

# Leading by Convening (LbC): Rubrics to Assess and Shape Practice

## Creating Active Engagement

Engagement is different than participation. Engagement is about creating ways for many individuals to contribute, regardless of their role or job title. When people are engaged, they support what they create.



## About the LbC Rubrics

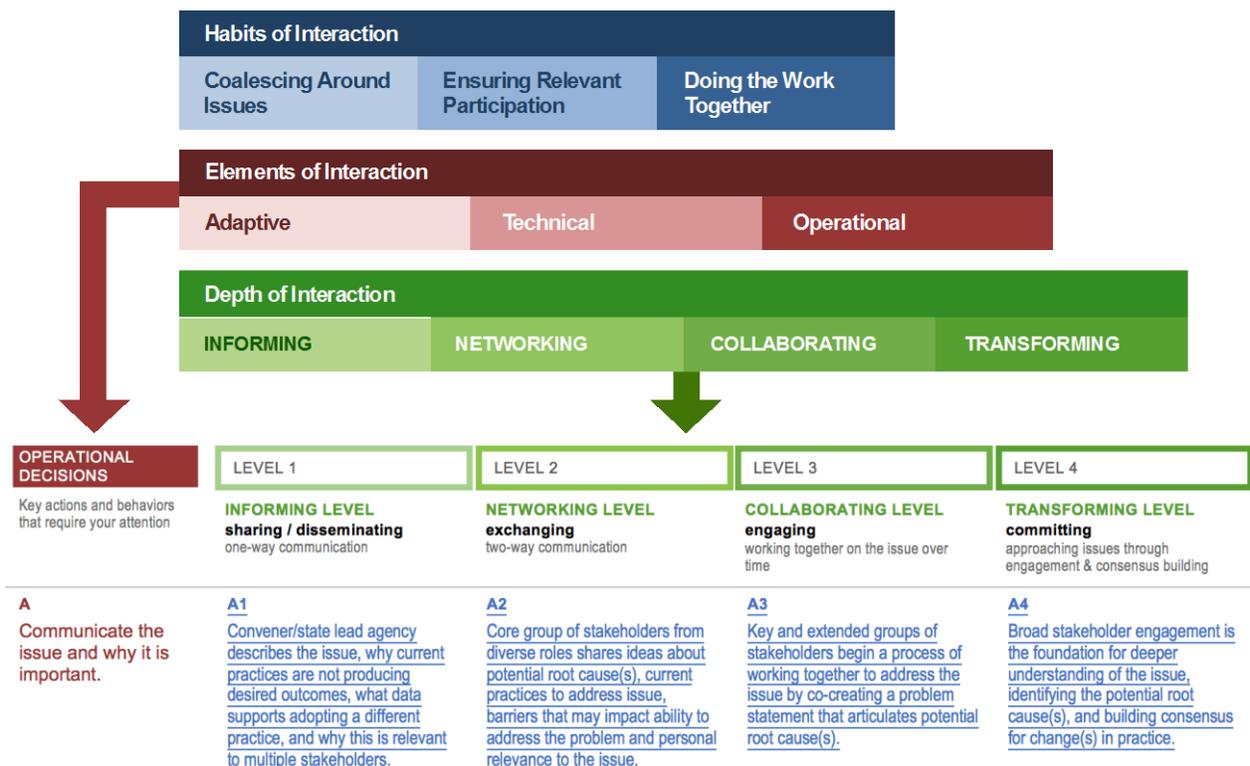
Each LbC rubric describes a set of observable behaviors focused on a change in the practice of authentic stakeholder engagement. The rubrics can be used by teams to:

- discuss authentic engagement from the viewpoint of the stakeholders;
- assess current levels of interaction;
- guide future interaction;
- routinely assess changes in perception and practice; and
- chronicle changes in outcomes as engagement deepens.

## Using the LbC Rubrics

The image below displays a graphic representation of the LbC framework and a rubric that is derived from it. LbC is based on three habits of interaction (Coalescing Around Issues, Ensuring Relevant Participation and Doing Work Together). These habits unpack into three elements of interaction (Adaptive, Technical, and Operational) that further unpack into four depths of interaction (Informing, Networking, Collaborating and Transforming).

The LbC rubrics use the operational elements and depths of interaction to help leaders and teams engage their stakeholders more actively. Rubrics typically list a criteria or behavior in the left column and describe levels of performance in columns moving to the right. This arrangement creates cells that describe the performance at each level for each criterion. In the LbC rubric below, the criterion column is called an “operational decision.” Operational decisions result when a team examines both the technical and adaptive elements of the change it envisions and defines several important aspects of interaction that they will attend to over time.



Each rubric is interactive. Follow the image below to see how you can interact with the rubrics as you move towards greater depths of interaction.

## A1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Communicate the issue and why it is important.	<b>A1</b> Convener/state lead agency provides information on evidence-based, evidence-informed, and promising practices and how they will address identified issue(s).	<b>A2</b> <a href="#">Core group of stakeholders from diverse roles shares their knowledge of effective practices, including levels of evidence, the context for implementation, and potential barriers.</a>	<b>A3</b> <a href="#">Stakeholders from diverse roles collectively analyze practices based on the problem statement, available data, contextual variables, and structural challenges. They identify a new practice to address need.</a>	<b>A4</b> <a href="#">Stakeholders from regularly work together and analyze practices to consensus on implementation of evidence-based practices.</a>

The header helps to know where you are and where you are working towards.

Tools from LbC to help you move towards the next level are hyperlinked for quick access.

Resources beyond LbC — such as slides, templates, toolkits and videos — are identified and hyperlinked.

Tips are given for each section.

### Links to useful tools in LbC

- Four Simple Questions:** Permits the convener and the stakeholders to communicate connections and knowledge from the standpoint of others.
- Download the book, *Leading by Convening*.  
[http://www.ideapartnership.org/documents/NovUploads/Leading by Convening 508.pdf](http://www.ideapartnership.org/documents/NovUploads/Leading%20by%20Convening%20508.pdf)



### Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- [Graphic Version](#)
- [Word Version](#)

### Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagram).
- Widely share resources and continuing education opportunities that are specific to the practice.

