



COLLECTIVE  
IMPACT FORUM



# Everyone Leads: Building the Culture for Collective Impact

Paul Schmitz

@paulschmitz1

[www.leadinginsideout.org](http://www.leadinginsideout.org)  
[www.collectiveimpactforum.org](http://www.collectiveimpactforum.org)

## Step 1

Make a list of all the things you can do to create a really bad coalition?

How can you create worst result imaginable?

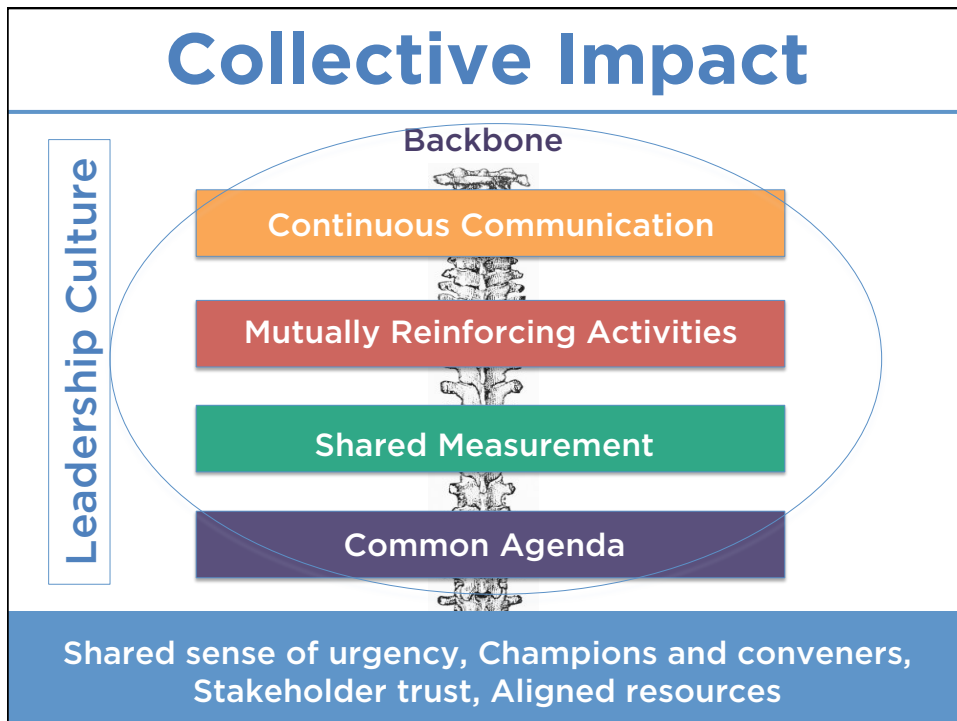
## Step 2

Have any of you seen any of the items on your lists before?

## Step 3

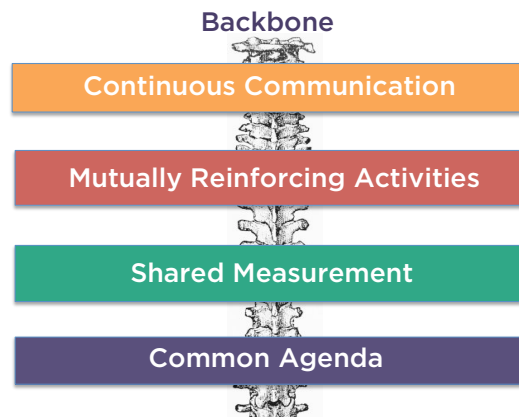
*"Culture eats strategy for breakfast"*  
-- Peter Drucker

Source: Facilitation approach adapted from Liberating Structures: "Making Space with TRIZ"

