	1	2	3	4	5
Belief that the male perspective is superior					Cultural flexibility—many ways					
Assimilation					Acculturation					
−5	−4	−3	−2	−1	0	1	2	3	4	5
"If it ain't broke, don't fix it."					Supports expanding decision-making bodies to include outside perspectives.					
Assimilation					Acculturation					
−5	−4	−3	−2	−1	0	1	2	3	4	5

Source: Author created.

Again, what did you learn about your assimilation and acculturation experience? Did you identify ideas about actions you can take to increase your ability to acculturate? Which ones?

PRESCRIPTION: LEADING A MULTICULTURAL TEAM

Acculturation increases your cultural repertoire, creativity, and promises cross-cultural competency, helping you thrive in different cultural environments (Bordas, 2007, p. 188). The first step is to dismantle the dominance of the white middle-class perspective—hierarchical pluralism. The dominant culture's message is to "fit in," "read the instructions," and "walk, talk, and act like the rest of us." The cultures of most social institutions are built around white middle-class norms. In the same way, the leadership culture is built around white upper-class norms as

well. In each case, this elusive set of rules and expectations is difficult to grasp for those whose families and neighborhoods are outside of the dominant culture. This is referred to as tacit knowledge, the lessons that come from our informal learning experiences as well as from the stories of families and friends (White, 1998). Hierarchical pluralism creates in-groups and out-groups (Chapter 2) with out-groups frequently made up of employees who have become isolated and estranged in the workplace. The alternative is egalitarian pluralism, which is a workplace culture of openness, welcoming to diverse leaders in both style and inclusion to the decision-making table.

As a leader of a multicultural team, one main challenge is to recognize cultural causes of conflict, to intervene in ways that get the team back on track, and to empower group members to deal with future cultural challenges (Brett et al., 2011). Multicultural teams bring richness to the organization because of their potential to innovate, knowledge of diverse communities and related markets, as well as an attention to culturally sensitive client services. Cultural challenges in teams are manageable if managers and team members focus on the right strategy and avoid imposing a hierarchical pluralistic style. Unfortunately, too many leaders assume the problem stems from issues with communication. According to Brett et al. (2011), that is only one of the four possible causes of friction at work:

1. Direct versus indirect communication – Direct and explicit is the communication style in Western cultures. A listener is not forced to interpret meaning; the intent is front and center. Many non-Western cultures use indirect communication where the meaning is hidden in the style of the message. It may even be framed in the style of a question instead of a direct statement. This style places the burden of interpretation on the listener. Non-Westerners therefore have to shift communication styles to accommodate non-Western team members. Awareness of communication styles is necessary to human services professions, especially when advice or communications involves families or other non-Western professionals. Sensitivity to styles of direct and indirect communication is important in helping professions.

2. Middle-class formal English, accents and fluency – Perceptions of status, education, and competence are filtered through spoken and written language. Much international business communication is done in English. Dominant culture team members become frustrated with nonnative speakers' accents and lack of dominant culture fluency. The nonnative speakers become reluctant to contribute due to the language difficulty, resulting in a lack of respect and assumptions of incompetence toward nonnative speakers. "The American

and I were at the same level, but he always led the team meetings. I had good questions, but it became apparent I was not perceived as one who could add value to the team," shared a member of an international human services organization (Brett et al., 2011, p. 111).

3. Evolving attitudes toward hierarchy and authority – One of the positive changes in organizational leadership structures in Western cultures is the reduction of workplace hierarchy structures. Organizations are getting flatter both for economic and inclusive reasons. However, many non-Western cultures have not made this shift. The historical male design of the workplace cultures also places high value on status and hierarchy. In many professions such as teaching and nursing, higher salaries and job titles only come with administrative duties. To be an outstanding caregiver or teacher is not rewarded in the current system. The value placed on title and rank impacts communication styles (direct and indirect) as well as with whom it is appropriate to communicate (status and level). It can signify a message of great disrespect and cause a major rift between team members and organizations if this respect is not honored.

4. Conflicting norms for decision making – Speed and level of detail for research and analysis are different by culture and impact the nature of decision making. Americans are notorious for wanting to move quickly with relatively little analysis. Negotiating how decisions will be made is imperative to successful partnering with non-American organizations.

Brett et al. (2011, pp. 116–122) recommend four strategies for leading multicultural teams through these cultural challenges. But first, assessing the situation and conditions must inform the choice that will be made. Does the project timeline allow for flexibility? Are there additional resources available? Is the team a permanent or temporary work group? Does the team leader have the authority to make changes?

1. Adaptation works (acculturation) when team members are willing to acknowledge and name their cultural differences and to assume responsibility for figuring out how to coexist with them.

2. Structural intervention is a deliberate reorganization to remove a source of conflict. This might involve breaking the larger team into several smaller ones or hiring a temporary team leader to enable members to better communicate if there is perceived conflict with the existing leader. This solution is usually temporary. It enables the team to develop and become internally strong.

In each case there is a process to reassemble the team with the original leader or reengage the subgroups into the larger team.

3. Managerial intervention works through an arbitration process with the team. It is useful for sorting out problems when efforts for the team to self-correct have reached a stalemate. This intervention can be useful in the early stages of the multicultural team development for setting norms and expectations. Establishing norms and expectations is a good practice for all teams because it prevents many problems that can arise later and derail the team from achieving their established goals.

4. Exiting a team is a strategy of last resort. It is used more often in permanent than temporary teams. In these cases, a team member may request to leave or the leader may ask the person to leave. In either case, it is usually because the situation is at a stalemate, the individual has lost the trust of the others, or he or she feels disrespected.

SUMMARY

Leadership in a multicultural world, where many cultures intersect and interact, creates questions and adaptations that have resulted in a slow reduction of Euro-American dominance that has shaped the previous five centuries (Bordas, 2007, p. 199). Bordas counsels leaders to look backward and forward like the West African bird Sankofa. It looks backward reminding us to learn from the past as its feet face forward inspiring us to take deliberate action for a more inspiring future. Multicultural leadership reflects humanistic values that promote justice, equality, and integrates spiritual responsibility with social accountability (Bordas, 2007, p. 200).

"All that we do now must be done to a sacred manner and in celebration. We are the ones we have been waiting for."—The Hopi Elders, Oraibi, Arizona.

POLITICS AND INFLUENCE

Politics and influence work hand in hand developing relationships between leaders and followers. Influence is the power and ability to personally affect others' actions, decisions, opinions, or thinking (Scharlatt & Smith, 2011, p. 7). Politics can be seen as a negative "game" built on bullying, favoritism, self-interest, and sabotage (Gentry & Leslie, 2012). Politics exists in all organizations and is essentially the art of coalition building in order to positively influence personal and organizational objectives.

