

## Index

### A

- Accelerated learning theory, 217–218  
Accountability: to colleagues, 249–256;  
    forgiveness required for, 255–256;  
    honoring generations before us,  
    262–266; integrity and, 266–267;  
    maintaining personal principles,  
    246–249; role of empathy in,  
    252–253; to those served, 256–262  
Action: as component in leadership,  
    xviii, 13, 63; diversity as, xx, 155–156  
Acumen Fund, 54  
Addams, Jane, 137  
Aguilar, Melissa, 232  
Alinsky, Saul, 75  
Allen, Tony, 51  
Allies: developing collaborative  
    community services, 149–150;  
    developing personal mission  
    statements, 246–249; dismissal of,  
    254; leadership development model  
    for, 27–28; learning inclusiveness,  
    177–178; planning year with life  
    maps, 60–61; selection and training  
    of, 21–23; serving as partners with  
    communities, 28, 140; 360-degree  
    reviews for, 22, 96, 230, 232. *See also*  
    Public Allies; Schmitz, Paul  
Alvarez, Frank, 4–5, 33  
American Honda Corporation, 225  
American Revolution, 64, 65  
AmeriCorps, 25, 26, 53, 56, 158  
Argyris, Chris, 108  
Assessment tools, 22  
Asset-based community development  
    (ABCD): approach of, 125–126;  
    believing in fullness of community,  
    133–134; defining community's  
    positive characteristics, 128–139;  
    exercises and activities for, 153–154;  
    locating community strengths,  
    126–128; neighborhood walks as form  
    of, 132–133; overcoming deficit  
    mind-sets, 140–141; recruiting and  
    selecting leaders for, 147–148,  
    156–157; solutions in traditional  
    versus, 139–142  
Asset-Based Community Development  
    Institute, 54  
Atlantic Philanthropies, 19  
*Authentic Leadership* (George), 83  
Awareness: examples in collaboration,  
    187–189; gaining confidence and  
    humility with self, 190–191; tools for  
    personal inventories, 191–195
- ### B
- Backus, Ace, 51  
Baker, Ella, 66, 67, 92  
Bartel, Marketa, 20  
Bartko, Matt, 188  
*Be Know Do* (Hesselbein and Shinseki),  
    80–82  
Beck, Glenn, 235  
Bedger Meter Corporation, 50  
Bellah, Robert N., 47  
Benson, Peter, 138, 140–141  
Black Achievers Program, 102  
Black Student Leadership Network,  
    47–48, 92  
Blackwell, Angela Glover, 54  
Block, Peter, 7, 99, 110, 139, 142, 143,  
    144, 145, 251  
Blount, Richard, 20, 255  
Bottom-up leadership: American  
    Revolution and citizen leadership,  
    64–65; civil rights movement use of,  
    65–69; historic examples of, 63–65