# RUBRIC Creating Active Engagement

Each operational decision has a progression of four corresponding levels. Click on each item to see additional resources.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Coalesce the stakeholders around the issue.	<b>A1</b> <a href="#">Convener/lead agency identifies the issue and disseminates information in ways that encourage participation.</a>	<b>A2</b> <a href="#">A forum is used to bring a core group of stakeholders together with the intent of gathering feedback to inform decisions on the issue.</a>	<b>A3</b> <a href="#">The core group expands to include a wide array of stakeholders who unite and take joint action on the issue.</a>	<b>A4</b> <a href="#">There is a unified and unwavering focus on the issue. Trust and respect are evident, even when there are differences of opinion. The group processes align toward a shared goal.</a>
<b>B</b> Ensure relevant participation.	<b>B1</b> <a href="#">Convener/lead agency identifies stakeholder representatives and informs them of opportunities to participate.</a>	<b>B2</b> <a href="#">A core group of stakeholders works with the convener to identify/create an infrastructure for meaningful participation and shared learning.</a>	<b>B3</b> <a href="#">The expanded group of stakeholders recognizes and values the work of others needed to achieve meaningful outcomes.</a>	<b>B4</b> <a href="#">Broad stakeholder networks share ownership and influence in achieving the outcome.</a>
<b>C</b> Translate work into ways that others participate.	<b>C1</b> <a href="#">Convener/lead agency asks stakeholder representatives to disseminate information on the issue.</a>	<b>C2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information in understandable and mutually respectful ways.</a>	<b>C3</b> <a href="#">The expanded group of stakeholders involves their networks in bridging knowledge and practice.</a>	<b>C4</b> <a href="#">Broad stakeholder networks support their constituents throughout the practice change.</a>
<b>D</b> Communicate what is changing by actively doing work with the stakeholders.	<b>D1</b> <a href="#">Convener/lead agency asks the stakeholder representatives to convey the benefit in making changes throughout their networks.</a>	<b>D2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information about the changes that are occurring.</a>	<b>D3</b> <a href="#">The expanded group of stakeholders shares the stories of changes achieved because the networks are more engaged in bridging knowledge and practice.</a>	<b>D4</b> <a href="#">Broad stakeholder networks exchange stories of practice change and outcomes. They communicate the changes in ways that advance acceptance and the changes are enthusiastically embraced.</a>
<b>E</b> Demonstrate what is changing by actively doing the work.	<b>E1</b> <a href="#">Stakeholder representatives invite others to participate in discussions on the changes being experienced.</a>	<b>E2</b> <a href="#">A core group of stakeholders intentionally shares stories, exchanges information, and suggests ideas for action.</a>	<b>E3</b> <a href="#">The expanded group of stakeholders embraces shared leadership and participates in joint work across the networks.</a>	<b>E4</b> <a href="#">Within broad stakeholder networks, excellent examples of practice change are routinely observable.</a>



[BACK TO FULL RUBRIC](#)

# A1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Coalesce the stakeholders around the issue.	<b>A1</b> Convener/lead agency identifies the issue and disseminates information in ways that encourage participation.	<b>A2</b> <a href="#">A forum is used to bring a core group of stakeholders together with the intent of gathering feedback to inform decisions on the issue.</a>	<b>A3</b> <a href="#">The core group expands to include a wide array of stakeholders who unite and take joint action on the issue.</a>	<b>A4</b> <a href="#">There is a unified and unwavering focus on the issue. Trust and respect are evident, even when there are differences of opinion. The group processes align toward a shared goal.</a>

## Links to useful tools in LbC

- [Four Simple Questions](#): \*Helps to create an inclusive path to shared work.
  - [Give Value First](#): \*Think through the expectations that shape a potential partnership.
  - [Seeds of Trust](#): Little things mean a lot; identify small changes that build trust.
  - [Meet the Stakeholders](#): Reach out and identify potential partners.
  - [One-Way, Two-Way Learning](#): Transform ‘one way’ process into ‘two way’ learning activities.
  - [Engaging Everybody](#): Revisit this activity often to define who will do what and why.
- \*These tools can be preassigned to be completed prior to the meeting to get members thinking about the issue and then can be used again later
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Using the work of Simon Sinek, **Start With Why**: ([Full Version](#), 18 minutes; [Short Version](#), 5 minutes) has been useful to get members thinking about the adaptive, affective component of leadership that begins with creating a safe environment of trust. It also creates a shared vision and expectations for behaviors that demonstrate the defined shared vision.

The TED Talk video, [How Great Leaders Inspire Action](#) (18 minutes) could be sent to members before the convening.

## Tips from implementers and stakeholders

- Send a welcoming communication to include:
  - sufficient background about the issue;
  - explanation of the process;
  - expected outcomes; and
  - agenda with descriptive agenda items.
- If possible, post materials and resources electronically ([Google Docs](#); Wikis; [Padlet](#)) for ease of access.
- Use engaging questions to entice participation, such as:
  - How does issue resonate with you?
  - What do I already know about this?
- Send one or two articles to the new group to read before they attend. Use OSEP vetted materials on the subject or another reliable source. Send a few simple questions to help them organize their thoughts. In this way they will know what to expect and be familiar with the research before the process begins. This saves a lot of time!

[BACK TO FULL RUBRIC](#)

# A2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Coalesce the stakeholders around the issue.	<b>A1</b> <a href="#">Convener/lead agency identifies the issue and disseminates information in ways that encourage participation.</a>	<b>A2</b> A forum is used to bring a core group of stakeholders together with the intent of gathering feedback to inform decisions on the issue.	<b>A3</b> <a href="#">The core group expands to include a wide array of stakeholders who unite and take joint action on the issue.</a>	<b>A4</b> <a href="#">There is a unified and unwavering focus on the issue. Trust and respect are evident, even when there are differences of opinion. The group processes align toward a shared goal.</a>

## Links to useful tools in LbC

- [Defining Our Core](#): Express your driving purpose and share it simply with others.
- [How People Are](#): Change is hard; prepare for some of the most predictable challenges.
- [Dialogue Guides](#): Bring individuals and groups into the same conversation.
- [Seeds of Trust](#): Identify small changes that build trust.
- [Four Simple Questions](#): Create an inclusive path to shared work.
- [One-Way, Two-Way Learning](#): Change ‘one way’ process into ‘two way’ learning.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Using the work of Simon Sinek, **Start With Why**: ([Full Version](#), 18 minutes; [Short Version](#), 5 minutes) has been useful to get members thinking about the adaptive, affective component of leadership that begins with creating a safe environment of trust. It also creates a shared vision and expectations for behaviors that demonstrate the defined shared vision.

The [Family Engagement Framework](#) provides guidance to educators, districts, schools, families and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and close the academic achievement gap.

## Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Widely share resources and continuing education opportunities that are specific to the practice.
- Start with an icebreaker that is relevant to the issue. It can be as simple as mixing the group members up in pairs and giving them a few minutes to get to know one another. Then they can each introduce their new teammate.
  - There are many [icebreakers](#) that can be used to help members get to know one another.
- Ask reflective questions:
  - Why is this important to you?
  - How do you make it your own?
  - Who’s missing from the table?
- To ensure clarity and understanding.
  - make sure all of the stakeholders are aware of the work;
  - encourage open and honest sharing;
  - discuss how input will be valued and used; and
  - demonstrate connections between stakeholders and groups (e.g., seating arrangements, group assignments and committee work).
- Use language that is easily understood by all stakeholders.
- Have a ‘parking lot’ list for future work.
- Be clear about changes that the group can influence. Don’t waste time talking about changes that the group has no power to alter.
- Writing a [Dialogue Guide](#) on an issue can assist the group to move to the collaborative level.
- Continue to ask the question, “Who is not at the table?” and continue to invite those people who have expertise, interest and are impacted by the outcome of the work.

