
Appendix A: The Research Process

This appendix contains a detailed account of the methods behind our research. The process is outlined in three phases: (1) research questions and definitions, (2) the research process, and (3) the development of the Multiplier model.

PHASE 1: RESEARCH QUESTIONS AND DEFINITIONS

Research Questions

- In an educational setting, what are the key characteristics (behaviors and mindsets) of leaders who fully utilize the people they lead?
- In an educational setting, what are the key characteristics (behaviors and mindsets) of leaders who underutilize the people they lead?
- What diminishing assumptions are holding back failing schools?
- What is possible if one principal learns to lead like a Multiplier and finds ways to give teachers, parents, and students greater ownership for the success of the school?

Definition of Key Terms

DIMINISHER: A leader of a district, school, team, or classroom around whom people operate in silos, find it hard to get things done, and, despite having smart people to work with, seem to not be able to do what is needed to reach their (or the team's) goals.

MULTIPLIER: A leader of a district, school, team, or classroom around whom people are able to understand and solve hard problems rapidly, achieve their (or the team's) goals, and adapt and increase their capacity over time.

INTELLIGENCE: Intelligence exists in many forms. In 1994, 52 researchers signed a paper where they agreed that intelligence was "the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not . . . narrow. . . . [I]t is a broader and deeper capability for comprehending our surroundings."¹ Beyond this, we included the ability to adapt to new environments, learn new skills, and accomplish difficult tasks.

PHASE 2: THE RESEARCH PROCESS

Having already gathered extensive data documenting the Multiplier Effect in business and nonprofit organizations globally, we chose to conduct further research in a cross-section of schools. We conducted interviews in schools throughout the United States, the United Kingdom, and in the Canadian province of British Columbia. We included public and private schools in K–12 and in higher education.

Nominators. Instead of trying to identify Diminishers and Multipliers ourselves, we asked successful educational professionals to nominate these leaders for us. We were careful to select successful professions to avoid having data skewed by frustration over personal career challenges.

Researcher-Administered Survey. Nominators rated the Multipliers and Diminishers they had identified on a 5-point scale against 49 leadership practices. These practices were based on standard competency models, popular leadership frameworks, and practices we hypothesized would differentiate Diminishers from Multipliers. We analyzed the results looking for the largest deltas between Multipliers and Diminishers, the top skills and mindsets of Multipliers, and the skills most correlated with the top mindsets of Multipliers and Diminishers.

Structured Interviews. In each interview we asked a standard set of questions that delved into the situation, the actions and mindsets of each of the different types of leaders (Diminishers and Multipliers), and the impact that the leaders' actions had on the individuals we were

¹Linda S. Gottfredson, "Mainstream Science on Intelligence: An Editorial With 52 Signatures, History and Bibliography," *Intelligence* 24, no. 1 (1997): 13–23.

interviewing and/or their colleagues. Interviews were conducted between April and October 2012. Each averaged 60–90 minutes and was conducted in person or by telephone. Our typical format for an interview kept to the following structure:

