



Interaction Institute  
*for* Social Change

CORPORATION FOR  
NATIONAL SERVICE

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A CASE STUDY IN  
SYSTEM-WIDE LEADERSHIP DEVELOPMENT



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for Social Change

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## About the Interaction Institute for Social Change

The Interaction Institute for Social Change (IISC) is a nonprofit organization that partners with individuals, organizations, and communities to achieve greater social impact. Our multicultural team of seasoned consultants provides network building, consulting, facilitation, leadership development, and training services to a diverse array of clients that includes networks, collaboratives, and coalitions; nonprofit organizations of all sizes; schools and school systems; intermediary organizations; public sector agencies; international NGOs; and foundations. Our clients work in all disciplines of the social sector and are located throughout the United States, in Ireland, and beyond. We are particularly committed to building the leadership and collaborative capacity of grassroots leaders to engage, speak out, and participate fully in determining the policies and decisions that affect their lives and their communities.

The work of IISC is informed by our theory of social change, mission, and values. At our core, we practice and teach facilitative leadership – a model rooted in shared power and decision making, consensus building, collaborative skill, and servant leadership. We continually strive to deepen our capacity to address issues of power, privilege, and oppression related to various dimensions of diversity and design culturally appropriate processes and services that consciously address power dynamics.

IISC was founded in 1993 by Interaction Associates (IA) as an expression of its commitment to social change and as a way of bringing its collaborative methodologies into the social sector. Since that time, IISC has grown from a staff of two to an organization with nearly twenty staff members and a cadre of affiliates who have worked with thousands of change agents across the globe and social sector. In support of these efforts, IISC has adapted the collaborative and leadership development methodologies inherited from IA and created new and innovative approaches to working with and meeting the needs of social change leaders.

### **Corporation for National Service:** A Case Study in System-Wide Leadership Development

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## Executive Summary

In 1993, the United States Congress passed the National and Community Trust Act. The Act acknowledged pressing unmet human, educational, environmental, and public safety needs in the country that could be met, in part, by the work of community volunteers such as students and senior citizens. The Corporation for National Service (“the Corporation” or “CNS”) was created to serve as the main federal vehicle for coordination of the many federal volunteer programs in existence, and to create new ones, such as AmeriCorps and Senior Corps. Its purpose was to renew the ethic of civic responsibility and the spirit of community throughout the United States through participation in national service programs.

Recognizing the correlation between effective leadership and high quality programs, the sponsors of this federal initiative sought to develop the leadership capacities of program managers, volunteers and other community change agents engaged in the burgeoning fields of “service learning” and “national service”. CNS Director Catherine Milton was charged with designing, developing and implementing the Corporation’s primary training vehicle for this purpose: the National Service Leadership Institute (NSLI). With years of professional experience in leadership development, and after gathering input from national experts, Milton and her team decided to provide NSLI participants with training in Facilitative Leadership®, a core workshop of the Interaction Institute for Social Change (IISC).

Facilitative Leadership® is a model of leadership that emphasizes several practices geared toward “inspiring and creating the conditions for self-empowerment

so that people can work together to achieve a common goal.” It is a well researched and tested methodology, rooted in shared power and decision-making, consensus building, collaborative skill, and servant leadership. During the ten years of NSLI’s existence, IISC worked with the Corporation and other partnering organizations to train participants from all parts of the United States.

From 1995 to 2004, over 10,000 leaders received training through the NSLI.

To achieve the national impact contemplated by Congress, and consistent with IISC’s commitment to large scale social change efforts, IISC and CNS entered into a “Train the Trainer” licensing arrangement whereby IISC trained CNS staff and affiliated consultants to be certified as trainers of Facilitative Leadership®. This produced the ripple effect sought by CNS – to not only spark transformation in the individual participant, but also in the organizations and communities where they led and catalyzed social change efforts.

Many of those who were part of the national service trainings of the 1990s are the social entrepreneurs and non-profit sector leaders of this new millennium. Decades after this unique training experience, scores of NSLI alumni consider their engagement with Facilitative Leadership® to have been critical to their individual, organizational and community development. By transferring collaborative skills that enhance individual growth while fostering the leadership of others, IISC has helped contribute to the efficacy and sustainability of this notable contemporary social movement.