- Bowling Alone* (Putnam), 72, 91  
 Bowman, Craig, 20  
 Boyte, Harry, 57, 66, 116, 137  
 Bray, Charlie, 17, 47, 48, 49, 53, 264  
 Bridges for a Just Society, 174  
 Bridgespan Group, 239  
 Brotherhood of Sleeping Car Porters (BSCP), 66, 67  
 Brown, Fred, 187, 188, 189  
 Brown, Tanisha, 30, 33  
 Browne, Katrina, 15, 17, 18, 19, 20–21, 53, 176  
 Buffett, Howard, 58  
*Building Communities from the Inside Out* (Kretzmann and McKnight), 125  
 Bumiller, Laura, 172  
 Burkhardt, Robert, 225  
 Burns, James MacGregor, 104–105  
 Bush, George H.W., 23, 24
- C**
- Caccamo, Paul, 20  
 California Campus Compact, 53  
 Campus Compact, 160  
 Canul, Michael, 20, 132  
*Careless Society, The* (McKnight), 113  
 Case Foundation, 115  
 Catholic Prayer of St. Francis, 253  
 Cayen, Joe, 51  
 Center for American Progress, 58  
 Center for Democracy and Citizenship, 116  
 Centro Med, 232  
 Change: from bottom up, 64–65;  
   institutional models for social, 207;  
   leadership model for social, 85–87;  
   recruiting leaders committed to, 27;  
   taking responsibility for, 91, 94  
 Chávez, César, 73  
 Children's Defense Fund, 25, 92  
 Chrislip, David, 209  
 Citizens: accountability to, 256–262;  
   defined, 7; defining with labels, 127,  
   135; empowering, 133–134; finding  
   emptiness and fullness in, 126–128;  
   fostering internalized labels in, 131;  
   helping identify assets, 153;  
   leadership by, 6; passively  
   contributing to oppression, 166–167;  
   sharing responsibility with, 112–117;  
   volunteer rates by race or ethnicity,  
   160–161  
 Citizens for a Better Environment  
 (CBE), 43  
*Civic Pathways Out of Poverty and Into  
 Opportunity*, 159  
 Clients: accountability to, 256–262;  
   disempowering, 113–114, 151;  
   finding emptiness or fullness in,  
   126–128; fragmented service to,  
   205–206; passivity inherent in role  
   of, 99, 112; recruiting as community  
   collaborators, 149–150; shifting to  
   citizen role, 112; viewing as citizens,  
   29. *See also* Citizens  
 Clinton, Bill, 25, 46–47  
 Clinton, Hillary, 25  
 Coaching process, 227–229  
 Cohen, David, 17  
 Collaboration: awareness and teamwork  
   in, 187–189; building teams, 190,  
   197–203, 210–211; developing  
   collective impact, 203–210, 211–212;  
   facilitating, 13; learning skills for,  
   213–214; process in leadership,  
   104–106, 189–190; seeking feedback,  
   195–196; serving community as  
   partner, 28, 140; team service  
   projects, 202–203; using personality  
   inventories for, 191–195. *See also*  
   Collaborative leadership  
 Collaborative leadership: characteristics  
   of, 209–210; need in nonprofits,  
   72–73; process of, 104–106, 117;  
   rooted in American culture, 63–65  
 Collective impact: example of, 207–209;  
   exercises for, 211–212; fragmentation  
   of services preventing, 203–207  
 College Democrats, 46–47  
 Collins, James, 88  
 Commission on National and  
   Community Service, 23  
 Community: activities to get to know,  
   153–154; believing in fullness of,  
   133–134; building abundant,  
   143–145; building learning  
   environments and, 218–219;  
   collaborative efforts in, 190;  
   community scavenger hunt, 154;  
   creating inclusive relationships  
   within, 157, 177–185; developing  
   assets of, 7–8, 125–126; effect of  
   neighborhood walks on, 131–133;  
   finding positive assets of, 129–133;

- Fresh Youth Initiative's contribution to, 123, 124, 125; how institutions can serve, 136–139; leaders as community connectors, 145–146; locating strengths in, 126–128; needs map of, 129; negative views of service to, 160; overcoming negative image held by, 129–131; recruiting leaders from within, 27, 147–148, 156–157; relationships and associations among, 135–136; serving as partners, 28, 140; stages of becoming, 198–199; taking leadership in the, 100; theory of learning organizations, 218; transformative work by McAleavey, 142–143. *See also* Asset-based community development; Community capacity
- Community Based Care of Central Florida, 112
- Community capacity: civil rights movement use of, 65–69; community organizing, 75–76; defined, 7; leaders building, 7–8; linking leaders with communities, 10–13; used by Obama's campaign, 73–74
- Community Leadership Program, 266
- Compass for leaders, 84
- Condon, Dan, 226
- Conflict: airing team, 200; coaching through, 228; confronting racial overtones, 161–162
- Congress for Racial Equality (CORE), 67
- Continuous learning. *See* Learning
- Corporation for National and Community Service, 25, 160, 235
- Covey, Steven, 247, 253
- Crucible moment, 83, 102
- Curriculum for Public Allies, 28
- Cutler, Liz, 20
- D**
- Davis, Gray, 54–55
- Davis, Julius, 20
- Death and Life of Great American Cities, The* (Jacobs), 136
- Deficit mind-sets: countering with abundant communities, 143–145; disappointment in heroic leaders, 128; diversity stretching, 164; finding emptiness in citizens, 126–128; fostering, 131; overcoming, 140–141
- Democracy in America* (Tocqueville), 65
- Democracy's Next Generation* (Kirsch), 14
- DePaul Rehabilitation Hospital, 40, 41
- Despair: finding emptiness in citizens, 126–128; in heroic leaders, 128
- Deus, Lori, 145–146
- DeWolf family, 176
- Dicker, Melia, 213–215, 234
- Difficult Conversations* (Harvard Negotiation Team), 201
- Discrimination: creating exercises demonstrating, 174–175; exposing privilege and, 169–172, 173–174, 185; found in federal policies, 169
- Disempowering others, 113–114, 151
- Diversity: as action, not ideal, xx, 155–156; building community to include, 72–73; challenges going beyond labels, 180; committing to, 162–165; confronting racial overtones, 161–162; contributing to Public Allies, 20; demonstrating racial discrimination, 174–175; encouraging leadership, 27; exercises promoting, 185–186; exploring with Privilege Walk, 169–172, 173–174, 185; focusing on limitations in, 134–135; found at AmeriCorps, 158; including different experiences in learning, 221–222; lack of nonprofit leadership, 8–9, 158; Obama's appeal to diverse Americans, 73; oppression of people of, 165–166; recruiting diverse leadership, 163–164; speaking out for, 101–102; strategies building, 156–157; volunteer rates by race or ethnicity, 160–161
- Dobbs, Michelle, 51, 53, 55
- Dorsey, Cheryl, 58, 239
- Dove, Rita, 110
- Dunbar, Robin, 70
- Duncan, Arne, 30
- E**
- E Pluribus Unum* (Putnam), 157
- Eagle Rock School and Professional Development Center, 225–226
- Echoing Green Foundation, 19, 58, 239
- Edelman, Marian Wright, 25, 91–92
- Edmondson, Jeff, 11, 140, 208, 209
- Edward M. Kennedy Serve America Act, 57

