

CREATING A LEADERSHIP DEVELOPMENT PROGRAM FOR **ASID VOLUNTEERS**





Welcome to the ASID Leadership Academy

The ASID Leadership Academy is a comprehensive leadership development program. While at first glance, the program may seem overwhelming, we've created an easy three-step process to help you navigate the curriculum so that you get the most out of it.

Step 1 - Take the ASID Leadership Academy Assessment

This is a quick self-assessment tool that offers immediate results and recommends your starting point for your personal leadership development journey.

Step 2 - Review Developmental Suggestions

Using the ASID Leadership Academy guide, review the development suggestions for your recommended level within each competency. It is suggested that you compare them to the developmental suggestions for the tiers above and below (if applicable) your recommended level, to make sure it is the best fit. The guide can be downloaded at www.asidfoundation.org/leadership.

Step 3 - Create a Personalized Leadership Development Plan

Develop your leadership plan of action using ASID programs, resources and recommendations as well as your own self-directed learning to start building your skills immediately.

Don't forget to track your progress through the ASID Leadership Academy. Log in to your "My ASID" profile on the ASID website (www.asid.org) where you can track your accomplishments and upload any related documentation.

If you have questions about the ASID Leadership Academy, visit www.asidfoundation.org/leadership to access FAQs and additional tools. You can also email leadership@asid.org with any questions.

ASID Leadership Academy

Participant Profile: “Cindy Smith”

Background

Cindy is 35 years old, has served on a number of ASID chapter committees, including as chair of the Emerging Professionals committee. She even served one term on the chapter board five years ago. She has recently been promoted to project manager at the nine-person interior design firm where she works. She has always been interested and active in her com-

munity as a volunteer, but as a mom to a three year old, has limited time to give. She would like to assume a greater role in her ASID chapter's leadership — maybe even serving as president someday — as well as expand her professional opportunities. Cindy also recognizes the need to push herself beyond her comfort zone in order to continue to grow as a leader.



Starting the ASID Leadership Academy

After taking the ASID Leadership Academy assessment and reviewing the developmental suggestions in the curriculum, Cindy determined that her leadership profile for the four leadership competencies generally looked like:

Engage Members: Level 1- Chapter

Understand and Leverage: Level 2 – CCTF

Demonstrate Strategic Perspective: Level 2 – CCTF

Serve as an Organizational Advocate: Level 2 – CCTF

Developing an Action Plan

After reviewing the recommended developmental suggestions for some of the sub-competencies under the four major competencies above, Cindy decided to start by focusing on two of the competencies where she felt she could most quickly enhance her skills:

Engage Members and **Understand and Leverage**, and their associated sub-competencies.,

Competency: Engage Members

Sub-competency: Be open, approachable, enthusiastic and cultivate an atmosphere of community.

After choosing the competency and sub-competency to begin her development, Cindy decided to utilize a personality diagnostic tool to get a better understanding of herself and of how others perceive her. She had taken the well-known Meyers-Briggs test years ago but decided to take it again as a refresher. She also took the Strengths Test. Both were inexpensive, available online and offered additional assistance to interpret the results. Cindy also took a public speaking course offered through an adult learning program available in her local community.

Competency: Understand and Leverage

Sub-competency: Build deep familiarity with the organization, staff resources and capabilities of ASID.

Cindy's past experience on the chapter board and serving as chair of the chapter's Emerging Professionals committee has given her a pretty solid understanding of the governance, policies and structure at the chapter level. What she realized she was lacking was a larger understanding of the Society's mission and strategic direction, as well as its positions on important issues impacting the profession. To begin to address this, Cindy spoke to her chapter president who suggested she speak with a national board member who happened to be from her chapter. She's also been to the Society's website, downloaded the strategic plan for review and is planning to call a staff contact at the Society's headquarters with additional questions.