*“Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.”<sup>1</sup>*

– Senator Robert Kennedy

Spoken at the University of Cape Town, South Africa, June 1966, this is a favorite quote of Eli Segal, first Executive Director of the Corporation for National Service and pioneer of the national service movement

## Background

In 1978, ten teenagers in San Francisco engaged in a lively discussion about the fact that, generally speaking, meetings are a drag. Based on their experiences in student council meetings, the group fired off a list of several “problems with meetings:” difficulty getting everybody to agree on any one thing, running over time, people who ramble or dominate the discussion and the worst – leaving the meeting feeling like what had just transpired was a colossal waste of time. June Thompson, the Executive Director of the California Association of Student Councils (CASC),<sup>1</sup> facilitated this conversation, which took place as part of CASC’s staff development program for students who desired to be peer leaders.

Having been exposed to Interaction Associates’ (IA) Interaction Method for running meetings, Thompson was of the opinion that teaching these practical tools and techniques would remarkably enhance the capacity of these emerging leaders, much in the way that CEOs of Fortune 500 companies across the globe were finding the techniques critical to increasing meeting productivity and revitalizing workplace spirit. Thompson had petitioned IA to allow her to bring this valuable methodology to children in schools across the state. They agreed. From the late 1970s onward, Thompson, her staff and IA volunteers trained thousands of elementary, middle, and high school students in this tested methodology for facilitating highly participatory, productive, efficiently run, meetings. Michael Doyle, one of IA’s founding partners, once told Thompson, “I am not trying to be altruistic doing this, [it’s that] I believe that when these children are all grown up, this will come back to us -- they will bring [our work] into their companies and organizations”.<sup>2</sup>

Sixteen years later, Lisa Spinali, a CASC peer leader in her high school days, was now grown up and working with a newly formed federal agency, the Corporation for National Service (CNS). In 1993, the National and Community Trust Act established CNS and AmeriCorps as part of an initiative to coordinate the many federal volunteer programs under one roof. Volunteers in Service to America (VISTA) and the National Civilian Community Corps included as part of AmeriCorps, while the Foster Grandparent Program, the Retired and Senior Volunteer Program, and the Senior Companion Program were combined to become Senior Corps.<sup>3</sup>



The idea was that CNS, through its AmeriCorps, Senior Corps, and Learn and Serve programs, would create a network of national service programs acting in complementary fashion, whereby Americans of all ages and backgrounds would connect to opportunities to give back to their communities and the nation.<sup>4</sup>

Spinali was part of a team, led by CNS Executive Director Catherine Milton<sup>5</sup>, that was charged with designing and implementing a flagship training program to build the leadership capacity of this very diverse group of volunteers. Immediately, Spinali recalled the training she had received from IA nearly two decades earlier. In fact, it had never left her. Even after receiving an M.B.A. from Harvard Business School and working in top tier corporations thereafter, Spinali considered her experience with IA's Interaction Method as a crucial step in her own journey of professional development. From personally experiencing IA's methodology and being transformed by it, Spinali knew first-hand that IA's training was what was needed for this national leadership development effort.

For six months, Milton and Spinali crossed the country, interviewing various experts in the fields of leadership development and national service to solicit their input on the training program design. In conversations with expert after expert, IA's suitability for this large scale training effort was confirmed. Milton recalled leaving a pivotal conversation with Frances Hesselbein<sup>6</sup>, John Gardner<sup>7</sup> and others at the Center for Creative Leadership from which she emerged crystal clear that the training should not only include a self-awareness building component, as

was a common feature of many leadership training programs of the day, but also impart skills that would make a difference in the daily work of the grassroots leaders the initiative intended to empower. Given the scarcity of professional development opportunities and resources for community based leaders and in light of the highly demanding nature of their work, Milton and her team were convinced that this two-pronged approach would best serve the leadership development of these national service workers.