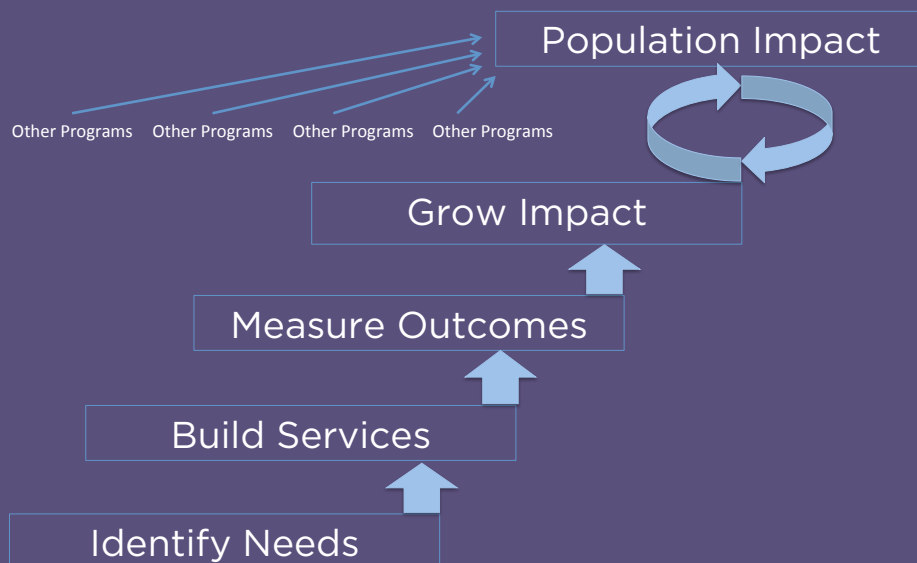


## First Big Shift

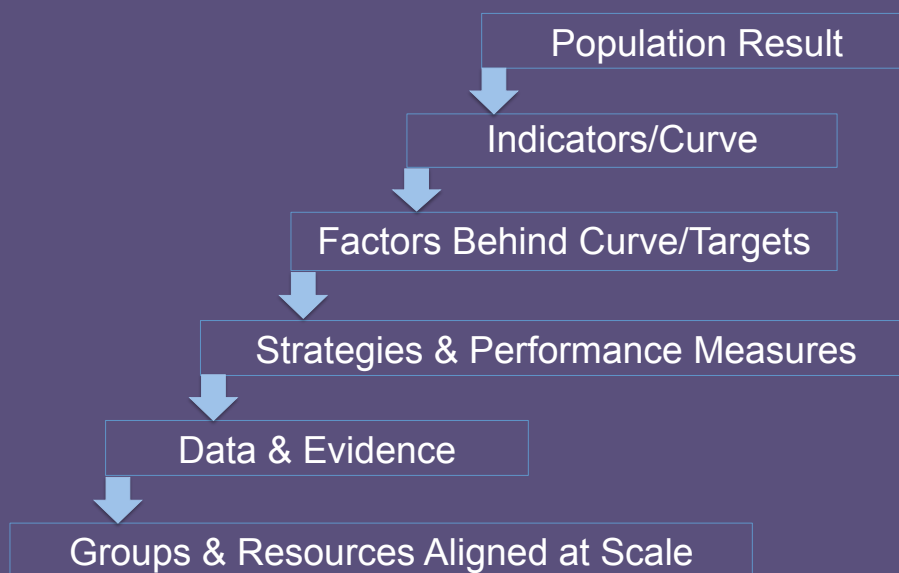
### *Data-driven Result-based Strategy*



## Program-Based



# Result-Based Strategy

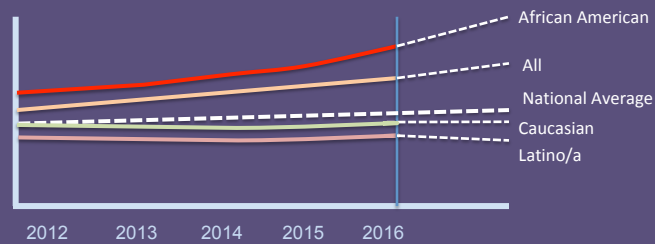


## Data Walks





## Equitable Indicator



## Numerator

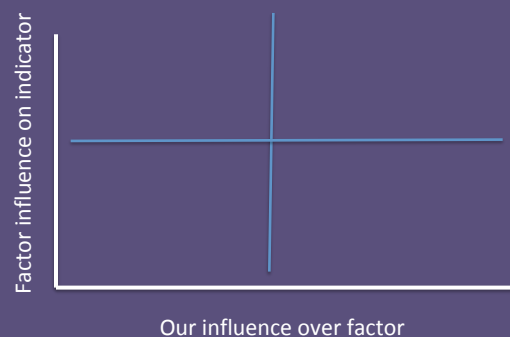
Current level  
of impact  
based on  
present capacity



$x$  = Amount we need to  
move needle to matter

$y$  = Total Problem/Need

## Prioritizing Factors



# Actor Mapping

Who all contributes to the result? Who would you need to engage?