REFLECTION: INFLUENTIAL LEADERS IN OUR LIVES

As you consider your desire to have influence and to be included in a network of respected leaders, consider who has had a positive influence in your life? Who is a leadership role model in your life? Kouzes and Posner (2012, pp. 330–331, 373), international leadership experts and authors, have asked that question to thousands of adults in the United States for over ten years. Make a list of three leaders who have had the most positive influence in your daily life. After each name, list three words that best describes what this person contributed to your life. After you have completed this exercise, we will compare your answers with the research of Kouzes and Posner.

1. _____

   3 words: _____ _____ _____

2. _____

   3 words: _____ _____ _____

3. _____

   3 words: _____ _____ _____

Kouzes and Posner (2012) found that leaders of influence in our lives come from those around us. They were our family members, friends, colleagues, supervisors, coaches, and teachers. They were also people we have known for at least 3 years (90%). The most common duration was 10 years. Granting someone the opportunity to have influence in our lives depends on the trust in the relationship; we know that building trust takes time. When asked what these leaders brought to the respondents' lives, these four themes and commonly cited terms were used:

- Trust – honesty, integrity, respect
- Compassion – caring, friendship, happiness, love
- Stability – security, strength, support, peace
- Hope – direction, faith, guidance

Now ask yourself the following:

- How did your names and their contributions compare to the Kouzes and Posner study?

- How long have you known these individuals?
- What were the themes of their contributions to your life?

What you have discovered are the types of leadership characteristics important to you in working with others. These are the leaders from whom you will welcome efforts to influence. As a developing leader, what kind of characteristics do others perceive about you? Will your efforts to influence be welcomed?

Part of positive influence involves being politically smart. How politically savvy are you? Gentry and Leslie (2012) describe four types of politically smart behaviors. Consider these skills as you reflect on your behaviors and strategies in the workplace or academia.

1. Mingle strategically – You have developed a network of faculty and professionals in your field who have power and influence and are in a position to connect you with opportunities for growth and development. Then follow up by sending a "happy to meet you" note, invite them to coffee, or continue a conversation you may have begun. Use the business cards stuffed in your wallet or cluttered on your desk. Add them to your contacts list in your database being sure to note where and when you met the person and what they do. This is the critical next step, call or email and set up a time to meet, have coffee, and explain how you think they could help you. Continue to grow your network.

2. Read the situation – You have taken the time to understand your style, strengths, and weaknesses. You are able to listen and interpret how others are feeling. You are a student of motivation and the importance of meeting people's needs.

3. Determine the appropriate action before acting – You have found and use your "pause button" regularly to prevent acting in haste. You maintain a positive attitude and apologize when you make an error. You try to anticipate other responses to ideas and think carefully about what and how you approach a situation.

4. Leave them with a good impression – Be open, honest, and credible. Show that you are adaptable to the situation and the needs of the people. Demonstrate dependability, go the "extra mile," and prioritize the needs of your team, boss, and organization. Seek to understand other's viewpoints, work to negotiate so as not to create adversarial relationships, and do not panic at the possibility of conflict.

Understanding workplace politics through these four skill sets may seem less threatening now that you are able to analyze the positive outcomes that will result

from their mastery. Determine where you can start to grow politically and in your overall influence.

DIAGNOSIS: MAPPING YOUR INFLUENCE

Influence tactics can produce three different outcomes: resistance, compliance, and commitment (Yukl, 2010). Resistance is the effort to block influence by using excuses or delay tactics, putting up roadblocks, or pretending to agree but not following through. Compliance is the response that returns only enough effort to complete a small task or to strictly complete the minimum requirements. Commitment, the highest level of response to influence, is demonstrated by tasks endorsed by sustained effort, focus, and creativity.

There is no one set of rules for influencing others. It is dependent on individual personalities, values, goals, as well as organizational roles. It does, however, begin with the relationships you build. Like a wave that rolls across the beach, your influence rolls across people who also touch others in their paths. Influence, like the water, ebbs and flows through your initiatives, crashing onto the shore and then rolling back to the sea. It may help to take a snapshot of your current professional network (Gentrie & Leslie, 2012). To do this, find an 8 1/2 x 11 sheet of paper. Start in the center by drawing a small oval and writing your name in it. Around this center oval, draw six to eight additional small ovals; then repeat with another layer of small ovals around this near the edge of the paper (see below). In the inner circle of ovals, list those individuals in your network with whom you have close connections. In the outer circle of ovals, list those who you would like to get to know because of their influence, reputation, or power.

Your Influence Map

Look for patterns in your connections and determine if an inner circle connection can help you get to know an outer circle connection.

Your network may include colleagues, faculty members, professionals from other organizations, your boss, authors and presenters from professional associations, as well as community leaders. Your goal is to increase your political coalition by increasing the number of influential leaders in your inner circle. Remember, this is positive influence as long as the purpose is to increase the success of the team and the organization. Gentry and Leslie (2012) offer additional suggestions for building political savvy. Notice the networks of those you consider to be politically savvy for positive purposes. Who is part of their network? Seek an influential mentor to help you build your network. Become an observer of body language. Reading nonverbal cues can help you determine group