## The IISC Imperative: Social Transformation by Skillful Means

**B**y this time - the early 1990s - Interaction Associates (IA) had created a separate 501(c)3 organization, the Interaction Institute for Social Change (IISC), as an expression of its deep commitment to social transformation. The idea behind IISC was that it would steward the same groundbreaking methodologies and frameworks in collaborative change, workplace learning and leadership development that IA had successfully brought to the private sector, and adapt and transport those skills to the non-profit and public sectors. Because the Interaction Method was developed from years of research on human problem-solving and emphasized the importance of externalizing mental processes as a way to enhance learning, IA's founders were confident that their methodologies would have resonance and results in the social sector.



Moreover, ever thirsty for learning and innovation and informed by a considerable amount of consulting work in organizational change, IA began to germinate Interaction Associates' frameworks and methodologies in broader terms than the meetings-centered focus of the 1970s. Explaining the theoretical underpinnings of what has become its core leadership course, Facilitative Leadership®, in 1993, Interaction Associates founder David Straus wrote:

What we have been seeing over the last ten years is a major leadership shift away from the classic autocratic, top-down, command-and-control, "great leader" model to a more involving, more inspiring, more enabling, more empowering model. That's a major cultural shift in this country. As we know, both leadership and followership have to change at the same time, which isn't always easy to understand and accept...The leader as a solution giver is a flawed model that cannot work very effectively in complex business and governmental situations...We see facilitative leadership as part of a this larger society shift...a new framing of what we mean by effective work places and effective living places. It builds on and renews the ultimate promise of democracy.<sup>8</sup>

When David's colleagues at IA learned about this opportunity to submit a bid for a new, large-scale, federal initiative focused on training grassroots leaders, they immediately brought it to the attention of IISC Executive Director Marianne Hughes.

## Walking the Talk of Collaboration

Once the Request for Proposals process was completed and IISC, CASC, and the Center for Creative Leadership (CCL) were selected as the training providers, CNS convened all three training organizations at IISC's offices in Cambridge, MA to begin the work of launching what was first called the Presidio Leadership Center (PLC) and later named the National Service Leadership Institute (NSLI). With distinct methodologies, organizational cultures, and loads of top-notch expertise, these organizations were called upon to operate as members of one team. As they began their work together, CNS asked IISC to facilitate the internal collaborative design process, recognizing that collaboration is no easy feat. Milton reflected on what she saw as the challenge before them:

The collaboration we tried [to do] early on was very difficult...and we were consciously aware of that. Everybody was focused on the outcome we were trying to accomplish. Everyone was really trying to work hard to make this program possible. It was tough work."<sup>9</sup>

The difficulties of collaboration often discourage entities with convening power, such as foundations and government agencies, from seeking engagement with a variety of stakeholders in planning processes – it is viewed as time consuming and relationally risky. Yet IISC's experience as a designer and facilitator of multi-stakeholder efforts of all sizes and across



sectors attests to the extraordinary results that occur when, guided skillfully, these stakeholders create a shared vision of success and agreement on a strategy for getting there. Thompson and Milton's reflections on the extraordinary power of the training design team's<sup>10</sup> collaboration work underscore this fact:

The strength of the program was that each organization brought its 'A Game' to the program...Different pieces got put together in a really powerful way.<sup>11</sup>

We tried to model the collaboration we were teaching...What we came up with [as a group] was better than what any of the one of the programs alone could have come up with...We went back and forth and I think we picked [training] activities that really worked well...Everybody was really trying hard to make this the best possible program. People were able to put aside their own thing and say, 'How can we make this the best possible program?'<sup>12</sup>

The result of their collaborative planning effort was a content-rich, comprehensive curriculum that contained the best of what each organization had to offer. The Center for Creative Leadership contributed its expertise in the use of Myers-Briggs Type Indicator® methodology for building trainees' self knowledge as leaders. The California Association of Student Councils contributed its Facilitative Leadership®--trained cadre of college students to facilitate the work done in small groups. And the Interaction Institute for Social Change contributed its expertise as collaborative capacity-builders by teaching Facilitative Leadership® practices to

trainees.<sup>13</sup> Together, they made history – never before or since has there been a federal program that provided community-based leaders with such comprehensive training: personal development, collaborative skill building, cultural competence, team building, practice sessions, professional mentoring, visioning work, strategic planning practices, case study reviews, and periodic peer follow-up for months following the training experience.

