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Idealized, Inspirational, and Intellectual Leaders in the Social Sector: Transformational Leadership and the Kravis Prize

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CLAREMONT MCKENNA COLLEGE

IDEALIZED, INSPIRATIONAL, AND INTELLECTUAL LEADERS IN THE SOCIAL SECTOR:
TRANSFORMATIONAL LEADERSHIP AND THE KRAVIS PRIZE

SUBMITTED TO

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AND

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FOR

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ABSTRACT

The purpose of this thesis is to determine the importance of transformational leadership in the social sector. Transformational leadership is a theory of behaviors and attributes focused on the relationship between leaders and followers of a group or organization (Avolio, 1999; Bass & Avolio, 1990a). It involves four factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In order to gain more insight into leadership in some of the most high-impact and innovative social sector organizations, the research consists of interviews and case studies on five of the ten recipients of the Henry R. Kravis Prize in Leadership. Having been internationally recognized for bold, visionary leadership, the recipients of the Kravis Prize in Leadership demonstrate the skills and practices deemed integral to the individual, team, and organizational success.

The research focused on the behaviors, quotes, and publications that alluded to the inherent factors of transformational leadership within the organizations and their leaders from Landesa, INJAZ, Right To Play, Escuela Nueva, and mothers2mothers.

The findings revealed a great deal of transformational leadership weaved throughout the behaviors and principles of the organization's leaders and followers alike. Organizations like INJAZ and its Executive Director, Soraya Salti, personified transformational leadership, displaying numerous examples of behaviors from each of the four components (idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation). Each individual studied personified several, if not all components of transformational leadership. In conclusion of the research and case studies of some of the worlds most high impact organizations, it can be summarized that transformational leadership is an effective strategy to employ in the social sector and is one of the most prevalent common threads amongst high impact nonprofit organizations.

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“In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit.”

-Albert Schweitzer

CHAPTER 1

TRANSFORMATIONAL LEADERSHIP AND THE KRAVIS PRIZE

Overview

Transformational leadership is an approach of leadership that encompasses both a breadth and depth of strategies and characteristics. Primarily focused on the vision and followers, transformational leadership emphasizes follower development and their intrinsic motivation. Transformational leaders are focused on raising the followers to a higher level of performance and consciousness in order to reach the mutual goals of the team, rather than solely for self-interest. Transformational leadership has gained a great deal of attention since its development through research and evaluations from James MacGregor Burns and Bernard Bass. Bass and Burns defined transformational leadership as consisting primarily of a leader who inspires commitment to a distinct organizational vision and cause as well as a leader who guides and transforms the organization to their central mission. Because both transformational leadership and the nonprofit/social sector are deeply engrained in mission-focused work, transformational leadership theory is an ideal lens through which to lead socially minded organizations.

The intersection between transformational leadership and the social sector is uncharted territory. Because commercial businesses are profit and product driven, its leadership demands vary from that of the nonprofit sector, where organizations are cause-driven.¹ For this reason, transformational leadership is an especially compelling theory to apply to the social sector because of its focus on inspiring a vision and mission for a team.

The concept of transformational leadership was first developed by James MacGregor Burns. Burns noted that the primary strategies of a transformational leader include a clear vision for both the organization, and the way in which the followers fit into, and can facilitate that vision. A transformational leader is focused on the development of fulfilling and facilitating connected relationships between the leader, the followers, and the team as a whole.² Furthermore, transformational leadership theory focuses on raising the level of the followers and working to develop their individual growth and potential to be leaders. “The original expectation for performance is linked to an initial level of confidence or efficacy in the [followers’] perceived ability and motivation. Thus, [followers’] perceptions of self-efficacy or confidence, as well as their developmental potential, are enhanced through the transformational leadership process.”³

Transformational leadership is not a situation-behavior guide to leadership but instead explains how a leader acts in transformational contexts. Transformational leaders are also social architects of their organization, taking special effort to develop relationships and purpose among their followers. In doing so, they establish trust through

¹ Riggio, Ronald E., and Sarah Smith Orr. *Improving Leadership in Nonprofit Organizations*. San Francisco, CA: Jossey-Bass, 2004. Print, 49.

² Riggio, Orr, 50.

³ Bernard Bass and Bruce Avolio, *Multifactor Leadership Questionnaire Manual*, 26.

clarity of their role, as well as the roles of their followers. It is imperative for transformational leaders to also understand their own strengths and weaknesses in order to build an effective team, based on the knowledge of their own competencies. These leaders are often highly charismatic and inspiring, furthering their ability to build a high performing and authentic following from their team.

There are four primary factors of transformational leadership as designated by Bernard Bass. Transformational leaders display behaviors that can be categorized into four different styles: inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration.⁴ These four styles are often referred to as the ‘Four I’s’ of transformational leadership.

Idealized influence encompasses behaviors that instill pride in followers for being associated with the leader—often connoted or synonymous to charisma. It indicates that a leader will go beyond their individual self-interest for the greater good of the group and make personal sacrifices for others’ benefit. A transformational leader with idealized attributes displays a sense of power and confidence and is able to reassure others that they can overcome obstacles. They tend to talk about their most important values and beliefs and the importance of trusting one another. They emphasize a collective mission and note the importance of having a strong sense of purpose. The members or team of the organization often emulates leaders who possess idealized influence, viewing the leader as a charismatic personification of the values and mission of that organization.

Inspirational motivation is the second factor of transformational leadership, which incorporates those who talk optimistically about the future and articulate a compelling

⁴ Bass, Bernard M., and Ruth Bass. *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. New York: Free, 2008. Print, 89.

vision for that future. They talk about what needs to be accomplished, but express confidence that those goals will be achieved. A person who uses inspirational motivation also creates an exciting image of what is essential to consider. This type of motivational behavior encourages a sense of team spirit, creating general enthusiasm—especially towards difficult challenges. This factor of transformational leadership is especially pertinent to the social sector because of the trying nature of the nonprofit world, where enthusiasm and motivation are needed in order to maintain optimism throughout all levels of the organization.

Intellectual stimulation is the third set of behaviors and attributes, which implies that a transformational leader seeks differing perspectives when solving problems, and gets others to look at those problems from a different angle as well. Those who utilize intellectual stimulation also encourage non-traditional thinking and suggest new ways of looking at how to complete assignments. They often re-examine critical assumptions to question if those assumptions are appropriate and accurate. This factor of transformational leadership is engrained naturally within the social sector because employees are often attracted to certain nonprofits because they are cognizant of the direct impact they can make.

Individualized consideration is the fourth and final factor of transformational leadership. Those transformational leaders who display individualized consideration spend time coaching and teaching their followers, and in doing so, promote self-development. They treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals.

Transformational leaders using individualized consideration listen to others' concerns and help others to develop their strengths.

Table 1.1—Components of Transformational Leadership (Bass)	
The Four I's—Leaders who display transformational leadership embody some or many of the following behaviors and traits	
Idealized influence	<ul style="list-style-type: none"> • Instill pride in followers (charismatic) • Goes beyond their self interest for the greater good of the organization • Displays a sense of power and confidence • Talk about their most important values and beliefs • Emphasize collective mission
Inspirational motivation	<ul style="list-style-type: none"> • Talk optimistically about future • Articulate a compelling vision for the future • Talk about what needs to be accomplished; express confidence that goals will be achieved • Creates exciting image of what is essential to consider • Encourages team-spirit, general enthusiasm
Intellectual stimulation	<ul style="list-style-type: none"> • Seeks differing perspectives • Gets others to look at problems from differing angles • Encourage non-traditional thinking • Suggest new ways of looking at completing assignments • Re-examine critical assumptions
Individualized consideration	<ul style="list-style-type: none"> • Spend time coaching and teaching followers • Promote self-development • Treat team members as individuals • Identify differing needs, abilities, and aspirations for team members • Listen to others' concerns • Help develop others' strengths

Bass and Avolio developed the Multifactor Leadership Questionnaire (MLQ) as a tool to have followers rate their leaders based on the four I's. The questions from the questionnaire were extracted and integrated into the interviews with each Kravis Prize recipient in order to effectively gauge their transformational leadership style in direct

correlation to the four I's: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation.

Transformational leadership is an approach that focuses on how a leader frames the vision of a social cause and uses that as a focal point in creating organizational dynamics. Transformational leadership emphasizes leader-follower interaction and the approaches used to empower and create a sense of unity among followers. Successful leaders have motivated followers who have internalized the shared vision and identify with their peers and the leader because of it. Additionally, transformational leaders engage in raising their followers' awareness of issues and inspire social responsibility.

Another form of leadership is transactional leadership. The point at which transformational leadership and transactional leadership diverge is that transformation is derived from leadership, while a transaction is derived from power. Transactional leadership focuses on the exchange occurring between colleagues and followers, and is about the completion of a task. Often, transformational leaders are charismatic, showing that they are extraordinary leaders who others want to emulate. As Conger and Kanungo discuss, there are three stages to charismatic leadership. A leader must first evaluate the status quo, second, formulate and articulate their inspirational vision, and last, develop the means to achieve the vision.⁵ A charismatic leader transcends the term "I," opting instead for "we." Transformational leaders become role models for their followers, earning admiration, respect, and trust.

The link between leadership and intelligence is inextricable. A leader must be intelligent, but must not display a high degree of cognitive intelligence (one of the three

⁵ Conger, Jay Alden and Rabindra Nath. Kanungo. *Charismatic Leadership in Organizations*. Thousand Oaks, CA: Sage Publications, 1998. Print, 33.

types of intelligence), because doing so will separate them from their followers. Riggio describes the three different types of intelligence as social, emotional and cognitive, each requiring a variety of competencies. Social intelligence focuses on the interpersonal relations and a person's ability to interpret social situations. Emotional intelligence encompasses humility, conscientiousness, and emotional stability, while cognitive intelligence is sheer intellectual talent, as well as verbal and spatial skills.