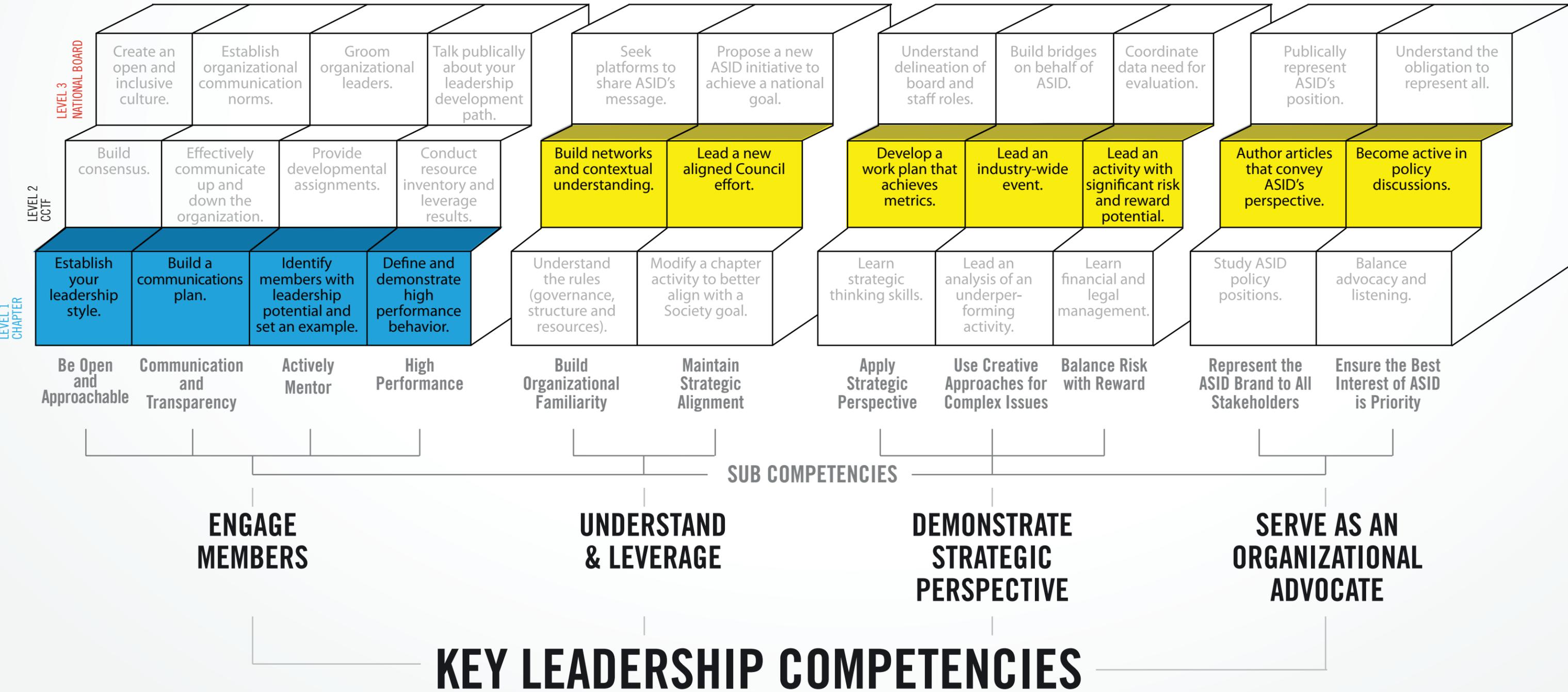
Next Steps

Cindy has begun her leadership development path with the ASID Leadership Academy. Her boss even recently commented on the increased polish of her presentations. As her busy schedule permits, Cindy plans to continue to develop her skills focusing on one or two actions at a time and logging her accomplishments into her “My ASID” profile on asid.org.



Cindy Smith's Leadership Profile

After taking the ASID Leadership Academy assessment and reviewing the developmental suggestions in the curriculum, Cindy determined that her leadership profile for the four leadership competencies generally looked like:



ASID VOLUNTEER LEADER COMPETENCY MODEL

CHAPTER

KEY COMPETENCIES FOR ASID LEADERS

Engage Members

Understand and Leverage ASID

Demonstrate Strategic Perspective

Serve as an Organizational Advocate

ENGAGE MEMBERS

SUB-COMPETENCIES

- Be open, approachable, enthusiastic and cultivate an atmosphere of community 8
- Communicate frequently and directly to create an environment of transparency and inclusiveness 9
- Actively mentor members via advice, instruction, delegation and personal example..... 9
- Focus on professional development, high performance and commitment to excellence 10

ENGAGE MEMBERS

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators and Staff
<p>Be open, approachable, enthusiastic and cultivate an atmosphere of community.</p> <p>Demonstrate a leadership style that defines the ASID leadership brand. (The exact form of the style may vary slightly from chapter to chapter.)</p>	<ul style="list-style-type: none"> Identify a leadership style mentor. Use assessment instrument to diagnose personal style. Identify specific leadership developmental areas and create a plan to address. Practice the new leadership style and skills in a chapter setting and seek feedback. Pursue formal training in public speaking, group facilitation, emotional intelligence, etc. Build relationships with peers on either a formal or informal basis (e.g. teambuilding exercise or social event). Plan and lead a community building/ bonding event (e.g. cooking class, museum tour, community service effort, etc.). 	<ul style="list-style-type: none"> Identify chapter leaders who excel in this competency. Recommend and coordinate access to assessment instrument. Validate and discuss areas (coach/mentor). Provide nurturing opportunities for practice and provide constructive feedback. Recommend specific training courses tailored to the member.

ENGAGE MEMBERS

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders, Administrator and Staff
<p>Communicate frequently and directly to create an environment of transparency and inclusiveness.</p> <p>Communicate often and effectively to chapter stakeholders using various communication techniques.</p>	<ul style="list-style-type: none"> • Create a comprehensive communications plan for the chapter focused on conveying board actions to all stakeholder groups. Include formal speeches, panels, group discussions, one-on-one communication, the use of social media and email. • Practice multiple forms of communication using a variety of platforms and seek feedback on your effectiveness (e.g. chapter web-site, newsletter, etc.). • Monitor, disseminate and apply the communications coming from headquarters regarding Society policies, initiatives and actions. • Take formal training on communication strategy, public speaking, social media and writing, as needed. 	<ul style="list-style-type: none"> • Identify a mentor to oversee the creation of this plan. Make the plan specific and useful to the chapter. • Provide opportunities to practice and give feedback. • Provide briefing materials and talking points on major issues. • Steer members to courses tailored to developmental needs (ASID-identified or local courses).