## Collaboration and *Facilitative Leadership*®

**C**ollaboration is a method for accessing innovation and optimizing performance. Research and the experience of IISC suggest that tapping wisdom and participation from several diverse groups yields more creative and comprehensive ideas than unilateral approaches that ignore the input of multiple stakeholders.<sup>14</sup> Furthermore, IISC's research has shown that collaboration tends to increase ownership of and engagement in implementing the proposed solutions or ideas. Collaboration does not come naturally to everyone; however, collaborative skills can be learned and developed provided that there is commitment to do so. In his book, *How to Make Collaboration Work*, David Straus states that leaders should not underestimate the profound effect they have on the cultures of their organizations and communities. Their support is in fact "essential if an organization or community is to build a collaborative



environment.”<sup>15</sup> The degree to which leaders at all levels and of all types, both formal and informal, can learn, model, and inhabit the skills of collaboration, the more likely it is that entire organizations, systems, networks and movements – such as the national service movement - will develop the mindset, heart-set, and skill-set that allows them to respond effectively to issues that surface in an ever-changing world.

From IISC’s perspective, one of the best ways to nurture and develop skills of collaboration is through training in Facilitative Leadership®. Facilitative Leadership® is a three day workshop that helps participants develop the skills and attributes of leaders who “create and inspire the conditions for self-empowerment so that people can work together

to achieve a common goal.” The methodology is rooted in shared power, a clear model of decision-making, alignment building, collaborative skills, and servant leadership. At the heart of the workshop are seven leadership practices (see diagram on following page). During the course of a typical training, participants learn how to:

- create a vision of success and enroll others in its pursuit;
- lead collaborative planning and problem solving discussions;
- decide who should be involved in making decisions and how to involve them;
- coach and inspire others to perform at their best;
- design meetings, project plans, and change strategies with concrete milestones and accountabilities that people understand and support;

### *The Seven Practices of Facilitative Leadership*



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- consider three dimensions of success: results, process, and relationships; and
- celebrate accomplishments in authentic and motivating ways.

These Facilitative Leadership® practices constituted not only the substance of IISC’s contribution to the NSLI training curriculum; they also enabled the IISC trainers to model the collaboration in their work with the other training providers.

## Challenges

IISC trainers introduced each NSLI training class to a simple evaluation tool (“plus/delta”) that allows a group to identify the areas of performance that are working well (pluses) as well as those areas that need improvement (deltas). At the end of each day, IISC trainers invited participants to voice their observations in each category and captured their thoughts visually for all to see. Engaging the participants in this way not only conveyed the idea that trainees’ input was valuable, it also helped to foster a shared sense of responsibility for the success of the overall experience. This was one of many highly accessible tools IISC trainers imparted to participants that they were then able to integrate easily into their day to day work back home. In addition, the training design team used this tool. In debrief sessions, their own evaluations, coupled with participants’ feedback, informed the many revisions, adjustments, and improvements that were made along the way. One trainer recalled: “Not settling for anything but the best results became part of the culture.”<sup>16</sup> This capacity would prove helpful when, in 1997, they faced a critical turning point.

Catherine Milton had decided to leave the helm of CNS to become CEO of Save the Children. Lisa Spinali also announced that she was leaving to start up her own consulting firm. In addition to concern for the viability of the program in Milton’s absence, key leaders in the Washington, D.C. headquarters of CNS were unsure about the program’s cost effectiveness and scalability.<sup>17</sup> They asked Gretchen Van der Veer, a CNS employee working in the areas of leadership and staff development, to visit the San Francisco-based program to evaluate it and make a recommendation concerning its future. Moreover, just as CNS had stood as a beaming symbol of the Clinton Administration’s “reinventing government” reform effort,<sup>18</sup> it now stood out as an object of scrutiny, given the political shift in the Congress after the 1994 mid-term elections. The stakes were high and the issue of scale was critical to achieving the legislative objectives of “fostering a culture of civic participation” nation-wide<sup>19</sup> through what devotees were labeling a “national service movement”.<sup>20</sup>