In order to facilitate transformational practices, a leader must display a variety of intelligences, especially social and emotional intelligence. Transformational leaders are intent on stimulating their followers, urging them to see new perspectives and continue self-development. They possess a strong commitment to the cause and followership of their organization, and are willing to take risks in order to actualize their vision. The most effective organizations are led by transformational teams and individuals. Especially in the social sector, the factors of individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation are of paramount importance in developing a strong followership, to raise the efficacy of the organization and actualize the mission. In order to gain insight into transformational leadership in the social sector, I have done case studies of five high-impact organizations in the social sector. I chose these organizations from the pool of past recipients of the Henry R. Kravis Prize in Leadership, which recognizes and awards the best practices in innovative leadership for the non-profit world.

Although transformational leadership has grown exponentially in research and practice in recent years since its development by Bass, there has been a dearth of research in the intersection between the social sector and transformational leadership. Bass,

Riggio, and Orr articulated the difference in available research for the commercial and social sectors: “There has been surprisingly little empirical research into transformational leadership in nonprofit organizations, particularly in contrast to the large number of studies that have investigated transformational leadership in for-profit companies and in government, military, and educational institutions.”⁶ As the burgeoning importance of the social sector grows, there is a necessity to establish a system of best-practices and leadership styles. The evaluation of transformational leadership in the nonprofit sector is a relatively untouched research topic. For this reason, my evaluation of the transformational leadership characteristics inherent within the recipients of the Kravis Prize is especially experimental, and holds the potential to provide insight into the importance of transformational leadership styles in successful social organizations.

⁶ Riggio, Orr, 53.

The Henry R. Kravis Prize in Leadership-Visionary Leadership

For nine years, the Henry R. Kravis Prize in Leadership has sought to award outstanding nonprofit organizations all over the globe that are changing the face of the social sector. Each year, a committee selects an organization or individual that is creating transformational change in their area of focus and bestows upon them a Leadership Award as well as a \$250,000 monetary prize. Founded by Henry Kravis and his wife Marie-José Kravis, the prize seeks to recognize the extraordinary individuals and organizations in the nonprofit sector in order to highlight their best practices and share with others.

Awardees originate from the fields such as economic development, public health, law/ justice/human rights, education, and capacity building in the nonprofit sector as a whole (See *Table 1.2* for a full listing of Kravis Price recipients to date). Because the Prize is tied directly to and administered by Claremont McKenna College, it plays an integral role in setting the stage for social innovation on the campus.

Awardees are selected based on the ability to bring their vision to life through their boldness, innovation, creativity, consistency, and persistence. The Kravis Prize is typically awarded to individuals, but organizations as a whole have been recognized for their outstanding achievement, such as Pratham and mothers2mothers, and the most recent 2014 Kravis Prize recipient, Helen Keller International. It is imperative for candidates to realize the mission of the organization and personify the best practices of managing the organization. Nominations for the prize are accepted each year through a formal nomination process by those who have an understanding of the social sector.

Suggestions for nominees are also accepted on an informal basis through the Kravis Prize website.

Though the selection committee uses both quantitative and qualitative evaluation measures, they are focused on the direct impact and achievement of the individual or organization. From financial stability, to governance and people processes, the selection committee reviews years of data and records for each organization. Extensive review of letters of recommendation and bold visionary leadership helps the committee determine a recipient. It is the mission of the Kravis Prize to determine the best practices present in the nonprofit world in order to award those who are leading the social sector. By doing so, the Prize works to inspire others to become involved in the sector, utilizing some of those best practices and drawing upon the specific recipients as models.

Rather than bestowing the prize on the most innovative and new organizations, the Kravis Prize committee seeks out those individuals and organizations who have a longstanding and solid track record of effective and proven transformation in the social sector. Director of the Kravis Prize, Kim Jonker, who co-authored an article with William Meehan in the *Stanford Social Innovation Review* in the Spring 2014 edition, discussed the importance of addressing central issues using fundamental tactics, rather than the latest trends and fads. “In our experience, the managerial issues that social sector organizations struggle to resolve—the issues that complicate their efforts to make a bigger impact on the world—are perennial. The latest fads in social innovation won’t solve them. Instead, they require a relentless focus on timeless fundamentals.”⁷ The pool of recipients from 2006 to 2014 represent organizations who have indeed relentlessly

⁷ Jonker, Kim, and William F. Meehan. "Fundamentals, Not Fads." *Stanford Social Innovation Review* Spring (2014): n. pag. *Fundamentals of Nonprofit Management*. Web. 17 Apr. 2014.

pursued and discovered the best practices in the social and nonprofit sector—reaching both a breadth and depth of impact, globally. The committee calculated that as of March 2014, the first nine recipients of the Kravis Prize have had positive impact in the lives of over 560 million individuals in 75 countries and on 5 continents.⁸

These staggering numbers foster the realization that the Kravis Prize recipients carry tremendous experience and expertise in the social sector. In order to encourage collaboration between past and current recipients, the Kravis Prize team facilitates an annual retreat, allowing the outstanding individuals and organizations a platform to discuss their barriers, challenges, and core insights—all in a personal and intimate setting. These retreats have uncovered a number of takeaways for the social sector as a whole. Addressing the common problems and shared strategies, the Kravis Prize recipients create a dialogue that allows all players in the social sector to learn from the best of the best in their field.

A strategy to success agreed upon by all the recipients was their dedication to one or two mission-driven core competencies. In Jonker and Meehan's *Stanford Social Innovation Review* article, they encapsulated five of the common core lessons from the retreat with the Kravis Prize recipients: mission matters most, fundraising is fundamental, a better board will make you better, nothing succeeds like succession, and clear measurement counts.⁹ "These five issues are matters of eternal vigilance for all social sector organizations—prizewinners and non-prizewinners alike. They are conceptually simple, but very difficult in practice, because they hinge on perennially challenging trade-

⁸ Jonker, Meehan

⁹ Jonker, Meehan

offs...The ability to manage such trade-offs, rather than a knack for embracing the latest fads, is what spells success or failure for most nonprofits.”¹⁰

The ten recipients of the Kravis Prize share many common practices and challenges. Although they all work to address varying issues affecting humanity across all corners of the globe, Professor Ronald Riggio notes the common thread binding all the recipients together. In addition to being mission focused with special attention to measureable outcomes, Riggio brings to light the previously unmentioned commonality of empowerment and shared leadership, and passion and persistence. He notes that an integral part of the recipients’ success often depends on the empowerment of the worlds most marginalized and disenfranchised populations.¹¹ These components, Riggio discusses, are what have distinguished the recipients from other high impact organizations and this passion, empowerment of leadership, and persistence are some of the primary components of transformational leadership theory. It is implied through the evaluation process and mission of the Kravis Prize that transformational leadership is a core component of leader efficacy in the social sector.

It is my aim to research the importance of transformational leadership in the social sector by using the recipients of the Kravis Prize as specific case studies. Because there is very little research of the intersection in leadership and the social sector, this is a field where extensive research is needed. By looking into the specific recipients and organizations, I will be able to evaluate the degree to which transformational leadership is present and necessary in the nonprofit world.

¹⁰ Jonker, Meehan

¹¹ Riggio, Ronald E. "How to Change the World: Lessons From Nonprofit Leaders." Web log post. *Psychology Today: Health, Help, Happiness Find a Therapist*. N.p., 23 Mar. 2012. Web. 17 Apr. 2014.

Below is an overview of the Kravis Prize recipients to date and the organization mission statement, as articulated on their organization publications and website.

2006	Roy Prosterman—Landesa (formerly Rural Development Institute) <i>Landesa works to secure lands rights for the world's poorest people—those 2.47 billion chiefly rural people who live on less than two dollars a day. Landesa partners with developing country governments to design and implement law policies, and programs concerning land that provides opportunity, further economic growth, and promote social justice.</i> ¹²
2007	Fazle Abed—Bangladesh Rural Advancement Committee (BRAC) <i>Our mission is to empower people and communities in situations of poverty, illiteracy, disease, and social injustice. Our interventions aim to achieve large scale, positive changes through economic and social programs that enable men and women to realize their potential.</i> ¹³
2008	Forum for African Women Educationalists (F.A.W.E.) <i>FAWE's mission is to work, together with its partners, to create positive societal attitudes, policies and practices that promote equity for girls in terms of access, retention, performance and education quality, through influencing the transformation of educational systems in Africa.</i> ¹⁴
2009	Sakena Yacoobi—Afghan Institute of Learning <i>The Afghani Institute of Learning (AIL) is committed to bringing peace and dignity to the Afghan people as they struggle to overcome poverty, oppression, economic devastation, and injustice wrought by the last thirty years of war and sectarian violence.</i> ¹⁵
2010	Pratham <i>Pratham's mission is to ensure "Every Child in School and Learning Well". The organization is founded on the firm belief that education is the fundamental right of every child and no child should be deprived of this basic right simply because he/she does not have access to it or does not have the resources to realize his/her dreams.</i> ¹⁶
2011	Vicky Colbert—Escuela Nueva <i>We rethink learning to contribute to improve the quality, relevance, efficiency and sustainability of education. We believe that poverty, injustice and exclusion can be combated through education. We see education as a tool that protects children, and also as the cornerstone of social and human development. We believe that quality education for all can be achieved.</i> ¹⁷
2012	Soraya Salti—INJAZ <i>To inspire and prepare youth to become productive members of their society and accelerate the development of the national economy.</i> ¹⁸

¹² "Landesa Partners with Governments and Local NGOs to Ensure the World's Poorest Families Have Secure Land Rights, Which Develops Sustainable Economic Growth and Improves Education, Nutrition, and Conservation." *Landesa*. N.p., n.d. Web. 1 Apr. 2014.

¹³ "BRAC: Who We Are" *Brac*. N.p.. n.d. Web 1 Apr. 2014

¹⁴ "FAWE: Forum for African Women Educationalists" *FAWE*, N.p.. n.d. Web 1 Apr 2014.

¹⁵ "Afghan Institute of Learning" *AIL*, N.p.. n.d. Web 1 Apr 2014.

¹⁶ "Pratham" *Pratham*, N.p.. n.d. Web 1 Apr 2014.

¹⁷ "Escuela Nueva Model" *Fundacion Escuela Nueva*. N.p.. n.d. Web 1 Apr 2014.