Figure 12.1   Your Influence Map
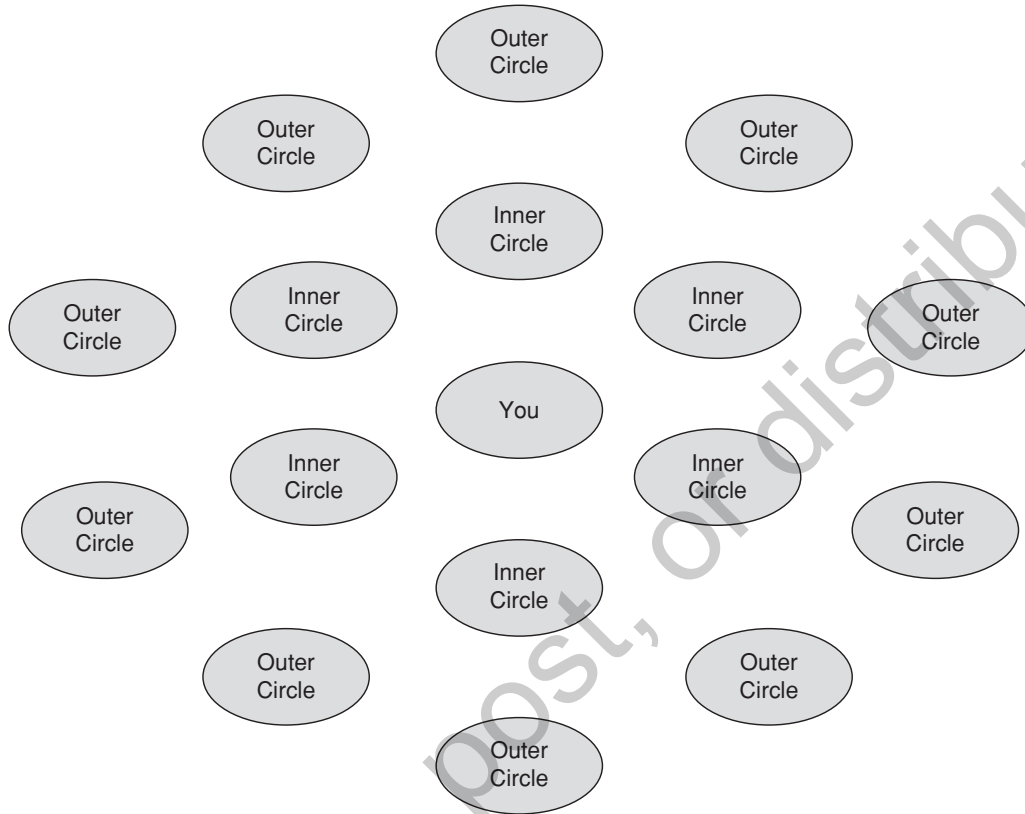
members' true feelings. Ask a coworker you trust to give you feedback regarding how group members perceive your actions. Does your tone match your facial expressions and body language? Learn to control impulses to share too much or to be one of the "gang," sharing gossip and others' poor attitudes. Know your hot buttons. Know how to handle conflict constructively. Always consider what the last impression you leave with a group will be because this is how they will remember you for the next assigned team project. Therefore, this is an important set of data to collect about yourself and your skills. If becoming politically savvy is your goal, this is the place to start.

PRESCRIPTION: INFLUENCE TACTICS

Leaders ask many things of their employees and organization members. They may request the completion a simple or complex task. It could also be to agree to support and carry out a change in direction for the organization. Each of these requests adds a

higher level of complexity and commitment to the task. The first request is likely to receive minimal resistance, especially if the task is relevant to the group member's work and something they know how to do. The second and third request types will likely require more than a simple ask. Daniel Pink (2012) refers to it as "non-sales selling" in his book *To Sell Is Human: The Surprising Truth About Moving Others.* Pink's research revealed that across a variety of professions, 24 minutes of each work hour is spent persuading, influencing, and convincing others to support a request or idea. Leaders sell ideas and visions as opposed to products and services. What is it that captures our attention and motivates us to get on board?

Scharlatt and Smith (2011, p. 14) explain Yukl's (2010) work on influence tactics as effective ways to influence others. There are four core tactics and seven supplementary tactics that are used in conjunction with the four cores.

Four Core Tactics

1. Rational persuasion – Use logical arguments and factual evidence to show a request or proposal is feasible and relevant for attaining important task objectives.

2. Consultation – Ask the person to suggest improvements or help plan an activity for which a person's support is desired.

3. Inspirational appeals – Appeal to the person's values and ideals, or seek to arouse the person's emotions to gain commitment.

4. Collaboration – Offer to provide assistance or necessary resources for a project of common interest while inviting the person to work together.

Seven Supplementary Influence Tactics

1. Apprising – Explaining how the request will benefit a project.

2. Ingratiation – Use of praise and flattery in an attempt to influence the target person to support a request.

3. Exchange – Offer something the person wants or a reciprocal arrangement for another time in exchange for your request.

4. Personal appeals – Ask the person to carry out a request based on friendship.

5. Legitimating – Establish the legitimacy or verify the authority of a request.

6. Pressure – Use of demands, threats, or persistent reminders to fulfill a request.

7. Coalition – Enlist the support or endorsement of others to influence others to fulfill a request.

Consider the two major types of relationships in your life—work and personal. Which of the four major tactics are you more likely to use with family and friends? At work? Which of the seven supplementary tactics do you use? Although there are no absolute rules about which tactics to use with which individuals, the two most successful tactics are typically rational persuasion and consultation (Scharlatt & Smith, 2011).

Other important principles of influence involve the research of Robert B. Cialdini (2007). His book *Influence: The Psychology of Persuasion* explores six principles: consistency, reciprocation, social proof, authority, liking, and scarcity. Cialdini (2007) explained the complexity and rapidly moving nature of the 21st century and the need for shortcuts (rules of thumb to classify things) so people can respond more quickly in today's multistimulous environment, without lengthy analysis. In effect, our brain's need to create shortcuts causes humans to seek more efficient, automatic behaviors. His research explores the human response to another six psychological principles of influence and persuasion that guide us through the behavior shortcuts. As leaders you will see these principles at work in your organizations, teams, as well as yourself. [Note: Brief quotations detailing each of the six principles of influence from *Influence: The Psychology of Persuasion* by Robert Cialdini. Copyright © 1984, 1993 by Robert Cialdini. Reprinted by permission of Harper Collins Publishers.]

1. Consistency – People seek consistency in their environments as well as in their own decisions. People will choose to stay with first decisions "fooling themselves from time to time in order to keep thoughts and beliefs consistent with what is already done or decided" (Cialdini, 2007, p. 59). People are especially loyal to decisions if they are in writing and have been shared with others. If people have struggled to achieve this position or understanding, their loyalty to this position is very strong. In addition, if the person believes the choice was her own personal responsibility, the commitment to the position will be long-standing. "The drive to be and look consistent constitutes a highly potent weapon of social influence, often causing us to act in ways that are clearly contrary to our own best interests," says Cialdini (2007, p. 59).

2. Reciprocation – People from most global cultures feel an obligation to return a favor. It is a feeling of indebtedness and obligation to repay a kindness. Influence can also be extracted by offering a favor with the expectation of the reciprocal response. Cialdini (2007) reported, "The impressive aspect of the rule for reciprocation and the sense of obligation that goes with it is its pervasiveness in human culture. It is so widespread, that after intensive study, sociologists report that there is not a human society that does not subscribe to the rule" (p. 18).

3. Social Proof – Cialdini's (2007) principle of social proof states, "One means we use to determine what is correct is to find out what other people think is correct. The principle applies especially to the way we decide what constitutes correct behavior. We view a behavior as more correct in a given situation to the degree that we see others performing it" (p. 116). People are persuaded by the actions of others. They look to others, especially those like themselves, for direction when they are uncertain. Consider a recent invitation to a social event, did you ask your friends what they were wearing to the event?