The diagram is an actor mapping tool consisting of three concentric circles and two intersecting diagonal lines. The central circle is labeled "At-risk women in 11 zip codes". The actors are mapped as follows:

- Inner Circle:** Home Visiting Nurses, Health Care Coalition, Health Workers, Neighborhood Centers, Young Fathers, Experienced Mothers, Lived Exp.
- Middle Circle:** United Way, Health FDN, Jobs Program, Women's Shelter, Pastors, FQCHC, Hospital Maternity, Physicians Association, County Ofc AfAm, City Health Dept, Univ Public Health School, Health Advocacy, Housing, Childrens Hospital.
- Outer Circle:** (Empty)

Who all contributes to the result? Who would you need to engage?



**System Change:** changing the conditions holding the problem in place

The diagram is a large purple inverted triangle. It is divided into five sections by white lines. The top row consists of three rectangular sections: 'Public policy' on the left, 'Rules & Practices' in the center, and 'Resource Flows' on the right. The middle row consists of two rectangular sections: 'Relationships & Connections' on the left and 'Power Dynamics' on the right. The bottom section is a single triangular section labeled 'Mental Models & Narratives'.

Public policy

Rules & Practices

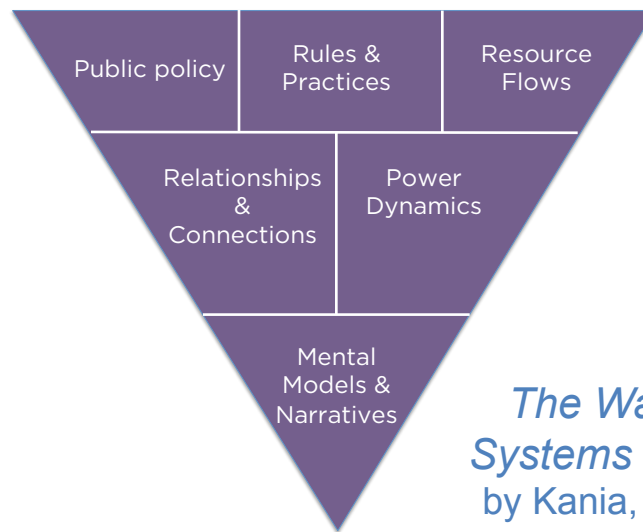
Resource Flows

Relationships & Connections

Power Dynamics

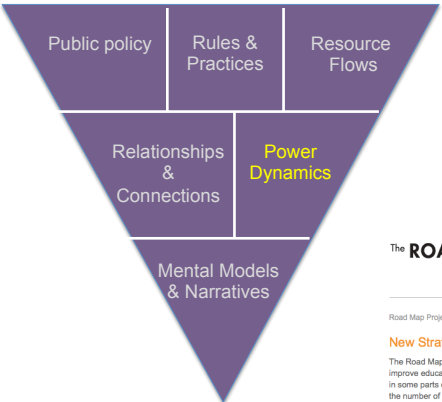
Mental Models & Narratives

*The Water of Systems Change*  
by Kania, Kramer, Senge



*The Water of  
Systems Change*  
by Kania, Kramer,  
Senge





**first 5 la**  
Giving kids the best start

**The ROAD MAP PROJECT**

THE PROJECT | DATA CENTER | COLLECTIVE ACTION | GET INVOLVED

Road Map Project > The Project > New Strategic Direction

**New Strategic Direction**

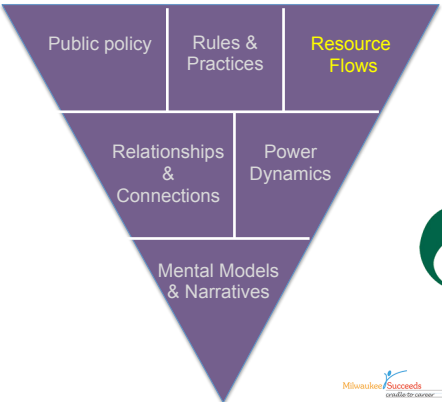
The Road Map Project launched in December 2010 and since then has worked to build a collective resolve to dramatically improve education results for the children growing up in South Seattle and South King County. While there has been progress in some parts of the Project, the region is currently not on track to achieve the original Road Map Project 2020 goal of doubling the number of students earning a postsecondary credential and closing opportunity and achievement gaps for students of color and low-income children.