¹⁸ "INJAZ" *INJAZ*, N.p.. n.d. Web 1 Apr 2014.

	<p>mothers2mothers</p> <p><i>Our mission is to impact the health of mothers by putting them at the heart of improving reproductive, maternal, newborn, and child health. Our Mentor Mother Model empowers mothers living with HIV, through education and employment, as role models to help other women access essential services and medical care.¹⁹</i></p>
2013	<p>Johan Olav Koss—Right to Play</p> <p><i>Right To Play’s mission is to use sport and play to educate and empower children and youth to overcome the effects of poverty, conflict, and disease in disadvantaged communities.²⁰</i></p>
2014	<p>Helen Keller International</p> <p><i>Our mission is to save the sight and lives of the most vulnerable and disadvantaged. We combat the causes and consequences of blindness and malnutrition by establishing programs based on evidence and research in vision, health and nutrition.²¹</i></p>

¹⁹ “mothers2mothers” *m2m*, N.p.. n.d. Web 1 Apr 2014.

²⁰ “Right To Play” *Right To Play*, N.p.. n.d. Web 1 Apr 2014.

²¹ “Helen Keller International” *HK International* N.p.. n.d. Web 1 Apr 2014.

Methodology

The mission of the Kravis Prize is identified as celebrating the greatest practices and accomplishments in the social sector and sharing them with others in the field. Because of this, the prize conducts extensive due-diligence research on the organizations, aggregating previous analyses, consultations, and organization publications. The initial research involved choosing five diverse recipients of the prize who have worked in varying areas of the world on issues ranging from education, to health, to land rights, to entrepreneurship, to sport and play. The author chose to research the four most recent Kravis Prize recipients, as well as the inaugural prize recipient; Right To Play (2013), mothers2mothers (2012), Soraya Salti (2012), Vicky Colbert (2011), and Roy Prosterman (2006).

In order to gain a strong foundational understanding of the recipients and their organizations, the author relied heavily on the Kravis Prize reports, which are compiled during the nominating and researching process before the prize is awarded. These reports offer details on the summary and overall evaluation of the organization, as well as previous prizes awarded, organizational structure, and potential concerns for future work. After utilizing the present and available research from those Kravis Prize reports, research expanded to include published interviews, articles, evaluations, and metrics on the respective organizations. This research was first used to solidify an understanding of the organization, their goals, and their progress to date.

After developing a strong understanding of the organization, the author went through the same Kravis Prize reports, interviews, publications, etc., and took note of the visible transformational leadership behaviors. Making a list for each prize recipient, the

author took notes in four columns: inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. Each time their words, behaviors, or followers indicated a transformational leadership style, the author took note in the respective column. This detailed process allowed a connection between each leader and specific attributes of the four I's and specific questions on the MLQ. By the time the introductory research was complete, the author had strong idea about the characteristics manifested in each one of the recipients and the degree to which they utilized transformational behaviors.

During the week of the 2014 Kravis Prize, many past recipients or representatives from their organizations were in the Southern California area. This gave the author the opportunity to conduct one-on-one in person interviews to inquire specifically about their leadership styles and witness their transformational leadership firsthand. Each interview lasted approximately twenty minutes, during which time the author briefly explained the purpose of the thesis and the theory of transformational leadership. The author was able to conduct in-person interviews with four of the five selected organizations in which the questions detailed in Table 1.3 were asked to the four interviewees

Table 1.3—Interview Questions for Kravis Prize Recipients	
The following are the interview questions I used and the component of transformational leadership to which they correlate.	
Idealized influence	How do you engage with your team to earn their respect and develop a strong sense of purpose?
Inspirational motivation	In what ways and how often do you talk about the future of your organization and what needs to be accomplished?
Intellectual stimulation	Do you suggest new ways of looking at problems and assignments? Do you seek different perspectives when solving problems, or do you prefer to problem solve individually?
Individualized Consideration	How do you accommodate for individual team members and their varying needs, abilities, and aspirations?

The questions were compiled using the Multifactor Leadership Questionnaire published by Bass and Avolio with each question aiming to address one of the four components of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration). Choosing one question from each dimension of the MLQ allowed an overarching idea of how, if at all, the recipients of the Kravis Prize utilized the behaviors of a transformational leadership style. The MLQ is comprised of questions that indicate a type of behavior falling under one of the four components of transformational leadership. For example, under idealized influence, questions such as *“I consider the moral and ethical consequences of my actions”* or *“I specify the importance of having a strong sense of purpose.”*²² Each question asked was tailored to specifically encapsulate the components of each of the four I’s of

²² Bernard Bass and Bruce Avolio, *Multifactor Leadership Questionnaire: The Benchmark Measure of Transformational Leadership*, Mind Garden Inc. 2014.

transformational leadership. After going over the notes and transcript of the interviews with each recipient, the author combed through their responses to the questions, drawing out principles of transformational leadership, based on the MLQ. Keywords such as *values, collaborative, strong sense of purpose, self-development, coaching, trust, inspirational, ethics*, etc, allowed easy identification of the traits and behaviors linked to transformational leadership.

These informational interviews with Johan Koss (Right to Play), Nickolas Nierbauer (INJAZ), Robin Smalley (mothers2mothers), and Roy Prosterman (Landesa) allowed us to see the ways in which these leaders articulate and execute their transformational leadership. The combination of research on the organizations' practices as well as the in-person interviews shed light on the pervasive and palpable degree of transformational leadership in these high-impact social organizations.

CHAPTER 2

CASE STUDIES ON TRANSFORMATIONAL LEADERSHIP

INJAZ: Soraya Salti's Achievement Leading Change in Arab Youth Education

Amidst the recent global economic crisis in 2008, both developed and developing countries experienced dramatic increases in inflation, reductions in global markets, and drastic increases in the rate of unemployment.²³ Of the countries and regions affected by this collapse, the Arab world experienced unprecedented changes in not only the economy, but in the demographics of the entire population. As a result, countries like Jordan, Syria, the United Arab Emirates, and Yemen are comprised of millions of youth who are not only unemployed, but who are disenfranchised with respect to future employment and economic opportunities in their countries. The majority of all youth in the Arab world fear they will never find a job, and the majority of those blame the government for the lack of opportunities. Nearly 70 percent of the Arab population is under 25 years old, and as they enter the workforce, the market across the Middle East

²³ World Economic Outlook, *Hopes, Realities, Risks* (International Monetary Fund) Washington DC, April 2013, 36-48.

will have to generate 80 million new jobs by 2020 or risk a total economic and political collapse.²⁴

One organization seeks to solve this problem by incorporating entrepreneurship education in public schools. INJAZ—which means “achievement” in Arabic—is an organization that is the only educational program in the Arab world teaching students business, entrepreneurship, and life skills as a part of regular school curriculum. Started as a small and low-impact project with Save the Children²⁵ through funding from United States Aid for International Development (USAID), INJAZ drastically evolved under the remarkable transformational leadership of Jordanian native, Soraya Salti. Their simple mission is to “inspire and prepare young Jordanians to become productive members of the society and succeed in a global economy.”²⁶ Having reached over one million people across the Arab world, INJAZ focuses on all the steps involved to help their students evolve into entrepreneurs, developing successful and sustainable business ventures to improve the individual lives of the youth, as well as their communities.

Where previous generations have relied on government employment, INJAZ strives to engage the private sector, drawing in individual businesses and corporations. The youth are gaining an understanding of the skill sets to network, to establish a business plan, to garner support, and the entrepreneurial mindset needed for the private sector, and discovering that these are meaningful and sustainable job opportunities. Students who participate in the INJAZ program create their own businesses in the sectors

²⁴ Thell, Stephan. "Teaching Entrepreneurship in the Arab World." *Newsweek International*. Newsweek, n.d. Web. 16 Oct. 2013.

²⁵ Save the Children is an international nonprofit organization which provides children around the world with basic life needs, such as health, safety, and education. (www.savethechildren.org)

²⁶ "About Us." *Injaz Al-Arab*. Web. 12 Oct. 2013.

of social media, technology, production, services, and countless others. INJAZ fosters a mentoring connection, encouraging the private sector to send staff members directly into the region's schools and begin motivating the students to create their own opportunity instead of waiting for the government to do so. Each week, volunteer business members from the private sector go into the public high schools and universities to develop mentoring relationships with the students. By implementing the program model of Junior Achievement²⁷ and adjusting accordingly for the region, INJAZ helps students come up with a real-life company over a timespan of 15 weeks. Each student company is assessed, and then one is chosen as the country winner. From there, the winning student teams are sent to the regional competition where all students compete to earn the title as the Arab World's Best Student Company of the Year. By engaging competition with entrepreneurship and education, Salti provides an incentive to the students both with the short-term goal of winning the competition, and with the long-term goal of creating a revived economy and future prosperity for the region.

In Egypt, 83 percent of the unemployed are youth, and the picture looks similar across the Middle-East and North-African (MENA) region to Algeria and Jordan.²⁸ Because the government has been responsible for employing its citizens for so many years, the youth are expecting the same public government jobs that have been provided to previous generations in diplomacy and embassy offices. The current education system, however, does not prepare students for these government jobs. Instead, it teaches students

²⁷ Junior Achievement Worldwide is the world's largest organization committed to inspiring and preparing young people to succeed in a global economy. Now in its 90th year, JA Worldwide provides hands-on, experiential learning in financial literacy, entrepreneurship, and work readiness to 9.3 million students annually. (www.injazarab.org)

²⁸ Amanda Pike, Interview. *Frontline/World*. PBS, Extended Interview: Soraya Salti, 2008. Web.

to memorize facts to pass exams, rather than training them with specific skills in business, or entrepreneurship, or the trades. Now, when the Arab youth graduate, 75 percent wait five years until they find their first job.²⁹

Salti, INJAZ and Inspirational Motivation

In order to gain insight into the daily leadership style and practices of Salti, I interviewed the Business Development Manager at INJAZ Al-Arab, Nickolas Neirbauer. Neirbauer works intimately with Salti in the development of INJAZ and their relationships with local and regional businesses. Having the perspective of a follower shed light on the internal workings of INJAZ and the way Salti engages with her followers and uses transformational leadership practices in the daily organizational operations. When asked about the ways in which Salti engages with her team and followers about the future, Neirbauer responded by noting Salti's innate and inherent strengths. "Soraya is very much a visionary kind of character. She is very forward thinking. She is very gifted—almost intuitively—about bridging the gap between where INJAZ is, and where we need to go as an organization."³⁰ Her charisma translates directly to a high degree of inspirational motivation.