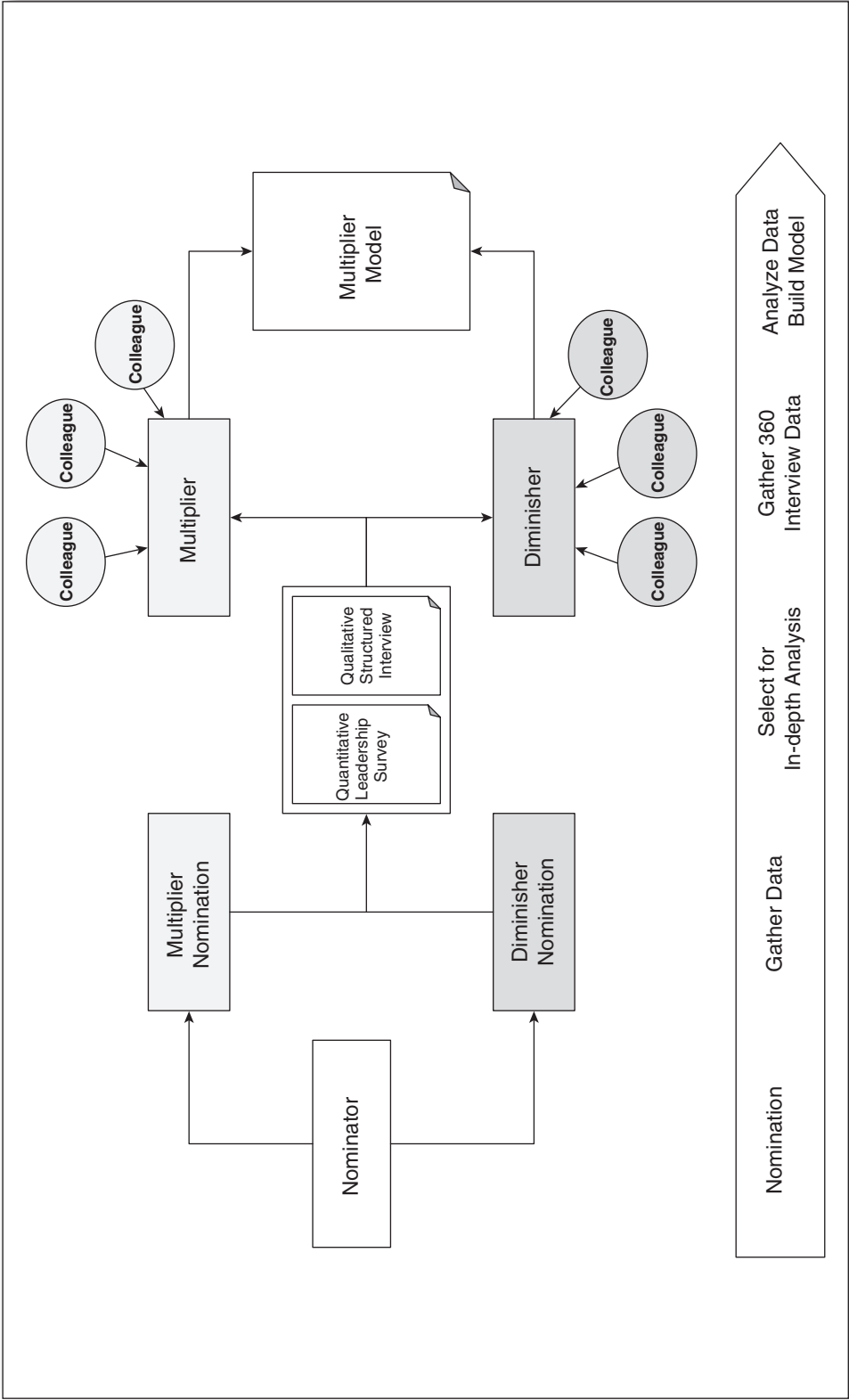
1. Identification of two leaders: one who stifled intelligence and the other who amplified it
2. Identification of an experience or story working with each leader
3. Context for working with a Diminisher: experience, setting
4. Impact on nominator: percentage of nominator's capability used
5. Impact on group: role played in group process, perception in broader organization
6. Leader's actions: what was done or not done to impact others
7. Result of actions: outcomes, deliverables accomplished
8. Repeat questions 3–7 for the nominated Multiplier

PHASE 3: THE DEVELOPMENT OF THE MULTIPLIER MODEL

We reviewed approximately 250 pages of interview transcripts and collated them for cross-interview analysis. Then we took this theme analysis and calibrated it against the quantitative data we had gathered from the leadership survey. We then compared the data to the data from the original Multipliers research. We then adapted the original leadership model to reflect the distinct leadership characteristics and environment of the K–12 and higher education setting. Additionally, we calculated the average “percentage of nominator's capability used” for Diminishers and Multipliers. These numbers were 40% and 88%, respectively.

After creating the model for educational leaders, we conducted further research by studying how leaders developed Multiplier leadership characteristics. We gave leaders bite-sized Multiplier Experiments to conduct and then tracked their progress. We also selected a number of leadership teams at particular school sites to conduct these experiments collectively. These studies were conducted in North America (United States and Canada), Latin America (Chile, Guatemala, and Puerto Rico), the United Kingdom, and the Middle East (United Arab Emirates).

THE RESEARCH PROCESS



Appendix B:

Frequently Asked Questions

Can everyone shift to lead more like a Multiplier, or is there a point of no return?