- Edwards, Susan, 155–156  
 Eisner, David, 26, 235  
 Elsmo, Leif, 243–245  
*Emotional Intelligence* (Goleman), 196  
 Empowering: citizens with ABCD, 133–134; future leaders, 104, 148; versus disempowering people, 113–114, 151  
 Emptiness. *See* Half-empty, half-full analogy  
 Encouragement, 80  
 Escobar, Magda, 20  
 Ethnicity: oppression and, 166–167; volunteer rates by race or, 160–161. *See also* Diversity  
 Ethos Water, 58  
 Everyday Democracy, 145
- F**
- Failure: of leaders, 78–79, 85; sharing knowledge gained from mistakes, 239–240; solving problems caused by leadership, 269  
 Faludi, Susan, 46  
 Family Services of Metro Orlando, 111  
 Feedback: Feedback Circles, 22; Gift Seat exercise, 231–234; learning to give and receive, 229–231; seeking, 195–196  
 Fishbowl, 105–106  
 Fisk, Ian, 20  
 Flannery, Erin, 20  
 Flynn, Kate, 199  
 Forbes, Jim, 50  
 Forgiveness, 255–256  
 Foundation Strategy Group, 206  
 Freire, Paulo, 77  
 Fresh Youth Initiatives, 123–125  
 Fuller, Dr. Howard, 53, 205, 247, 248–249, 262–263  
 Fullness. *See* Half-empty, half-full analogy
- G**
- Gaffin, David, 20  
 Ganz, Marshall, 75–76  
 Gardner, Howard, 217  
 Garrow, David, 65–66  
 Gender orientation: confronting bias toward, 167–168, 178–179. *See also* Diversity  
 Generation X, 15–16  
 George, Bill, 82–85, 88–89  
 Gibson, Cindy, 115–116  
 Gift Interview, 153  
 Gift Seat exercise, 231–234  
 Gillman, Mark, 20  
*God's Politics* (Wallis), 91  
 Goleman, Daniel, 196  
 Gonzales, Merilou, 55  
*Good to Great* (Collins), 88  
 Gordon, Don, 40  
 Gordon, Father, 40  
 Grant, Joanne, 92  
*Grateful Dead v. Paul Schmitz: The*, 42  
 Graustein, Bill, 235, 265–266  
 Greater Milwaukee Committee, 49  
 Greenblatt, Jonathan, 58  
 Greenleaf, Robert, 76–78, 80, 83, 86, 104, 269  
 Griffin, Patricia, 235  
 Griffin, Paul, 98
- H**
- Habits of the Heart* (Bellah and others), 47  
 Hagedorn, John, 205–206  
 Half-empty, half-full analogy: applying to community service, 126–129; applying to people, 126–128; believing in fullness of community, 133–134; exercises identifying community fullness, 152–154; overcoming internalized community labels with, 130–131. *See also* Asset-based community development; Deficit mind-sets  
 Harrington, Khalilah Slater, 208  
 Hart, Peter, 14  
 Helping Hands Food Bank, 124  
 Henderson, Dr. David, 52–53  
 Henry, Carson, 232  
 Hernandez, Ava, 164, 173  
 Hero, Chris, 20  
 Heroic leaders: disappointment in, 128; hero worship versus bottom-up leadership, 68–69, 99; pitfalls of, 106–107; Responsibility Virus, 107–117, 234  
 Hesselbein, Frances, 80–82, 84