Important discussions in 2015 with members of the Road Map Project Sponsors Group and Community Network Steering Committee resulted in the identification of four areas to focus in the second phase of the Project:

- Increase the focus on racial equity and operationalize that focus throughout the Road Map Project
- Increase parent and youth voice throughout the Road Map Project
- Better organize advocacy at the state and local level for greater impact
- Offer stronger support to key implementers

As a result, work for this new strategic direction is well underway:

- Updated goals, with vision and values statements
- Formation of the Road Map Project Community Leadership Team
- Development of System-Wide Racial Equity Essentials



**mmsd**  
Preserving The Environment • Improving Water Quality

**NORTHWEST SIDE COMMUNITY DEVELOPMENT CORPORATION**  
Community Investment at Work

**Sixteenth Street**  
COMMUNITY HEALTH CENTERS

**Milwaukee Succeeds**  
enrich the lives of all

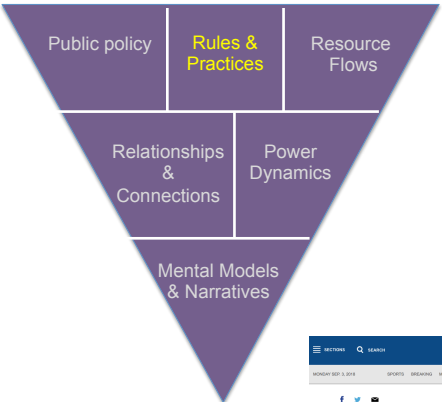


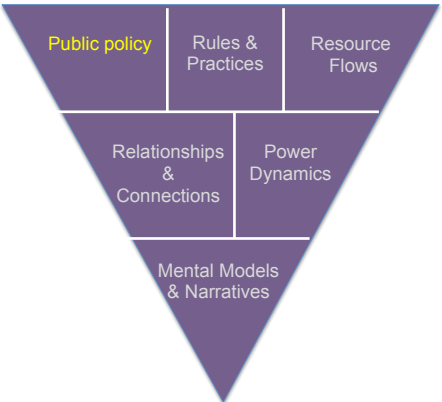
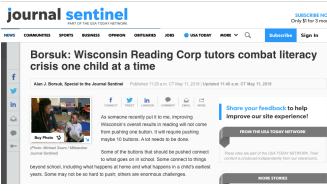


WHO WE ARE | WHAT WE DO | IMPACT | CONNECT

**Milwaukee Succeeds' NEWSROOM**

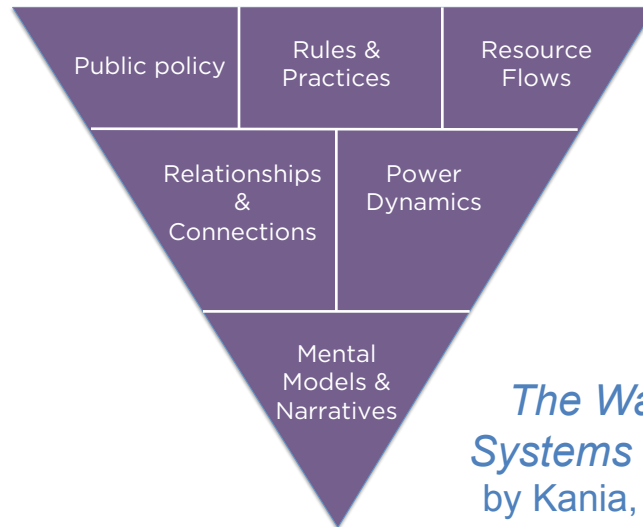
Topics  
Neighborhood Investment  
Kindergarten Readiness

**THE FUNDERS' COLLABORATIVE BRINGS OPPORTUNITIES TO MILWAUKEE'S EDUCATIONAL INITIATIVES**

The success of children is what defines our future as a city. As a northwestern, we think this...can become real.

**System Change:** changing the conditions holding the problem in place



*The Water of  
Systems Change*  
by Kania, Kramer,  
Senge

**Shannon Wienandt**

Executive Director, House of Hope  
Green Bay, WI

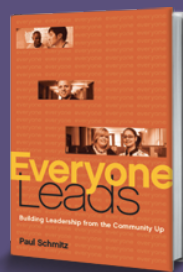
**Nicole Gerow**

Board Member, House of Hope  
Green Bay, WI

# Leadership Styles

Visionary  
Nurturer + Mobilizer  
Analyst

What is your leadership style?  
Why do you need the others?



