

**PROPOSAL TO THE DEPARTMENT OF PARKS AND RECREATION
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Submitted By:

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I. ORGANIZATIONAL BACKGROUND

Bryn Mawr College's Graduate School of Social Work and Social Research is rooted in our Quaker values. As a college and graduate school, we are deeply committed to transforming the world for the better, with a strong emphasis on advocating for groups that are oppressed or marginalized in our society. Many of our graduates serve in the nonprofit and public sectors.

In 2004, the Graduate School founded the *Nonprofit Executive Leadership Institute (NELI Institute)* in direct response to the request of our alumnae who had risen into positions as nonprofit executives. Realizing their graduate work has not fully prepared them for these roles, they called for an in-depth leadership development program. These executives sought advanced knowledge in managing complex organizations in a rapidly-changing environment. They wanted a supportive structure that would enable them to draw on the resources of their peers and reduce the isolation often experienced by those at the top of an organization. Over the past eight years, we have striven to meet those requests.

The mission of *the NELI Institute* is:

- To strengthen individual leadership performance in the nonprofit and public sectors;
- To improve nonprofit organizational performance in order to achieve meaningful results for the constituencies served, and
- To create strong peer communities that enable nonprofit and public sector leaders to persevere amid great challenges, and share "best practices" and creative solutions with one another.

II. HISTORY WITH LEADERSHIP DEVELOPMENT PROGRAMS

The *NELI Institute* has been conducting intensive leadership development programs that are cohort-based since 2005. NELI Fellows are drawn from multiple disciplines, including basic needs, behavioral health, children, youth, and families, community arts, community economic development, education, employment, housing, multi-service human service agencies, legal services, and public health. Since 2004, we have developed two intensive, cohort-based programs. They are the Nonprofit Executive Leadership Certificate program and the Ascending Leadership Certificate Program. Over 140 organizations have participated in our programs.

Our Educational Philosophy:

We believe that nonprofit and public sector leaders face challenges that are constant and complex. They must be effective and entrepreneurial while being accountable to funders, the public, and the constituencies they serve. We design our programs based on the opportunities and challenges faced by leaders at different developmental stages in their careers. We combine the presentation of theories and "best practices" with practical techniques that participants can apply right away in their work sites. We incorporate case studies and role plays drawn from the participants' input, to directly connect theory and practice.

Seminar leaders use a combination of teaching modalities. These include: lecturettes, case studies, small group discussion, large group discussion, role plays, interactive problem solving, writing, and reflection activities. Assignments between sessions include readings, interviews, and short writing activities.

Purpose of Workshop Series:

The workshop series we propose goes beyond the training in specific skills. We have seen it effectively become a tool for changing organizational culture and for strengthening the leadership team.

All problem solving activities in this series will be tailored to the needs and interests of the staff of Parks and Recreation. Over time, the series provides tools and insights that leaders hold in common, helping them to communicate more effectively with one another, integrate efforts across departments, and strengthen performance accountability for individuals and the organization as a whole.

Workshop For Leadership Development:

We offer workshops that are contained within the three leadership development themes noted below:

- A. Supervisory and Management Behaviors
- B. Power, Influence, and Decision-Making
- C. Understanding Organizational Systems

The Learning Objectives below are clustered by these three themes:

A. Supervisory and Management Behaviors:

Organizational leaders will:

1. Gain a deeper understanding of the impact of leadership styles in effective communication and problem solving, and in the development of productive teams.
2. Deepen their abilities to assess the developmental competency of their staff in order to effectively delegate and manage the risks involved in delegation.
3. Engage all staff in team building activities that will help them develop positive team relationships and team culture.
4. Strengthen their supervisory skills in the areas of coaching, working with conflict, and improving performance accountability.
5. Improve their knowledge and skills in assessing employees' performance and developing performance improvement plans.
6. Increase their cultural sensitivity and their ability to develop workplaces that respect and honor diversity.

B. Power, Influence, and Decision-Making

Organizational leaders will:

7. Develop a deeper understanding of how to impact decision making in systems where they hold influence, but not authority.
8. Strengthen their skills in working with community partners to meet common goals.