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders, Administrator and Staff
<p>Actively mentor members via advice, instruction, delegation and personal example.</p> <p>Create a “mentoring” environment within the chapter.</p>	<ul style="list-style-type: none"> • Actively coach and mentor other members. • Provide developmental assignments tailored to individual members. • Identify members with high potential for volunteer leadership positions, actively mentor them and recommend them for advancement in the ASID leadership development program. • Participate in or institute a board “shadow” program so potential leaders can get a sense of the experience. • Be a personal example at all times, not just “on the clock.” 	<ul style="list-style-type: none"> • Recommend training as coaches and mentors. • Ensure these assignments are both challenging and nurturing. • Help “position” high potential members for developmental assignments across ASID. • Develop shadow program. • Provide feedback.

ENGAGE MEMBERS

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders, Administrator and Staff
Focus on professional development, high performance and commitment to excellence.	<ul style="list-style-type: none">• Perform a “skills inventory” for the chapter. Note gaps and create a chapter-wide development plan to address them.• Meet or beat deadlines and performance standards in all chapter assignments.• Talk publicly about your personal development plan and actions.• Demonstrate a commitment to excellence in all chapter assignments.	<ul style="list-style-type: none">• Champion the skills inventory process, using a template developed by ASID.• Publically recognize high performance work.• Provide opportunities to share experiences across ASID (chapter newsletter, roundtables, etc.).• Lead by example.

UNDERSTAND AND LEVERAGE ASID

SUB-COMPETENCIES

Build deep familiarity with the organization, staff resources and capabilities of ASID	12
Continuously tie all volunteer leadership efforts to ASID strategy and direction	12

UNDERSTAND AND LEVERAGE ASID

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Build deep familiarity with the organization, staff, resources and capabilities of ASID.</p> <p>Gain organizational knowledge.</p>	<ul style="list-style-type: none"> • Gain a deep understanding of chapter bylaws and policies and their relation to Society governance reporting requirements. • Access resources that exist for chapter leaders and activities (templates, brand resources and chapter support team assistance). • Build a personal network of colleagues across ASID, including chapter leaders, current CCTF members, national board and ASID staff. • Build detailed familiarity with the ASID Strategic Plan and how chapters can help achieve it. • Seek opportunities to brief chapter members on new and important information about ASID. 	<ul style="list-style-type: none"> • Provide orientation and/or one-on-one coaching as well as overview and insight at the Chapter Leadership Conference. • Give guidance on where and how to access information for Chapter members. • Share personal networks with Chapter members. Share personal knowledge about ASID, make introductions, etc. • Constantly link Chapter activities with ASID strategy. Ensure members understand the importance of alignment. • Provide a venue for this briefing.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Continuously tie all volunteer leadership efforts to ASID strategy and direction.</p> <p>Clearly align all Chapter activities to the national strategy.</p>	<ul style="list-style-type: none"> • Lead a chapter activity and explain how the activity achieves both chapter and national goals. • Suggest how a current chapter activity could be modified to better achieve a National goal — and help lead this effort (e.g., student and emerging professional events). • Propose a new chapter activity focused on achieving an important national goal — and lead this effort (e.g., a coordinated local recruitment effort toward a Society target market). 	<ul style="list-style-type: none"> • Select the activity and help member frame presentation. • Mentor the member in identifying a current chapter activity for modification. • Mentor the member in proposing and leading the new chapter activity.

DEMONSTRATE STRATEGIC PERSPECTIVE

SUB-COMPETENCIES

Model the broader ASID strategic perspective in all volunteer activities	14
Demonstrate the ability to reach across boundaries, make new connections and think “outside the box” in addressing complex issues	14
Balance the strategic perspective with a realistic assessment of risk.....	15

DEMONSTRATE STRATEGIC PERSPECTIVE

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Model the broader ASID strategic perspective in all volunteer activities.</p> <p>Ensure that all ASID volunteer activities stay tightly focused on achieving the right outcomes.</p>	<ul style="list-style-type: none"> • Take formal training on strategic thinking in problem-solving. • Volunteer for a committee to help with a significant chapter activity and observe chapter leaders employ a strategic perspective in action. • Serve as a committee chair and lead a small or mid-size chapter activity, develop a work plan that achieves predetermined metrics (e.g. evaluation scores, attendees, profitability, multi-stakeholder participation, etc.). • Feed strategic input upward to the next level (chair, board, president, etc.). 	<ul style="list-style-type: none"> • Recommend specific training courses tailored to the member. • Ensure chapter leaders model a strategic perspective for members to observe and emulate. • Ensure a chapter leader acts as an active mentor in this effort.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Demonstrate the ability to reach across boundaries, make new connections and think “outside the box” in addressing complex issues.</p> <p>Demonstrate creative approaches to complex problems by thinking in new ways.</p>	<ul style="list-style-type: none"> • Take formal training on complex problem solving and group facilitation. • Volunteer to help lead a chapter activity that involves interacting across organizational elements within ASID (e.g., work with student chapters). Maintain high levels of member engagement. • Lead a team in an analysis of an underperforming chapter program/ issue and develop recommendations for addressing the issues. • Lead an activity that involves multiple organizational elements inside and outside ASID (e.g., legislative issues, educational opportunities, pro-bono project). • Assist or observe higher-level ASID leadership groups as they address complex issues. 	<ul style="list-style-type: none"> • Recommend specific training courses tailored to the member. • Actively mentor the member to ensure effective interactions across ASID. • Actively mentor member in leading the problem-solving activity. • Help plan, advise and mentor the member to ensure these myriad interactions are effective. • Actively position high potential member for higher-level impact across ASID.