- Hoeffel, Peter, 3, 11, 33, 135  
 Holahan, Bill, 219–220  
 Hollander, Liz, 160  
 Holmes, Oliver Wendell, Jr., 164  
 Home: leadership in the, 100; as place for inspiring leadership, 102  
 Hopelessness, 129  
 Hughes, De'Amon, 142, 143  
 Human Services Coalition of Dade County, 146
- I**
- “I Have a Dream” (King), 66, 67  
 Implicit racial bias, 169  
 Individual learning, 226–227  
 Institute for Democratic Education in America (IDEA), 215  
 Institutions: balancing needs of constituents with needs of, 256–258; developing citizen-centered solutions, 115–117, 118; integrating with community’s needs, 136–139; models for social change within, 207; professionalizing service, 113–115, 137, 262  
 Integrity: conflicting views of, 253; defined, 246; dismissing staff without, 254–255; forgiveness required in, 255–256; key ideas on, 267; maintaining accountability to colleagues, 249–256; maintaining core principles, 246–249; Michele Obama’s, 245; qualities of authentic leaders, 83–85. *See also* Accountability  
 Internalized oppression, 169  
*Investor’s Business Daily*, 234–235
- J**
- Jacobs, Jane, 136  
 James, Cynthia, 187  
 John, Giselle, 32, 33  
 Johnson Foundation, 47  
 Jolin, Michele, 58  
 Jordan, June, 73, 91, 270  
 Jung, Carl Gustav, 191
- K**
- Kania, John, 206, 207  
 Kellogg Foundation, 19  
 Kendall, Jackie, 17  
 Kim, Jay, 20  
 King, Dr. Martin Luther Jr., 66, 67, 68, 270  
 Kingsley Association, 187  
 Kirsch, Vanessa, 14–15, 16, 17, 18, 19–21, 24, 48, 49, 53  
 Klapps, Alisha, 200  
 Koestenbaum, Peter, 110  
 Kolokihakaufisi, Amelia, 263–264  
 Komives, Susan, 85–87, 99, 104–105, 106–107  
 Kopp, Wendy, 18, 55  
 Kouzes, James, 78–80, 99, 104, 105, 189  
 Kramer, Mark, 206, 207  
 Kretzmann, John “Jody,” 17, 54, 125, 128–129, 220–221  
 Kwak, Chris, 256
- L**
- Labels: *at risk*, 129; demonstrating person behind, 180; error of defining people by, 127, 135; fostering internalized, 131; Labeling exercise, 185–186; overcoming internalized community, 127, 130–131  
 Lao-tzu, 105  
 Larson, Carl, 209  
 Leaders: accountability to colleagues, 249–256; acknowledging shortcomings, 232–234; asking for help, 234–235, 265; becoming leadership multipliers, 94, 104; character required of, 81–82; characteristics of collaborative, 209–210; as community connectors, 145–146; compass for, 84; competence of, 82; core practices of Kouzes and Posner for, 78–80, 99; credibility of, 99–100; desire to serve others, 83; developing communities, 7–8; disabling others via service, 113–115; empowering, 104, 148; everyone as, xv–xviii, 6, 33, 58–59; examples of Allies, 29–33; facing challenges, 109–110, 118; failure of, 78–79, 85; Ganz’s view on, 75–76; hero worship of, 68–69, 99; Leadership Compass for, 193–194; learning from mistakes, 56–57, 215; losing touch with constituents, 261–262; maintaining core principles, 246–249; making diversity