[BACK TO FULL RUBRIC](#)

# A3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Coalesce the stakeholders around the issue.	<b>A1</b> <a href="#">Convener/lead agency identifies the issue and disseminates information in ways that encourage participation.</a>	<b>A2</b> <a href="#">A forum is used to bring a core group of stakeholders together with the intent of gathering feedback to inform decisions on the issue.</a>	<b>A3</b> The core group expands to include a wide array of stakeholders who unite and take joint action on the issue.	<b>A4</b> <a href="#">There is a unified and unwavering focus on the issue. Trust and respect are evident, even when there are differences of opinion. The group processes align toward a shared goal.</a>

## Links to useful tools in LbC

- [Engaging Everybody](#): Revisit this activity often to define who will do what and why.
- [Building Engagement](#): Identify interest by presenting options for active engagement and shared work.
- [Grounding Assumptions](#): Build common beliefs and check them routinely.
- [Seeds of Trust](#): Identify small changes that build trust.
- [Meet the Stakeholders](#): Habitually revisit the range of groups that can have an influence on your work.
- [Four Simple Questions](#): Create an inclusive path to shared work.
- [One-Way, Two-Way Learning](#): Transform ‘one way’ process into ‘two way’ learning activities.
- [How People Are](#): Helps to consider the human element with regard to employing evidence-based practices (EBP) and understanding perspectives.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Use materials developed by your state Parent Training and Information Center (PTI) or the work of the National Center for Information and Parents Resources (CIPR), such as [Serving on Groups](#), to include family members meaningfully (include the families of the students targeted for improvement and consider inviting members of their support system, (e.g., clergy).



“[Our Iceberg is Melting](#),” and the “[8 Step Change of Successful Change](#)” by Harvard Professor John Kotter provide great examples of the multiple personalities that show up on teams and how to engage each one positively to build successful change.

[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources.

First introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University in 1987, Appreciative Inquiry (AI) is a positive and hopeful approach to addressing change and imagining new futures. Since that time, AI has been applied in both public and private organizations.

- [Appreciative Inquiry \(AI\)](#)
- [Appreciative Inquiry Video](#)

The Forum for Youth Investment has developed a framework for addressing change that recognizes and engages a range of stakeholders.

- [A Big Picture Approach to Community Impact](#)

## Tips from implementers and stakeholders

- Continually re-evaluate the group to see who is at the table and who is missing.
- Guiding Principles:
  - transparency;
  - agree to disagree;
  - identify items of agreement in the beginning; and
  - respect.
- Sit in a circle or semi-circle so there is joint ownership.
- Suggest using first names, no titles when in a meeting.

[BACK TO FULL RUBRIC](#)

# A4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Coalesce the stakeholders around the issue.	<b>A1</b> <a href="#">Convener/lead agency identifies the issue and disseminates information in ways that encourage participation.</a>	<b>A2</b> <a href="#">A forum is used to bring a core group of stakeholders together with the intent of gathering feedback to inform decisions on the issue.</a>	<b>A3</b> <a href="#">The core group expands to include a wide array of stakeholders who unite and take joint action on the issue.</a>	<b>A4</b> There is a unified and unwavering focus on the issue. Trust and respect are evident, even when there are differences of opinion. The group processes align toward a shared goal.

## Links to useful tools in LbC

- [Problems Come Bundled](#): Identify both the technical and the human sides to sustaining your work.
- [Meet the Stakeholders](#): Habitually revisit the range of groups that can have an influence on your work.
- [How People Are](#): Revisit the predictable problems of working across groups.
- [One-Way, Two-Way Learning](#): Examine examples and define new ways that can transform interaction styles.
- [Engaging Everybody](#): Revisit this activity often to define who will do what and why.
- [Four Simple Questions](#): Return to this tool again and again to make the inclusive path more concrete and attainable.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[How to Partner for Impact: The Nuts and Bolts of Aligning Collective Impact Efforts.](#)

A well-trained facilitator is essential. Mike Wilkinson, [“The Secret of Facilitation”](#) is an excellent book for guidance.

[“Facilitation: The Secret of the Starting Question Model – Michael Wilkinson”](#) (Nine minutes).

Engagement is promoted as a grounding strategy for all issues by the National Council on Dialogue and Deliberation (NCDD).



- [The Resource Guide](#)
- [A collection of tools for engagement](#)
- [The Public Conversations Project](#)

Originally introduced by Kania and Kramer in 2011, Collective Impact has influenced systemic change in a variety of disciplines and in an array of settings. Collective Impact is a promising approach to complex and persistent issues.

- [Collective Impact Forum](#)

Prominent leadership theorists, Kouzes and Posner, have developed a framework for adaptive approaches to leadership that is used widely in public and private organizations.

- [Leadership Challenge](#)

The Carnegie Foundation promotes an approach to systemic change that unites individuals committed to improvement.

- [The Six Core Principles for Improvement](#)

Using a business focused product, learn to differentiate stakeholder engagement from stakeholder management (Page 7).

- [Stakeholders Engagement: A Road Map to Meaningful Stakeholders Engagement](#)

Using an example from the health field, examine the ideas about stakeholder engagement that transfer across disciplines.

- [Engage Stakeholders](#)

Future 500, a private nonprofit that works to bridge the corporate and nonprofit worlds, provides ideas on stakeholder engagement that may transfer to state agencies and professional associations and family groups. Tips on using social media for communication and engagement are also found on the blogs hosted on the site.

- [Measuring the Value of Stakeholder Engagement via Twitter](#)
- [Why You Must Open Your Doors To All Stakeholders](#)
- [Partnering with NGOs: The 4 Keys to Success](#)

## Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Widely share resources and continuing education opportunities that are specific to the practice.
- Consider: We gather together to do what we cannot do individually.
- The shift from individual leaders to shared leadership evolves to:
  - true shared ownership;
  - collaborative allies/partners;
  - advocating for the benefit of the whole;
  - acceptance of all as advocates;
  - equality; and
  - mutual respect.
- End each session with a quick reflection from each member.
- Keep everyone engaged!
- Build and agree on a vision for your work.

- Commit to periodic meetings to update information on progress, fidelity and new issues as ambassadors.
- Remind all of “What’s in it for me” (WIIFM) and why you are doing this, i.e., improved outcomes.
- Review agenda and outcomes: Ask if objective have been met, review the overall plan and leave on a positive note.