Anyone who has the ability to look beyond his or her own capability, intelligence, and smarts can begin leading like a Multiplier. However, before the shift can be made, each of us has to recognize the need and make the choice to shift our weight. In our coaching work, we have seen leaders make great shifts from their traditional directive approach toward an approach that accesses the intelligence and capability of those around them.

One leader we studied, Bill Campbell, former CEO of Intuit, started his career as the worst kind of Diminisher. In his early career, he was smart, aggressive, and hard-hitting. He shut people down by saying things like “That’s the dumbest question I’ve ever heard.” He began his turnaround when he was confronted by colleagues who told him, “We don’t want to leave, but we need to be able to do our jobs.” He started listening, respecting the value of others’ opinions. Over time, he became a true Multiplier. Today, as a coach of early-stage startup companies, Bill is a Multiplier of Multipliers, asking the hard questions that make others think. His story proves that, with insight and resolve, Diminishers can become Multipliers.

Can you be a Multiplier in a Diminisher culture?

Yes! Many of the Multipliers we studied had worked, or currently work, in diminishing cultures. We find that leading like a Multiplier stems from our personal assumptions about what is possible, rather

than the system within which we work. The system certainly plays a role in how Multiplier leadership is received, yet the system can be an easy scapegoat for choosing to take the path of least resistance, or more aptly, the path of the Diminisher. We do recognize that it can be easier to lead like a Multiplier when surrounded by a Multiplier culture. At the same time, part of what inspired us about the Multipliers we studied in education and beyond is that many of them were working in diminishing environments. They recognized that leading like a Multiplier goes beyond the job title or organizational position.

Help, I work for a Diminisher! What do I do?

You can't will your manager to become a Multiplier. For change to be effective and lasting, he or she must have (a) the self-awareness and (b) the interest to lead in a different way. What you can do is minimize the diminishing relationship between you and your leader by changing the dynamics of the situation. Here are two strategies:

1. *Multiply up.* Rather than putting the emphasis on changing your manager's behaviors, work on putting his or her skills to work for you.
 - a. *Leverage your boss's genius:* By understanding the strength and skill your manager brings to the situation, you can put that to work and change the dynamic from one of frustration to one of mutual success. If she is a free thinker, could you use her help to brainstorm options for implementing a new school program? If he's got an eye for detail, could you employ his rigor to diagnose the flaws in an important message or proposal to be mailed out districtwide? Ron, a senior executive widely regarded for his own creative genius, was asked to build a new, highly strategic business for Apple. He could have let Steve Jobs, the company's notoriously hands-on CEO, dictate the details of the project, or he could have tried to keep Jobs out of the process as much as possible. Instead, Ron sought out his insights at critical development points. He took the product design to Jobs and openly asked, "How can we make this even better?" Jobs responded not with criticism, but by rattling off numerous ideas for how good features could become great. Ron allowed his team to do their best work without interference, then used the strengths of his boss to take it to the next level. Even if you don't work for a genius like Steve Jobs, you can do the same.

- b. Listen to learn:* What happens when you are working with someone who is sucking the energy and intelligence out of you? Often, we find that employees shut down and tune out their leader, especially the criticisms. If you are trapped under a Diminisher, look for opportunities to soften the exchange by actively identifying the points you can incorporate to achieve a better outcome. Too many people go in to meet with their boss “braced for battle” instead of open to see what their boss can teach them.
- 2. *Multiply yourself:* You don’t need to wait to be invited to be smart and to offer your genius. Invite yourself to this party.
 - a. Identify, label, and share your own genius:* Tell people what you are good at, and offer your capability everywhere it can be of use. Get beyond the walls of your job description, and offer your help in important areas and projects.
 - b. Learn from your mistakes:* Instead of hiding them, go public and let your school leader know that you’ve made a mistake (chances are, he or she already knows). Explain where you went wrong, what you learned from it, and how you are going to use this learning with the next class, student, or parent.
 - c. Offer to do something hard:* Pick something that your school or district leader really needs done, and make yourself really useful.
 - d. Play the role of debate maker,* even if you aren’t the most senior person on the team.
 - e. Hold yourself to a standard of completed action:* Instead of bringing problems to your leader, bring solutions or concrete recommendations for solutions. (This is also an advantage when you work for a Multiplier!)

Can leaders have both Multiplier and Diminisher traits? Is there something in between?