4. Authority – "We are trained from birth that obedience to proper authority is right and disobedience is wrong," states Cialdini (2007, p. 216). Persons of authority are perceived to have superior information and power. People with such authority are pervasive in the systems and organizations of society: government, military, religious organizations, as well as the many profit-making organizations in communities today. Unfortunately, symbols of authority can elicit the same authority influence with the use of fake titles, uniforms, and other trappings.

5. Liking – According to Cialdini (2007), "We most prefer to say yes to the requests of someone we know and like" (p. 167). People are more open to influence if they believe you like them as well as to those they consider good looking. "In fact the response to those who represent the attractive members of the group is so strong, we automatically assign positive traits such as honesty, kindness, intelligent, and talented to good-looking individuals" (Cialdini, 2007, p. 171). Disharmony in groups can be reduced by collaborative efforts toward a common goal. Surrounding yourself with people who reflect success and glory causes your perceived superiority to rise. People associate bad news with the person delivering the news.

6. Scarcity – "The idea of potential loss plays a large role in human decision-making," reports Cialdini (2007). "In fact, people seem to be more motivated by the thought of losing something than by the thought of gaining something of equal value" (p. 238). People value opportunities more when they are limited. As the opportunities become less available, people lose the freedom to have something. If that lost opportunity was something they owned previously, people will react to regain what they have lost, possibly even resorting to violence. This is also true for access to information, which may become censored or banned, as it is in countries such as China or Russia. If there is an element of competition involved, people want the scarce item most of all.

You can see how each of these principles might exhibit themselves in an individual, team, or organizational situation. Team competitions, scarce organizational resources,

instituting changes in policies or creating new programs, incorporating new members into a team, abuse of authority, consulting with peers when unclear about a new policy, and many other situations can be predicted by understanding these six principles.

What steps will you take to apply your new knowledge of influence and influence tactics? To become an effective leader in a world of influence and politics, it becomes important to develop a strategy for each situation. Because there are few universal rules in this skill set, the analysis of the situation is key. Scharlatt and Smith (2011) offer several suggestions to prepare for an influence session.

- Who are we attempting to influence and what position does that person or group occupy in relation to you? What are the power differences?
- What is the situation and why are you looking to gain influence? What do you hope the outcome will be?
- What benefits will come to you and the recipients of your influence?
- Is there influence directed toward you related to this situation? Who is it from and what is the outcome?
- What influence tactics do you see being used by others? What is the recipients' response?
- What tactics will you choose? Why? What response do you anticipate? What conversation points will you make? For what goals will you enlist support? What are the benefits you will communicate?
- When will be a good time to begin the process? What setting will enhance this dialogue?
- Create a counter argument and develop a response, should you need it.
- How will you close the dialogue? Prepare two positive closings, one for a positive and a negative response.

Most often politics is talked about with a reticence that makes you almost apologize for discussing the topic. The politics of the workplace concerns influence and your awareness about your ability to influence others. As a human services leader your influence must also reach out into the community. Developing strategies and measures for determining your network reach are important to the future success of human services organizations.

SUMMARY

Politics and influence are positive skill sets for leaders when used for positive purposes. In today's world of information overload combined with the need to work across organizations with individuals and groups who do not report to you or your organization, having skills in politics and influence are a necessity. Understand

your own power base and political network. Observe how others utilize influence tactics. Practice, seek feedback, and practice again.

COLLABORATION

Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone (Winer & Ray, 1994). The relationship includes a commitment to mutual relationships and goals, a jointly developed structure and shared responsibility, mutual authority and accountability for success, and shared resources and rewards.

REFLECTION: THE PROCESS OF REVEALING QUALITIES OF A COLLABORATION PARTNER

Consider the goal of finding a life partner. Some would refer to this person as a husband, wife, or soul mate. It is a process of getting to know and evaluating individuals who bring positive qualities into your life. You are seeking someone who has a history of positive regard, talents to share, can contribute to the economic viability of the relationship, is trustworthy, holds high standards and values, makes decisions for the good of others as well as self, is able to compromise, engages in goal achievement, is flexible, communicates well, shares a common passion for the future, willing to share in the leadership of the relationship, and has a passion for the love of the relationship. You work to identify these characteristics through meetings and dialogue as well as sharing enjoyable experiences. You include friends and family in some stages of the evaluation process. When a mutual regard for each party is established, a commitment is made and the process continues through additional stages of setting traditions, rituals, and short and long-term goals. Although this description of the stages of a relationship—friendship, dating, courtship, and marriage—might seem a bit sterile in the choice of words, my purpose is to compare it to the process of organizations coming together in a commitment for a long-term collaboration. The steps of the process and desirable qualities of the collaborative parties are similar.

DIAGNOSIS: SUCCESS FACTORS OF A COLLABORATION

The Fieldstone Alliance has engaged in over 8 years of research regarding the success factors of collaboration (Mattessich, Murray-Close, & Monsey, 2001). They identified 20 success factors, which are placed in six categories in Table 12.3.

Table 12.3   Factors Influencing the Success of Collaboration

Environment	Process and Structure
• A history of collaboration or cooperation in the community. • Collaborative group seen as a legitimate leader in the community. • Favorable political and social climate.	• Members share a stake in both process and outcome. • Multiple layers of participation. • Flexibility. • Development of clear goals and policy guidelines. • Adaptability. • Appropriate pace of development.
Membership Characteristics	**Communication**
• Mutual respect, understanding, and trust. • Appropriate cross section of members. • Members see collaboration as in their self-interest. • Ability to compromise.	• Open and frequent communication. • Established informal relationships and communication links.
Purpose	**Resources**
• Concrete attainable goals and objectives. • Shared vision. • Unique purpose.	• Sufficient funds, staff, materials, and time. • Skilled leadership.

Source: Adapted from Mattessich, P. W., Murray-Close, M., & Monsey, B. R. (2001). *Collaboration: What makes it work* (2nd ed.). Saint Paul, MN: Fieldstone Alliance.

The Fieldstone Alliance's Wilder Collaboration Factors Inventory is an excellent tool to evaluate your group's strengths and readiness for successful collaboration. As students, is it likely you are not part of an organization engaged in a collaboration? I have translated the intent of this inventory so it focuses on individual readiness and engages members or leaders of a collaborative. This will help you reflect and consider your readiness and strengths for participating or leading a collaborative project. Instructions for the inventory are as follows:

- Circle the word that indicates how much you agree or disagree with each item.
- Do not skip any questions.
- If you do not know or have an opinion, circle the neutral response.
- If you feel your response lies between two words, select the least strong description of the two.