[BACK TO FULL RUBRIC](#)

# B1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>B</b> Ensure relevant participation.	<b>B1</b> Convener/lead agency identifies stakeholder representatives, and informs them of opportunities to participate.	<b>B2</b> <a href="#">A core group of stakeholders works with the convener to identify/create an infrastructure for meaningful participation and shared learning.</a>	<b>B3</b> <a href="#">The expanded group of stakeholders recognizes and values the work of others needed to achieve meaningful outcomes.</a>	<b>B4</b> <a href="#">Broad stakeholder networks share ownership and influence in achieving the outcome.</a>

## Links to useful tools in LbC

- [What’s in it for Me?:](#) Participation is not engagement. Identify the difference and engage stakeholders.
- [Measuring Progress:](#) Create a baseline for interactions that, if revisited regularly, chronicles your progress.
- [Engaging Everybody:](#) Extend your reach. Identify who will do what and why.
- [Problems Come Bundled:](#) Increase engagement by identifying both the technical and the human sides of issues.
- [Four Simple Questions:](#) Identify an inclusive path to meet your goals.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

The National Center on Dispute Resolution in Special Education provides the brief on parental partnerships.

- [Engaging Parents in Productive Partnerships](#)

The Family Engagement Framework provides guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and close the academic achievement gap.

- [Family Engagement Framework](#)



## Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagrams, T-charts).
- Widely share resources and continuing education opportunities that are specific to the practice.
- Consider:
  - How did we identify relevant participants?
  - How do we create ways to participate?
  - Have we identified potential barriers as part of the process?
- Consistently ask who needs to be at the table.
- Think about Leading by Convening (LbC) Tool “[What’s in it for Me?](#)” (WIIFM) as you choose participants. Everyone would benefit from a WIIFM exercise to understand the importance of adaptive change.
- Suggested Exercise:
  - Ask members to write down three characteristics on a sticky note of their favorite teacher or mentor.
  - Then ask members to put their ‘sticky note’ under Technical or Adaptive Column on poster paper in the front of the room. Most answers will be in the adaptive category. Explain the sustainability of adaptive versus technical. See, e.g., [Adaptive versus Technical – Dr. Ronald Heifetz – You Tube](#).
- Complete a reflection ‘activity’ to see whether the group is using the ‘[Measuring Progress](#)’ tool to establish a ‘baseline.’

- [BACK TO FULL RUBRIC](#)

## B2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>B</b> Ensure relevant participation.	<b>B1</b> <a href="#">Convener/lead agency identifies stakeholder representatives, and informs them of opportunities to participate.</a>	<b>B2</b> A core group of stakeholders works with the convener to identify/create an infrastructure for meaningful participation and shared learning.	<b>B3</b> <a href="#">The expanded group of stakeholders recognizes and values the work of others needed to achieve meaningful outcomes.</a>	<b>B4</b> <a href="#">Broad stakeholder networks share ownership and influence in achieving the outcome.</a>

### Links to useful tools in LbC

- [Learn the Language Make the Connection:](#) Differences in vocabulary can separate; this tool helps articulate the common content.
- [Give Value First:](#) Articulate expectations as potential partnerships begin to form.
- [Meet the Stakeholders:](#) Identify the range of potential partners that you may want to engage.
- [What’s in it for Me?:](#) Identify what practices support deeper and sustained engagement.
- [Download the book, Leading by Convening.](#)



### Resources beyond LbC

[National Center for Cultural Competence](#) provides resources to build cultural awareness and sensitivity when reaching out to stakeholders.

The Family Engagement Framework provides guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and close the academic achievement gap.

- [Family Engagement Framework](#)

The National Center on Child Poverty (NCCP) offers simple steps and worksheets on stakeholder engagement for teams to use.

- [Engaging External Stakeholders](#)

Future 500, a private nonprofit that works to bridge the corporate and nonprofit worlds, provides ideas on stakeholder engagement that may transfer to state agencies, professional associations, and family groups. Tips on using social media for communication and engagement are also found on the blogs hosted on the site.

- [Measuring the Value of Stakeholder Engagement via Twitter](#)
- [Why You Must Open Your Doors To All Stakeholders](#)
- [Partnering with NGOs: The 4 Keys to Success](#)

## Tips from implementers and stakeholders

- Address potential barriers to participation.
- Ask stakeholders to suggest new partners to join the conversation.
- Celebrate successes, even the small steps. Keep bringing the group back to constant action. Stakeholders stay when they see movement and time is not taken up with discussing things that the group cannot change. Positive action is the key — step-by-step!
- Set a time line!
- Complete a reflection activity periodically to see whether the group is using the [Measuring Progress](#) tool to compare with the baseline and to identify group needs.

[BACK TO FULL RUBRIC](#)

# B3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>B</b> Ensure relevant participation.	<b>B1</b> <a href="#">Convener/lead agency identifies stakeholder representatives, and informs them of opportunities to participate.</a>	<b>B2</b> <a href="#">A core group of stakeholders works with the convener to identify/create an infrastructure for meaningful participation and shared learning.</a>	<b>B3</b> The expanded group of stakeholders recognizes and values the work of others needed to achieve meaningful outcomes.	<b>B4</b> <a href="#">Broad stakeholder networks share ownership and influence in achieving the outcome.</a>

## Links to useful tools in LbC

- [Web of Connections](#): Identify the array of perspectives on a shared issue.
- [Engaging Everybody](#): Strengthen your working relationships by making roles and contributions explicit.
- [Learn the Language Make the Connection](#): Don't let differences in vocabulary and funding parameters keep you from identifying common goals.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Community Resource Mapping](#): This document was published by the National Center on Secondary Education and Transition (NCSET), a prior investment by the Office of Special Education Programs. The content is still relevant in identifying community stakeholders.

The National Center on Child Poverty (NCCP) offers simple steps and worksheets on stakeholder engagement or teams use.

- [Engaging External Stakeholders](#)

Using a business-focused product, learn to differentiate stakeholder engagement from stakeholder management (Page 7).

- [Stakeholders Engagement: A Road Map to Meaningful Stakeholders Engagement](#)

First introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University in 1987, Appreciative Inquiry (AI) is a positive and hopeful approach to addressing change and imagining new futures. Since that time, AI has been applied in both public and private organizations.

- [Appreciative Inquiry \(AI\)](#)
- [Appreciative Inquiry Video](#)

The Forum for Youth Investment has developed a framework for addressing change that recognizes and engages a range of stakeholders.

- [A Big Picture Approach to Community Impact](#)

## Tips from implementers and stakeholders

- To guide the group toward expansion and change:
  - Continue evaluating the balance and authenticity of stakeholder representation and participation.
  - Continue evaluating content knowledge and skills represented based on desired outcomes.
  - Conduct resource mapping. This activity focuses on positive brainstorming on resources and new potential partners.
- Create an acronym-free zone! Community and family members should be comfortable with the shared language during discussions.
- Keep asking who is not at the table.
- Stay transparent to the community!
- To keep the work meaningful to the stakeholder, establish multiple, smaller work groups to meet the identified need(s).