Leading more like a Multiplier requires strong discipline and a choice to lead with intention. We all can get caught up in our day-to-day responsibilities and temporarily lose sight of how our good intentions might be misinterpreted. So there are times that a strong Multiplier leader may appear to be employing Diminisher approaches. As leaders and educators, it is important that we seek to understand our personal triggers that cause us to take on Diminisher characteristics.

Have you found yourself exiting one meeting energized for having led like a true Multiplier, and yet another admonishing yourself for your diminishing behavior? We find this is quite common, and the reasons are likely one of the following:

We can often be a Multiplier to some and a Diminisher to others. Sometimes we have a tendency to operate differently around different people, unaware. Perhaps we have a history with someone (he's never come through for us) or we simply heard a rumor about someone's ability (Shelly, she's amazing; she'll never let you down). These ideas cause us to take things for granted or expect certain things, and we adjust our behavior accordingly.

Similarly, we might find ourselves in situations that conjure our accidental, or even hard, Diminisher tendencies. This may happen when we find ourselves out of our comfort zone or when we switch roles, like from teacher to coach or teacher to school leader.

The good news is that with these insights in mind, we can begin to lead with intention and minimize our potentially diminishing effect.

In addition, in our continued research across education, industry, and nonprofits, we have found that even extreme Multipliers haven't mastered all five Multiplier disciplines. We also have found that nearly all of us have a tendency to live in the middle of this continuum as an Accidental Diminisher, where despite our best intentions, we limit the capability around us. This can be resolved as each of us continues down the path of thinking in terms of questions and not answers. Begin by challenging yourself with tough questions like these: What are my assumptions about this person's ability to complete a task? Where does my need for control limit others from contributing?

How can I motivate the leaders in my school or district, who are already working overtime, to find the time to be Multipliers?

We often encounter leaders who find themselves operating as Diminishers because they lack the time to be more multiplying. But we also find that when managers operate as Multipliers, they get a huge time rebate. They get to ask the questions and let others figure out the answers. They shift the burden of thinking and accountability for results onto their team more squarely. When these managers do this, they often describe the result as liberating to themselves just as much as to the team.

For example, Samantha Jaspal, head of Haresfoot School and Berkhamsted Pre-Prep at Berkhamsted Schools Group, focused her

efforts on giving her team ownership over projects, which was admittedly difficult. What she found was that she freed up more time because people were no longer coming in for bits and pieces. They shifted their thinking from stopping by with “Have you got 5 minutes to discuss this topic?” to “I know we’ve talked about this, and she’s going to ask me what I’ve thought about it. So I better do all of the thinking before I drop by.” Samantha has found herself doing less firefighting and more vision setting.

Leading like a Multiplier is not a matter of adding things to your to-do list; it is a matter of rethinking how you are doing what you already do today. Encourage your leaders by inviting them to experiment with one small practice at a time and see what happens.

What’s the difference between deeply leveraging my resources and simply asking them to do more?

This is an important issue, especially as funding and resources become more and more constrained. We know from our research that Multipliers get twice the capability from their staff than do Diminishers. We find they do this by deeply understanding the resources within their organization and aligning genius with the right projects. They are able to get more because they ask for more, not because they tell people they need to give more.

There is a difference between giving people *more* work versus *more challenging* work. Simply doing more of the same work is exhausting; however, being challenged with harder work is exhilarating. Nobody, other than maybe knife jugglers, develops capability by doing more of the same type of work. Widen the gap, appropriately, and your staff will grow to bridge the expanse.

It is important to recognize that your staff comprises many different capability levels, more like a skyline than a horizon. A common mistake is to assume a constant level across the staff and ask for too big a stretch, which causes people to feel like they are just being asked to do more. You might consider the lazy way, and simply ask them to define their own stretches. Most people will define a stretch at just the right level, where they feel pressure but not anxiety.

What do I do if I have an employee who resists Multiplier leadership?

The first question is: Why might this person be resisting? Sometimes, resistance results from a history of diminishing leadership, ancient or not.

Or it might be that people just aren't sure how to respond to a brand-new you. Or finally, it may be a matter of fit. Let's take each of these in turn.

When people become accustomed to diminishing leadership, they may atrophy, forgetting how to contribute at their fullest. Or they may be skeptical of the intent behind your Multiplier motives. To overcome, you might find a need to rebuild trust, especially when this is recent history. Once you are sure trust abounds, which by the way is often a by-product of Multiplier leadership, you may still need to experiment a few times to stoke the fire.