Individual Collaboration Factors Inventory (Based on the Wilder Collaboration Factors Inventory)

1. I am aware of agencies in my community working together.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

2. Trying to solve problems through collaboration has been common in my experience. It's been done many times in my family, faith organization, school, or work.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

3. I see better results when true collaboration is achieved.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

4. My colleagues or classmates would generally agree that my skills and demeanor would be desirable to work on a collaborative project.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

5. I am able to evaluate the political and social climate in organizations.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

6. I am considered by others to be a trustworthy person.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

7. I think win-win and seek out opportunities for collaboration.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

8. If I were to select people for a collaborative project, I would seek to select across a diverse representation of members, employees, and clients from all stakeholders of the project.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

9. If I were to select people from several organizations for a collaborative project, I would know how to influence those organizations to nominate a cross section of members, employees, and clients (those who have a stake in the results) to serve on the project.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

10. My perspective on collaboration will benefit my organization as I work with others.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

11. I am comfortable with the effort it requires in reaching a win-win solution on important aspects of a project.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

12. I realize working in collaborative efforts is a longer process, and I am willing to invest the time.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

13. I always keep my focus on the results the organization seeks.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

14. I am always open and seek to value other's approaches to methods of working on assignments.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

15. When major decisions are made, I frequently seek input from others on a course of action.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

16. I believe collaborative groups must explore several options when making decisions.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

17. I have a clear process for making decisions in my life.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

18. In my employment or student status, I have a clear sense of my roles and responsibilities.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

19. I am able to adapt easily to changing conditions, such as reduction in resources, changes in policies, changing technology, or changes in relationships and family dynamics.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

20. I can handle making major changes in plans or overcoming new obstacles in order to reach my goals.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

21. I am careful to not overcommit my time, pace myself, and to take on the right amount of work to achieve my goals and maintain personal balance.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

22. Given my current leadership abilities, I am able to manage the work necessary to coordinate all the people, organizations, resources, and activities related to a collaborative project.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

23. I am skilled in written, oral, and distance communication with others to maintain a transparent work environment.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

24. I value information and seek to stay informed at the international, national, state, and local levels as often as I should.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

25. I keep current with electronic communication (email, snail mail, current events, social media).

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

26. I have informal conversations through my network of friends and colleagues about important issues at work, school, home, my community, and my country.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

27. I have established clear, attainable goals for myself each year as well as long-term goals for my future.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

28. I am passionate about achieving my goals.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

29. I have shared my goals with others.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

30. I realize I have unique talents and gifts and that my mission in life is important and unique.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

31. I have adequate resources to accomplish my mission and goals.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

32. I have developed a strong network of "people power" to support and cheer me on to victory.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

33. As a leader, I have confidence in with other people and organizations.

    Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    If you were to take the Wilder Collaboration Factors Inventory (available online at http://www.fieldstonealliance.org under free resources, then assessment tools), the program would generate a summary score for each factor of success for collaboration among organizations. These questions assess your readiness to be an active participant in a collaboration. I suggest you review your answers with a classmate, mentor, colleague, or faculty member, especially those responses you scored as a neutral, disagree, or strongly disagree. Consider your plan for your leadership development journey, and seek to focus some attention on these areas. As you reflect on what you have learned so far in the context of leading a collaboration, you will recognize the skills, knowledge, and abilities to be developed.

PRESCRIPTION: FROM ALLIANCE TO COLLABORATION

Hoskins and Angelica (2005) describe four levels of how organizations work with others and capture the word alliance to refer to this working relationship, "An alliance is a relationship between partners that is strategically formed to accomplish goals that benefit the community while strengthening the partners."

    As an alliance becomes more complex and intense the working relationships grow from cooperation to coordination to collaboration to a merger. Cooperation is a very short-term, informal relationship while coordination is a longer-term connection requiring an understanding of missions. Collaboration is a longer, stronger relationship where separate organizations come together to create a common mission. A merger is a lifetime commitment to join two organizations as one.

    Sharon Kagan (1991) created a specific scale based on intensity for determining if organizations were truly collaborating or merely cooperating. The more intensity invested in the relationship, the higher the level of involvement and commitment, and the more likely the relationship is collaborative. In the example detailed in Table 12.4, please reference A+ Tutors (from Chapter 10) to demonstrate the details of intensity.

    When leading a collaborative effort, the previous instincts of charging forward on a new idea or making a decision to revise a policy take on a new way of thinking and acting. You are no longer working for the goals of just your department or organization; you are working for a more complex and dynamic group. Although

Table 12.4   Relationships and Intensity

Descriptor	A+ Tutors
Cooperation: Shorter-term, informal relationships that exist without any clearly defined mission, structure, or planning effort. Information is shared about the subject at hand. Each organization retains authority and keeps resources separate so virtually no risk exists.	A+ Tutors cooperates with the local schools by exchanging information about its mutual clients' grades, attendance, and test scores (with client permission).
Coordination: More formal relationships with focus on a longer-term interaction around a specific program. Requires some planning, communication channels, and division of roles. Authority still stays with individual organizations; everyone's risk increases. Resources are made available to participants and rewards are shared. Power can be an issue.	In addition to above, A+ Tutors coordinates with the local schools by using curricula selected by the schools. Management of A+ Tutors hosts semi-annual meetings with curriculum planners in each school district. Schools invite A+ Tutors to share tutoring techniques at the annual teacher training conference.
Collaboration: A long-term and pervasive relationship exists with full commitment to a common mission. There are well-defined communication channels operating on all levels. There is a mutual determination of authority and risk is even greater due to the contributed resources and reputation. Partners share results and rewards. Power is likely unequal and can be an issue.	In addition to above, A+ Tutors is located in a portable classroom at each elementary school. Teachers collaborate with A+ Tutor management to train tutors and select materials. Tutors actively consult with teachers on mutual client progress. Measures of success are included in reports for schools' annual academic measures.

Source: Adapted from Kagan, S. L. (1991). *United we stand: Collaboration for child care and early education services.* New York, NY: Teachers College Press.

collaboration is considered to be a high level of operating and achieving results, it may not always be a marriage made in heaven. The following concerns should be reviewed before an organizational commitment is made (Winer & Ray, 1994).

- Ideology – Values and beliefs may not align well or allow the flexibility needed for collaboration.
- Leadership – Group collaborations often fail because the leader may not have the power to bring all parties together or cannot run an effective meeting with the added complexities.
- Power – Power is rarely equal among members of a collaborative effort. However, the group must achieve a melding of powers and balance the inequities. Equity is the goal, not equality.