When Salti took over as the Executive Director of INJAZ in 2001, she recognized the necessity of garnering support across business sectors and within the non-secular powers where INJAZ had previously solely relied on government funding. Rather than navigating an existing path, Salti forged forward to pursue partnerships between

²⁹ Amanda Pike, Frontline/World 2008 Interview

³⁰ Neirbauer, Nickolas. "Kravis Prize and Transformational Leadership." Personal interview. 11 Mar. 2014.

education and business leaders: an unprecedented move, especially in a region where the education model has remained the same for generations, despite the changing job market. This demonstrates Salti's innovative and bold leadership and her moxie and drive to move forward and earn respect as a female in a Muslim and male-dominated world. In order to garner the support of the private sector, Salti had to bring them to the common understanding that it was their duty and responsibility to help create a better future for their countries' youth. Her charisma is demonstrated in her challenging the status quo in order to create change. Salti also envisions long-term change as is evident in her goal of reaching one million students each year by 2018.³¹ Salti's leadership style has made her very successful as an Arab woman, developing strong and lasting business partnerships to work with the Ministries of Education from Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco, Oman, Palestinian Territories, Qatar, Saudi Arabia, Tunisia, the United Arab Emirates and Algeria, all positions held by men.

Salti, INJAZ, and Idealized Influence

Salti helped relaunch INJAZ in 2001 after two unsuccessful years. This was a crucial step to revitalizing the organization from its low-impact, low-reaching model to become financially sustainable, and nationally effective. After having received an undergraduate degree in economics and accounting, Salti earned her MBA at Northwestern University's Kellogg Recanati International Executive program. She then worked for two years at Jordan's Ministry of Planning on the Innovative Competitiveness Team where she worked to strengthen the overall economic development of Jordan. Her

³¹ Kristof, Nicholas D., and Naka Nathaniel. "Reader Responses to 'The Age of Ambition'" Editorial. *The New York Times*. 28 Jan. 2008. Web. 16 Oct. 2013.

work with the Jordan U.S. Business Partnership, the United Nations Economic and Social Commission for Western Asia, and the World Economic Forum Action Group gave Salti extraordinary experience working with the business and private sector to improve both economy and education. This extensive educational and policy experience gave Salti the tools to be an idealized influence for INJAZ. Because of her position in the public sector, she was able to garner the support of her team, and the support of the private sector which is integral to INJAZ's success.

“Soraya leads by example. I’ve never met someone that works as hard and as much as she does.” The most remarkable behavior Neirbauer articulated about Salti was her emphasis on positivity and optimism. When seeking out employees, Board members and team members, Salti places a great deal of importance on an optimistic attitude. Neirbauer felt as though his initial interview with INJAZ was less of an evaluation than a determination to see if he was positive and optimistic. “When I have done [accomplished something] something that I think is really good [for INJAZ], like sign a big grant, [it isn’t met with a big congratulations.] That is fairly standard for Soraya. She has high standards. But if you’re really positive in a meeting, she will take you aside afterwards and say: ‘I really liked your positive attitude in the meeting’. She is in to pushing positivity. That positivity is contagious and people are drawn to her, especially the regional leaders.”

Salti, INJAZ, and Intellectual Stimulation

By combining corporate sponsors, partners, and volunteers in their program, Soraya Salti helped address the root cause of the economic and unemployment problem

in the Arab world. Rather than relying on old economic and educational models, INJAZ, under the leadership of Salti, strives to innovate new educational practices to provide employment opportunities for the current and future Arab world. INJAZ helps students learn relevant skills in a pragmatic way through the corporate partnerships, and are encouraged to create their own company for market launch. By intellectually stimulating both the public and private sectors of the Middle East, Salti utilizes transformational leadership theory. These practices raise the level of achievement by not only the students participating in INJAZ programs, but also the levels of achievement within the corporate volunteers and the staff of the organization.

Especially in a field and region that is so strongly male dominated, Salti faced extreme challenges as a young woman. Highly educated, qualified, and motivated, Salti demonstrated transformational leadership and an extremely high degree of emotional intelligence in a speech given at the 2009 Skoll Foundation Award for Social Entrepreneurship. Salti opened her talk with a story from the Koran. She tells the story of the Archangel Gabriel, whispering to a pious, illiterate man meditating in a cave of what is now Saudi Arabia, and Gabriel ordered the man to: “read.” The man said “I don’t know how to read,” and Gabriel responded again, “read.”

“The first word of the sacred text descending from heaven to mankind on earth was: Read,” articulated Salti. “Read in its many senses, to learn, to observe, and most important, to eradicate ignorance from mankind’s’ mind.” Although Salti was speaking to an audience comprised primarily of non-Muslims, she was able to engage Islam in a way with which they could empathize and identify. Salti emphasized the universality of education—and as a result, entrepreneurship. By bringing religion into her speech about

education, she was able to connect followers who were listening to her speech and who came from all walks of life. The message from Gabriel to read was a message that transcends Islam, moving into the value of every religion and culture. By opening her speech with this story, Salti demonstrated INJAZ's connection to its Muslim roots in the Arab world, and also drew the connection between religion and education. By framing education in this way, she raises followers' understanding of education beyond an ends for employment, and up to understand that education is a means by which we can spiritually connect to God and to one another.

Salti's emotional intelligence coupled with her social and cognitive intelligence show she is a transformational leader with the power and influence to alter the entire educational picture in the Arab world. As INJAZ continues to grow, Salti calls more people to action from the government, religious, public, and private sector, using her social intelligence to earn their financial and human capital support. Leading a successful, high-impact team, Salti ensures her employees have the best extensive training programs to develop and build capacity for its team; she recognizes the importance of having a connected and impactful Senior Management team. Salti is a symbolic figure for both the organization, and for the youth of the MENA region, calling them to create opportunity and a community of collaboration and mentorship. One of the flagship strategies of transformational leadership is empowering followers, raising their capacity, and strengthening their capacities to achieve a common goal.³² Salti is extremely effective at

³² Northouse, Peter Guy. *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage, 2004. 6th Edition, 190.

accomplishing this, clearly articulating that these youth can become “empowered to become self-actualized individuals in the entrepreneurial realm.”³³

Neirbauer also noted Salti’s intellectual stimulation with the Board of Directors at INJAZ. “She is a remarkably brilliant person. It is very interesting to see her operate in our board meetings. She holds her own, she knows how to delegate, and she knows how to inspire people. She [can make] an appeal to those regional leaders and make it relevant to their businesses.” It is through the strategic partnerships and Salti’s ability to stimulate the community that she garners a strong following for INJAZ.

Salti used her network and tenacity to pursue the partnerships and financial support beyond USAID and Save the Children. By garnering the mentorship of Arab business leaders, she was able to oversee the expansion of INJAZ beyond Jordan—into 13 Arab countries, demonstrating the model’s ability to replicate. As the Skoll Foundation notes “INJAZ’s pioneering public-private partnerships have brought corporate volunteers into public school classrooms and encouraged 13 Ministries of Education³⁴ to seek innovative solutions through partnerships to address the skills gap Arab graduates face.”³⁵ By bringing mentors directly into the classrooms to interact with students, Salti painted the picture for youth that wealth creation will come in the form of entrepreneurship. As stated on the INJAZ al-Arab website, the organization values the boundless potential of youth, and the respect, creativity, perspectives, and backgrounds of all individuals. Salti has emphasized the power and potential of developing partnerships and collaborations as well as the motivational impact of relevant, hands-on learning.

³³ Amanda Pike, Frontline/World 2008 Interview

³⁴ INJAZ al-Arab currently operates in Morocco, Algeria, Tunisia, Libya, Egypt, Lebanon, Syria, Jordan, Saudi Arabia, Kuwait, Bahrain, Qatar, UAE, Oman, and Yemen. (Kravis Prize Profile)

³⁵ Kravis Prize Profile, Kravis Leadership Institute, Kravis Prize in Leadership, 2011.

Salti, INJAZ, and Individualized Consideration

Not only does Salti facilitate the opportunities for growth within INJAZ programs, but she also leads by example in the way she moves forward with purpose and direction for her own desire to create change. Through online video interviews, Salti's enthusiasm and passion is palpable. Her enigmatic nature and poise is humbling and simultaneously inspiring.

As a result of her charisma and confidence, Salti has encouraged and invited young Arab women to be a part of the INJAZ programs and competitions. The students split into management teams, elect their student CEO and develop a full business plan. The top enterprise and company of the year is selected for each country in which INJAZ operates. They then hold a regional competition, which allows the students the chance to take their venture to the next level of competition to determine the world's best Arab student company of the year.³⁶

In an interview with Pam Flaherty (President and CEO of the Citi Foundation) from the Ingenuity Awards Education Forum, Salti stated that she is "inspired" by the young women with whom she works and their determination to create opportunity and pursue a brighter future. She argues that for girls between the ages of 15 and 24, their number one ambition in life is economic independence.³⁷ Whereas these opportunities in the Middle East were previously only made available to men, the education of entrepreneurship allows women to play an increasingly larger role in the economic growth of the Middle East. "There is a new Arab world," stated Salti. "All the players of

³⁶ Amanda Pike, Frontline/World 2008 Interview

³⁷ Zamila Bunglawa, *Empowering Muslim women in the labour market in Muslim minority and Muslim majority countries*, Gunda Werner Institute: Feminism and Gender Democracy, Online Dossier Empowerment, 2007.

the past are not as relevant, and the players of the future are the young women who are going to drive prosperity in our region.” In the national and regional competitions for INJAZ, about 80 percent of the winners are girls teams. Salti noted that during a conversation in 2001 with a group of young girls, all of whom were veiled, their hope was liberation: “They hold onto a glimpse of hope with their whole life, all we have done is open the door to the private sector to tap into energy and enthusiasm of the Arab world’s youth and the energy they have. We all want to live productive lives.”³⁸

It is through Salti’s transformational leadership, and her ability to enable and empower others that she makes lasting impact within the organization. The Skoll Foundation, which awarded Soraya Salti with the 2009 Skoll Award for Social Entrepreneurship, noted that INJAZ instills Arab youth with “self-motivation, confidence, and empowerment, while fostering among business leaders a responsibility for investing their resources in the future of the region’s youth,” (Skoll Foundation). Salti was the first Arab woman to receive the Skoll Award and she is a crucial component to INJAZ’s success.