DEMONSTRATE STRATEGIC PERSPECTIVE

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Balance the strategic perspective with a realistic assessment of risk.</p> <p>Strike the optimum balance between thinking and acting strategically and minimizing unacceptable risk.</p>	<ul style="list-style-type: none">• Take a course(s) on basic financial management, legal practices (contracts), project management and/ or risk assessment.• Volunteer to help lead an existing or new chapter activity with significant potential for risk, reward or performance improvements. (e.g., show house, annual gala event).	<ul style="list-style-type: none">• Recommend specific training courses tailored to the member and provide training at the Chapter Leadership Conference.• Actively mentor member in selecting activity and in striking the correct balance between strategic thinking and risk mitigation.

SERVE AS AN ORGANIZATIONAL ADVOCATE

SUB-COMPETENCIES

- Effectively represent the ASID perspective to members and other stakeholders inside and outside the organization..... 17
- Ensure that the best interest of ASID supersedes all other considerations — including personal perspectives 17

SERVE AS AN ORGANIZATIONAL ADVOCATE

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Effectively represent the ASID perspective to members and other stakeholders inside and outside the organization.</p> <p>Know key ASID perspectives in enough detail to be an effective advocate to members and stakeholders.</p>	<ul style="list-style-type: none"> Actively study ASID perspectives on relevant issues to gain deep familiarity with the reasons for, and importance of, our perspectives. Volunteer to represent ASID perspectives on a given issue in a legislative forum. Volunteer to represent ASID perspectives and position on a professional issue to stakeholders outside ASID. (e.g. local media, tradeshow booths, speaking engagements, etc.). 	<ul style="list-style-type: none"> Help ensure the appropriate resources are available and provide training and/or documentation at the Chapter Leadership Conference. Mentor the member in preparation and provide constructive feedback on his/her presentation. Actively mentor the member in preparation and provide constructive feedback on his/her performance.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Ensure the best interest of ASID supersedes all other considerations — including personal perspectives.</p>	<ul style="list-style-type: none"> Become increasingly active in chapter discussions about policies and activities. Develop informed opinions about the chapter future. Practice an effective balance between advocating for your position and respectfully listening to the opinions of others. Remember one's obligation to represent the full ASID membership. Respect the process and publically support decisions even if you did not vote for them. 	<ul style="list-style-type: none"> Encourage members to become more engaged in chapter management. Mentor members immediately after discussions involving differences in opinion. Help members develop a balanced perspective. Underscore the importance of fiduciary responsibility in chapter board orientation. Call attention to compromise as role model behavior for ASID leaders.

ASID VOLUNTEER LEADER COMPETENCY MODEL

COUNCIL, COMMITTEE AND TASK FORCE

KEY COMPETENCIES FOR ASID LEADERS

Engage Members

Understand and Leverage ASID

Demonstrate Strategic Perspective

Serve as an Organizational Advocate

ENGAGE MEMBERS

SUB-COMPETENCIES

- Be open, approachable, enthusiastic, and cultivate an atmosphere of community 20
- Communicate frequently and directly to create an environment of transparency and inclusiveness 20
- Actively mentor members via advice, instruction, delegation, and personal example..... 21
- Focus on professional development, high performance and commitment to excellence 21

ENGAGE MEMBERS

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members and Staff
<p>Be open, approachable, enthusiastic, and cultivate an atmosphere of community.</p> <p>Demonstrate a leadership style that defines the ASID leadership brand.</p> <p>At the councils/task forces level this competency may require fast expression — perhaps even before a first meeting — as leader moves to immediately establish this atmosphere.</p>	<ul style="list-style-type: none"> • Identify a leadership style mentor. • Use assessment instrument to diagnose personal style. • Identify specific leadership developmental style and skills and create a plan to address. • Practice new style in councils/task force meetings and seek feedback on new style. • Pursue formal training in group facilitation, public speaking, emotional intelligence, etc. • Create and lead community-building experiences, virtual or physical, prior to the first in-person meeting to create a cohesive group quickly. 	<ul style="list-style-type: none"> • Identify a senior ASID leader with successful leadership style experience. • Recommend and coordinate the administration of the assessment instrument. • Validate and discuss areas for growth with one’s coach/mentor. • Provide nurturing opportunities for practice and provide constructive feedback. • Recommend specific training courses tailored to the member. • Provide past experiences and best practices.
<p>Communicate frequently and directly to create an environment of transparency and inclusiveness.</p> <p>Communicate often and effectively to councils/ task forces members and stakeholders using myriad communication techniques.</p>	<ul style="list-style-type: none"> • Create a communications plan to guide the promotion of the CCTF knowledge sharing and initiatives. Convey information to all relevant stakeholder groups, including the National Board. • Identify and utilize multiple channels of communication and track effectiveness. Provide mechanism for constructive feedback. • Take formal training on communication strategy, media relations, public speaking, social media and writing as needed. 	<ul style="list-style-type: none"> • Identify a experienced partner to assist with the creation of the plan and provide available resources. • Help select vehicles and develop response metrics. • Steering members to courses tailored to developmental need. (ASID-identified or local courses).