## Leadership is:

- 1 An action many can take, not a position few can hold
- 2 Taking responsibility to work with others on common goals
- 3 Practice of values that engage commitment from others

## Who was the leader?





## Practicing Values

- 1 Asset-Based
- 2 Inclusion and Equity
- 3 Trust Building
- 4 Continuous Learning
- 5 Integrity

## Practicing Values

- 1 Asset-Based

# Introductions

What 2-3 gifts or skills make you a good family member and friend?

What 2-3 skills make you an effective leader?

What are 2-3 talents or hobbies you love doing and can get lost in for hours?

## 1. Asset-Based





## Milwaukee Public Library Teams Up With Barbershops To Provide Kids With Books

By LATOYA DENNIS • SEP 1, 2016

SHARE  
Twitter  
Facebook  
Google+  
Email



Chicago Cutz also gave out free haircuts to kids headed back to school.  
LATOYA DENNIS

ST. LOUIS POST-DISPATCH

## HEALTH

### Hair stylists, barbers tackle St. Louis' STD problem

By Blythe Bernhard St. Louis Post-Dispatch  
Oct 19, 2017 (2)



Redd Foxx, Jr. (CQ) sits for a haircut on Tuesday, Oct. 17, 2017, with Cordell Edwards, owner of Goal Line Barber & Beauty Shop in St. Louis. Employees at Goal Line completed an informational course on STD prevention offered by the

BUY NOW

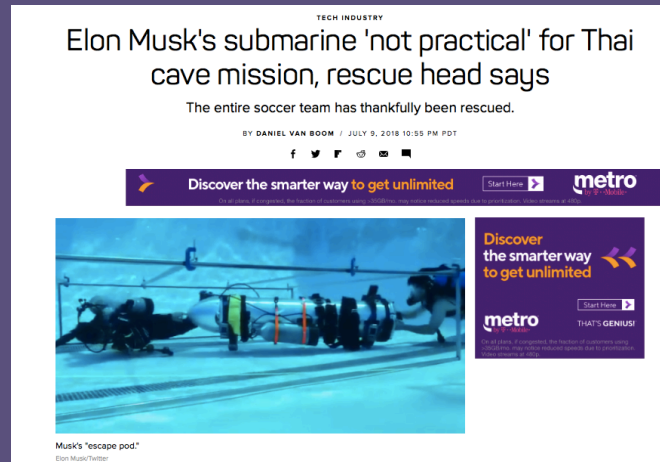
# Family Independence Initiative



INCREASING IMPACT ON DECISION-MAKING				
INFORMING	CONSULTING	INVOLVING	COLLABORATING	EMPOWERING
Providing balanced and objective information about new programs or services, and about the reasons for choosing them. Providing updates during implementation.	Inviting feedback on alternatives, analyses, and decisions related to new programs or services. Letting people know how their feedback has influenced program decisions.	Working with community members to ensure that their aspirations and concerns are considered at every stage of planning and decision-making. Letting people know how their involvement has influenced program decisions.	Enabling community members to participate in every aspect of planning and decision-making for new programs or services.	Giving community members sole decision-making authority over new programs or services, and allowing professionals to serve only in consultative and supportive roles.

Be Authentic, Fulfill Promises

# Content Expertise



# Context Expertise



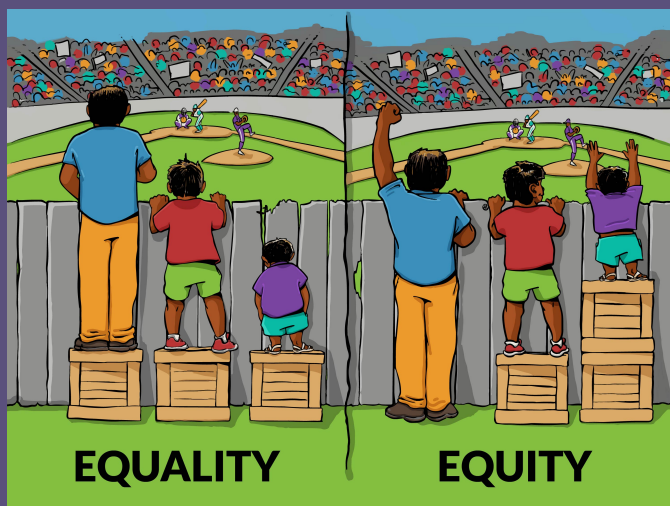
# ABCD

What is the story you tell about the community, the problem, and the role of community in solving it?