Soraya Salti has transformed the way INJAZ functions in the Arab world, and in doing so, has helped foster confidence and empowerment amidst the Arab youth. Through the annual competitions in each individual country, and across the Middle Eastern region, INJAZ creates a pathway for students to follow. “The INJAZ experience was a life changing experience and the main driver behind launching of my own business venture called *Start Middle East*. As I usually say, it was a door to an infinite number of

³⁸ Interview. *2009 Skoll Foundation Award for Social Entrepreneurship*. Soraya Salti, Oxford University, YouTube, 11 May 2009.

opportunities,” said student Ragheed Abou Dargham, CEO of the 2007 Student Company winner in INJAZ-Lebanon.

Through the interview with Neirbauer, it became even more evident that Salti uses transformational leadership in every facet of her position at INJAZ. She intellectually stimulates her team, her community, and her stakeholders. She inspires them by being an idealized influence, “Soraya is the first one in and the last one go. She is extremely dedicated to her job—she leads by example. Her work ethic is something to be admired,” noted Neirbauer. It is through her transformational leadership style that Salti has built INJAZ into a high-impact and high-achieving organization. Not only does this style allow for a more cohesive and dedicated staff and team, but Salti’s idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration garners support from students and educators across the globe.

“[INJAZ] becomes their way to let out this cooped-up energy that they have and channel it into a positive direction that in the end becomes an investment in their own future.³⁹” Salti’s transformational leadership captivates the youth to inspire them and raise their individual confidence as followers, and as future leaders.

Summary

³⁹ Amanda Pike, Frontline/World 2008 Interview

The extensive research and interviews with members of INJAZ reveal the great degree to which the organization practices the behaviors of transformational leadership. Founder Soraya Salti exhibits behaviors in all four dimensions of transformational leadership. Salti uses inspirational motivation because of her high expectations, goals, and extensive experience and background. She personifies idealized influence through her charisma. She leads by example, which is especially remarkable for the region in which Salti works. Intellectual stimulation is a large factor within INJAZ, as Salti relies heavily on previously unprecedented collaboration between the public and private sector. In doing so, she calls both sectors to action to find a solution to the drastically rising unemployment rate for youth in the Middle Eastern region. Her relationship with her employees and board members also displays the individualized consideration she gives to each and every team member. From her encouragement of women and girl involvement in INJAZ programs to her pointed job interview questions, Salti believes very strongly in the power and independent skillsets of the individual.

In moving forward with case studies and interviews of four other Kravis Prize recipients, the research will reveal if this high degree of transformational leadership is engrained in the organizational culture and leadership across the social sector.

RIGHT TO PLAY: Johann Koss' Setting Transformational Philanthropic Records

In the world today, there are currently 824 million undernourished people. Poor nutrition is the cause of almost half of the deaths of children under five years old.⁴⁰ The United Nation estimates that 66 million primary school-age children go to school hungry each day.⁴¹ Billions of dollars in foreign aid are pumped into developing countries annually, but when Olympic gold medalist Johann Olav Koss visited Eritrea, he did not bring money, or food, or water. He brought soccer balls. Koss first visited Eritrea as a part of the Olympic Aid program in 1993. Although he was “criticized and ridiculed for his do-good naïveté, taking soccer balls to starving children,” Koss did not hesitate in his decision—he had a vision.⁴² His vision was to use sport and play to educate and empower those children and youth to overcome the effects of poverty, conflict, and disease in disadvantaged communities⁴³. The community was receptive to this vision. The president of Eritrea told Koss “This is the most beautiful gift we have ever received. Finally we are being seen as human beings. We are more than mouths to feed. We, too, have dreams for a better future.”⁴⁴

Johann Koss is known as one of the greatest speed skaters in the world. After earning four gold medals and his medical degree, Koss sought to put his efforts towards making the world a better place. He founded Right To Play out of Olympic Aid, which previously functioned as a fundraising body at the Winter Olympic games. In 2000, Right to Play (RTP) evolved from a fundraising vehicle to an active non-governmental organization. In 2001, RTP implemented programming in Angola and Cote d’Ivoire and,

⁴¹ "Underweight in Children." *World Health Organization*. N.p., n.d. Web. 23 Apr. 2014.

⁴² "Johann Olav Koss | Ashoka - Innovators for the Public." *Johann Olav Koss | Ashoka - Innovators for the Public*. N.p., n.d. Web. 23 Apr. 2014.

⁴³ "Our Mission" *Right To Play*. N.p., n.d. Web 1 Apr 2014.

⁴⁴ Simers, T. J. "For Skating Champ Johann Olav Koss, It's Just the Right Thing to Do." *Los Angeles Times*. Los Angeles Times, 26 May 2012. Web. 1 Apr. 2014.

and expanded to five additional countries within the year.⁴⁵ Currently, RTP reaches over one million children per week through their programming which now extends to more than twenty countries in Africa, Asia, Latin America, North America, and the Middle East.⁴⁶

Koss, Right to Play, and Inspirational Motivation

As a recipient of the 2013 Henry R. Kravis Prize in Leadership, Right to Play (RTP) personifies bold, visionary leadership. Koss believes that sport and play are some of the most powerful tools to promote child development, education, health, and peace. He states that, “through sport and play, we’re not only giving children an outlet, but we’re educating and empowering a generation...Sport and play can be powerful tools to challenge inequality and empower girls and young women.” More than just running effective programs, Koss and his team strives for more. They want the sports they play and the games they teach to be valued as meaningful development tools, promoted by individuals, communities, and governments.

In an interview with Koss, I built a greater understanding of how he encompasses transformational leadership practices in his engagement with the Right to Play team. Right to Play has spent many years establishing a set system of talent management and best practices. Koss, however, is still individually imperative in the inspirational motivation and drive of the organization. “The big thing is that I am very consistent. Seeing opportunities is very important—even in the tough times. You have to work to find solutions and be optimistic. I believe in the importance of what we are doing. I am

⁴⁵ “Right To Play History” *Right To Play*. N.p.. n.d. Web 1 Apr 2014.

⁴⁶ “Our Impact” *Right To Play*. N.p.. n.d. Web 1 Apr 2014.

never wavering in my doubts of what we do. The key for me is to motivate people.” In this way, Koss demonstrates a strategic balance between systems and processes, and strong, authentic leadership. He uses a great deal of intellectual stimulation, by relying on the strength and network of his team to problem solve and work collaboratively.

Koss, Right to Play, and Idealized Influence

Koss especially emphasized the importance of processes and system implementation in the success of his team as it pertains to goal-setting and future plans. “We have a pretty comprehensive future planning structure. Every five years, we set a new five-year strategic plan. It starts with me saying ‘What can be possible?’ and then we get the whole organization involved. They set goals of where they believe they can be going in the next five years. It has become a culture of the organization that people are striving and want to achieve. People want to break the goals down to see what they can achieve,” noted Koss⁴⁷. Koss discussed in great length, the importance of collaboration with Right to Play: “We have a very defined list of leadership characteristics we want, but everyone is very different, and you figure out how you can accommodate for specific skills.” He talked about the performance review process that encourages problem solving in a collaborative manner. Part of the annual performance review considers the strategic partnerships within the organization to help each team member achieve their goals.

The organization has an incredibly large scope of impact, with over one million affected by its programs weekly. Individually, Koss is seen as a hero, both through his athletics and philanthropy. Through his interviews in print and video, Koss’ charisma

⁴⁷ Koss, Johann Olav. "Kravis Prize and Transformational Leadership." Personal interview. 12 Mar. 2014.

implies that he possesses strong transformational leadership practices. At the intersection of Koss' drive and charisma lies the key to Right to Play's success as an organization: transformational leadership. Not only does Koss practice transformational leadership as the Founder, President, and CEO, but the organization also trains its country leaders and coaches through the theory and implementation of transformational leadership. Right to Play is able to have the breadth of impact it does because of the structural design of involving every level of the community in its programs. Right to Play collaborates with local agencies, parents, teachers, and over 12,000 volunteer community coaches and 5,000 junior leaders in its communities across the globe. RTP builds capacity through its organizational structure, using community leaders as coaches and focusing in on the coacher-teacher model. This organizational shift organically allows for a more transformational leadership style. Not only do the local volunteers build leadership skills, but this model also fosters more fulfilling and meaningful connections "thus eliminating barriers in education."⁴⁸

Koss, Right to Play, and Intellectual Stimulation

In addition to the local changes, Right To Play grew its presence on the global stage in its work with the United Nations and the Millennium Development Goals. The success and power of transformation of RTP gave Koss leverage when he met with the U.N. and national governments to include sport and play in their development policies. Right to Play is one of eight partners in the international play association, which advocates for the Right To Play in the U.N. Convention Rights of Children. Koss has

⁴⁸ "Johann Olav Koss | Ashoka - Innovators for the Public." *Johann Olav Koss | Ashoka - Innovators for the Public*. N.p., n.d. Web. 23 Apr. 2014.

played an integral role in articulating the importance of sport and play in international and child development. He is not only transforming through his organization, but his organization is transforming the way politicians and diplomats think about human development as more than just a means of survival. Koss notes that the lens of development is changing: “There is a growing consensus among governments globally that sport is a simple and effective means of achieving development objectives.”⁴⁹

Koss, Right to Play, and Individualized Consideration

Taking note to focus on the specific needs of the community in which the programs are implemented, Right to Play designs the games and sports with intention to be inclusive and create safe spaces with opportunities for children of all populations to participate. The organization’s leaders must focus on addressing many of the issues of acceptance faced by adolescents and youth, in order to demonstrate the power of sport.