- History – If there is historical "baggage" between organizations of the collaboration or individual members, preparation, dialogue, and new understanding must be achieved for the collaboration to be successful.
- Competition – Is there really a joint effort or a "marriage of convenience" because the funder will only consider collaboration? If funding is the only reason to be together, there is no collaboration.
- Resources – Collaborations require resources contributed by all members. Employees who are assigned to participate must be given time to engage in the work of the collaboration. Other difficulties include leadership time commitments, information technology is not adequate, or skills of the organization are not at the level required. Organizations must assess the needs of the partnership before commitment.

Potential threats to a collaboration are possible at several stages of the process. In fact, one of the major threats is to ignore the key stages of the process of forming the collaboration, and proceed as if it is similar to a typical project plan. In the human services sector, the need to collaborate among organizations is high. Community problems are numerous and complex while resources are scarce. If solutions are to be sustainable, all stakeholders must be involved. Stephen R. Covey (2011) identified a successful collaborative process called synergy: seeking a third alternative. A third alternative is not my idea or your idea. It is a new idea that resolves everyone's concerns. The steps to achieve such an idea are foundational to a successful collaboration.

- Invite the stakeholders to the table
- Identify a clear "end in mind," describe and agree on the results the collaborative has in mind.
- Listen to the needs and voices of each represented group, and affirm the value of the talents and ideas represented there.
- Encourage each stakeholder to restate the needs and ideas of the other stakeholders there.
- Explore many ideas for resolving the needs and concerns at hand.
- Determine a solution (third alternative) to which all will commit and enroll in its success.

Other success factors include involving leaders who can see and think beyond their own needs as well as collaborating with organizations that are financially healthy and not seeking this opportunity to fix an organizational problem.

Getting started is very important. It is possible that the initiator of the collaboration is not the best choice of convener for the meetings. Initiators had the energy, persuasion, and passion to invite and bring people to the table. Now a convener is

needed to help the group find its center. What will be its purpose, mission, and vision? How will the group bring this to life? And how will this happen so all can say with pride, "We made a significant contribution to this success!"

In addition to the previous discussion of power of the groups in the partnership, there are additional descriptions of power as it relates to individuals that can be helpful for the convener. Individuals can wield power in a helpful or harmful manner. Winer and Ray (1994, p. 34) describe helpful power as "sunshine power" and power that is destructive as "shadow power."

Sunshine Power – visible influence

- Charisma, enthusiasm, confidence
- Making connections to others with power
- Applying knowledge, skills, experience
- Demonstrating consistency
- Contributing so others can learn
- Having clear boundaries, ability to go through channels
- Choosing to reward others

Shadow Power – hidden influence

- Seize power by making people afraid
- Having clear boundaries, knowing how to go through channels
- Withholding knowledge, skills, experience
- Acting inconsistently, creating confusion
- Making excuses for not contributing
- Bullying others
- Remaining isolated, demanding
- Withholding needed resources

Power is an important commodity for members of an alliance. Like any skill, it can be used well or used to abuse. It is helpful to see both sides of each type of power described as you might see it when convening a group on the path to collaboration.

The stages of a group of organizations building a collaboration follows the same Tuckman (1965) stages of group development all teams and groups face when learning to work together. You can refer to Chapter 6 about teams to refresh your understanding of those details. Here is a summary of those stages:

1. Forming – The group establishes individual roles within the new collaboration. They seek to establish trust, affirm their vision, and define the desired results of the project. The project work assignments begin as individuals.

2. Storming – In this stage they are unsure of the authority vested in them by their organizations, and are unsure of their roles in the collaboration.

The group tests their authority, argues about purpose, and becomes bogged down. They are caught in conflict trying to get organized.

3. Norming – Over a period of several months, members found ways for the collaboration to interact. They built joint systems and policies, managing the work, evaluating results, and renewing efforts. The work shifts from individual to organization.

4. Performing – After many months the projects of the partnership are humming along, it has grown to involve more organizations, and the baton has been passed to a new leader. There is increased community recognition and resources. The collaboration has community recognition, involvement, and established change. The work encompasses the community.◆

Collaboration is like creating a piece of art. It may not be as we first thought, but it is better because we allowed ourselves to be influenced by the voices of others. It creates a unique alternative no one in the collaborative came to the table ready to propose. Covey (2011) called this a "third alternative." Reaching a third alternative requires the establishment of trust among all the members. Trust builds through the investment of time as well as the ability to set agendas aside and listen. Commitment to the process is vital to successfully finding an alternative all believe in. Once each member knows the collaborative understands each person's story and values the person and organization represented, new ideas will flow like water from a faucet. No one will hold back, shared ownership will emerge, and transformation will define the outcomes of the initiative. This process of coming together is most helpful when the group must become a high functioning team, when there has been a history of distrust, when emotions are high, and when a significant change must be created, planned, executed, and sustained.

In addition to the synergy of a collaboration, there are other structured, formal leadership options to consider when choosing how to work together with other organizations. Decisions must be made considering how long the partnership will be joined, how important teamwork is to the goals of the initiative, and how closely the partners will work together. Utilizing the concept of the three types of an alliance (Hoskins & Angelica, 2005), note the arrangements for administration, communication, and service delivery for each type:

Cooperation

- Board and staff development of all organizations in alliance
- Data sharing of program assessments
- Shared program expenses
- Shared customer information
- Shared program level leadership, informal structure, low level authority

Coordination

- Shared central staff, offices, and equipment with supported organizations nearby (mall approach)
- Joint intake and information system
- Program cosponsorships
- Joint advocacy
- Shared mid-level leadership, informal structure, moderate level authority, one organization is seen as the coordinator

Collaboration

- On-site, joint administrative staff
- Shared sponsor, funding requests, and funds received
- Seamless, innovative service delivery
- Shared top level leadership, formal structures, high level authority

The needs and purpose of the alliance, and the level of trust among organizations will determine the type of alliance chosen. Spelling out the expectations and operations of the alliance should be put in writing. Verbal agreements hold no weight in matters of disagreements of resources, staffing and needed client services. Most often alliances utilize a memorandum of understanding signed by all parties. It can be written so that there are specific paragraphs for each of the partner's responsibilities and common paragraphs appropriate to all. Typical topics include the following:

- Mission
- Goals
- Strategic plans
- Resources
- Staffing
- Partners
- Stakeholders
- Timeframe
- Structure
- Authority, decision making
- Communication
- Conflict of interest
- Public relations
- Legal and contract requirements (grants, rental of space, etc.)