[BACK TO FULL RUBRIC](#)

# B4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>B</b> Ensure relevant participation.	<b>B1</b> <a href="#">Convener/lead agency identifies stakeholder representatives, and informs them of opportunities to participate.</a>	<b>B2</b> <a href="#">A core group of stakeholders works with the convener to identify/create an infrastructure for meaningful participation and shared learning.</a>	<b>B3</b> <a href="#">The expanded group of stakeholders recognizes and values the work of others needed to achieve meaningful outcomes.</a>	<b>B4</b> Broad stakeholder networks share ownership and influence in achieving the outcome.

## Links to useful tools in LbC

- [Your Brand](#): Define the ways in which you want your work to be perceived.
- [Web of Connections](#): Learn to see your work from the perspective of your partners.
- [Learn the Language Make the Connection](#): Use this activity routinely to make sure you connect separate work with shared purposes.
- [Seeds of Trust](#): Even in an established relationship, attend to the little things that build or undercut trust.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Benefits of storytelling as a team building technique](#): This resource guides facilitators in asking open-ended questions.

Originally introduced by Kania and Kramer in 2011, Collective Impact has influenced systemic change in a variety of disciplines and an array of settings. Collective Impact is a promising approach to complex and persistent issues.

- [Collective Impact Forum](#)

Using a business focused product, learn to differentiate stakeholder engagement from stakeholder management (Page 7).

- [Stakeholders Engagement: A Road Map to Meaningful Stakeholders Engagement](#)



The Carnegie Foundation promotes an approach to systemic change that unites individuals committed to improvement.

- [The Six Core Principles for Improvement](#)

## Tips from implementers and stakeholders

- Consider:
  - This is a shift from “my story” to “our story.”
  - Every stakeholder is a strong leader in shaping and sharing the story across platforms.
  - Setting up conversations on relevant issues between meetings.
  - Mix the group up and ask small conversation groups to meet, email or call before the next meeting.
  - Ask the group to provide input on two or three issues.
  - Work to develop relationships between team members.
- If members do not get a task, the leaders will be the only ones working in the early stages.
- Develop a communication plan and share progress on ongoing work.
- Hold a conversation on the difference between a conversation, a group, a workgroup, and a committee
- Celebrate your work!

[BACK TO FULL RUBRIC](#)

# C1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Translate work into ways that others participate.	<b>C1</b> Convener/lead agency asks stakeholder representatives to disseminate information on the issue.	<b>C2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information in understandable and mutually respectful ways.</a>	<b>C3</b> <a href="#">The expanded group of stakeholders involves their networks in bridging knowledge and practice.</a>	<b>C4</b> <a href="#">Broad stakeholder networks support their constituents throughout the practice change.</a>

## Links to useful tools in LbC

- [Needs of the Field](#): Engage the stakeholders in articulating what they know about an issue.
- [Problems Come Bundled](#): Help your team and your stakeholders see the technical and human sides of an issue.
- [Give Value First](#): Understand what advances a relationship.
- [Learn the Language Make the Connection](#): Find common goals that may be obscured by differences in vocabulary and funding.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World](#): Organizational theorists, Heifetz and Linsky identify technical and human challenges in change.

[Where Good Ideas Come From](#): Steven Johnson, a TED Talk that stirs thinking about networks.

[The Center for Parent Information and Resources \(CIPR\)](#): Explore a collection of resources on topics that will help families to collaborate on important issues.



[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources. Consider searching: dissemination, messaging, etc.

## Tips from implementers and stakeholders

- Consider various ways of packaging information to reach as many people as possible.
- To deliver information, consider a variety of formats and languages reflecting the learning, capacities, and culture of stakeholders (UDL).
- Although electronic communication serves a purpose and is efficient, in-person and onsite communication is critical to developing relationships.
- Be very clear with the message you want stakeholders to convey, the information you would like them to bring back to the team and provide possible suggestions for modes of communication (e.g., email, phone call, meeting, webinar, survey monkey). Possibly provide a sample message template.
- Implement a project early in the process to get members engaged on the issue (e.g., survey, community event or forum). Members will be excited to see things happening quickly and this will drive deeper participation.

[BACK TO FULL RUBRIC](#)

# C2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Translate work into ways that others participate.	<b>C1</b> <a href="#">Convener/lead agency asks stakeholder representatives to disseminate information on the issue.</a>	<b>C2</b> A core group of stakeholders uses the infrastructure to exchange information in understandable and mutually respectful ways.	<b>C3</b> <a href="#">The expanded group of stakeholders involves their networks in bridging knowledge and practice.</a>	<b>C4</b> <a href="#">Broad stakeholder networks support their constituents throughout the practice change.</a>

## Links to useful tools in LbC

- [A Quick Chronology of Engagement](#): Identify activities, relationships and factors that drive and restrain change in a simple motivating activity.
- [Building Engagement](#): Identify interest by presenting options for active engagement and shared work.
- [Engaging Everybody](#): Keep focus while defining ways that many stakeholders can join your work.
- [Problems Come Bundled](#): Identify the technical and human challenges to your success.
- [Learn the Language Make the Connection](#): Find the connections across differences in vocabulary and funding.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Implementation Science speaks to leadership approaches in the leadership drivers.

- [Active Implementation Hub: Leadership Drivers](#)

A short video delivers core content in [Adaptive versus Technical – Dr. Ronald Heifetz – You Tube.](#)

The National Council on Dialogue and Deliberation (NCDD) promotes as a grounding strategy for all issues by.

- [The Resource Guide](#)
- [A collection of tools for engagement](#)
- [The Public Conversations Project](#)



First introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University in 1987, Appreciative Inquiry (AI) is a positive and hopeful approach to addressing change and imagining new futures. Since that time, AI has been applied in both public and private organizations.

- [Appreciative Inquiry \(AI\)](#)
- [Appreciative Inquiry Video](#)

## Tips from implementers and stakeholders

- Consider:
  - Stakeholders bring data and information on the issues from their constituencies.
  - Stakeholders must feel free to express their opinions and observations without judgment.
- Ask:
  - What data are the team members collecting?
  - What expertise do they bring to the table?
  - What's the best way to communicate with each other?
- Refer back to meeting norms and the idea that disagreements will happen, but also tend to further the conversation/progress.
- Set schedules/calendars and always reflect on adaptive leadership.
- As the team discusses and plans, constantly ask for the adaptive side of the equation.
- Facilitator strategies can be used to build consensus.
- Set up committees to work on goals between meetings. Take steps toward sharing the leadership

[BACK TO FULL RUBRIC](#)

# C3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Translate work into ways that others participate.	<b>C1</b> <a href="#">Convener/lead agency asks stakeholder representatives to disseminate information on the issue.</a>	<b>C2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information in understandable and mutually respectful ways.</a>	<b>C3</b> The expanded group of stakeholders involves their networks in bridging knowledge and practice.	<b>C4</b> <a href="#">Broad stakeholder networks support their constituents throughout the practice change.</a>

## Links to useful tools in LbC

- [Defining Our Core](#): Confirm your common purpose and communicate it simply to others.
- [Building Engagement](#): Suggest activities that will continue to engage the partners.
- [A Quick Chronology of Engagement](#): Regularly chronicle your progress by using this simple and motivating activity.
- [Learn the Language Make the Connection](#): Routinely learn the connections to initiatives that are promoted by other partners.
- [Grounding Assumptions](#): Build common beliefs and check them routinely.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources. Consider searching: wiki, blogs, user-generated content, etc.