Koss strives not just to implement sports and play programming into impoverished and violent communities. Rather, he seeks to transform these communities by developing a dialogue with the citizens and national governments in order to influence public policy and standards. Transformational leadership is woven throughout every facet of Right To Play, from its founder and CEO, down to the children who are served through its programs. The entire structure of Right to Play fuses the benefits of sports and play with four learning outcomes: basic education and child development, health promotion and disease prevention, conflict resolution and peace education, and community development and participation. Thus, sport is used as an envoy to transform

⁴⁹ Johann Olav Koss. *Building A Strong Foundation: Effective Child and Youth Development Through Sport and Play*. Australia: Johann Olav Koss, 2011. Print.

the youth, using the learning objectives set forth by RTP's mission and the public needs of the specific areas. Koss describes the importance of transforming individuals through RTP's programs: "You have to use play throughout the development of self and the development of individuals. It has been forgotten. I wanted to prove that where it is needed the most, it is equally important to the fundamental things that youth need to overcome war and poverty and disease."⁵⁰

RTP made a shift of its focus from a global scale with international volunteers back to directly run programs from regional and country offices. Rather than delivering services, the local staff and leaders designed and implemented the projects for each respective community. This demonstrates the Right to Play team's ability to foresee the future, implementing practices that will make the organization more sustainable, and in the long run, far more effective.

It is the marriage of Koss' consistency and years of inspirational motivation, charisma, and idealized influence that allow for Right to Play to be the far-reaching and impactful organization it is today.

Johann Koss epitomized transformational leadership, not only through his personal stories and life experiences, but through the development and growth of his organization, Right to Play. By understanding the presence of transformational leadership in an organization that prioritizes child and youth development, we can understand the degree to which a transformational approach is necessary to create lasting impact.

ESCUELA NUEVA: Vicky Colbert's Educational Transformation

⁵⁰ Koss, Johann Olav. "Interview with Johann Koss at Claremont McKenna College." Interview by Kyle Weiss.

Forty years ago, Vicky Colbert sought to transform the education practices and models used in rural schools of her native Colombia. What started as a manual called “Toward Escuela Nueva Instruction and Training for the Rural Teacher in Charge of More than One Grade” has since grown one of the top non-governmental organizations in the world⁵¹. Throughout the decades, Escuela Nueva has proven to be a forward thinking, innovative, and highly impactful organization. Under the leadership of Vicky Colbert, founder and director of Escuela Nueva, the organization has transformed the rural education system of Colombia, extending outwards to more than forty countries, from Brazil to Vietnam. Colbert is a visionary, clearly identifying the need for educational reform and the importance of equal education: “Although I had a privileged education, I was always aware that many other children in Colombia did not. It was this sense of injustice and inequity that led me to work in the field of education, as well as my conviction that sustainable development and democracy could not be achieved unless all children were educated from an early age...My goal became to make sure that all children had equal opportunities of access to success despite their low income.”

Colbert’s transformational leadership style is manifested throughout the structure and values of Escuela Nueva. She instilled these practices and foundational principles throughout the entirety of the organization, versus the development of followers from a large staff. The model of Escuela Nueva is fundamentally based in transformational leadership. It focuses on four primary components in curriculum, training, community, and administration. The Escuela Nueva model tackles these four areas systematically, rather than individually. Promoting lifelong learning, self-directive learning,

⁵¹ The Global Journal. "#42 - Fundación Escuela Nueva | The Global Journal." #42 - *Fundación Escuela Nueva* | *The Global Journal*. N.p., n.d. Web. 23 Apr. 2014.

entrepreneurial training, as well as cognitive skills, Escuela Nueva has made developments in its system to target social skills, leadership skills, and peace education.

Colbert, Escuela Nueva, and Inspirational Motivation

Colbert recognized that in order to implement national educational reform policy, she would have to encourage thousands of rural schools to adopt the Escuela Nueva model. This not only required a transformation within the previous system present in Colombia, but also required a paradigm shift that students are active recipients of their education, rather than passive recipients. The model empowers students to be the direct agents of change so that the exorbitantly high teacher turnover rates don't disrupt the effectiveness of the educational intervention. When the teachers transfer from school to school, the children educate the teachers, demonstrating how to apply the Escuela Nueva curriculum. In this way, students are not only directly engaged in the educational process, but they are intellectually stimulated. Because they are the agents of their own education, students are given individual consideration and thus, inspire one another to commit to and further teach the educational principles of Escuela Nueva.

Escuela Nueva has been in practice for nearly forty years. Because of its longevity, Colbert has taken extensive opportunities to use inspirational motivation with her team of employees, students, and teachers. From statements as simple as: "It is possible. Yes, you can transform public schools in rural areas," to "We are creating a nest of leaders and responsible children who are following their commitments," Colbert balances candor with positivity in her discussions about Escuela Nueva.

Colbert, Escuela Nueva, and Idealized Influence

Professor Martin Carnoy, the Vida Jacks Professor of Education at Stanford University recognized Colbert as an integral component of Escuela Nueva and its success in global implementation: “Escuela Nueva has significantly raised student performance in rural areas in Colombia. Her program is based on insights about solving the isolation of rural teachers and meeting the need to develop a total educational experience for students in rural schools. She has also been the driving force behind spreading the EN concept to other Latin American countries. Her passion, dedication, and [innovation] can transform education in many regions.”⁵²

Because Escuela Nueva transcends the classroom model, it is more sustainable, drawing on the network and potential of a larger community. Colbert is personally invested in garnering the support of government officials and other local community members to become involved. She serves as an advisor to 35 countries as they adopt the Escuela Nueva model into their local context. More than just being an advisor, however, Colbert personifies a transformational leadership style. Having received a quality education, she practices idealized influence. Understanding that she was fortunate to receive a quality education, Colbert wanted to make that a possibility for even the poorest students in her native Colombia: “When I came back from earning my graduate degree in Stanford, I decided to work with the poorest of poor schools—the invisible schools.”⁵³ Colbert even further articulates this idealized influence because of the difference she noticed in her education and that which most students in rural Colombia receive: “I am

⁵² Kravis Prize Profile, Kravis Leadership Institute, Kravis Prize in Leadership, 2011.

⁵³ Colbert, Vicky. "Kravis Prize Recipients, Vicky Colbert." Interview by Nicki Holzberg and Cody Chang. *Claremont McKenna College*. Claremont McKenna College, n.d. Web.

convinced that without a basic quality education, there will be no development. I myself was exposed to a quality education, and it helped me see the contrast.”⁵⁴

Colbert, Escuela Nueva, and Intellectual Stimulation

One primary tactic of Escuela Nueva is its ability to incorporate teamwork amongst students from different grade levels. Often in rural schools, there are students of all ages in a classroom. Rather than grouping the students into the distinct grades, Escuela Nueva aggregates the students and does so in a way where students still excel at their own pace. Colbert envisioned this early in the development of the foundation, utilizing dynamic and sophisticated learning styles for the 1970s. In schools that have adopted the Escuela Nueva programming, students are spread throughout the room, each working independently or in groups on personalized learning programs. This allows the teacher to move from one student to another to help them work through a specific curriculum. Rather than being traditionally minded, with the classroom centered on the teacher, Escuela Nueva’s approach is centered on the child.

The teacher’s role in Escuela Nueva is to be transformational: to help every child advance at his or her own pace. Although a seemingly simple approach, for the communities in which Escuela Nueva operates, this is a highly successful and revolutionary method. Professor Ron Riggio, the Henry R. Kravis Professor of Leadership and Organizational Psychology at Claremont McKenna College, identified the type of ‘magic’ worked in the Escuela Nueva classrooms across the globe. “They simply teach teachers about best educational practices, such as peer-to-peer learning,

⁵⁴ Colbert, Vicky. "Kravis Prize Recipients, Vicky Colbert." Interview by Nicki Holzberg and Cody Chang. *Claremont McKenna College*. Claremont McKenna College, n.d. Web.

team-based learning, and moving from a centuries-old, teacher-centered classroom to modern, dynamic, student-centered educational techniques.⁵⁵ Not only has Escuela Nueva shifted the classroom dynamics, but it has also forged more connections in the community between parents, administrators, community leaders, and government officials.

Colbert, Escuela Nueva, and Individualized Consideration

Although Colbert does not specifically talk about individualized consideration, the Escuela Nueva model in its basic philosophy functions through the individualized consideration of its students. In an interview after receiving the Kravis Prize, Colbert articulated the importance of creating leaders, rather than simply educating students. “The moral of children in basic education is so important and so strong. [Escuela Nueva] seeks to promote empathy—trying to understand the other person...All children participate in some committee so they have a feeling of responsibility and participation. They are very simple committees—but they promote participation from the younger children.”⁵⁶ Escuela Nueva seeks to remove the rigid anonymity from the rural education, instead emphasizing collaboration and individual student consideration. The Kravis Prize report notes Colbert’s innovation in reframing a classroom experience to focus on student consideration. “Step into an Escuela Nueva school, and students are typically scattered around the room at various learning centers, each working diligently on a personalized learning program, while the teacher moves from one student to another to help them work

⁵⁵ Riggio, Ronald, PhD. "Leading from the Ground Up: How to Transform US Education." Web log post. *Cutting Edge Leadership*. Psychology Today, 25 Mar. 2011. Web.

⁵⁶ Colbert, Vicky. "Kravis Prize Recipients, Vicky Colbert." Interview by Nicki Holzberg and Cody Chang. *Claremont McKenna College*. Claremont McKenna College, n.d. Web.

through a particular program.”⁵⁷ In this organic model of learning, students are also intellectually stimulated, demonstrating Escuela Nueva and Vicky Colbert’s ability to raise the goals and accomplishments of the students and followers of the organization.