It can be disconcerting to staff members when their leader leaves one day and reemerges with a complete personality overhaul the next. If someone does a 180 with their leadership style, without communicating it clearly, that leader is likely to catch people off guard. Imagine a leader who typically has all of the answers doing an about-face and only asking questions. This may cause you to pull away, rather than lean into the challenge, questions, and debate. Often small steps yield greater results than giant leaps.

Lastly, in the case of improper fit between skills and role, you may need to jointly identify a new position, or pull some weeds—removing low-performing, diminishing staff members. At this point, it may be useful to question your beliefs about this employee. You might ask yourself: How is this person smart? And what can I do to put that genius to work?

What can I do to lead more like a Multiplier today?

There are three distinct points where we recommend you start your journey. The first is to ask your staff, faculty, and students questions that cause them to stop, think, and then respond. To do this, you may consider shifting from more closed-ended questions (like yes/no) to questions that challenge assumptions. As you make this shift, you will begin to see the solution space expand beyond what you and others see as possible—increasing the intrigue and excitement to be involved.

For example, how might the solution space differ between these two questions aimed at improving student learning:

1. How do we reduce class size?
2. How do we get the best teachers in front of the greatest number of students?

In the first case, the prime solution appears to revolve around increasing resources, human and physical. While in the latter, a wider array of possibilities is evident, including the use of technology solutions, altering class size, or addressing teacher capability.

The second point is to construct an environment where debate is embraced, welcoming the input and ideas beyond a critical few. Orchestrate debate on a critical decision. Stand back and witness the sharp and savvy input your colleagues offer. Then lead the school community to drive to a sound decision, rather than making the decision yourself.

Finally, seed the challenge and get out of the way. Take your staff where the action is, allow them to see the opportunities through their own eyes, and then put them in the driver's seat to generate creative solutions.

The Multiplier Experiments and workarounds listed on page 145 in Chapter 7 may prove useful as you select your starting point.

Can you lead like a Multiplier when you are trying to establish yourself in a new role?

When you are new to an administrative role at a school site, everyone will be curious about you and “what you will do to them”! (Remember Amparo Barrera’s experience at Hoover Middle School in Chapter 4?) This is the optimal time to establish yourself as a Multiplier—first impressions last a long time.

Everyone will want to drop in to see you in order to check you out. Take this opportunity to turn it around: Check them out! Tell them you want to know what they are good at, what their passion is, what they have outside of their current responsibility and role that they can and *want* to contribute to the school. Then look for opportunities to turn them loose, leveraging their genius to their benefit and the benefit of the school.

What can I do to overcome a low-performing or diminishing individual on my team?

In nearly all of the environments we have studied, people described individuals with personalities that lower the morale and collective intelligence around them. In some cases, you may have the flexibility to reassign or even eliminate this person. But you might also find yourself with few options, if any, wondering what to do. We recognize this is a nontrivial matter in many education settings, where there can be very limited flexibility with regard to staffing.

One place to start might be asking questions such as the following to understand what could be causing their behavior:

- Are they aware that they are perceived negatively by some? If they are aware, what environmental factors, such as coworker dynamics or career history, might be influencing their actions? If they aren't aware, what is the reaction when you have a conversation to help them see the perceptions?
- Has anyone asked them what help they need?
- What opportunity have they had to attend professional development workshops of their choice?
- What have past performance development conversations included? How would they describe what they need to do to improve performance?
- Have they been assigned a performance mentor or coach?
- How have you expressed interest in their career path? What have you done?

Sometimes a series of conversations over time can influence such individuals to shift their behavior, or you to change your own actions in response to their behavior.

Appendix C:

The Multipliers

Here you will find an index of the Gold Medal Multipliers highlighted in this book. While some of these leaders have been featured in numerous chapters, here you will find each listed only for the chapter in which they play the most significant role.