## Practicing Values

- 1 Asset-Based
- 2 Inclusion and Equity

## 2. Equity & Inclusion



## Equity & Race Equity



# Mental Models



## Ladder of Inference





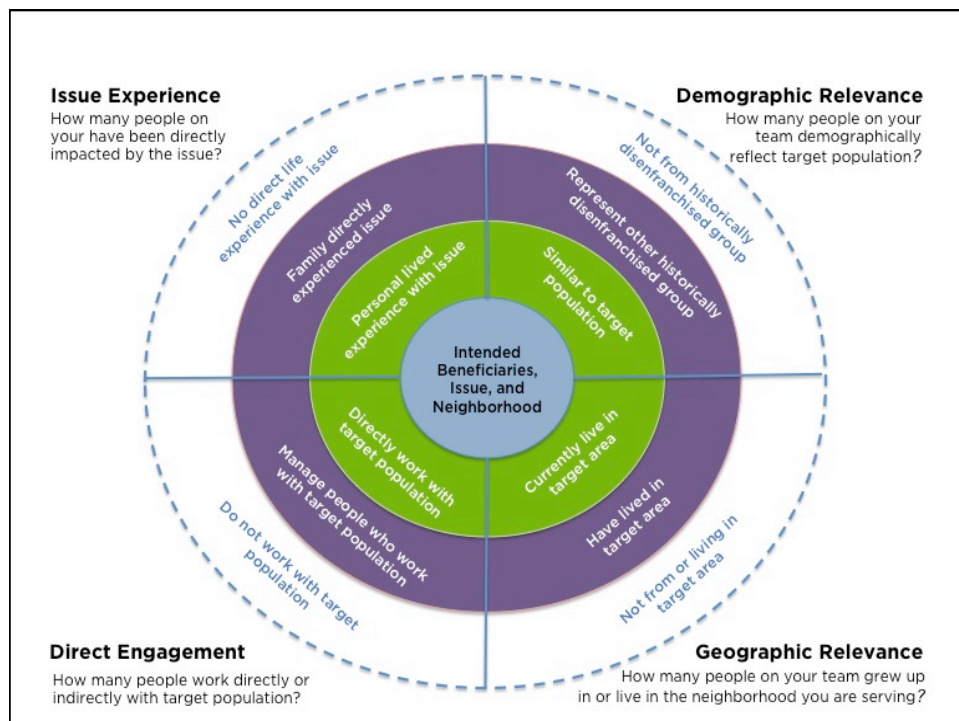
# Ladder of Inference



Share an experience recently where you ran up your ladder?

What biases and assumptions were involved?

Who could you have tested those biases and assumptions with?



## Practicing Values

- 1 Asset-Based
- 2 Inclusion and Equity
- 3 Trust Building

### 3. Building

# TRUST

## Collaboration

Intentional and transparent process

Surface elephants in the room, name interests

Difficult conversations

Adaptive leadership

## Practicing Values

- 1 Asset-Based
- 2 Inclusion and Equity
- 3 Trust Building
- 4 Continuous Learning

## 4. Continuous Learning



## Things I Suck At

Interpersonal conflict  
Patience  
Personnel management  
Patience with process  
Administrative paperwork  
Being punctual  
Small talk  
Time Management  
Fundraising  
Active listening  
Trusting my instincts  
Delegating responsibility  
Making unpopular decisions  
Staying attentive in long meetings

## Continuous Learning

Humility

Strategies are hypotheses

Fail forward

Adapt transparently

## Practicing Values

- 1 Asset-Based
- 2 Inclusion and Equity
- 3 Trust Building
- 4 Continuous Learning
- 5 Integrity

## 5. Integrity

Be true to your “be” and accountable to those you work with ***and*** those you serve



## Integrity

Build transparent accountability structures

## Leadership is:

- 1 An action many can take, not a position few can hold
- 2 Taking responsibility to work with others on common goals
- 3 Practice of values that engage commitment from others



## **Everyone Leads: Building the Culture for Collective Impact**

**Paul Schmitz**  
@paulschmitz1

[www.leadinginsideout.org](http://www.leadinginsideout.org)  
[www.collectiveimpactforum.org](http://www.collectiveimpactforum.org)