Before leaving her post at CNS, Milton initiated a series of strategic planning sessions in which the training design team reviewed their learnings since the launch of the program along with the goals established by CNS for the training program. The emerging consensus in the training design team was that now that the content of the program was developed there needed to be a strategic focus on scaling up the program to achieve greater national impact. They sought to increase the level of participation from the pilot year when just over 200 participants, made up of six classes of 35 trainees each, had participated in the five-day leadership training program.



## Facing the Challenges

Upon evaluating the training course, Van der Veer concluded that it should indeed continue, given its value to and impact on the national service movement. In order to justify the continued investment of federal dollars, she recommended several operational and programmatic changes. Van der Veer, in collaboration with the new NSLI Director Michael Mercil, instituted the changes the CNS leadership believed necessary to bring the program to scale while keeping costs modest and relating the curriculum more closely to their national service program work in their local communities.<sup>21</sup>

### *IISC Helps CNS Meet the Challenges of Scale and Cost*

To meet the challenges of scaling up the program, while keeping the costs per person modest, Van der Veer and her team implemented several program enhancements, including the following:

- Increased CNS's internal training capacity.
- Eliminated the residential-based model at the Presidio and offered trainings in local and regional communities.
- Re-designed the five and one-half day "flagship" NSLI course formerly offered to senior executives into a three-day course for beginners of any managerial level (National Service Leadership Development Program).
- Designed a five-day advanced course (National Service Executive Program) as the progression from the beginners' course.
- Offered a Train the Trainer course through state-based CNS Commissions to get their local people trained to train others (Customized Leadership Training Course).

In determining these program enhancements, CNS was clear that it wanted to keep IISC's Facilitative Leadership® content as a central component of the curriculum. To accommodate CNS's desire to have its staff and affiliate consultants trained to train the Facilitative Leadership® elements of the NSLI course, IISC offered the opportunity for them to achieve certified trainer status through IISC's Training for Trainers (T4T) workshops taught by master trainers. After these individuals completed the T4T, IISC Master Trainers continued to coach and support these candidates until they achieved their certification. For quality assurance purposes, CNS often still retained IISC trainers to co-train with CNS' newly certified trainers.

### *IISC Adapts to Accommodate CNS's Desire for Curriculum Customization*

CNS developed its own "National Service Leadership Competencies"<sup>22</sup> that were to be emphasized throughout the training, and made a concerted effort to incubate other nationally service focused conceptual models. In addition, CNS created an upper level course for those who had successfully completed the three-day beginner's course and wanted advanced training.<sup>23</sup> In designing this course, CNS staff showed interest in one of IISC's other courses, Essential Facilitation®,<sup>24</sup> a facilitation intensive that teaches strategies and skills for helping groups solve problems, resolve conflict, and build agreement. IISC worked out a licensing agreement with CNS for inclusion of these methodologies in the advanced training curriculum. IISC Executive Director Marianne Hughes worked with CNS leaders to adapt the materials and trainings to the specific learning needs of NSLI trainees.



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## The Impact of *Facilitative Leadership*<sup>®</sup> - Market Research Findings

In 2006, a study was conducted to explore the impact of *Facilitative Leadership*<sup>®</sup> in the national service field. As part of the study, a market survey was conducted from a diverse sampling of NSLI participants who received *Facilitative Leadership*<sup>®</sup> training from 1995 to 2004. The survey participants:

- Attended trainings through the Presidio Leadership Center, NLSI and NSE programs
- Worked for a broad spectrum of programs, including AmeriCorps, Senior Corps, Learn and Serve
- Ranged in age from 26 to 65 years old

Of those surveyed:

- 100% used FL with staff and service participants in their local communities
- 98% somewhat or strongly agreed that FL made them a stronger leader
- 95% consider themselves better facilitators due to taking FL
- 95% consider themselves better at working with others professionally because of FL
- 95% used the FL practices of leadership in staff trainings
- 90% feel FL helped them contribute to the overall success of their programs and organizations
- 79% considered the FL practices they learned very valuable
- 73% put the techniques to work outside their jobs in volunteer roles in the community
- 53% report that at least 50 other people benefited directly from their FL training
- 50% report that over 100 other people have benefited indirectly from their FL training

## The Impact of *Facilitative Leadership*<sup>®</sup> – Testimonials

*“[The methodology on how to run meetings] is the great gift of the 21st century for training, for organizational development and for anyone in any position where one needs to be in groups”*

-June Thompson, CASC Executive Director

*“I am convinced that *Facilitative Leadership*<sup>®</sup> is so effective because its really a common sense kind of approach to problem solving...I’m also convinced that the application of *Facilitative Leadership*<sup>®</sup> is just as possible in your home, community, church and anywhere where you need to have some kind of consensus... I believe that *Facilitative Leadership*<sup>®</sup> should be in every school district in the United States...I believe that every city government could benefit from the concepts of *Facilitative Leadership*<sup>®</sup>.”*

- Donald L. Scott, Brigadier General (Ret.), USA,  
Deputy Librarian of Congress Emeritus, Presidio  
Leadership Center trainee



## The Ripple Effect of Facilitative Leadership®

To achieve its movement-building goals of renewing the ethic of civic responsibility and the spirit of community throughout the United States,<sup>25</sup> CNS tried to train as many people as possible through the NSLI from 1995 when it opened until it closed its doors in 2004 due to a discontinuation of federal funds. From the very beginning, the trainers emphasized participants' individual power to affect a sea change across the nation through the way individuals, groups, and communities work together. The essence of the program was characterized by John Heider's notion of the "ripple effect."

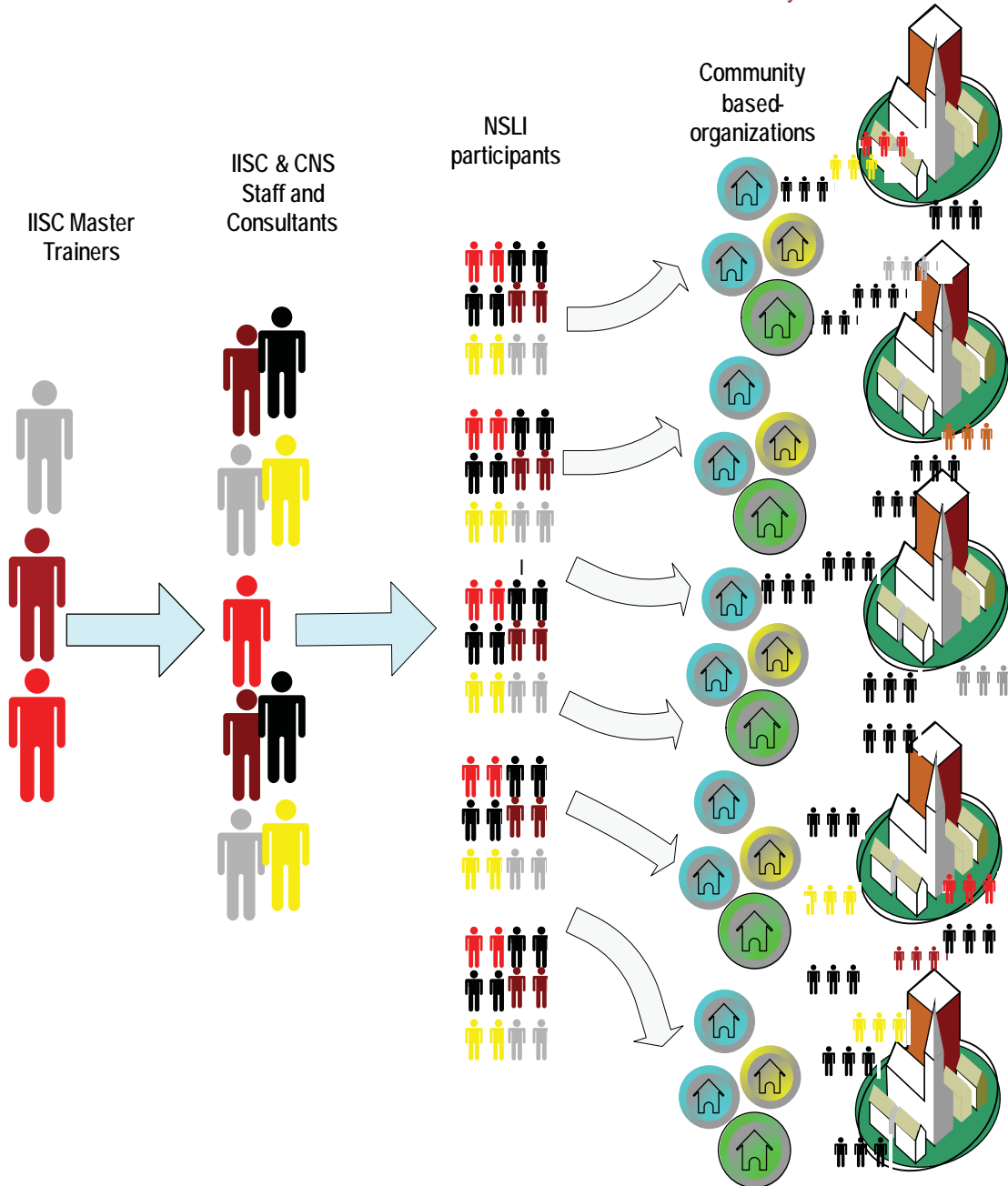
IISC's Facilitative Leadership® directly provided thousands of national service leaders, and tens of thousands in turn with collaborative leadership skills, meeting design and facilitation techniques, problem-solving tools, process mapping skills and strategic planning frameworks -- behaviors that, coupled with committed hearts and willing hands, have bolstered the efficacy and potency of the national service movement.

