

Community Foundation of Jackson Hole

Building Sustainability for Nonprofit Organizations

Healthy Work Environments



**NEWLEVEL
GROUP**

Take The Next Step

Table of Contents

Welcome	1
Learning Objectives.....	2
Purpose & Agenda.....	3
Traits of Effective Teams	4
Team Effectiveness Assessment	7
Learning Styles Inventory	10
Leaders vs. Managers	13
Leadership Test.....	16
Leadership Test - Scoring	17
Leadership Styles	18
Building a Strong Culture.....	19
Motivation: What Does it Take?.....	20
It's All about You/Es Todo de Ti	21
Tool: What If...?.....	22
Recommended Reading List.....	24
About NewLevel Group.....	25

Building Sustainability for Nonprofit Organizations

© 2008-15 NewLevel Group, LLC

All rights reserved. No part of this product may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher.



Welcome

Building Nonprofit Organizations That Will Last

Increasingly, funders and supporters are requiring nonprofits to demonstrate the sustainability of their efforts. But what does that mean and how is it accomplished? Identifying the elements and processes that make an organization strong and charting a clear course for implementation are the first steps.

This workshop focuses on the leadership skills needed to guide and strengthen nonprofit organizations.

Building Healthy, Supportive Work Environments

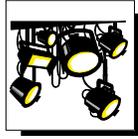
Community Foundation of Jackson Hole

April, 2015



Learning Objectives

- Learn the attributes of effective teams
- Identify different approaches to learning, personality preferences, and leadership styles
- Explore how to recognize and deal with differing perspectives



Purpose & Agenda

Meeting Purpose

For Board members and staff of nonprofit organizations to learn how to build respectful, supportive work environments, and manage conflict up, down, and sideways.

Agenda

Welcome and Getting Started:

- Objectives, Agenda, Ground Rules
- Introductions

Element of Sustainability – Professional, motivated teams

Importance of Culture

Attributes of Effective Teams

Learning Skills, Conflict Modes, Leadership Styles

Motivation

When Things Go Wrong

Wrap up

- Next Steps
- Evaluation



Traits of Effective Teams

TRUST

Members of teams with an absence of trust...

- Conceal their weaknesses and mistakes from one another
- Hesitate to ask for help or provide constructive feedback
- Hesitate to offer help outside their own areas of responsibility
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them
- Fail to recognize and tap into one another's skills and experiences
- Waste time and energy managing their behaviors for effect
- Hold grudges
- Dread meetings and find reasons to avoid spending time together

Members of trusting teams...

- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving at a negative conclusion
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group

CONSTRUCTIVE CONFLICT

Teams that fear conflict...

- Have boring meetings
- Create environments where back-channel politics and personal attacks thrive
- Ignore controversial topics that are critical to success
- Fail to tap into all the opinions and perspectives of board members
- Waste time and energy with posturing and interpersonal risk management

Teams that engage in conflict...

- Have lively, interesting meetings
- Extract and exploit the ideas of all board members
- Solve real problems quickly
- Minimize politics
- Put critical topics on the table for discussion

COMMITMENT

A team that fails to commit...

- Creates ambiguity among its members about direction and priorities
- Watches windows of opportunity close due to excessive analysis and unnecessary delay
- Breeds lack of confidence and fear of failure
- Revisits discussions and decisions again and again
- Encourages second-guessing among its members

A team that commits...

- Creates clarity around direction and priorities
- Aligns the entire team around common objectives
- Develops an ability to learn from mistakes
- Takes advantage of opportunities before competitors do
- Moves forward without hesitation
- Changes direction without hesitation or guilt

ACCOUNTABILITY

A team that avoids accountability...

- Creates resentment among team members who have different standards of performance
- Encourages mediocrity
- Misses deadlines and key deliverables
- Places an undue burden on the team leader as the sole source of discipline

A team that holds one another accountable...

- Ensures that poor performers feel pressure to improve
- Identifies potential problems quickly by questioning one another's approaches without hesitation
- Establishes respect among board members who are held to the same high standards
- Avoids excessive bureaucracy around performance management and corrective action

FOCUS ON RESULTS

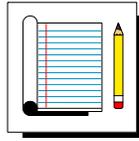
A team that is not focused on results...

- Stagnates/fails to grow
- Rarely defeats competitors
- Loses achievement-oriented employees
- Encourages team members to focus on their own careers and individual goals
- Is easily distracted

A team that focuses on collective results...