The National Council on Dialogue and Deliberation (NCDD) promotes engagement as a grounding strategy for all issues.

- [The Resource Guide](#)
- [A collection of tools for engagement](#)



- [The Public Conversations Project](#)

First introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University in 1987, Appreciative Inquiry (AI) is a positive and hopeful approach to addressing change and imagining new futures. Since that time, AI has been applied in both public and private organizations.

- [Appreciative Inquiry \(AI\)](#)
- [Appreciative Inquiry Video](#)

The Forum for Youth Investment has developed a framework for addressing change that recognizes and engages a range of stakeholders.

- [A Big Picture Approach to Community Impact](#)

## Tips from implementers and stakeholders

- Craft materials that can be used in all networks.
- Use shared terminology.
- Let the work reflect culture and values of the participants.
- Show that the work reflects a consensus of opinions of stakeholders.
- Get stakeholder collaboration through commitment to specific tasks and activities.
- Remember communication and accountability tend to be areas of difficulty as the group gets larger. As the facilitator, the more consistent you are with communication and reminders, the more valuable the information is. Plan and publicize a calendar with frequent automatic reminders.
- Share databases or agree to do individual group communication on chosen topics and information.
- Demonstrate the potential capacity for influence by adding up the total constituencies of each stakeholder member group.
- Remind members their commitment is critical to effectively bridge knowledge and practice.

[BACK TO FULL RUBRIC](#)

# C4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Translate work into ways that others participate.	<b>C1</b> <a href="#">Convener/lead agency asks stakeholder representatives to disseminate information on the issue.</a>	<b>C2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information in understandable and mutually respectful ways.</a>	<b>C3</b> <a href="#">The expanded group of stakeholders involves their networks in bridging knowledge and practice.</a>	<b>C4</b> Broad stakeholder networks support their constituents throughout the practice change.

## Links to useful tools in LbC

- [Defining Our Core](#): Confirm a shared purpose and communicate it simply.
- [A Quick Chronology of Engagement](#): Chronicle your progress routinely with simple and motivating activities.
- [Needs of the Field](#): Routinely check practice knowledge that can inform decision-making.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Communities of Practice:

- [Introduction to Communities of Practice](#)
- [Communities of Practice: A New Approach to Solving Complex Educational Problems](#)

Originally introduced by Kania and Kramer in 2011, Collective Impact has influenced systemic change in a variety of disciplines and an array of settings. Collective Impact is a promising approach to complex and persistent issues.

- [Collective Impact Forum](#)

Prominent leadership theorists, Kouzes and Posner, have developed a framework for adaptive approaches to leadership that is used widely in public and private organizations.

- [Leadership Challenge](#)



The Carnegie Foundation promotes an approach to systemic change that unites individuals and groups committed to improvement.

- [The Six Core Principles for Improvement](#)

## Tips from implementers and stakeholders

- Check depth of understanding and practice in networks.
- Give same messages to all groups.
- Expect an ongoing process of continuous improvement.
- Stakeholders:
  - carry the banner on the issue by communicating to external partners and constituents;
  - are committed to their areas of responsibility and scale up practice; and
  - provide adaptive leadership to constituents/members in their network.
- Encourage members to get feedback and send information back to their networks.
- Identify ways to share resources.
- Review issues brought up during earlier discussions and make sure that they have been addressed.

[BACK TO FULL RUBRIC](#)

# D1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Communicate what is changing by actively doing work with the stakeholders.	<b>D1</b> Convener/lead agency asks the stakeholder representatives to convey the benefit in making changes throughout their networks.	<b>D2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information about the changes that are occurring.</a>	<b>D3</b> <a href="#">The expanded group of stakeholders shares the stories of changes achieved because the networks are more engaged in bridging knowledge and practice.</a>	<b>D4</b> <a href="#">Broad stakeholder networks exchange stories of practice change and outcomes. They communicate the changes in ways that advance acceptance and the changes are enthusiastically embraced.</a>

## Links to useful tools in LbC

- [Co-Creating Tools](#): Explore ideas for shared development of tools for use in the field and within stakeholder networks.
- [Building Engagement](#): Identify activities that will bring more stakeholders into the work.
- [Learn the Language Make the Connection](#): Help your stakeholders bridge differences in vocabulary and funding.
- [Your Brand](#): Explore the characteristics that are important in your interactions.
- [Four Simple Questions](#): Build an inclusive path to shared work.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World](#) by Heifetz and Linsky is the basis for much of the practical work on adaptive leadership.

[Where Good Ideas Come From](#), this TED Talk by Steven Johnson describes the way that networks produce ideas.

[The Center for Parent Information and Resources \(CIPR\)](#) holds a number of tools and tips on engaging families as a core strategy and on specific issues.



[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources. Consider searching: public communication, messaging, using social media, etc.

## Tips from implementers and stakeholders

- Encourage social media communication and make sure the messages stay consistent across networks.
- Change takes time and communicating updates increases the number of followers.
- Detailed minutes of the meetings should be prepared and distributed after the meeting.
- Transparency is critical.
- Bring in the relevant data at the beginning and work with it each time the team gathers. You want the team to own the data. Showing and telling is different than the team actively making decisions to influence the data. Families will be much more engaged if the data shows improved outcomes for their children.
- Convener (group) establishes a communication mechanism (e.g., website, listserv, inbox) to support the work and its replication and dissemination with support from peers.

[BACK TO FULL RUBRIC](#)

# D2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Communicate what is changing by actively doing work with the stakeholders.	<b>D1</b> <a href="#">Convener/lead agency asks the stakeholder representatives to convey the benefit in making changes throughout their networks.</a>	<b>D2</b> A core group of stakeholders uses the infrastructure to exchange information about the changes that are occurring.	<b>D3</b> <a href="#">The expanded group of stakeholders shares the stories of changes achieved because the networks are more engaged in bridging knowledge and practice.</a>	<b>D4</b> <a href="#">Broad stakeholder networks exchange stories of practice change and outcomes. They communicate the changes in ways that advance acceptance and the changes are enthusiastically embraced.</a>

## Links to useful tools in LbC

- [Co-Creating Tools](#): Explore ideas for shared development of tools for use in the field and within stakeholder networks.
- [Building Engagement](#): Identify activities that will bring more stakeholders into the work.
- [Learn the Language Make the Connection](#): Help your stakeholders bridge differences in vocabulary and funding.
- [Your Brand](#): Explore the characteristics that are important in your interactions.
- [Four Simple Questions](#): Build an inclusive path to shared work.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World](#) by Heifetz and Linsky is the basis for much of the practical work on adaptive leadership.