C. Understanding Organizational Systems:

Organizational leaders will:

9. Gain knowledge and skills in understanding and responding to organizational transition and change.
10. Gain in-depth knowledge regarding how to create and implement an effective strategic planning process that increases organizational effectiveness and creates positive community impact.

Sequence of Workshops and Participant Involvement:

On the following pages, I have included a detailed description of several workshops that relate to the three themes shown below:

- A: Supervisory and Management Behaviors
- B: Power, Influence, and Decision-Making
- C: Understanding Organizational Systems

Planning and participant recruitment will take place in August and September of 2014, for programs to be offered between October 2014 and February 2015.

A cohort of supervisors will attend the full series, comprised of 30-35 participants.

Prior to each workshop, NELI trainers would like to work with a small group of supervisors who can generate problem scenarios that can be used to tailor the program.

A: Supervisory and Management Behaviors

Workshop Topics:

Seminar 1: **Leadership Styles and Impact On Professional Performance**

Faculty: Margie DuBrow, Ph.D., NELI Director

Description: This is a 3 –hour program.

Each person is born with unique talents and a way of perceiving the world. They help to form general personality patterns, which then influence behaviors and the way we interact with each other. In turn, that awareness provides leaders with the means to be more effective in many workplace behaviors, such as planning, individual supervision, problem solving, and project management. The more self-aware leaders are regarding their leadership styles, the greater their capacity to create productive work relationships, to resolve conflicts, and to build successful teams.

As part of this seminar, participants will complete the BEST Instrument, a personality instrument that helps to determine how an employee’s personality impacts behavior and performance on the job. Using data from this instrument, participants will analyze the strengths of their styles, as well as the challenges they present. Participants will explore ways to modify their behaviors to be more effective in a given situation.

Seminar 2: **Coaching For Success**

Faculty: Margie DuBrow, Ph.D., NELI Director

Description: This is a three-hour program.

Most supervisors and managers have never received formal training in the essential skills of coaching. In this seminar, participants will learn effective coaching behaviors. Using case studies drawn from their work, they will begin to evaluate the differences between “skill” and “will” in an employee’s performance.

Drawing on the knowledge they gained in Session I about leadership styles, they will increase their understanding of how to vary their supervision style, based on the skill, motivation, and competence of staff members. Case studies and role plays will focus on encouraging employees’ strengths, as well as supporting their growth in areas where they may face challenges.

Seminar 3: Managerial Leadership: Delegating For Development (the “monkey” workshop)

Faculty: Ray Wells, Ph.D.

Description: This is a 3.5 hour program.

The role of leadership has shifted dramatically as we come to more fully understand the relationship between leaders and followers. In the past, the emphasis was more on the leader as the authority person, the person who gave directions, expecting people to follow them. Today, leaders must be more of a “partner” with those they lead and empower. This includes direct reports, mentees, and professional colleagues that the leader may lead in work teams.

In this session, leaders learn how to vary their leadership style as necessary to develop followers’ competence and confidence as a pathway to empowerment. When leaders know how to determine the development levels of those they lead, and then vary their style accordingly, overall performance and learning is enhanced.

Seminars 4-5: Working With Difficult Behaviors

Faculty: Margie DuBrow, Ph.D., NELI Director

Description: **This is a six-hour program, delivered in two half-days.**

Managing conflict is one of the most difficult tasks faced by supervisors and managers. The ways in which we respond to conflict is often embedded in our culture, starting in our families, our neighborhoods, and the communities in which we were raised.

In the first seminar, participants will discuss their beliefs regarding ways to manage conflict and the impact of those beliefs in their relationships with staff. They will respond to case examples drawn from their work lives and use role plays to develop effective strategies for dealing with difficult employees. They will identify how “attitude” is visible in behavior, and how to work with those behaviors to change performance.

In the second seminar, participants will focus on working with difficult behaviors presented by clients and/or community partners. They will also examine their own “hot buttons” to better understand how someone else’s difficult behavior may hit one of their vulnerable points, and explore ways to master their reactions.