- Retains achievement-oriented members
- Minimizes individualistic behavior
- Enjoys success and suffers failure acutely
- Benefits from individuals who subjugate their own goals/interests for the good of the organization
- Avoids distraction

¹ Adapted from Patrick Lencioni, *The Five Dysfunctions of a Team*



Team Effectiveness Assessment

Use the scale below to indicate how each statement applies to your team.

3 = Usually 2 = Sometimes 1 = Rarely

It is important to evaluate the statements honestly and without over-thinking your answers.

- 1. Team members are passionate and unguarded in their discussion of issues.
- 2. Team members call out one another's unproductive behaviors when they occur.
- 3. Team members know what their peers are working on and how they contribute to the good of the organization.
- 4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.
- 5. Team members willingly make sacrifices (such as budget, turf, staff resources) in their committees or areas of expertise for the good of the organization.
- 6. Team members openly admit their weaknesses and mistakes.
- 7. Team meetings are compelling, and not boring.
- 8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if there was initial disagreement.
- 9. Team members express disappointment at the failure to achieve team goals.
- 10. During team meetings, the most important-and difficult-issues are put on the table to be resolved.

- ___ 11. Team members are genuinely concerned about the prospect of letting down their peers.
- ___ 12. Team members care about one another's personal lives and are comfortable inquiring about them.
- ___ 13. Team members end discussions with clear and specific resolutions and calls to action.
- ___ 14. Team members challenge one another about their plans and approaches.
- ___ 15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

Page intentionally left blank to make scoring page more accessible.

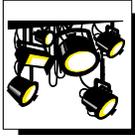
Team Effectiveness Assessment - Scoring

Combine your scores for the preceding statements as indicated below.

Function 1:	Function 2:	Function 3:	Function 4:	Function 5:
Trust	Constructive Conflict	Commitment	Accountability	Results
Statement 4: _____	Statement 1: _____	Statement 3: _____	Statement 2: _____	Statement 5: _____
Statement 6: _____	Statement 7: _____	Statement 8: _____	Statement 11: _____	Statement 9: _____
Statement 12: _____	Statement 10: _____	Statement 13: _____	Statement 14: _____	Statement 15: _____
<hr/>				
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

A score of 8 or 9 is a probable indication that the function is not a problem for your team
 A score of 6 or 7 indicates that the function could be a problem
 A score of 3 to 5 is probably an indication that there is dysfunction that needs to be addressed

Regardless of your scores, it is important to keep in mind that every team needs constant work, because without it, even the best ones deviate toward dysfunction.



Learning Styles Inventory

	YES	NO
1. I like to listen and discuss work with a partner.	_____	_____
2. I learn by hearing my own voice on tape.	_____	_____
3. I prefer to learn something new by reading about it.	_____	_____
4. I often write down the directions someone has given me so that I don't forget them.	_____	_____
5. I enjoy physical sports or exercise.	_____	_____
6. I learn best when I can see new information in picture form.	_____	_____
7. I am able to visualize easily.	_____	_____
8. I learn best when someone talks or explains something to me.	_____	_____
9. I usually write things down so that I can look back at the later.	_____	_____
10. If someone says a long word, I can count the syllables that I hear.	_____	_____
11. I have a good memory for old songs or music.	_____	_____
12. I like to discuss in small groups.	_____	_____
13. I often remember the size, shape, and color of objects.	_____	_____
14. I often repeat out loud the directions someone has given me.	_____	_____
15. I enjoy working with my hands.	_____	_____
16. I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.	_____	_____
17. I often use my hands and body movement when I'm explaining something.	_____	_____
18. I prefer to practice redrawing diagrams on a chalkboard rather than on paper.	_____	_____
19. I seem to learn better if I get up and move around while I study.	_____	_____
20. If I wanted to assemble a bicycle I would need pictures or diagrams to help with each step.	_____	_____
21. I remember objects better when I have touched them or worked with them.	_____	_____
22. I learn best by watching someone else first.	_____	_____
23. I tap my fingers or my hands a lot while I am seated.	_____	_____
24. I speak a foreign language.	_____	_____
25. I enjoy building things.	_____	_____
26. I can follow the plot of a story on the radio.	_____	_____
27. I enjoy repairing things at home.	_____	_____