[Where Good Ideas Come From](#), this TED Talk by Steven Johnson describes the way that networks produce ideas.

## Tips from implementers and stakeholders

- Develop institutional, directed, and scheduled social media communication.
- Stakeholders scan for aligned voices and ways to network.
- Establish the methods by which changes will be identified, documented and kept current (e.g., tracking sheet current and a reporting mechanism to document changes).

[BACK TO FULL RUBRIC](#)

# D3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Communicate what is changing by actively doing work with the stakeholders.	<b>D1</b> <a href="#">Convener/lead agency asks the stakeholder representatives to convey the benefit in making changes throughout their networks.</a>	<b>D2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information about the changes that are occurring.</a>	<b>D3</b> The expanded group of stakeholders shares the stories of changes achieved because the networks are more engaged in bridging knowledge and practice.	<b>D4</b> <a href="#">Broad stakeholder networks exchange stories of practice change and outcomes. They communicate the changes in ways that advance acceptance and the changes are enthusiastically embraced.</a>

## Links to useful tools in LbC

- [A Quick Chronology of Engagement](#): Regularly chronicle your progress by using this simple and motivating activity.
- [Engaging Everybody](#): Build learning networks by creating and defining roles.
- [Measuring Progress](#): Turn ratings of progress into data that can be communicated simply.
- [Download the book, Leading by Convening](#).



## Resources beyond LbC

[Benefits of storytelling as a team building technique](#): This resource guides facilitators in asking open-ended questions.

[The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World](#) by Heifetz and Linsky is the basis for much of the practical work on adaptive leadership.

[Social Triggers](#): This public site provides easy-to-use instructions for create engaging blogs on topics that are important to stakeholders.

[The Parent Center Hub](#), the website of the Center for Parent Information and Resources. (CIPR), captures the information that was developed under the U.S. Department of Education's Office for Special Education Programs



(OSEP) National Dissemination Center and continues to build content on engaging stakeholders. Search for content on creating and using blogs, twitter, infographics and more.

- [Element 4: Disseminate Through Different Media](#)
- [The Art and Science | Heart and Soul of Dissemination](#)
- [Social Media: What Works for Which Audiences?](#)

First introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University in 1987, Appreciative Inquiry (AI) is a positive and hopeful approach to addressing change and imagining new futures. Since that time, AI has been applied in both public and private organizations.

- [Appreciative Inquiry \(AI\)](#)
- [Appreciative Inquiry Video](#)

The Forum for Youth Investment has developed a framework for addressing change that recognizes and engages a range of stakeholders.

- [A Big Picture Approach to Community Impact](#)

## Tips from implementers and stakeholders

- Document and share the stories.
- Keep a repository of these stories of change.
- Videotape narratives from members.
- Stakeholders should provide peer mentoring/coaching as appropriate with their members.
- When stakeholders feel as though they are heard, they are more likely to engage in the work.
- Provide opportunities for each stakeholder to be part of the process.

[BACK TO FULL RUBRIC](#)

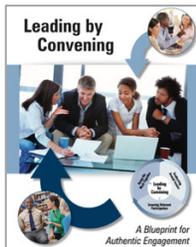
# D4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Communicate what is changing by actively doing work with the stakeholders.	<b>D1</b> <a href="#">Convener/lead agency asks the stakeholder representatives to convey the benefit in making changes throughout their networks.</a>	<b>D2</b> <a href="#">A core group of stakeholders uses the infrastructure to exchange information about the changes that are occurring.</a>	<b>D3</b> <a href="#">The expanded group of stakeholders shares the stories of changes achieved because the networks are more engaged in bridging knowledge and practice.</a>	<b>D4</b> Broad stakeholder networks exchange stories of practice change and outcomes. They communicate the changes in ways that advance acceptance and the changes are enthusiastically embraced.

## Links to useful tools in LbC

- [One-Way, Two-Way Learning](#): Build shared support and active exchange around the issues.
- [A Quick Chronology of Engagement](#): Record your progress from the perspective of all the partners on a simple and motivating activity.
- [Co-Creating Tools](#): Build tools for broad use in the field and explore the findings together.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Two versions of the same interaction provide insights in this CADRE resource contributed by The PA Office of Dispute Resolution - [Tale of Two Conversations](#)

[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources. Consider searching: blog, tweeter, Facebook, storify and other user-generated content.

Originally introduced by Kania and Kramer in 2011, Collective Impact has influenced systemic change in a variety of disciplines and an array of settings. Collective Impact is a promising approach to complex and persistent issues.

- [Collective Impact Forum](#)

The Carnegie Foundation promotes an approach to systemic change that unites individuals committed to improvement.

- [The Six Core Principles for Improvement](#)

## Tips from implementers and stakeholders

- Remember electronic communication serves a purpose and is efficient, but in-person and onsite communication is critical to developing relationships.
- Monitor and maintain activity and engagement.
- This work is an ongoing process. It is important to ask:
  - Are we reaching the end user?
  - How do we get input?
  - How do we ensure that accurate information is being received?
  - Who is defining the work?
- Commit to adaptive leadership.
- Celebrate. Celebrate. Celebrate.
- Keep people coming back!

[BACK TO FULL RUBRIC](#)

# E1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>E</b> Demonstrate what is changing by actively doing the work.	<b>E1</b> Stakeholder representatives invite others to participate in discussions on the changes being experienced.	<b>E2</b> <a href="#">A core group of stakeholders intentionally shares stories, exchanges information, and suggests ideas for action.</a>	<b>E3</b> <a href="#">The expanded group of stakeholders embraces shared leadership and participates in joint work across the networks.</a>	<b>E4</b> <a href="#">Within broad stakeholder networks, excellent examples of practice change are routinely observable.</a>

## Links to useful tools in LbC

- [Defining Our Core](#): Develop a shared message and convey it simply to others.
- [Building Engagement](#): Identify activities that will bring more stakeholders into the work.
- [Four Simple Questions](#): Learn about the issues from the perspective of the stakeholders.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Develop Blogs](#): ASCD describes how to begin thinking about opening communication and collaboration through wikis and blogs.

[Use Twitter](#): This public source describes ways to ‘drive traffic’ to a twitter account that you might set up around an issue.

[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources. Consider searching how to use blogs, Twitter, Facebook, storify and other user-generated content and other active ways to engage stakeholders.

Use Infographics to share your story:



- [Infographic Creator](#)
- [Another Infographic Creator](#)

## Tips from implementers and stakeholders

- The content of messages should reflect integrity, consistency, authenticity, and alignment with the changes.
- Create visuals and use as many electronic means as possible to ensure all individuals have an opportunity to participate.
- To reach stakeholders who are family or community members, look for ways that are most accessible to them.
- Keep in mind many people have smart phones even if they don't have a computer in their home.

