



DEVELOPS STAFF
Growing Leaders Starter Toolkit

DEFINITION – Develops campus ministers and emerging leaders in the areas of emotional intelligence, spiritual maturity, successful performance, and career development.

*Overfunctioning – two-thirds of weakness is the overuse or misuse of strength. Overfunctioning occurs when one’s talent, skill, or knowledge causes problems for you or others.

[=] SKILLED	[-] UNSKILLED	[+] OVERFUNCTIONING
<ul style="list-style-type: none"> • Prioritizes developing campus ministers and emerging leaders to create a leadership pipeline. • Identifies emerging leaders’ strengths and weaknesses • Develops strategies to develop strengths and address flat sides. • Explores passions, gifts, and motivations to inform how they best function and are supervised. • Provides appropriate and timely stretch assignments, coaching, feedback, exposure, problem-solving. • Establishes a transparent process for leadership selection and promotion. • Aligns their career development goals with InterVarsity’s organizational vision and strategy. • Gives careful attention to develop emotional intelligence, performance, spiritual formation, work-life balance, and career development. • Utilizes cohorts, programs, and training for development as well as outside training opportunities. 	<ul style="list-style-type: none"> • Expects others to figure out expectations for performance and development independently. • Neglects to communicate others’ potential or bring clarity about their flat sides. • Is unable to develop those with different gifts and motivations, personalities, or passions. • Is unable to assess others’ skills and potential. • Focuses on the task at hand without identifying growth opportunities. • Underutilizes InterVarsity cohorts, programs, and training to develop others. • Struggles to identify developmental moves or assignments specific to the person. 	<ul style="list-style-type: none"> • Concentrates on developing a few assumed high achievers at the expense of others. • Overestimates others’ capacity for growth. • Adopts faddish development approaches without understanding the goals or principles of developing others. • Focuses on development without alignment to the mission. • Attempts to meet all development needs directly without utilizing others to meet the need. • Focuses on the future (career development) without helping others to excel in the present.

This toolkit can be used to help staff frame development goals and plans to strengthen their use of this competency. It is not intended to be used for reviewing performance.

EXAMPLES IN INTERVARSITY

- Providing regular supervision with constructive feedback (both positive and corrective).
- Conducting annual performance reviews, including a development plan for the future.
- Regular supervisory conversations on career aspirations, development plan & areas for growth.
- Promoting participation in national opportunities from cohorts, coaching and mentoring programs, conferences, and training with intentional follow-up to debrief and reinforce learning.
- Suggest assessment debrief use for personal, career, leadership development & transition times.

SUGGESTED RESOURCES

Primary

- Charan, Ram, Steve Drotter, and James Noel. *The Leadership Pipeline: How to Build the Leadership Powered Company*. San Francisco: Jossey-Bass, 2001. Also, tools available at <http://leadershippipelineinstitute.com>
- Kotter John P. and Dan S. Cohen. *The Heart of Change*. Boston: Harvard Business School Press, 2002.
- Sample Steve B. *Contrarian's Guide to Leadership*. San Francisco: Jossey-Bass, 2002.
- Wiseman, Liz. *Multipliers: How the Best Leaders Make Everyone Smarter*. New York: HarperCollins, 2010.

Secondary

- Bolsinger, Tod. *Canoeing the Mountains*. Downers Grove: InterVarsity Press, 2015.
- Morse, MaryKate. *Making Room for Leadership: Power, Space, and Influence*. Downers Grove, IL: InterVarsity Press, 2008.
- Reese, Randy D., and Robert Loane. *Deep Mentoring: Guiding Others on the Leadership Journey*. Downers Grove: InterVarsity Press, 2012.

SUGGESTIONS FOR DEVELOPMENT

- Prioritize time to plan and think about development for specific staff.
- Read to increase your understanding of how development happens.
- Think 70/20/10: Research shows 70% of learning comes from practice or on-the-job experience, as in a stretch assignment that contains a challenge; 20% is from mentoring or coaching where reflection on practice with insights “captures” the learning; 10% is from formal training or instructional activities such as training or reading books.
- Develop or train someone else: people learn the most when explaining it to someone else.
- Ask a supervisor for feedback about how to “own” one’s development.
- Facilitate self-awareness by giving and receiving feedback.
- Use SBI to share feedback about presence: (1) describe the situation: (2) note the behavior that was helpful or unhelpful, and (3) name the impact that it had on others and yourself.
- Work with a coach to grow in personal and professional development. Learn to ask the right questions and identify the next action steps.
- Seek new challenges in areas you desire to grow in. Ask others for input.

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BENEFITS FOR 2030 CALLING

- Equips staff with learning and development opportunities to reach every corner of every campus effectively.
- Increases ability to recruit and develop alumni and volunteers for exponential growth.
- Results in thriving staff where each person owns their development.
- Maintains a strong, diverse pipeline that starts with volunteers and campus staff and ends with senior leadership.
- Results in proficient and motivated staff who can function independently and collaboratively in a learning environment.
- Increases staff job satisfaction and longevity.
- Increases ability across the movement to supervise and develop diverse staff and teams.

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