*"Your behavior influences others through a ripple effect. A ripple effect works because everyone influences everyone else."*

-John Heider, The Tao of Leadership  
Presidio Leadership Center Training  
Manual, 1996, Day One



**The Ripple Effect of *Facilitative Leadership*®**  
National Service Leadership Institute of the Corporation for National Service  
IISC's Train the Trainer Certification Process : Social Transformation by Skillful Means



*Facilitative Leadership*® utilized by scores of Social Change Agents  
in communities across the U.S.



## Forward Movement

*“Simply by finding and reaching those few special people who hold so much social power, we can shape the course of social epidemics. In the end, Tipping Points are a reaffirmation of the potential for change and the power of intelligent action. Look at the world around you. It may seem like an immovable, implacable place. It is not. With the slightest push – in just the right place – it can be tipped.”*

–Malcolm Gladwell, *The Tipping Point*

IISC wholeheartedly believes that the world can be moved, that the world can be changed. It believes that social change happens through people’s interactions. This is why IISC specializes in building the skills of individuals, organizations, communities, and nations to act collaboratively, strategically and imaginatively.

IISC has also learned through experience that for large-scale social change efforts, foundations, government agencies, and other entities with convening power have a key role to play in “finding and reaching those few special people who hold so much social power.” This was certainly the case with Corporation for National Service. The CNS matched their formidable network of strategically located and committed national service leaders with IISC’s years of training expertise in proven collaborative methodologies.

IISC embraces similar opportunities to partner with those interested in bringing about large-scale social change. In an inter-connected, networked world, the potential for change is enormous. Supporting the viability and success of that most crucial of connections – the person to person connection – is IISC’s unique contribution to positive social change in these times.