ENGAGE MEMBERS

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from National Board Members, CCTF Members and Staff
<p>Actively mentor members via advice, instruction, delegation and personal example.</p> <p>Create a high level "mentoring" environment within the councils/task forces.</p> <p>In this environment, councils/task force leaders are focused on further developing and identifying the high potential individuals for increased responsibility.</p>	<ul style="list-style-type: none"> Identify members with high potential for volunteer leadership positions and actively mentor them. Provide developmental assignments tailored to individual CCTF members. Assess and recommend high potential volunteers for advancement in ASID's leadership development program. Be a personal example at all times, not just "on the clock". 	<ul style="list-style-type: none"> Recommend training as coaches and mentors. Ensure these assignments are both challenging and nurturing. Provide leadership vision, criteria and assessment tool. Provide feedback.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members and Staff
<p>Focus on professional development, high performance and commitment to excellence.</p>	<ul style="list-style-type: none"> Perform an informal resource inventory (connections, contacts, expertise) for the CCTF and develop plan to leverage resources. Meet or beat deadlines and performance standards in all CCTF assignments. Talk publically about your personal development plan and actions. Demonstrate a commitment to excellence in everything. 	<ul style="list-style-type: none"> Champion the resource inventory and develop plan. Publically recognize high performance. Provide opportunities to share across ASID (newsletters, web site, etc.). Lead by example.

UNDERSTAND AND LEVERAGE ASID

SUB-COMPETENCIES

Build deep familiarity with the organization, staff resources and capabilities of ASID	23
Continuously tie all volunteer leadership efforts to ASID strategy and direction	23

UNDERSTAND AND LEVERAGE ASID

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members, Board Members and Staff
Build deep familiarity with the organization, staff, resources and capabilities of ASID.	<ul style="list-style-type: none"> • Study ASID history, mission, organizational structure, governance, bylaws and strategic plan. 	<ul style="list-style-type: none"> • Provide orientation and access to all contextual materials in a cohesive form.
Build a deep familiarity with ASID and use this familiarity to support councils/task force activities.	<ul style="list-style-type: none"> • Deepen personal network of colleagues across ASID including chapter leaders, current CCTF members, the national board and ASID professional staff. • Build a detailed understanding of ASID strategy relevant professional issues and use this knowledge to inform CCTF programmatic direction. • Seek opportunity to brief councils/task force members on relevant new learning about ASID. 	<ul style="list-style-type: none"> • Share personal networks with councils/task force members. Share personal knowledge about ASID, make introductions, etc. • Constantly link councils/task forces activities with ASID strategy. Ensure members understand the importance of alignment. • Provide a venue for this briefing.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members and Staff
Continuously tie all volunteer leadership efforts to ASID strategy and direction.	<ul style="list-style-type: none"> • Lead a CCTF activity and explain how it achieves national goals. 	<ul style="list-style-type: none"> • Select the activity and help member frame her presentation.
Clearly align all CCTF activities to the national strategy.	<ul style="list-style-type: none"> • Suggest how a current councils/task forces activity could be modified to better achieve a national goal — and help lead this effort. • Propose a new councils/task forces activity focused on achieving an important national goal — and lead this effort. 	<ul style="list-style-type: none"> • Mentor the member in identifying a current councils/task forces activity for modification. • Mentor the member in proposing and leading the new councils/task forces activity.

DEMONSTRATE STRATEGIC PERSPECTIVE

SUB-COMPETENCIES

Model the broader ASID strategic perspective in all volunteer activities	25
Demonstrate the ability to reach across boundaries, make new connections and think “outside the box” in addressing complex issues	25
Balance the strategic perspective with a realistic assessment of risk.....	25

DEMONSTRATE STRATEGIC PERSPECTIVE

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members, Board Members and Staff
<p>Model the broader ASID strategic perspective in all volunteer activities.</p> <p>Ensure that all ASID volunteer activities stay tightly focused on hard outcomes.</p> <p>At the Councils/task forces level this can mean resisting pressure or distraction from stakeholder groups.</p>	<ul style="list-style-type: none"> • Take formal training on strategic thinking in problem-solving. • Volunteer to help with significant ASID leadership activity and observe senior leaders employ a strategic perspective in action. • Lead a Councils/task forces activity in developing a work plan that achieves predetermined metrics (e.g. evaluation scores, attendees, profitability, multi-stakeholder participation, etc.). • Feed strategic input upward to the next level (chair, board, president, etc.). 	<ul style="list-style-type: none"> • Recommend specific training courses tailored to the member. • Ensure CCTF or board leaders model a strategic perspective for members to observe and emulate. • Ensure a councils/task forces leader acts as an active mentor in this effort.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Chapter Leaders and Administrators
<p>Demonstrate the ability to reach across boundaries, make new connections and think "outside the box" in addressing complex issues.</p> <p>Demonstrate creative approaches to complex problems by thinking in new ways.</p>	<ul style="list-style-type: none"> • Take formal training on complex problem solving and group facilitation. • Volunteer to help lead an ASID activity that involves interacting across organizational elements. Maintain high levels of member engagement. • Extend personal network beyond ASID, through participating or leading an industry-wide event that addresses complex issues. 	<ul style="list-style-type: none"> • Recommend specific training courses tailored to the member. • Actively mentor the member to ensure effective interactions across ASID. • Actively help plan, advise and mentor the member to ensure these myriad interactions are effective.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members and Staff
<p>Balance the strategic perspective with a realistic assessment of risk.</p> <p>Strike the optimum balance between thinking and acting strategically and minimizing unacceptable risk.</p>	<ul style="list-style-type: none"> • Volunteer to help lead an existing or new CCTF activity with significant potential for risk, reward or performance improvements. • Understand the relationship of resource allocation and risk of a CCTF initiative within the larger context of the ASID strategic plan/budget. 	<ul style="list-style-type: none"> • Actively mentor member in selecting activity and in striking the correct balance between strategic thinking and risk mitigation. • Assign a mentor to help select the activity and guide the member through it to resolution.