- Leaders: (*Continued*)  
 a goal, 162–165; organizers as, 76;  
 personality inventories for, 191–195;  
 pitfalls for heroic, 106–107; qualities  
 of authentic, 83–85; recruiting and  
 selecting ABCD, 147–148, 156–157;  
 reinforcing negative community  
 image, 129–131; seeking feedback,  
 195–196; as servants first, 76–77;  
 serving as partners with communities,  
 28, 140; setting Responsibility Virus  
 in motion, 107–108, 234; sharing  
 knowledge gained from mistakes,  
 239–240; taking inclusive approach,  
 72, 157, 177–178, 180–185; taking  
 responsibility for change, 91, 94;  
 understanding strengths and  
 shortcomings, 41, 60; unlearning  
 biases, 167–168, 174–175. *See also*  
 Allies; Personal stories
- Leadership: as action, 13, 63; asking for  
 help, 234–235, 265; author's  
 experience in, 47–59; challenging  
 linking of power and authority to,  
 77–78; citizen leadership and  
 bottom-up change, 64–65;  
 collaborative process of, 104–106,  
 189–190; curriculum for, 21–23;  
 defined, xviii, 13, 33–34; developing  
 within community, 150–151;  
 dynamics of twenty-first century,  
 69–74; finding new generation of,  
 8–10; hero worship versus bottom-up,  
 68–69, 99; inclusive, 72, 157,  
 177–178, 180–185; initiated by life  
 tragedy, 263–264; Komives and  
 Wagner's model for developing,  
 86–87; lack of diversity in nonprofit,  
 8–9, 158; learning process and, 60,  
 216; linking service to community,  
 10–13; maintaining core principles  
 in, 246–249; manifested in civil  
 rights movement, 65–69; model for  
 U.S. Army's, 80–82; personal stories  
 contributing to, 35, 60; Public Allies'  
 development model for, 27–28; roles  
 for, 222–224; taking personal  
 responsibility for, 100–101; universal  
 and learnable process of, 78–80. *See also*  
 Collaborative leadership;  
 Leaders; Leadership theory
- Leadership Challenge, The* (Kouzes and  
 Posner), 78–80
- Leadership Compass, 193–194
- Leadership for a Better World* (Komives  
 and Wagner), 85–87, 99
- Leadership multipliers, 94, 104
- Leadership theory: about, 74; army's  
 approach to building leadership,  
 80–82; community organizing,  
 75–76; George's characteristics of  
 authentic leaders, 82–85; Greenleaf's  
 contributions to, 76–78; Kouzes and  
 Posner's contributions to, 78–80;  
 leadership as process and practice,  
 87–89, 90; social change-based  
 model, 85–87
- Learn and Serve America, 25
- Learning: to ask for help, 234–245;  
 coaching process in, 227–229;  
 developing environment for,  
 216–219; Eagle Rock's model for,  
 225–226; evaluating process and  
 effectiveness of, 224; focusing on  
 individual and group, 219–221; with  
 Gift Seat exercise, 231–234; to give  
 and receive feedback, 229–231;  
 inclusiveness, 177–178; making  
 mistakes, 215; objectives for training  
 and, 222; offering Presentations of  
 Learning, 22, 96, 225, 236; pacing  
 presentations to learners, 224; from  
 past mistakes, 56–57; personal stories  
 about, 213–215; personality  
 inventories contributing to, 191–193;  
 preparing roles and environments for,  
 222–224; role of critical reflection in,  
 235–240; supporting individual,  
 226–227; understanding and  
 unlearning biases, 167–168, 174–175;  
 using diversity in, 221–222
- Levinson, Stanley, 67
- Life maps, 60–61, 197–198
- Listening, 230
- Liston, Michael, 219
- Llanas, Vanessa, 200–201
- Local Initiative Support, Training, and  
 Education Network (LISTEN), 92
- M**
- MacArthur Foundation, 19
- Manpower International, 89
- Mantilla, Tonya, 82