In a speech accepting the 2013 Wise Prize Laureate, Colbert noted that Escuela Nueva is “geared toward knowledge that will help [students] navigate through life.” The model also engages the community as a whole, encouraging participation from students, teachers, and parents. The students also monitor their own individual progress and are encouraged to communicate their concerns to their teacher⁵⁸. By having students evaluate their own progress, Escuela Nueva teaches students to be introspective about their learning—thus stimulating their intellect and raising their level of potential achievement.

Escuela Nueva is led by a woman who believes strongly in the power of transformational education and entrepreneurship. Vicky Colbert leads the organization with transformative practices. Moreover, the inherent design of Escuela Nueva breeds transformational leadership. Students are intellectually stimulated and given individual consideration. Colbert and the program teachers lead with idealized influence and integrate conversation and language that provides inspirational motivation.

⁵⁷ Kravis Prize Profile, Kravis Leadership Institute, Kravis Prize in Leadership, 2011.

⁵⁸ Psacharopoulos, George, Carlos Rojas, and Eduardo Velez. *Achievement Evaluation of Colombia's Escuela Nueva: Is Multigrade the Answer?* Washington, DC: Technical Dept. Latin America and the Caribbean Region, The World Bank, 1992. Print.

MOTHERS2MOTHERS: Mentoring to Combat the Transmission of HIV/AIDS

One percent of pregnant women worldwide are HIV positive. Ninety percent of those women live in sub-Saharan Africa⁵⁹. More than twelve million children in the region have lost their parents or caregivers to complications from HIV/AIDS. Mothers2Mothers, a 2012 recipient of the Kravis Prize, provides medical treatment and support to increase and preserve the health of mothers so they can, on their own, raise a healthy child. Mothers2Mothers is an organization whose model is designed under the precept of transformational leadership. By providing education and support for pregnant and new mothers in Sub-Saharan Africa who are living with HIV/AIDS, Mothers2Mothers relies on transformational mentoring relationships to achieve its organizational goals. Through its services and mentoring, Mothers2Mothers (m2m) aims to accomplish three goals: 1) to prevent babies from contracting HIV by preventing the transmission from mother-to-child, 2) to keep the mothers and babies living with HIV/AIDS alive and healthy by increasing their access to health-sustaining medical care, and 3) to empower mothers living with HIV/AIDS, enabling them to fight stigmas in their communities and to live positive and productive lives.⁶⁰

These goals are met through the nearly three million annual client encounters and through the partnerships with HIV positive mothers. Mothers2Mothers seeks out the women infected with HIV/AIDS and provides them with rigorous formal training. The women, having been trained, return to m2m clinics and maternity wards with a paid job as a mentor mother. In this way, m2m not only functions as a philanthropic medical

⁵⁹ KP Profile (m2m)

⁶⁰ Kravis Prize Profile, Kravis Leadership Institute, Kravis Prize in Leadership, 2012.

service, but also as a form of livelihood for the women who have otherwise been ostracized and stigmatized because of their HIV/AIDS infections.

Mothers2Mothers was the first organization to be collectively awarded the Kravis Prize in 2012. Rather than awarding it to a specific person (CEO, founder, etc), the Kravis Prize Committee chose to recognize the bold and innovative leadership of every facet of the organization. The HIV positive mentor mothers especially personify the notion of bold leadership by providing support and education for new mothers to become healthy. The Mentor Mothers' experience with HIV gives them an understanding of how to most effectively support and guide the new mothers. Furthermore, because the Mentor Mothers are earning a wage, there is a level of ownership and pride that would otherwise be more difficult to diffuse. The Mothers2Mothers website identifies the importance of compensating the women as part of a paid position: "The employment enables Mentor Mothers to gain financial security for themselves and their family. By virtue of being professionalized, Mentor Mothers become role models in health centers and their communities, putting a face to empowered, strong, and healthy HIV-positive women, and thereby reducing HIV-related stigma and discrimination." The key component of m2m's organizational success is the mentoring program. The United Nations Global Plan also recognizes the importance of the Mentor Mother Model—deeming it a key strategy towards eradicating pediatric AIDS by 2015. As m2m expands, they are working towards providing Mentor Mothers with technical training for more specific educational support and health referrals.⁶¹

⁶¹ "What We Do and Why" *m2m*, N.p.. n.d. Web 1 Apr 2014.

Mothers2mothers is an organization that has maintained its success because of its utilization of transformational leadership practices. From the mentor mothers, to the executive board, m2m emulates the empowerment of its followers through the visionary and idealized leadership. It is imperative to note that because m2m was awarded the Kravis Prize as an organization, rather than an individual, we must evaluate the transformational practices in both the organizational structure and practices as well as in the formal leadership executive team.

M2m was co-founded by Robin Smalley and Dr. Mitchell Besser, both of whom have dedicated their lives and careers to the prevention of the mother-to-child transmission of HIV. For the sake of research, the author has chosen to focus on Robin Smalley as the voice and leadership of m2m international.

Smalley, m2m, and Idealized Influence

In my interview with Robin Smalley, co-founder and director of mothers2mothers international, I gathered the degree to which she embodies the self-effacing attitude of a transformational leader. Her answers to my questions deferred to her team, to the mentor mothers, and ultimately, to the cause of m2m. When asked about her style of leadership and goal-setting for m2m, Smalley noted: “My style of leadership is more consultative. I really value partnerships—even the most junior people on our staff I never think of as working ‘for’ us, but ‘with’ us. I try very hard to create an open atmosphere. I will rarely close my door. I will rarely close a meeting to someone who wants to be there.” Smalley transcends transformational leadership, even displaying a degree of servant leadership.

She thrives on the relationships she has with her team and with the mothers. “When we started mothers2 mothers, everyone called me ‘*mamma*’ and I never want that to change. I always want to be seen that way, no matter how mothers2mothers grows. What I hope is that they always know there is a ‘*mamma*.’ I hope that ethos never goes away and it still manages to trickle down. My most important role in the organization is as the role of protecting the secret sauce.” Not only does Smalley represent the values of m2m, but she also inspires the team to achieve higher standards. “I will always put myself and my self interests behind m2m. I am the keeper of the stories. I keep the mothers’ interests. Whenever major strategic decisions have to be made, I am the one who will always say ‘let’s think about this in terms of our vision and our mission.’ I think I work harder than anybody else. I will never ask someone to do something that I wouldn’t do. I work the longest hours. I work the weekends. I try to walk the walk.” Smalley talks the talk as well as walking the walk. The tight-knit senior management team represents these similar values and Smalley is integral in holding the organization together, constantly urging her team to look at the big picture of pediatric AIDS. She uses her inspirational motivation and her dogged work ethic to stimulate the team, and the strength of the relationship Smalley has with her followers gives them an increased sense of purpose.

Mothers2mothers is founded on the belief that by giving individuals a role, leadership, and a salary, you can create strength in communities and in turn, create previously improbable change, such as eradicating pediatric AIDS. The model of the organization is rooted in transformational leadership; it works to inspire and motivate

communities by educating them and considering them as individuals with unique talents and needs.

My interview with Smalley displayed the great degree to which she represents behaviors of idealized influence. Beyond her own vision and optimism, however, I uncovered little evidence that Smalley herself personifies and utilizes the other transformational leadership practices of inspirational motivation, intellectual stimulation, or individualized consideration. The nature of the work in the prevention of mother-to-child transmission of HIV calls individuals to lead the organization who are transformational and willing to sacrifice pay and professional prestige in order to combat the spread of HIV. Because m2m is inherently a transformational organization, rooted in mentoring and in transforming communities and health practices, I hypothesize that the organization makes fewer explicit efforts towards a transformational style.

LANDESA: Roy Prosterman's Reserved Intellect

Roy Prosterman was the inaugural Kravis Prize recipient in 2006. After working for more than twenty-five years on rural land rights issues in developing countries (primarily Asia, the Middle East, Eastern Europe, Africa, and Latin America), Prosterman and his organization have achieved tremendous success in securing ownership rights for more than 100 million families in over 270 million acres of land.⁶² Prosterman himself has a strong educational background from Harvard Law, and has been a professor at the University of Washington Law School for more than fifty years. Prosterman left a steady and secure job with the Sullivan & Cromwell law firm in 1965 to pursue stewardship in land rights.⁶³ This move was Prosterman's first demonstration of idealized behavior—he placed the importance of Landesa over the value of his own high-power career. My research into Landesa (formerly known as the Rural Development Institute⁶⁴), revealed a great deal about the work, but little about the leadership of the organization or of Prosterman himself. Beyond a timeline which details Prosterman's growing interest in land rights issues, it is difficult to discern his leadership style.

I had the opportunity to have an extended interview with Prosterman, during which he spoke extensively about the current leadership of the organization and the strengths of current President and CEO, Tim Hanstad. Prosterman continuously deferred to Hanstad, noting the strength of his leadership, and his ability to manage both operations and people. This could initially be mistaken as a lack of overt transformational

⁶² "Roy Prosterman." *The Henry R Kravis Prize in Nonprofit Leadership Roy Prosterman Comments*. N.p., n.d. Web. 23 Apr. 2014.

⁶³ Meehan, William, and Kim Jonker. "Rural Development Institute: Should It Tackle the Problem of the Landless Poor in India?" *Stanford Graduate School of Business* (2007): n. pag. *Stanford University*. Web.

⁶⁴ "Landesa Partners with Governments and Local NGOs to Ensure the World's Poorest Families Have Secure Land Rights, Which Develops Sustainable Economic Growth and Improves Education, Nutrition, and Conservation." *Landesa*. N.p., n.d. Web. 1 Apr. 2014.

leadership by Prosterman. However, in understanding the careful attention paid to the succession of Landesa, it is evident that Prosterman embodied tremendous transformational characteristics and practices. This concern for future success shows Prosterman's personal investment in Landesa for the longevity of the organization as well as the far-reaching effects of its land reform work.