SERVE AS AN ORGANIZATIONAL ADVOCATE

SUB-COMPETENCIES

- Effectively represent the ASID perspective to members and other stakeholders inside and outside the organization..... 27
- Ensure the best interest of ASID supersedes all other considerations — including personal perspectives... 27

SERVE AS AN ORGANIZATIONAL ADVOCATE

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members and Staff
<p>Effectively represent the ASID perspective to members and other stakeholders inside and outside the organization.</p> <p>Demonstrate detailed knowledge of relevant ASID perspectives to serve as subject matter expert for councils/task forces members and stakeholders.</p>	<ul style="list-style-type: none"> • Study ASID perspectives on relevant issues to gain deep understanding. • Volunteer to represent ASID perspectives on a given issue to an industry group. • Author articles which convey the ASID perspective on a issue. (i.e. write a blog post or contribute to <i>ASID ICON</i>.) 	<ul style="list-style-type: none"> • Help ensure the appropriate data is available • Mentor the member in preparation and provide constructive feedback on presentation. • Review before publication

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from CCTF Members and Staff
<p>Ensure the best interest of ASID supersedes all other considerations — including personal perspectives.</p>	<ul style="list-style-type: none"> • Become active in discussions about policies and activities. Become knowledgeable of the “reasons behind” ASID positions. • Practice an effective balance between advocating your position and respectfully listening to the positions of others. • Remember one’s obligation to represent the full ASID membership. Respect the process and publically support programmatic decisions even if you disagree. 	<ul style="list-style-type: none"> • Provide context and background materials. • Mentor members immediately after discussions involving differences in opinion. Help members develop a balanced perspective. • Underscore the importance of fiduciary responsibility in CCTF orientation. Call attention to compromise as role model behavior for ASID leaders.

ASID VOLUNTEER LEADER COMPETENCY MODEL

NATIONAL BOARD LEADERSHIP

KEY COMPETENCIES FOR ASID LEADERS

Engage Members

Understand and Leverage ASID

Demonstrate Strategic Perspective

Serve as an Organizational Advocate

ENGAGE MEMBERS

SUB-COMPETENCIES

- Be open, approachable, enthusiastic and cultivate an atmosphere of community 30
- Communicate frequently and directly to create an environment of transparency and inclusiveness 30
- Actively mentor members via advice, instruction, delegation and personal example 31
- Focus on professional development, high performance and commitment to excellence 31

ENGAGE MEMBERS

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Be open, approachable, enthusiastic, and cultivate an atmosphere of community.</p> <p>Demonstrate a leadership style that defines the ASID leadership brand.</p> <p>It is particularly important to model this competency at the national board level for other ASID elements to see and emulate.</p>	<ul style="list-style-type: none"> Identify a leadership style mentor. Use assessment instrument to diagnose personal style. Identify specific leadership developmental style and skills and create a plan to address. Practice new leadership style and skills in a national board setting and seek feedback. Pursue formal training in communication strategy, group facilitation, public speaking, emotional intelligence, etc. Plan and lead a community-building/bonding event. (e.g. cooking class, museum tour, community service effort, etc.). 	<ul style="list-style-type: none"> Help identify a senior ASID leader with successful experience. Recommend and coordinate the administration of the assessment instrument. Validate and discuss areas for growth with one's coach/mentor. Provide nurturing opportunities for practice and provide constructive feedback through a formal assessment periodically. Recommend specific training courses tailored to the member. (e.g., ASAE, CLC, board coaching, etc.). Provide past experiences and best practices.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Communicate frequently and directly to create an environment of transparency and inclusiveness.</p> <p>Communicate often and effectively to national board members and stakeholders using myriad communication techniques.</p>	<ul style="list-style-type: none"> Establish norms and procedures to guide the national board. Seeking opportunities to engage groups of members at chapter events, CLC and other venues to represent ASID and convey key messages and seek feedback. Take formal training on communication strategy, media relations, public speaking, social media and writing as needed. 	<ul style="list-style-type: none"> Provide coaching and best practice information. Provide opportunities to practice and give feedback, as well as coaching on chapter intelligence, talking points and key messaging. Steering members to courses tailored to developmental need. (ASID-identified or local courses).

ENGAGE MEMBERS

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Actively mentor members via advice, instruction, delegation, and personal example.</p> <p>Create a high level "mentoring" environment within the national board.</p> <p>In this environment, National Board members are focused on identifying and further developing ASID senior leaders.</p>	<ul style="list-style-type: none"> • Groom exemplary volunteers to represent the full membership in strategic oversight of the organization. • Provide developmental assignments tailored to individual board members. • Assess and recommend high potential volunteers for advancement in a board officer role. • Be a personal example at all times, not just "on the clock." 	<ul style="list-style-type: none"> • Recommend training as coaches and mentors. • Ensure these assignments are both challenging and nurturing. • Steer individuals to developmental opportunities that define and reflect officers' job responsibilities. • Provide feedback.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Focus on professional development, high performance and commitment to excellence.</p>	<ul style="list-style-type: none"> • Perform an informal resource inventory (connections, contacts, expertise) for the CCTF and develop plan to leverage resources. • Meet or exceed performance expectations in all National Board objectives. • Talk publically about your personal development plan and actions. • Demonstrate a commitment to excellence in everything. 	<ul style="list-style-type: none"> • Champion the resource inventory and develop plan. • Publically recognize high performance. • Provide opportunities to share across ASID (newsletters, website, etc.) • Lead by example.