Sequence of Workshops In Themes B and C:

Seminars 6-7: **Managing Diversity and Inclusion in the Workplace – Intent Versus Impact**

Participants: **All staff, conducted in two groups**

Faculty: Frederick Bryant, Ph.D.

Description: This can be a one-part or two-part program, delivered in half-days.

The American workplace has become increasingly diverse. Staff groups vary in terms of race, class, ethnicity, religion, sexual identity, and age. Supervisors and managers face many challenges in creating a work culture and environment where all employees feel valued and treated with respect.

When supervisors and managers are skilled in managing diversity and inclusion, their organizations benefit from increased creativity, innovation, and productivity, reduced turnover, and greater employee satisfaction.

They may find they have a competitive advantage in their field. When leaders lack cultural competency, cultural misunderstandings can create unanticipated miscommunications, conflicts, stereotyping and poor morale.

Leaders find themselves in situations where their positive intent in a given situation has an unintentional negative outcome or impact. Often these interactions evolve into something more when filtered through the lenses of gender, race, sexual orientation, generational differences, organizational level, role and or function, class, and education. Tensions and conflicts may escalate in unexpected ways.

During this seminar, participants will raise their awareness of their blind spots regarding a wide range of diversity issues through structured learning activities. They will begin to participate in genuine, though sometimes difficult conversations, about social identity differences.

Through the use of structured experiential activities, they will become more aware of basic diversity competencies, such as dialogue, tracking, and empathy. They will begin to explore how to apply these competencies to their roles as supervisors and managers.

Seminar 8: Understanding The Leadership Pipeline: How Roles Change As You Move Up

Faculty: Margie DuBrow, Ph.D., NELI Director

Description: This is a three-hour program.

Middle managers tend to be focused on the programs or departments that they manage. Often they receive little education that help them prepare for the leap in mindset that must occur when they move from managing a department to **leading an organization**. They must move into thinking on an organizational level, while moving further away from their “content” area of expertise.

In this workshop, participants will be introduced to the six leadership passages that are described by Charan, Drotter, and Noel as “major events” in the developmental life of an organizational leader. These passages take place as the leader moves up and must incorporate new values in their role as a manager, and must develop new skills in leading people and setting work priorities.

Seminar 9: Working With Community Partners: Influence Without Authority

Participants: All senior leaders (15 participants)

Faculty: Margie DuBrow, Ph.D.

Description: This is a three-hour program.

Many change agents face the dilemma of trying to create major system change, when they lack the direct authority to make that change happen. Participants in this workshop will learn how to create change through the power of influence.

Participants will learn the Influence Model developed by Drs. Alan R. Cohen and David L. Bradford. Using this model, they will a) identify the goals they want to reach, b) gain a deeper understanding of their potential ally’s world, c) identify the different types of “currencies” that matter to their allies, and d) brain-storm ways to offer those currencies in order to impact community change. Participants will practice using the model focused on current challenges they are experiencing in their community work.

Seminar 10: Managing Transition and Change

Faculty: Margie DuBrow, Ph.D., NELI Director

Description: This is a 3-hour program.

When we ask people what comes to mind when we mention the word change, some people think of opportunity and others think of danger. In reality, the change process contains both of these elements.

William Bridges, author of Managing Transitions, states: “Change is not the same as transition. *Change* is situational: the new site, the new boss, the team roles, the new policy. *Transition* is the psychological process people go through to come to terms with the new situation. “

American leaders tend to be very action-oriented; many initiate major organizational changes without attending to the transitions that are required for the change process to be successful. In this workshop, we examine the differences between transition and change, and explore several change management models. We focus a great deal on the social and emotional challenges staff experience while going through transition and change.

NELI FACULTY

Program Facilitator and Lead Faculty Member:

Margie DuBrow, Ph.D. has been the Director of the Nonprofit Executive Leadership Institute (NELI) at the Graduate School of Social Work at Bryn Mawr College since 2009. As director, she develops new programs and strengthens existing ones, conducts marketing and fundraising activities, designs and uses evaluation tools, and recruits executive coaches and faculty members.

She facilitates and trains in NELI’s Executive Leadership Certificate program. She created NELI’s Ascending Leader’s program in 2011, and facilitates and trains in that program. For 31 years, she has conducted training programs and technical assistance in strategic planning, organizational management, supervisory behavior, grantsmanship, and outcomes-based evaluation with staff across multiple sectors.