This leads to the final point about collaborations. Unlike marriages, collaborations are supposed to end. Different community needs emerge, organizations grow, relationships evolve, and people change. The new program may become institutionalized to its own

organization with legal standing, its own staff and a board of directors, or become part of a different existing agency. It is important to end the original partnership with a ritual that includes appreciation for everyone's efforts, celebration for shared accomplishments, and recollections of the journey.

SUMMARY

Leading an alliance of organizations is a culminating experience for many. It brings a special set of challenges, and likewise, a special feeling of accomplishment. The successful alliance requires leadership skills and abilities applied to a complex set of relationships among organizations. Will it become a cooperative effort, a coordination of programs and services, or a high level collaboration with shared leadership, resources, and a synergy that transforms communities. Leadership must match the needs of the purpose for the alliance and the trust level of the participating partners with the appropriate structure in order to deliver expected outcomes.

SOCIAL ENTREPRENEURSHIP

Whether a human services professional, a board member of a human services organization, or a corporate partner who is committed to the needs of the people of the community, it is frequent that such individuals experience new ideas for programs or services through the spark of that classic "Ah ha" moment: Wouldn't it be great if …? Social entrepreneurs answer the call to "what if" and create new programs, services, products, organizations, and collaborations. Who are these individuals and what does it take to bring a new social idea to life? How can you answer your call to "what if?"

REFLECTION: THE TEAR IN YOUR EYE, LUMP IN YOUR THROAT…LOOK WHAT THEY DID!

Some were mentioned in the introduction to this book. Others you have read about in the history of the human services profession. A few have even received the Nobel Peace Prize. You see them highlighted on news programs (NBC Evening News: Making a Difference) and various talk shows. George H. W. Bush, 41st president of the United States, started a national program in 1989 to recognize those who volunteer and start new programs with a Point of Light Award. This national recognition for community service and leadership recognizes many unsung heroes and heroines across the country. Adults of all ages, teens, and children in this country and around the world have all contributed to the improvement of the human condition. It is not impossible to become a social entrepreneur. It does require leadership skills and some additional knowledge and skills.

What ideas have you considered regarding new programs or services. Is there a new nonprofit idea you have been pondering? Social entrepreneurism is a relatively new area of study. Most of the literature is about twenty years old. Entrepreneurism is not much older as a course of study. And some of the literature of the former helps inform the latter. Even the definition of a social entrepreneur is not tidy and concise. Peredo and McLean (2006, p. 63) conducted a review of the literature and compiled these characteristics of a social entrepreneur:

- Exercised whether as an individual or a group
- Aims to create social value
- Has capacity to recognize opportunity to create the social value
- Employs innovation in the creation or distribution of the social value
- Willing to accept above-average risk in the creation process
- Is resourceful and undaunted by scarce resources in the beginning of the process

The most important characteristic is the purpose to create social value. It is also important to note that the process is not the purview of just an individual, but groups and organizations can assume the title of social entrepreneur.

DIAGNOSIS: INDIVIDUAL OR GROUP: WHAT ARE THE SKILLS AND NEEDED TALENTS?

Gallup research is working on the identification of entrepreneurial characteristics and key talents. Clifton and Badal (2014) determined the importance of entrepreneurism to the future of the world's economic growth and identified specific strengths of successful entrepreneurs. Building on the years of research in the area of individual strengths, Gallup has developed an assessment to determine the level of each of the 10 essential talents of entrepreneurs. Reading Gallup's full report, the researchers have certainly not surveyed the full range of human characteristics and talents, but they have a beginning look at important talents of entrepreneurs. This work translates well to the world of social entrepreneurism. The top 10 talents are detailed in Table 12.5.

Determining the talents you possess in relation to the tasks of a start-up organization demands honesty and even an outside perspective. Consult with a mentor or work colleague for an unbiased perspective. It's not a test you have to pass but rather an incentive to bring partners into the process. Multiple talents are exponentially better than limited talents.

Table 12.5   The Top 10 Essential Talents of Entrepreneurs

Top 10 Talent	Description of Talent	Connection to Social Entrepreneur (SE)
Confidence	Know Yourself Influence Others Action-Oriented	Due to limited resources in a SE project, confidence and influence are a must.
Creative Thinker	See Beyond Boundaries Mind Fires With New Ideas Curious and Quick Learner	It is the creativity that brings an SE to the "what if " idea.
Delegator	Proactively Collaborate Recognize Other's Talents Promote Team Members	Many SE projects involve collaborative groups. Promoting the team and their talents is necessary to succeed with groups.
Determination	Tremendous Work Ethic Overcome Obstacles Undeterred by Failures	SEs are driven, both by the passion for the project, but also for the need to find necessary start-up resources.
Independent	Strong Sense of Responsibility Handle Multiple Tasks High Level of Competence	SEs have a keen sense of responsibility to humanity. They are used to leading teams and are skilled in multiple tasks.
Knowledge Seeker	Use Knowledge as a Competitive Advantage Anticipate Knowledge Needs	SEs are quick learners and use this to their flexible advantage.
Promoter	Make Your Case Effectively Communicate Your Vision Clear Growth Strategy	SEs can tell their story with passion. They can make the listener become the hero by joining the cause.
Relationship Builder	Open Demeanor High Social Awareness Relationships Go Beyond Work	SEs have large networks of good friends. They support each other and have for years.
Risk Taker	Highly Optimistic Make Complex Decisions Easily	SEs are bold regarding risk, but do mitigate some risk through the likely collaboration.
Business Focus	Clear Goals Invest in Planning Judge Value by Impact	SEs have a dual focus: both business and social value. Innovative revenue is what fuels many SE projects.

Source: Adapted from Clifton, J., & Badal, S. B. (2014). *Entrepreneurial strengths finder*. New York, NY: Gallup Press. pp. 60–140.

PRESCRIPTION: A MODEL AND SUCCESS VARIABLES IMPACT SOCIAL ENTREPRENEURSHIP

Unlike a business entrepreneur who might obtain investors for an innovative product or service, a social entrepreneur does not usually have a product to sell. The programs and services are typically targeted to the at-risk population whose income is usually stretched already. Affording another expense is not likely, no matter how needed. Resource identification and development are the biggest challenges for the social entrepreneur. In their multidimensional model of social entrepreneurship, Weerawardena and Mort (2006, pp. 31–32) suggest that social entrepreneurship behavior is influenced by the concurrent requirements of the environment, the need to establish a sustainable organization, and the need to achieve social mission. These three constraints provide the turbulence as social entrepreneurs seek to manage risks, innovate to support the new social enterprise, and act proactively in the process of building the new program or organization. Visualize the three sides of a triangle (environment, sustainability, and social mission) framing the interaction of proactivity, risk management, and innovation.