UNDERSTAND AND LEVERAGE ASID

SUB-COMPETENCIES

Build deep familiarity with the organization, staff resources and capabilities of ASID	33
Continuously tie all volunteer leadership efforts to ASID strategy and direction	33

UNDERSTAND AND LEVERAGE ASID

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Build deep familiarity with the organization, staff, resources and capabilities of ASID.</p> <p>Demonstrate a deep familiarity with ASID and use this familiarity to support national board activities.</p>	<ul style="list-style-type: none"> • Study ASID history, mission, organizational structure, governance, bylaws and strategic plan. • Deepen personal network of colleagues across ASID, including chapter leaders, current councils/task forces, the national board, and ASID professional staff. • Ensure a detailed understanding of ASID strategy , relevant professional issues and ASID’s formal positions. Use this knowledge to inform national board deliberations. • Continuously share knowledge of ASID with national board members and others. 	<ul style="list-style-type: none"> • Work with ASID community at all levels to help gather information for national board members. • Share personal networks with national board members. Share personal knowledge about ASID, make introductions, etc. • Constantly link national board activities with ASID strategy. Ensure members understand the importance of alignment. • Provide a venue for this briefing.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Continuously tie all volunteer leadership efforts to ASID strategy and direction.</p> <p>Create the strategy that informs all ASID activities, recognize when changes in national strategy are necessary and communicate them effectively to assure fast alignment across the Society.</p>	<ul style="list-style-type: none"> • Suggest how a current Society activity could be modified to better achieve a National goal — and help lead this effort. • Propose a new Society activity focused on achieving an important national goal—and lead this effort. 	<ul style="list-style-type: none"> • Mentor the member in identifying a current national board activity for modification. • Mentor the member in proposing and leading the new national board activity.

DEMONSTRATE STRATEGIC PERSPECTIVE

SUB-COMPETENCIES

Model the broader ASID strategic perspective in all volunteer activities 35

Demonstrate the abilities to reach across boundaries, make new connections and think “outside the box” in addressing complex issues 35

Balance the strategic perspective with a realistic assessment of risk..... 35

DEMONSTRATE STRATEGIC PERSPECTIVE

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Model the broader ASID strategic perspective in all volunteer activities.</p>	<ul style="list-style-type: none"> • Take formal training on strategic thinking in problem-solving. • Absorb and apply the 2012 Governance Task Force’s work Principles of Governance and other governance policies. • Participate in or lead Board deliberation which results in clear, timely and definitive decisions regarding important issues facing the Society. (Make the tough calls.) 	<ul style="list-style-type: none"> • Recommend specific training courses tailored to the member. • Coach board member to ensure successful problem resolution. Provide all necessary data and information relevant to issues. When appropriate, convey a sense of urgency.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Demonstrate the abilities to reach across boundaries, make new connections, and think “outside the box” in addressing complex issues.</p> <p>Demonstrate creative approaches to complex and original problems by thinking in new ways.</p>	<ul style="list-style-type: none"> • Take formal training on complex problem solving and group facilitation. • Volunteer to lead a problem solving exercise across organizational elements, break problems into pieces for easier solution , leverage objective data when possible and maintain high participant engagement. • Actively make new connections and facilitate conversations on behalf of ASID, building bridges across the industry and stakeholder groups. 	<ul style="list-style-type: none"> • Recommend specific training courses tailored to the member. • Actively mentor the member to ensure effective interactions from the full board. • Provide help as needed.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Balance the strategic perspective with a realistic assessment of risk.</p>	<ul style="list-style-type: none"> • Take a training course on complex project management and/or risk assessment and mitigation. • Lead an exercise in which the Board assesses a strategic initiative(s) through a lens that accurately reflects risk exposure and benefit potential . 	<ul style="list-style-type: none"> • Recommend specific training courses tailored to the member. • Coordinate with staff and board to identify data needed for resolution.

SERVE AS AN ORGANIZATIONAL ADVOCATE

SUB-COMPETENCIES

- Effectively represent the ASID perspective to members and other stakeholders inside and outside the organization..... 37
- Ensure the best interest of ASID supersedes all other considerations — including personal perspectives... 37

SERVE AS AN ORGANIZATIONAL ADVOCATE

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Effectively represent the ASID perspective to members and other stakeholders inside and outside the organization.</p> <p>Gain the necessary knowledge to serve as an organizational ambassador.</p>	<ul style="list-style-type: none"> • Study ASID perspectives on relevant issues to gain deep understanding. • Volunteer to represent ASID perspectives on a given issue to an ASID member group. • Volunteer to represent ASID position on a professional issue to stakeholders outside ASID. 	<ul style="list-style-type: none"> • Help ensure the appropriate data is available. • Mentor the member in preparation and provide constructive feedback on presentation. • Mentor the member in preparation and provide constructive feedback on performance.