- March on Washington for Jobs and Freedom, 67–68
- Marks, Jim, 49–50
- Martin, Roger, 107–108, 234
- McAleavey, Marc, 142–143
- McKinney, David, 110–111, 175
- McKinney, Dr. Charles, 68–69, 99
- McKnaught, John, 58
- McKnight, John, 48, 54, 112–113, 125, 128–129, 137, 143, 144, 145, 220–221, 262
- Méndez, April, 254, 255
- Mentoring, 93–94
- Mid-Town Neighborhood Association, 51, 133
- Millennial generation: about, 71–72; leadership qualifications of, 9–10
- Milwaukee Inner City Youth Serving Agencies, 256–257
- Milwaukee Violence Prevention Coalition, 51
- Milwaukee Youth Initiative, 102
- Minter, Ed, 51
- Mishra, Asim, 244
- Mistakes: fear of sharing, 232–234; learning and, 56–57, 215; sharing knowledge gained from, 239–240
- Modeling leadership, 79
- Monitor Institute, 201
- Monje, Carlos, 57, 58
- Moore, Reggie, 101–104, 105, 135
- Moore, Sharlen Bowen, 101–104, 135
- Morrow, Tina, 197
- Mudd, Susan, 43
- Mukurjee, Kausik, 20
- Mulhauser, Karen, 19
- Multiple intelligences, 217
- Murphy, Jim and Joanne, 48, 49
- Murphy, Richard, 206
- Myers-Briggs Type Indicator (MBTI), 191–192
- N**
- National Alliance on Mental Illness, 3
- National Association for the Advancement of Colored People (NAACP), 66, 67, 68
- National Center for Careers in Public Life, 17
- National Civilian Conservation Corps, 25
- National Clearinghouse for Leadership Programs, 85
- National Conference of Christians and Jews, 174
- National Endowment for the Arts, 17
- National Public Radio, 17
- National Urban League, 67
- Needs map, 129
- Negative thinking. *See* Deficit mind-sets
- Neighborhood walks, 131–133
- Neild, Milo, 31–32, 33
- New Profit, 53
- Next Generation Leadership Program, 54, 92, 93
- Nieblas, Nelly, 179–180
- Niemöller, Martin, 166
- Nixon, E. D., 66–67
- Nonprofit organizations: collaborative leadership with, 72–73, 149–150, 209–210; evolution of Possibility Project, 98; fragmentation of services by, 204–207; lack of leadership diversity in, 8–9, 158; Milwaukee Public Allies work with, 49; need to build community, 139–142; placement of Allies in, 27–28; professionalizing service in, 113–115, 262; tension between service and revenue in, 260–261; viewing community needs, 113, 129, 139. *See also* Citizens; Clients
- Norton, Hez, 178–179
- Novogratz, Jacqueline, 54
- O**
- Obama, Barack, 17, 24, 58, 73–74, 91, 162, 235, 261–262
- Obama, Michelle, 24, 29, 50–51, 52, 54, 181–182, 243, 244, 245
- Ober, Josiah, 116–117
- O'Donovan, Dana Burgess, 201
- Okunubi, Nigel, 30–31, 33
- Oppression: helping leaders confront issues of power, privilege, and, 157; recognizing and resisting, 165–166
- Organizers, 76
- “Organizing” (Ganz), 75–76
- P**
- Page, Scott, 163
- Palacio, Monica, 20