[BACK TO FULL RUBRIC](#)

# E2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>E</b> Demonstrate what is changing by actively doing the work.	<b>E1</b> <a href="#">Stakeholder representatives invite others to participate in discussions on the changes being experienced.</a>	<b>E2</b> A core group of stakeholders intentionally shares stories, exchanges information, and suggests ideas for action.	<b>E3</b> <a href="#">The expanded group of stakeholders embraces shared leadership and participates in joint work across the networks.</a>	<b>E4</b> <a href="#">Within broad stakeholder networks, excellent examples of practice change are routinely observable.</a>

## Links to useful tools in LbC

- [Engaging Everybody](#): Define roles to build active participation.
- [One-Way, Two-Way Learning](#): Turn process into interaction.
- [Give Value First](#): Make expectations about working together explicit.
- [A Quick Chronology of Engagement](#): Undertake a simple and motivating way to capture current relationships and chronicle efforts.
- [Grounding Assumptions](#): Make shared beliefs explicit.
- [Meet the Stakeholders](#): Identify stakeholders with authority and influence.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Scenarios help participants explore issues. These resources will help you to craft your own scenarios:

- [Scenarios \(example 1\)](#)
- [How to Write Challenging Scenario Questions](#)
- [Scenarios \(example 2\)](#)
- [How to Write Effective Case Scenarios](#)
- [Writing a Project Scenario](#)
- [A Step by Step Guide to Scenario Mapping](#)

[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources. Consider searching: action research, change agents, community and organizing.

## Tips from implementers and stakeholders

- The core team should update the group on the status of work within their own networks and reflect on what changes are occurring.
- Demonstrating change will strengthen original members' commitment and encourage more action and change.
- Participation over time must be consistent. Referring back to outcomes and purpose statements will be necessary for continued engagement.
- Share the leadership. Everyone should participate.
- The core team should use stakeholder input to problem solve and look for ways to increase fidelity.

[BACK TO FULL RUBRIC](#)

# E3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>E</b> Demonstrate what is changing by actively doing the work.	<b>E1</b> <a href="#">Stakeholder representatives invite others to participate in discussions on the changes being experienced.</a>	<b>E2</b> <a href="#">A core group of stakeholders intentionally shares stories, exchanges information, and suggests ideas for action.</a>	<b>E3</b> The expanded group of stakeholders embraces shared leadership and participates in joint work across the networks.	<b>E4</b> <a href="#">Within broad stakeholder networks, excellent examples of practice change are routinely observable.</a>

## Links to useful tools in LbC

- [Developing a PowerPoint and Notes:](#) Develop key ideas with your stakeholders and encourage sharing.
- [Your Brand:](#) Examine how you are and how you want to be perceived by your stakeholders.
- [Dialogue Guides:](#) Create questions that can be used with important documents to build understanding and spur conversation.
- [Needs of the Field:](#) Capture the field-based knowledge about the issues you care about.
- [Measuring Progress:](#) Revisit this tool regularly to understand whether you are building engagement.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Explore the book: [You Don't Have to Have A Title to Be a Leader](#) by Mark Sanborn.

[Slide Share](#) is one of the top 100 most-visited websites in the world. It helps you to learn about any topic quickly from individuals, companies, university faculty, government agencies, and subject matter experts who freely share their content and presentations. Education agencies can quickly scan an array of sources on a topic. Content is not vetted and requires examination of the sources. Consider searching: shared leadership, servant leadership, and change agents.

The National Council on Dialogue and Deliberation (NCDD) promotes engagement is as a grounding strategy for all issues.

- [The Resource Guide](#)
- [A collection of tools for engagement](#)

First introduced by David Cooperrider and Suresh Srivastva at Case Western Reserve University in 1987, Appreciative Inquiry (AI) is a positive and hopeful approach to addressing change and imagining new futures. Since that time, AI has been applied in both public and private organizations.

- [Appreciative Inquiry \(AI\)](#)
- [Appreciative Inquiry Video](#)

The Forum for Youth Investment was developed a framework for addressing change that recognizes and engages a range of stakeholders.

- [A Big Picture Approach to Community Impact](#)

Using an example from the health field, examine ideas about stakeholder engagement that transfer across disciplines.

- [Engage Stakeholders](#)

## Tips from implementers and stakeholders

- Monitoring progress and providing quality feedback is crucial to decision-making.
- The core team should use a joint reflection to update stakeholders of the work occurring.
- A first step leading to effective collaboration is to ensure each member is considered a leader in this process. It may be a new concept to define leaders that are not in typical leadership roles (e.g., administrators, executive directors).
- Sharing the work and successes across, and outside, the organization increases the chance for similar processes to be used in other situations.
- Plan a team presentation at a conference. This will get team members summarizing, detailing actions and finishing the work. It will generate excitement for the chance to share.
- Although electronic communication serves a purpose and is efficient, in-person and onsite communication is critical to developing relationships.

[BACK TO FULL RUBRIC](#)

# E4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>E</b> Demonstrate what is changing by actively doing the work.	<b>E1</b> <a href="#">Stakeholder representatives invite others to participate in discussions on the changes being experienced.</a>	<b>E2</b> <a href="#">A core group of stakeholders intentionally shares stories, exchanges information, and suggests ideas for action.</a>	<b>E3</b> <a href="#">The expanded group of stakeholders embraces shared leadership and participates in joint work across the networks.</a>	<b>E4</b> Within broad stakeholder networks, excellent examples of practice change are routinely observable.

## Links to useful tools in LbC

- [Measuring Progress](#): Revisit this tool often to understand authentic engagement from the stakeholder perspective.
- [Engaging Everybody](#): Define roles and share the work of creating sustainable change.
- [A Quick Chronology of Engagement](#): Revisit this tool regularly to chronicle growth and progress in relationships.
- [Needs of the Field](#): Use field-based knowledge to create activities that can connect the team and the implementers.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

Use Infographics to share your story:

- [Infographic Creator](#)
- [Another Infographic Creator](#)

Use scenarios to build understanding.

- [Scenarios \(example 1\)](#)
- [How to Write Challenging Scenario Questions](#)
- [Scenarios \(example 2\)](#)
- [How to Write Effective Case Scenarios](#)



- [Writing a Project Scenario](#)
- [A Step by Step Guide to Scenario Mapping](#)

Originally introduced by Kania and Kramer in 2011, Collective Impact has influenced systemic change in a variety of disciplines and an array of settings. Collective Impact is a promising approach to complex and persistent issues.

- [Collective Impact Forum](#)

The Carnegie Foundation promotes an approach to systemic change that unites individuals and groups committed to improvement.

- [The Six Core Principles for Improvement](#)

## Tips from implementers and stakeholders

- Expect co-leaders/new leaders to emerge to champion the change.
- The core team should track information about the work over time until a “critical mass” level has been achieved and the transformation innovation has become part of the work culture.
- Although electronic communication serves a purpose and is efficient, in-person and onsite communication is critical to developing relationships.
- Take every chance to discuss successes at every opportunity. Model enthusiasm and celebrate!
- Keep people coming back because the work is never done!