Sub-Competency	Sample Developmental Suggestions	Potential Assistance from Board Members, Past Leaders and Staff
<p>Ensure the best interest of ASID supersedes all other considerations — including personal perspectives.</p>	<ul style="list-style-type: none"> • Become active in discussions about policies and activities. Develop informed opinions about ASID's future. • Practice an effective balance between advocating your position and respectfully listening to the positions of others. • Remember one's obligation to represent the full ASID membership. Respect the process and publically support programmatic decisions even if you disagree. 	<ul style="list-style-type: none"> • Mentor members immediately after discussions involving differences in opinion. Help members develop a balanced perspective. • Call attention to compromise as role model behavior for ASID leaders. • Underscore the importance of fiduciary responsibility in board orientation.

RESOURCES

RESOURCES

ASID Core Values:

ASID leads collaboration with those working to promote the value of interior design. ASID prepares its members to excel in a dynamic and evolving profession competing in a global marketplace. ASID leads the profession through the generation, collection and dissemination of applied knowledge.

ASID Mission Statement:

ASID advances the profession and communicates the impact of interior design to enhance the human experience.

Assessment Instrument:

In this context, assessment instrument refers to a formal process for determining one's leadership "style." There are several versions of instruments and they are most effective when administered and interpreted by a professional person. A common form of the instrument is a questionnaire that is administered to the person being assessed and to others who work closely with him/her. In this way, a more complete impression of a person's style can be determined. The results of the assessment inform a personal development plan focused on enhancing one or more features of one's leadership style. Often the development plan features a style mentor (see below).

Communication Plan: In this context, communication plan refers to a comprehensive plan for how a chapter, council/strategic initiative, or the national board communicates with its external environment including, ASID members,

stakeholders, and industry partners. The plan specifies: key themes by stakeholder group; the media by which the communication is delivered (e.g., speech, meeting, newsletter, one-on-one meeting, social media); and how often. The plan gives ASID leadership the ability to ensure all communications are integrated, timely, and appropriately tailored to a given audience.

Complex Problem Solving:

Complexity can be defined as "the multiplex of forces, the confounding of issues, and the chaos and confusion that surround an organization." Complex problems are difficult to solve because they involve myriad considerations and stakeholders. One hall mark of truly complex problems is that proposed solutions can easily make things worse. Solving complex problems involves both a solid understanding of "systems thinking" (see below) and the ability to constructively integrate the thinking and perspectives of others. A key feature of the 21st century leadership environment is a great increase in the volume of complex problems.

CCTF: Councils, Committees and Task Forces

EQ: In this context, EQ is an acronym for "emotional intelligence quotient." The term EQ refers to abilities such as self-awareness, empathy, and dealing sensitively with others. Training in EQ can increase a leader's sensitivity to, and effectiveness with, others.

Skills inventory: In this

context, skills inventory refers to the creation of a comprehensive list of relevant skills possessed by ASID members assigned to a given chapter, council/strategic initiative, or the national board. The inventory enables leaders to identify and address critical gaps in needed skills to enhance overall performance.

Style Mentor: In this context, style mentor refers to a senior leader within ASID who possesses an effective leadership style which a particular ASID member wants to emulate. The ASID member would work with the mentor via observation, advice and feedback over a specified period of time.

Systems Thinking: Systems thinking refers to the process of understanding how things influence one another within a whole. In this context, systems thinking is tied to the solution of complex problems. It does this by viewing "problems" as parts of an overall system, rather than reacting to specific parts, outcomes or events and potentially contributing to further development of unintended consequences. Systems thinking is not one thing but a set of habits or practices within a framework that is based on the belief that the component parts of a system can best be understood in the context of relationships with each other and with other systems, rather than in isolation. Systems thinking focuses on cyclical rather than linear cause and effect.

INTERNAL TRAINING RESOURCES

The ASID Chapter Leadership Conference (CLC)

Chapter leaders from all 48 ASID chapters convene for two days of training, workshops and team-building exercises to gain the necessary skills and resources to prepare for their leadership role. These valued chapter leaders will create meaningful connections with:

- Fellow chapter leaders
- Headquarters staff
- Members of the ASID Board of Directors
- Members of the ASID College of Fellows
- Volunteer leaders from the Society's councils and committees

EXTERNAL TRAINING RESOURCES

The American Society for Training and Development (ASTD)

www.astd.org

The following ASTD courses are relevant

- Action Learning
- Analyzing Human Performance
- Coaching
- Essentials of Social Media for Learning
- Facilitating for Excellence
- Presentation Skills
- Selecting Human Performance Improvement Solutions

The Center for Creative Leadership (CCL)

www.ccl.org

The following CCL courses are relevant

- Developing the Strategic Leader
- Leading Teams for Impact
- Coaching for Great Effectiveness
- Leading Self
- Leading Managers
- Leadership Assessments

American Management Association (AMA)

www.amanet.org

The following AMA courses are relevant

- Business Communication
- Critical Thinking
- Interpersonal Skills
- Leadership
- Management Excellence
- Project Management
- Thinking and Innovation

Local community colleges, colleges, and universities

Courses with these or similar titles

- Coaching/Mentoring
- Complex Problem-Solving
- Conflict Management
- Group Facilitation
- Group Leadership
- Leadership Assessment
- Leading Leaders
- Skills Gaps
- Workforce Planning
- Strategic Communications

AMERICAN
SOCIETY OF
INTERIOR
DESIGNERS



608 Massachusetts Ave., NE
Washington, DC 20002-6006
www.asid.org