- Parker, John, 64
- Parks, Rosa, 66–67
- Peck, M. Scott, 198
- Pedagogy of the Oppressed* (Freire), 77
- Personal mission statements, 246–249
- Personal stories: Amelia Kolokihakaufisi, 263–264; Ava Hernandez, 164, 173; Bill Graustein, 235, 265–266; Bizunesh Talbot-Scott, 4, 33; David Veliz, 252; Dorothy Stoneman, 258–260; Frank Alvarez, 4–5, 33; gaining self-awareness with, 266; Giselle John, 32, 33; Hez Norton, 178–179; importance of sharing, 41, 52, 60, 246; José Rico, 29–30, 33; Katrina Browne, 15, 17, 18, 19, 20–21, 53, 176; life maps for developing, 60–61; Lisa Sullivan, 91–94; Lori Deus, 145–146; Marc McAleavey, 142–143; Melia Dicker, 213–215, 234; Milo Neild, 31–32, 33; Nigel Okunubi, 30–31, 33; Paul Griffin, 98; Paul Schmitz, 35–59; Peter Hoeffel, 3, 11, 33, 135; Reggie and Sharlen Moore, 101–104, 135; Steve Ramos, 123–125, 135; Susan Edwards, 155–156; Tanisha Brown, 30, 33; Vanessa Kirsch, 14–15, 16, 17, 18, 19–21, 24, 48, 49, 53
- Philanthropy for Active Civic Engagement, 159
- “Poem for South African Women” (Jordan), 91
- Points of Light Foundation, 24
- PolicyLink, 54
- Posada, Julian, 20
- Posner, Barry, 78–80, 99, 104, 105, 189
- Possibility Project, 98
- Power: associated with privilege and oppression, 77–78; linking to authority, 77–78; personal sources of, 172
- Praxis Project, 58
- Presentations of Learning, 22, 96, 225, 236
- Privilege: associated with power and oppression, 166; defined, 169; exposing discrimination and, 169–172, 173–174, 185; Privilege Walk exercise, 169–172, 173–174, 185; using to aid others, 259–260
- Public Allies: AmeriCorps support of, 26; assessment tools used, 22; asset-based community development approach, 125–126, 152–153; becoming community connectors, 145; consistency of values among, 265–266; core training retreats, 197–199; core values, 33–34, 89, 117–118, 266–267; dealing with internal conflicts, 254–255; developing collaborative community services, 149–150; developing personal mission statements, 246–249; dismissal of Allies, 254; distinctive development model of, 27–28; early leaders within, 20; editorial attacking, 234–235; Fishbowl exercise, 105–106; gains national awareness, 23–26; Gift Seat exercise, 231–234; influence of Lisa Sullivan on, 93–94; initiation of Milwaukee office, 48–53; launching of, 14–21; leadership defined by, 13, 33–34; leadership-development model of, 89, 117–118; measuring integrity, 250; mission of, 8–13, 55; multiplying leadership, 94, 104; neighborhood walks by, 131–133; principles of personal responsibility, 95–96; Privilege Walk exercise, 169–172, 173–174, 185; program for, 21–23; recruiting and selecting leaders for, 147–148, 156–157; restructuring within, 238–239; role in organizing leaders, 76; Schmitz becomes CEO of, 54–58; Schmitz’s first impression of, 48; strategic growth plan for, 53–54; strategies building diversity at, 156–157; taking inclusive approach, 72, 157, 177–178, 180–185; views on leadership, 6–8
- Public service: author’s growing attraction to, 41–42; development of leaders in, 29–33; effects of professionalizing of, 113–115, 262; as fixing limitations, 10, 77, 134–135; labeling and reinforcing negative image, 129–131; need for citizen participation in, 115–116; negative views of community service, 160; racial overtones in, 161–162; volunteer rates by race or ethnicity,

- 160–161. *See also* Institutions;  
Nonprofit organizations  
Putnam, Robert, 11, 72, 91, 136, 157  
Puvak, Alessandra, 20
- R**
- Race: confronting racial overtones in public service, 161–162; dismantling oppression against, 161; exercises demonstrating oppression by, 174–175; types of racism, 168–169; volunteer rates by ethnicity or, 160–161. *See also* Diversity  
Radka, Karla, 111–112  
Ramos, Steve, 123–125, 135  
Randolph, A. Philip, 66, 67, 68  
Relationships: building inclusive, 177–185; building within community, 135–136; leaders building, 78–79; support needed from, 138–139  
Responsibility: as component in leadership, 13; exemplified by Reggie and Sharlen Moore, 101–104; Griffin's evolution of, 98; Lisa Sullivan's view on personal, 91–94; making solution bigger by taking, 109–110, 118; principles of personal, 95–96; risks and vulnerability in taking, 96–97, 118; seeing need and taking, 91, 94–95; sharing with citizens, 112–117; taking personal, 100–101  
Responsibility-based management, 250–251  
Responsibility Virus: effects of professionalizing public service, 113–115, 262; setting in motion, 107–108, 234  
Richard Blount Spirit Award, 255  
Rico, José, 29–30, 33  
Rivera, Nelson, 200  
Robinson, Jo Ann, 66, 67  
Rockefeller Foundation, 54  
Ros-Dukler, Cris, 251  
Rustin, Bayard, 67, 68
- S**
- Salovey, Peter, 196  
Schmitz, David, 37  
Schmitz, Janet, 49  
Schmitz, Judy, 37  
Schmitz, Paul: demonstrating inclusiveness, 183–184; early life of, 35–40; finding sobriety and life of service, 40–47; foreign student in Tokyo, 45–46; honoring those who came before us, 264–265; on idea everyone leads, 58–59; initiates Milwaukee Public Allies chapter, 47–54; leads Public Allies as CEO, 54–58; learning from personality inventories, 191–193; as Next Generation Leadership Fellow, 54; personal mission of, 247–248; serving with Obama transition team, 57–58; shares knowledge gained from mistakes, 239–240; understanding and unlearning biases, 167–168, 174–175  
Scott, Ebony, 172, 180–181  
Scott, Jason, 20, 24, 50  
Self-improvement exercise, 241  
Senge, Peter, 218  
Senior Corps, 25  
*Servant Leadership* (Greenleaf), 76  
Shah, Sonal, 57–58  
Sheridan, Tom, 235  
Shinseki, General Eric, 80–82, 84  
Shorters, Traban, 20  
SMART objectives, 222  
Smith, Erik, 235  
Social capital, 11, 135–136  
Social networking: speed of social media, 69–70; versatility of, 70–71  
Soonghi-Beck, Alma, 20  
South Side Health Care Collaborative, 244  
Southern Christian Leadership Council (SCLC), 67  
Spark, 214  
*Stanford Social Innovation Review*, 57  
Steinem, Gloria, 46  
Stephenson, Linda, 50, 53, 235  
Stoneman, Dorothy, 258–260, 261  
Storytelling. *See* Personal stories  
StrengthsQuest, 191, 193  
Strive Partnership, 11, 140, 207–208  
Structural racism, 168  
Student Nonviolent Coordinating Committee (SNCC), 67  
Student Success Networks, 208  
Sugita, Danise, 231