What is it that social entrepreneurs do to create the most likely chance for the success of their "what if" idea. Sharir and Lerner (2006) studied 33 Israeli new social ventures (human services organizations) across 15 different variables with the potential to influence the agencies' success. Eight of the variables demonstrated a positive impact on the recently formed organizations. Successful organizations were defined as reaching their goals, attaining resources to sustain the organization, and supporting further growth. The eight variables (Sharir & Lerner, 2006, pp. 11–15) in order of influence are the following:

1. Social Network – The actions of the focal people in the social network within which the entrepreneur operates are likely to be decisive in determining if the effort is supported or blocked.

2. Total Dedication – They create opportunities and make them work. There is focus on the vision, not the difficulties.

3. Capital Base – Social venturing lacks a venture capital infrastructure for the initiation and establishment stages. Finding capital to pay salaries of a core group of employees is significant.

4. Acceptance of the Venture in the Public Discourse – If the prevailing cultural and societal norms accept the venture, it will likely succeed.

5. Previous Managerial Experience – Having supervisory, as well as financial management experience was a large boost to the success of the new ventures.

6. The Venture's Team – Building an actual team with friendly relationships and a variety of talents brought excellence to the organization and operational sustainability.

7. Standing the Market Test – This determines if the clientele will support the organization. The community must see the venture organization as the agency of choice.

8. Follow-Up Results – When the venture organization reaches the institutionalization stage, it is truly sustained both financially and culturally.

The study of and support for social entrepreneurs and venture organizations is increasing rapidly. Universities such as George Mason, Stanford, and the University of Maryland are hosting centers to teach and provide experiences in social value creation. In Minnesota, the governor recently (2014) signed into law a new category of business called the Public Benefit Corporation It provides more flexibility in how profits are distributed allowing for more support to social value programs. Such communities and institutions are leading the way to provide support for community leaders to create new social/service sector organizations.

SUMMARY

Much of the work to create a new social venture is similar to a business venture. Key differences lie in the lack of venture capital infrastructure and the emphasis on the social value of the new program. This leads to the importance of finding sustainable financial resources and the passion for the social issue and needs being met.

Becoming a social entrepreneur is a dedicated journey of sustained hope and vision. As others are drawn to your cause, the journey becomes one of leadership and entrepreneurism. There are so many needs to be met in this country as well as globally. But you will not find a legacy purpose more fulfilling and exciting than this. You can do it! What if you don't?

REFERENCES

Bordas, J. (2007). *Salsa, soul, and spirit, leadership for a multicultural age: New approaches to leadership from latino, black, and American Indian communities.* San Francisco, CA: Berrett-Koehler Publishers.

Booz & Co. (2013). Women and the economics of equality. *Harvard Business Review*, *91*(4), 30–31.

Brett, J., Behfar, K., & Kern, M. C. (2011). Managing multicultural teams. In *Harvard Business Review: Building better teams* (pp. 103–124)*.* Boston, MA: Harvard Business Review Press.

Cialdini, R. B. (2007). *Influence: The psychology of persuasion.* New York, NY: Collins Business.

Clifton, J., & Badal, S. B. (2014). *Entrepreneurial strengths finder*. New York, NY: Gallup Press.

Covey, S. R. (2011). *The 3rd alternative: Solving life's most difficult problems.* New York, NY: Free Press.

Gentry, W. A., & Leslie, J. B. (2012). *Developing political savvy*. Greensboro, NC: Center for Creative Leadership.

Hoskins, L., & Angelica, E. (2005). *Forming alliances: Working together to achieve mutual goals.* St. Paul, MN: Fieldstone Alliance.

Kagan, S. L. (1991). *United we stand: Collaboration for child care and early education services*. New York, NY: Teachers College Press.

Kouzes, J., & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5th ed.). San Francisco, CA: Jossey-Bass.

Mattessich, P. W., Murray-Close, M., & Monsey, B. R. (2001). *Collaboration: What makes it work* (2nd ed.). Saint Paul, MN: Fieldstone Alliance.

Minnesota Public Benefit Corporation: http://www.bizjournals.com/twincities/news/2015/01/06/minnesotas-first-public-benefit-corporations.html

NASW Center for Workplace Studies. (2007). *More money—less money: Factors associated with the highest and lowest social work salaries*. Retrieved from http://workforce.socialworkers.org/whatsnew/salaryreport.pdf

NBC News. (n.d.). Making a difference. Retrieved from http://www.nbcnews.com/feature/making-a-difference

Peredo, A. M., & McLean, M. (2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, *41*(1), 56–65.

Pink, D. (2012). *To sell is human: The surprising truth about moving others*. New York, NY: Riverhead Books.

Points of Light Award: http://www.pointsoflight.org/?gclid=CjwKEAiAxNilBRD8 8r2azcqB2zsSJABy2B960YiOamTmgMvFeccdAnxYGYS0NjQxdWdN giA0gV8BChoCOH7w_wcB

Ryan, J. (2006). *Inclusive leadership*. San Francisco, CA: Jossey-Bass.

Rush, S. (2004). Telling the untold story: A conversation with Stella M. Nkomo. In *The CCL guide to leadership in action: How managers and organizations can improve the practice of leadership* (pp. 205–233). San Francisco, CA: Jossey-Bass.

Sandberg, S. (2013). Interview: Now is our time. *Harvard Business Review*, *91*(4), 84–88.

Scharlatt, H., & Smith, R. (2011). *Influence: Gaining commitment, getting results* (2nd ed.). Greensboro, NC: Center for Creative Leadership.

Sharir, M., & Lerner, M. (2006). Gauging the success of social ventures initiated by individual social entrepreneurs. *Journal of World Business*, *41*(1), 6–20.

Tuckman, B. (1965). Developmental sequence in small groups. *Psychological Bulletin*, *63*, 384–399.

Weerawardena, J., & Mort, G. S. (2006). Investigating social entrepreneurship: A multidimensional model. *World Business Journal*, *41*(1), 21–35.

Whitaker, T., Weismiller, T., & Clark, E. (2006). *Assuring the sufficiency of a frontline workforce: A national study of licensed social workers. Executive Summary*. Washington DC: National Association of Social Workers.

Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining, and enjoying the journey*. Saint Paul, MN: Fieldstone Alliance.

White, Deborah H. (1998). *The impact of cocurricular experience on leadership development*. (Unpublished doctorate dissertation.) Department of Educational Leadership and Policy Analysis, East Tennessee State University, Johnson City, TN.

Yukl, G. (2010). *Leadership in organizations*. Upper Saddle River, NJ: Pearson Education.