

End Notes

1. Name of leader has been changed.
2. Name of leader has been changed.
3. Paul Ainsworth, "Getting the Most from Your Staff," *Secondary Headship* (December 2010/January 2011).
4. Carmen DeNavas-Walt, Bernadette D. Proctor, and Jessica C. Smith, *Income, Poverty and Health Insurance Coverage in the United States: 2010*. <http://www.census.gov/prod/2011pubs/p60-239.pdf>
5. Carol Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006).
6. David L. Kirp, "After the Bell Curve," *New York Times*, July 23, 2006.
7. Dennis Sparks, "Inner conflicts, inner strengths: An interview with Robert Kegan and Lisa Lahey," *Journal of Staff Development* 23, no. 3 (2000).

Finders Keepers

A third-grade student sat quietly in reflection and then said to his teacher, “Isn’t everyone a genius?” That got her attention. He continued, “They might not know it yet, but they have something that is genius inside of them.” Yes, it’s pretty simple: We all have a native genius, something that we are already brilliant at. And when that genius is discovered, it can be extracted, polished, and made even more brilliant.

Multipliers are great explorers and miners of talent. They find it and unearth it. And when they do, they’ve earned some of the “mining rights” for that talent. As Woodrow Wilson said, “I not only use all the brains that I have, but all that I can borrow.” When they find talent in others, they may not get to keep it permanently, but they’ve earned the right to borrow it and use it against the organization’s biggest opportunities and challenges.

And because they deeply appreciate, utilize, and grow the intelligence of others, they offer a thrilling, exhilarating work experience that people are reluctant to give up. Around Diminishers, people “quit and stay;” Around Multipliers, they “stay and thrive.”

Are you actively scouting for the latent intelligence buried in your organization? When you discover these reserves of talent, are you letting them flow to their highest level of contribution? When it comes to finding and unleashing hidden treasures of talent, we should all follow the now infamous words, “Drill, baby, drill!”

End Notes

1. Lisa Marshall, “Hitting Paydirt,” *Mines: Colorado School of Mines*, July 17, 2012.
2. Names of school district and school site have been changed.
3. Name of leader has been changed.
4. Cory Booker, “Cami Anderson: Equal-opportunity educator,” *Time*, April 30, 2012.
5. Carol Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006).
6. Robert Rosenthal and Lenore Jacobson, *Pygmalion in the Classroom: Teacher Expectations and Pupils’ Intellectual Development* (Austin, TX: Holt, Rinehart and Winston, 1968).

End Notes

1. Daniel Goleman, *Emotional Intelligence* (New York: Bantam, 1995).
2. Name of the leader has been changed.
3. Students scoring “proficient” or “advanced” have increased from 82% to 95%. Students scoring “below basic” or “far below basic” have decreased from 9% to 2%.
4. Name of leader has been changed.
5. <http://edition.cnn.com/TRANSCRIPTS/0904/22/sitroom.02.html>.
6. Full remarks for this teacher and others can be found at <http://www.thinkunlimited.org/>.

End Notes

1. Name of the leader and location of school have been changed.
2. Name has been changed.
3. Gary Hamel and CK Prahalad, "Strategy as Stretch and Leverage," *Harvard Business Review*, (March–April 1993).
4. Kenneth Tobin, "The Role of Wait Time in Higher Cognitive Level Learning," *Review of Educational Research* (January 1, 1987).

A Multiplier of Multipliers

Multipliers invest in others in a way that builds independence. The independence they create in others allows them to invest over and over, becoming a serial Multiplier.

Shortly after the original book *Multipliers* came out, Liz received a short message on the book website. It simply said, “Accidental Diminisher seeking recovery and reform,” and gave contact information. Of course, Liz couldn’t resist calling to hear the story behind an inquiry so brief it appeared meant for transmission via Morse code. The voice on the other end of the phone belonged to a thoughtful, soft-spoken CEO named Rick who had founded a creative company that he scaled into a global services firm over 25 years. He said, “I’ve just read *Multipliers* and it struck a chord with me. I realized that I’ve spent most of my career as an Accidental Diminisher. I believe I am a Multiplier at heart, but all of my role models have been Diminishers. I have about 10 years of my career left. I’d like to go out as a Multiplier.” His sincerity was obvious. He continued, “And I’d like to create a lot of other Multipliers inside this company in the process.”

We have watched in awe as Rick and leaders like him have come to understand the ways they’ve accidentally diminished, become Multipliers, and build other Multipliers around them. To build a great product or program is a noble contribution. To build people who can go onto to build something great themselves, this is a legacy. This is what educators do.

When administrators operate as Micromanagers, they ensure things get done, but when Diminishers leave, things fall apart. When Multipliers leave, they leave a legacy.

End Notes

1. Name of the leader has been changed.
2. Roger Robinson, “London Olympics: 1908 & 1948,” *Running Times*, May 8, 2012.
3. Name of the leader has been changed.
4. Name of the leader has been changed.

Doing less to achieve more is one of many examples where counterintuition is more instructive than intuition. When no one else is speaking up, the compelling inclination is to jump in and fill the void. We become a greater Multiplier when we learn to hold back and allow silence to draw in others. When we feel the need to be big, let it be a signal that we need to be small and dispense our views in small but intense doses. And when our instincts tell us to help, we might need to help less.

Becoming a Multiplier requires us to understand how our most noble intentions can have a diminishing effect, sometimes deeply so. Reinhold Niebuhr, the American theologian, said, “All human sin seems so much worse in its consequences than in its intentions.” Likewise, while leaders view their own leadership through the lens of their good intentions, their staff perceive that same behavior only by its consequences—the consequences on them and the students they serve.

By learning to do less and challenge more, we can transform from being the Accidental Diminisher to the Intentional Multiplier.

End Notes

1. Full video can be found at <http://www.youtube.com/watch?v=BLtMemBHbXo>.
2. Carol Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006).