Sullivan, Lisa, 47, 48, 54, 91–94, 183  
 Supple, Chuck, 53, 54–55, 265  
 Surdna Foundation, 19  
 Sysko, Suzanne, 50

## T

Talbot-Scott, Bizunesh, 4, 33  
 Tea Party, 74  
 Teach for America, 18, 55  
 Teams: airing conflict within, 200;  
 balancing personalities within,  
 194–195; building, 190, 197–203,  
 210–211; collaborating on service  
 projects, 202–203; core training  
 retreats for, 197–199; exercises for,  
 211–212; making life maps, 197–198;  
 stages of becoming community,  
 198–199; trust required in, 190  
 Technology: effect on leadership and  
 community, 69–72; Obama  
 campaign's use of, 73–74  
 “Things I Suck At” list, 241  
 Thompson, Tommy, 257  
 360-degree reviews, 22, 96, 230, 232  
 Tocqueville, Alexis de, 65, 77, 135  
*Traces of the Trade*, 53, 176  
 Tracing Center on Histories and  
 Legacies of Slavery, 168, 169, 176  
 Training: clear objectives for, 222; core  
 training retreats, 197–199; pacing to  
 learners, 224; Public Allies, 21–23  
*True North* (George), 83  
 Trust, 190  
 Truth and Reconciliation Commission,  
 167  
 Tuck, Kimberly, 49, 50, 132  
 Tuckman, Bruce, 199  
 Turtle effect, 72, 157  
 Tutu, Archbishop Desmond, 256

## U

United Food and Commercial Workers  
 Union, 156  
 University of Chicago Medical Center,  
 244  
 Urban Health Initiative, 244  
 Urban Outreach Association, 102  
 Urban Policy Group, 57  
 Urban Underground, 102–103, 135  
 Urquilla, Marta, 58

U.S. Commission on Civil Rights,  
 112–113  
 “Us”/“them” dichotomy: developing  
 institutional experts, 137–138; results  
 of, 127–128

## V

Values: as component in leadership, 13;  
 Public Allies core  
 leadership-development, 89,  
 117–118, 266–267  
 Veliz, David, 252  
 Vision: inspiring shared, 79  
 VISTA, 18, 25

## W

Wagner, Wendy, 85–87, 99, 104–105,  
 106–107  
 Wallis, Reverend Jim, 91  
 “We are the ones we have been waiting  
 for” concept, 75, 91, 270  
 Weaver, David, 174, 177–178  
 Webb, Tim, 20, 132  
 Weissbourd, Bob, 57  
 Welch, 51  
 Welman, Todd, 224  
 Whitmore, James, 219, 227  
 William Caspar Graustein Memorial  
 Fund, 265  
 Wingspread Conferences, 17, 47  
 Wofford, Harris, 24–25  
 Women's Political Council, 66

## Y

YMCA Youth & Family Services, 232  
 Young, Brian, 132  
 Youth: changing mind-sets of, 140–141;  
 developing collective impact for,  
 207–208; encouraging leaders among,  
 27; finding leaders among, 9–10;  
 leaders redefining marginal, 135;  
 overcoming label of *at risk*, 123–125,  
 129; transformative work by  
 McAleavey, 142–143; Youth  
 Mapping initiative, 206  
 YouthBuild USA, 258–259

## Z

Zepnick, Josh, 49  
 Zigman Joseph Stephenson, 50  
 Zingale, Daniel, 54

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>