Dr. DuBrow earned her doctoral degree in organizational development from Temple University in Philadelphia. She earned a 120-Hour Advanced Certificate in Culturally Competent Health, Education, and Human Services from the Multicultural Training and Research Institute in 1996 when it was based at Temple University. She is certified as a Communities That Care trainer in Pennsylvania.

Guest Faculty:

Frederick V. Bryant, Ph.D. is CEO and President of Bryant Associates Consulting LLC. He has twenty years of experience as a diversity and inclusion change specialist, concurrently with organizational development - management consulting/training generalist. In these roles, he has worked as an internal/external consultant for Fortune 500 companies, non-profit and public sector enterprises. He has led multiple long-term project teams in a variety of industries across diversity, organizational functions, and organizational levels. He has developed professional and leadership development programs for junior, middle and senior level executives.

In addition, he has planned and/or helped to lead and implement phased organizational culture change processes. He has conducted a Train the Trainer program for internal and external personnel in advanced diversity and inclusion through multiple-day experiential workshops.

Dr. Bryant holds an Ph.D. in Psycho-Educational-Processes a concentration in Organization Development/Behavior from Temple University and a Master's of Human Services from Lincoln University. He is certified by the Gestalt Institute of Cleveland in Organizational Development and Design and Group Interventions.

Fernando Chang-Muy, J.D. is the Thomas O'Boyle Lecturer at the University of Pennsylvania School of Law where he teaches Refugee Law. He also teaches courses on Non Profit Management and Immigration for Social Workers at Penn's Graduate School of Social Policy and Practice.

In addition to teaching, he combines his experience in academia and operations, as principal and founder of Solutions International, providing independent management consulting, facilitation and training to philanthropic institutions, non profit organizations and government entities. His areas of expertise include strategic planning, board governance, staff internal communications and performance, and resource development.

Fernando has served as Legal Officer with both the Office of the UN High Commissioner for Refugee (UNHCR) and the UN World Health Organization (WHO), AIDS Program. Before joining the UN, he was a staff attorney at Community Legal Services in Philadelphia serving as Director of the Southeast Asian Refugee Project, providing free legal aid to low-income people in Philadelphia. He is also past founding director of the Liberty Center for Survivors of Torture, a project of Lutheran Children and Family Services, established to serve newcomers fleeing human rights violations.

He serves on the Boards of local public interest organizations, government, and foundations, including the Wells Fargo Regional Foundation, and The Robert Wood Johnson National Advisory Committee focused initiative on young men of color. In 2008, Philadelphia Mayor Nutter appointed him as a Commissioner to the Philadelphia Commission on Human Relations.

He is a former Board member of the Delaware Valley Grantmakers, the Merchants Fund, and Southeast Asian Mutual Assistance Coalition. He is author of articles on diverse topics dealing with immigration, public health and management, and is co-editor of the text [Social Work with Immigrants and Refugees](#) (NY: Springer Publication, 2008). He is a graduate of Loyola, Georgetown, Antioch, and Harvard Law School's Program on Negotiation.

Ray Wells, Ph.D. is the president of **Wellbeing Systems, Inc.** (WSI), of Abington, PA, a training and consulting firm that uses a positive, strengths-based approach in designing leadership, team and organization development programs for its clients. Over the past 23 years, WSI has worked with more than 100 non-profit, business, and education clients in organizations ranging from just a dozen people to the Fortune 500, from single-office non-profit agencies to the largest corporate health systems.

Ray also serves as the Associate Director for the Philadelphia Institute of the **Foundation for the Advancement of International Medical Education and Research** (FAIMER). FAIMER Institutes serve health professions education faculty from developing countries in Latin America, Africa and Asia who have the potential to play a key role in improving health professions education in their schools. He also consults for two companies specializing in Appreciative Inquiry: the Corporation for Positive Change and the Company of Experts. Ray earned his Master of Arts from Bowling Green State University (OH) in adult development and his Ph.D. in applied social-psychology from Temple University.