Soft-spoken and extraordinarily humble, Prosterman did not mention his two nominations for the Nobel Peace Prize.⁶⁵ Although our interview lasted more than one hour, Prosterman spoke little about his own achievements and work. Gaining a true understanding of his leadership style required more in depth research to the intellectual stimulation and influential behaviors throughout fifty years of land reform work. Beyond his incredible dedication, education, and track record, Prosterman did not immediately embody the traits that had been clearly displayed by the other Kravis Prize recipients, such as their motivational, charismatic speaking style. Rather, Prosterman speaks with more careful reserve. It takes observation of Prosterman's work to truly understand the scope of his transformational leadership. Bill Gates Senior noted both the depth and breadth of Prosterman's work with Landesa:

Prosterman has demonstrated bold and far-reaching vision in his efforts to draw attention to land issues. His insightful conviction about the impact of land ownership has brought energy and perseverance to this reform effort. He has helped transform the lives of millions of the world's most

⁶⁵ "Landesa." *Landesa*. N.p., n.d. Web. 1 Apr. 2014.

impoverished families and will continue making a difference for many generations to come through his leadership and legacy at [Landesa].⁶⁶

Through research of the work accomplished by Landesa under the leadership of Prosterman, it becomes evident that he embodies more of a servant style of leadership than he does transformational leadership. As noted in a journal by Dirk van Dierendonck, servant leadership can be categorized through the expression of humility, authenticity, interpersonal acceptance, and stewardship.⁶⁷ Prosterman displays servant leadership in the direction of his staff and guidance of current director, Tim Hansted, as well as in his self-effacing demeanor. The organizational work of Landesa, as well as the Prosterman's life work, is dedicated to serving the poor through law. Although Prosterman seeks to transform the communities in which Landesa operates, his attributes, strengths and characteristics are rooted in servant leadership. This is demonstrated even further in Prosterman's articulation of why land is a progressive, yet fundamental right:

Land reform neither creates nor destroys land. It simply puts a given population into a relationship with that land base that is most productive and equitable. Also keep in mind that the very fact of giving people secure rights to at least some small sliver of the earth's surface strongly motivates them to make improvements that increase production and allow the family to make a number of basic-needs investments that are likely to strongly affect the variables in your question: better-nourished children are less

⁶⁶ Kravis Prize Profile, Kravis Leadership Institute, Kravis Prize in Leadership, 2006.

⁶⁷ Dierendonck, Dirk Van. "Servant Leadership: A Review and Synthesis." *Southern Management Association, Erasmus University* (2004): 2. Web.

likely to die in infancy or early childhood; lower infant and child deaths, in turn, reduce the pressure to have more children.⁶⁸

Prosterman does indeed display bold and visionary leadership, as having developed the first nonprofit organization in the world focusing on land rights with local and national governments. Prosterman does not possess the overtly charismatic and visionary attributes of a transformational leader. But he uses his transformational attributes in a more refined and reserved way to garner support and motivate both his team, and governments all over the globe, to come together to work for the common good of the people. To this end, Prosterman embodies transformational leadership. He not only raises the level of his followers, but also, he raises his standards for the local and national governments in some of the most impoverished corners of the earth. Prosterman would not have been able to make the policy and wide-sweeping governmental changes had he not displayed visionary, motivational, and influential behaviors. Prosterman's intellect, humility, encouragement, and authenticity further categorize him as a highly engaged and influential leader.

⁶⁸ Shivani Vora, *A Conversation With: Landesa Founder Roy Prosterman* (September 25, 2012), The New York Times

CHAPTER 3

DISCUSSION AND CONCLUSIONS

From Soraya Salti's enigmatic and charismatic speaking style to Roy Prosterman's quiet and intellectual demeanor, the recipients of the Kravis Prize represent a wide array of leaders in the social sector. The depth of their impact has garnered them prize monies and recognition from global organizations, beyond the Henry R. Kravis Prize in Leadership. Together, the recipients of the prize represent the most bold and innovative leaders in the nonprofit world. Their impact and philanthropy is indisputable, but the varying styles of leadership create a more elusive debate. Although the theory of transformational leadership has recently experienced tremendous popularity and growth, it has not yet garnered enough attention to research its applicable nature to the social sector. This thesis research was an attempt to reveal the level and degree of transformational leadership within some of the social sector's most recognizable and accomplished organizations.

Although each of the five recipients of the Kravis Prize that I interviewed and studied did display at least one element of transformational leadership, they did not all

embody the four I's. Leaders like Soraya Salti personify transformational leadership, demonstrating a high degree of involvement in inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. Conversely, Roy Prosterman displayed little to no behaviors or traits of transformational leadership. For an overview of the elements of transformational leadership displayed by each of the case studies, see Table 3.1 on the following page.

Table 3.1—Transformational Leadership and the Kravis Prize Recipients

The traits of Kravis Prize Recipients categorized under the Four I’s of T.L				
	Inspirational Motivation	Idealized Influence	Intellectual Stimulation	Individualized Consideration
<i>Soraya Salti</i>	<ul style="list-style-type: none"> • “visionary”—very gifted about future • charismatic • forged new path with public and private sector • raises level of achievement for team and students • lofty goals of 1 million students reached by 2018 	<ul style="list-style-type: none"> • high level of experience in both the public and private sector • highly educated • leads by example • positive, optimistic • high expectations, standards 	<ul style="list-style-type: none"> • creates new educational practices, raises expectations of educational standards • high emotional and social intelligence • effective leveraging of network • strong motivation • stimulates community 	<ul style="list-style-type: none"> • brings women & girls into INJAZ programs • speaks individually to students • is inspired directly by interactions with students
<i>Johann Koss</i>	<ul style="list-style-type: none"> • “key is to motivate”—believes strongly in the mission of RTP • educating and empowering the youth • articulate • consistent • optimistic—especially in difficult times 	<ul style="list-style-type: none"> • very goal/future oriented • creation of culture where people are striving and want to achieve • encourages collaborative problem-solving • large impact (1 million youth/week) • Koss is a hero in athletics and philanthropy • Focus on community collaboration 	<ul style="list-style-type: none"> • Large scale work with UN Millennium Development Goals • Transforming the way the world and politics think about human development 	<ul style="list-style-type: none"> • Specific community focus • Seeks to transform those communities • Focus on having locals run the programs
<i>Vicky Colbert</i>	<ul style="list-style-type: none"> • Paradigm shift in rural education model • Raises level of education • Raising importance of role of students in the classroom • Positivity, enthusiasm • Statements of optimism 	<ul style="list-style-type: none"> • Highly educated, understanding of strong educational practices • She is a driving changemaker • Over 40 years of experience with EN 	<ul style="list-style-type: none"> • Teamwork focused education model • Communal learning environment with individualized curriculum • Student-centered learning • Peer-to-peer learning • Forged connections between community, parents, students, and teachers 	<ul style="list-style-type: none"> • Students are agents of their own education • All children participate in committee • Provide knowledge that will help students navigate through life • Students monitor their own progress
<i>Robin Smalley</i>		<ul style="list-style-type: none"> • Self-effacing, but confident • Consultative, collaborative leadership style • “Keeper of the stories” • viewed as the “mamma” of the organization • incredibly hard worker/dedicated 		
<i>Roy Prosterman</i>	<ul style="list-style-type: none"> • worked to create an organization that has changed the way leaders across the spectrum address economic and global development through land rights 	<ul style="list-style-type: none"> • highly educated, highly respected • 2-time nominee for Nobel Peace Prize 		<ul style="list-style-type: none"> • personalized training and development of Tim Hansted for succession

In recent years, transformational leadership has received a plethora of attention from academics, researchers, business leaders, and changemakers alike. It is an attractive and widely applicable theoretical framework because, as Riggio states in *Psychology Today*: “Transformational leaders have higher levels of performance and satisfaction than groups led by other types of leaders. Why? Because transformational leaders hold positive expectations for followers, believing that they can do their best. As a result, they inspire, empower, and stimulate followers to exceed normal levels of performance. And transformational leaders focus on and care about followers and their personal needs and development.”⁶⁹ We uncover specific examples of this type of behavior from Right To Play and Johann Koss, INJAZ and Soraya Salti, and more. The recipients of the Kravis Prize embody the four I’s of transformational leadership, all having earned influence within their organization, and all using inspiration, whether covertly or overtly, to motivate their followers.

It is easy to idealize transformational leadership, and to assume that it is the best style of leadership in all situations. Prosterman, however, demonstrates that in some cases, varying styles can be just as, if not more effective than transformational leadership. Because a transformational style has very few drawbacks and can be applied to nearly every organization and situation, from the social sector to the commercial sector, and the infinite spectrum between, it can be easy to ignore and discredit the value of other styles of leadership. Prosterman acts as an example of how servant leadership, or simply the power of unwavering dedication, a fundamental education, and a world-changing idea, can create lasting change.

⁶⁹ Riggio, Ronald, PhD. "Are You a Transformational Leader." Web log post. *Cutting Edge Leadership*. *Psychology Today*, 24 Mar. 2009. Web. 23 Apr. 2014.

My anticipation in beginning this research was that transformational leadership would be the most effective and influential way to lead a nonprofit organization. Because the social sector is based on purpose and mission, rather than profits, I anticipated that all of the founders, executive directors, etc., would display transformational practices. There is a high level of correlation between successful social organizations and transformational leadership, and this research has demonstrated that a transformational style is an extremely effective way to make change. Although transformational attributes allow for both a breadth and depth of impact, we must also pay attention to the power of simply having a good idea and the dogged work ethic to make change.

I conclude that if an organization has a leader who can bring a good idea to light, and embody the mission through transformational leadership, the organization will achieve more success than if they did not exhibit transformational leadership. Using the four I's as a basis for performance and goal setting is a good idea for nonprofits to run effectively and be globally recognized. By inspiring your team and followers, you can raise the level of achievement within the organization, increasing the depth and breadth of impact. If the leader of the organization is the idealized influence of the mission and can use that to inspire motivation, the organization will be more rooted in stimulating their performance.

There is tremendous possibility and room for more research on the intersection between leadership and the social sector. The presence of nonprofit and socially minded businesses and organizations is only increasing, and additional research will ensure these organizations achieve the highest level of impact and success. Transformational leadership has grown in its recognition and popularity because of its seemingly

ubiquitous application. The social sector is no exception. I am confident that further research on transformational leadership and nonprofits will unveil its strength as a theoretical model applied to social sector and nonprofit organizations.

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