Multiplier	Highlighted Role	Current Role
Chapter 1: The Multiplier Effect		
Dan Baer	Teacher, Montebello Ridge School	Retired; gentleman farmer
Chapter 2: The Talent Finder		
Dana Kauzlarich Miller	Principal, Pioneer Ridge Middle School	Principal, Pioneer Ridge Middle School
Jay Woller	Assistant Principal, Pioneer Ridge Middle School	Assistant Principal, Pioneer Ridge Middle School
Cami Anderson	Superintendent, Newark Public Schools	Superintendent, Newark Public Schools
Dedee Rodriguez	Associate Principal, Willow Glen Middle School	Deceased
Andy Garrido	Interim Principal, Dilworth Elementary School	Retired
Alyssa Gallagher	Assistant Superintendent of Curriculum and Instruction, Los Altos School District	Assistant Superintendent of Curriculum and Instruction, Los Altos School District
Marguerite Hancock	Girls' Camp Director	Associate Director, SPRIE, Stanford University Graduate School of Business

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Multiplier	Highlighted Role	Current Role
Chapter 3: The Liberator		
Patrick Kelly	Eighth-Grade Social Studies and History Teacher, La Entrada Middle School	Eighth-Grade Social Studies and History Teacher, La Entrada Middle School
Bill Jensen	Principal, Columbus East High School	Director of Secondary Education, Bartholomew Consolidated School Corporation
Pattie Dullea	Assistant Principal, La Entrada Middle School	Principal, Horral Elementary School
James Garrett	Cofounder and Co-Executive Director, ThinkUnlimited	Cofounder and Co-Executive Director, ThinkUnlimited
Shaylyn Romney Garrett	Cofounder and Co-Executive Director, ThinkUnlimited	Cofounder and Co-Executive Director, ThinkUnlimited
Chapter 4: The Challenger		
Amparo Barrera	Principal, Hoover Middle School	Interim Principal, Alisal School District
CK Prahalad	Professor, University of Michigan	Deceased; beloved teacher and mentor to many
Irene Fisher	Director, Bennion Center	Retired Community Activist; Former Founder and Director, University Neighbor Partners
Linda Aceves	Assistant Superintendent of Instructional Services, Santa Clara County Office of Education	Chief Academic Officer, Santa Clara County Office of Education
Sean Mendy	Director, Center for the New Generation, Boys and Girls Club of the Peninsula	MBA Student, University of Southern California
Bill Green	Principal, Valley View Elementary School, British Columbia	Principal, Valley View Elementary School
Chapter 5: The Community Builder		
Jeff Jones	Superintendent/CEO, School District 8, Kootenay Lake, British Columbia	Superintendent/CEO, School District 8, Kootenay Lake, British Columbia
Lutz Ziob	General Manager, Microsoft Learning, Microsoft Corporation	General Manager, Microsoft Learning, Microsoft Corporation
Allison Liner	Principal, Encinal Elementary School	Chief Learning Officer, Menlo Park City School District

Multiplier	Highlighted Role	Current Role
Brian Pepper	Principal, Heather Park Middle School, British Columbia	Superintendent, School District 57, Prince George, British Columbia
Chapter 6: The Investor		
Jae Choi	Partner, McKinsey & Company	Executive Managing Director, Doosan
Emily Pelino	Principal, KIPP Indy	Executive Director, KIPP Indy
Larry Gelwix	Head Coach, Highland High School, British Columbia	President, California Fresno Mission, Church of Jesus Christ of Latter Day Saints; Speaker
Tom Demeo	Principal, Carihi Secondary School	Assistant Superintendent, School District 71, British Columbia
Kerry Patterson	Cofounder, Interact Performance Systems	Author; Cofounder, Vital Smarts
Chapter 8: Becoming a Multiplier		
Mark Steed	Head, Berkhamsted School	Head, Berkhamsted Schools
Jim Vangerud	Math Teacher and Math Department Chair, Chaska Middle School West	Math Teacher and Math Department Chair, Chaska Middle School West
Cherie Novak	Principal, Robert Fulton Elementary	Principal, Robert Fulton Elementary
Paul Ainsworth	Interim Principal, Belvoir High School	Principal, Belvoir High School
Dr. James Bauck	Superintendent, Eastern Carver County Schools	Superintendent, Eastern Carver County Schools
Sheryl Hough	Principal, Chaska Middle School West	Principal, Chaska Middle School West
Jim Bach	Principal, Chaska Middle School East	Principal, Chaska Middle School East
Jeff Baier	Superintendent, Los Altos School District	Superintendent, Los Altos School District
Dr. Darrell Kirch	CEO, American Association of Medical Colleges	CEO, American Association of Medical Colleges