- <sup>1</sup> California Association of Student Councils (CASC) is a non-profit organization led by a group of high school students known collectively as the State Council. All of their programs are led by students. The purpose of CASC is “to improve the quality of life in the world by developing skilled, ethical and sensitive leaders of diverse backgrounds and cultures”. [http://www.casc.net/what\\_is\\_casc.php](http://www.casc.net/what_is_casc.php).
- <sup>2</sup> June Thompson interview with the Author, June 18, 2007.
- <sup>3</sup> *Ibid.*
- <sup>4</sup> Learn and Serve website, <http://www.learnandserve.org/about/lisa/index.asp>
- <sup>5</sup> Before coming to CNS, Milton was the founder and director of the Haas Center for Public Service at Stanford University and also the Executive Director of the Federal Commission on National and Community Service.
- <sup>6</sup> Chairman of the Board of Governors of the Leader to Leader Institute (formerly the Peter F. Drucker Foundation for Nonprofit Management). Former CEO, Girl Scouts of America.
- <sup>7</sup> John W. Gardner, (1912- 2002), was the President of the Carnegie Corporation, Secretary of Health, Education, and Welfare under President Lyndon Johnson, was subsequently the founder of two influential national U.S. organizations, Common Cause and Independent Sector. He authored numerous books on improving leadership in American society. He Received the Presidential Medal of Freedom in 1964.
- <sup>8</sup> David A. Straus, *Theoretical Underpinnings of Facilitative Leadership*, 1993, pp. 16, 21.
- <sup>9</sup> Catherine Milton interview with the Author, June 18, 2007.
- <sup>10</sup> The “training design team” consisted of the organizational leads from IISC, CCL, CASC, and CNS. As a group, they worked to plan the training curriculum and structure and ensure that it reflected CNS’ objectives and optimized the learning experience of participants. At IISC, a design team is established to ensure an inclusive and effective planning and implementation process for a particular collaborative endeavor, such as a retreat, community change process, learning event, or strategic plan.
- <sup>11</sup> June Thompson interview with the Author, June 18, 2007.
- <sup>12</sup> Catherine Milton interview with the Author, June 18, 2007.
- <sup>13</sup> See Attachment 1, NSE Program Curriculum, September
- <sup>14</sup> See James Surowiecki, *The Wisdom of Crowds: Why the Many are Smarter than the Few and How Collective Wisdom Shapes Business, Economies, Societies, and Nations*. (New York: Doubleday, 2004) and Ron Heifetz, *Leadership Without Easy Answers*. (Cambridge, MA: Harvard University Press, 1994).
- <sup>15</sup> David Straus, *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions*. (San Francisco: Berrett-Koehler, 2002, p. 205).
- <sup>16</sup> June Thompson telephone interview with the Author, June 18, 2007.
- <sup>17</sup> The Presidio Leadership Center training program was designed as a 5 day course for 35 participants each. Six courses per year were offered. From 1997 to 2004, the newly named National Service Leadership Institute offered 3 day and 5 day courses, serving nearly 2000 participants per year.
- <sup>18</sup> See the National Partnership for Reinventing Government website, <http://govinfo.library.unt.edu/npr/index.htm>
- <sup>19</sup> Corporation for National Service website; [www.cns.gov](http://www.cns.gov)
- <sup>20</sup> Volunteer Centers, A History In America; Points of Light Foundation website; <http://www.pointsoflight.org/downloads/doc/centers/resources/HistoryRevised22206.doc>
- <sup>21</sup> Gretchen Van der Veer interview with the author, June 21, 2007
- <sup>22</sup> The “national service competencies” created by the CNS were: 1. Establish a climate of openness and trust 2. Assess the situation 3. Create a vision of the future 4. Foster collaborative action 5. Evaluate to improve and measure success.
- <sup>23</sup> The beginners’ course was the flagship program, 80% based on the curriculum developed from the Presidio Leadership Center, the National Service Leadership Development course. The upper level course was the National Service Leadership for Community Change Executive Program course..
- <sup>24</sup> Essential Facilitation® shows how to effectively facilitate in situations that have one or more of the following : 1) Complex or high-stakes content 2) Conflict — the situation is emotionally-charged or controversial 3) Context — when you must balance multiple stakeholders’ needs and points of view.
- <sup>25</sup> National and Community Service Trust Act of 1993.