	YES	NO
28. I can understand a lecture when I hear it on tape.	_____	_____
29. I am good at using machines or tools.	_____	_____
30. I find sitting still for very long difficult.	_____	_____
31. I enjoy acting or doing pantomimes.	_____	_____
32. I can easily see pattern in designs.	_____	_____
33. I need frequent breaks to move around.	_____	_____
34. I like to recite or write poetry.	_____	_____
35. I can usually understand people with different accents.	_____	_____
36. I can hear many different pitches or melodies in music.	_____	_____
37. like to dance and create new movements or steps.	_____	_____
38. I enjoy activities that require physical coordination.	_____	_____
39. I follow written directions better than oral ones.	_____	_____
40. I can easily recognize differences between similar sounds.	_____	_____
41. I like to create or use jingles/rhymes to learn things.	_____	_____
42. wish more classes had hands-on experiences.	_____	_____
43. I can quickly tell if two geometric shapes are identical.	_____	_____
44. The things I remember best are the things I have seen in print or pictures.	_____	_____
45. I follow oral directions better than written ones.	_____	_____
46. I could learn the names of 15 medical instruments much easier if I could touch and examine them.	_____	_____
47. need to say things aloud to myself to remember them.	_____	_____
48. I can look at a shape and copy it correctly on paper.	_____	_____
49. I can usually read a map without difficulty.	_____	_____
50. I can "hear" a person's exact words and tone of voice days after he or she has spoken to me.	_____	_____
51. I remember directions best when someone gives me landmarks, such as specific buildings or trees.	_____	_____
52. I have a good eye for colors and color combinations.	_____	_____
53. I like to paint, draw, or make sculptures.	_____	_____
54. When I think back to something I once did, I can clearly picture the experience.	_____	_____

Scoring Your Learning Styles Profile

1. Ignore the NO answers. Work only with the questions that have a YES answer.
2. For every YES answer, look at the number of the question. Find the number in the following chart and circle that number.
3. When you finish, not all the numbers in the following boxes will be circles. Your answers will very likely not match anyone else's in the session.
4. Count the number of circles for the Visual box and write the total on the line. Do the same for the Auditory box and the Kinesthetic box.

Visual	Auditory	Kinesthetic
3 4 6 7 9	1 2 8 10 11	5 15 17 18 19
13 16 20 22 32	12 14 24 26 28	21 23 25 27 29
39 43 44 48 49	34 35 36 40 41	30 31 33 37 38
51 52 54	45 47 50	42 46 53
Total _____	Total _____	Total _____

Analyzing Your Scores

1. The highest score indicates your preference. The lowest score indicates your weakest modality.
2. If your two highest scores are the same or very close, both of these modalities may be your preference.
3. If all three of your scores are identical, you have truly integrated all three modalities and can work equally well in any of the modalities.
4. Scores that are 10 or higher indicated you use the modality frequently.
5. Scores lower than 10 indicate the modality is not highly used. Most often, it is because you have had limited experience learning how to use the modality effectively as you learn. In this case, learning new strategies can strengthen your use of the modality.



Leaders vs. Managers

Managers

Have subordinates

By definition, managers have subordinates - unless their title is honorary and given as a mark of seniority, in which case the title is a misnomer and their power over others is other than formal authority.

Authoritarian, transactional style

Managers have a position of authority vested in them by the company, and their subordinates work for them and largely do as they are told. Management style is transactional, in that the manager tells the subordinate what to do, and the subordinate does this not because they are a blind robot, but because they have been promised a reward (at minimum their salary) for doing so.

Work focus

Managers are paid to get things done (they are subordinates too), often within tight constraints of time and money. They thus naturally pass on this work focus to their subordinates.

Seek comfort

An interesting research finding about managers is that they tend to come from stable home backgrounds and led relatively normal and comfortable lives. This leads them to be relatively risk-averse and they will seek to avoid conflict where possible. In terms of people, they generally like to run a 'happy ship'.

Leaders

Have followers

Leaders do not have subordinates - at least not when they are leading. Many organizational leaders do have subordinates, but only because they are also managers. But when they want to lead, they have to give up formal authoritarian control, because to lead is to have followers, and following is always a voluntary activity.

Charismatic, transformational style

Telling people what to do does not inspire them to follow you. You have to appeal to them, showing how following them will lead to their hearts' desire. They must want to follow you enough to stop what they are doing and perhaps walk into danger and situations that they would not normally consider risking. Leaders with a stronger charisma find it easier to attract people to their cause. As a part of their persuasion they typically promise transformational benefits, such that their followers will not just receive extrinsic rewards but will somehow become better people.

People focus

Although many leaders have a charismatic style to some extent, this does not require a loud personality. They are always good with people, and quiet styles that give credit to others (and takes blame on themselves) are very effective at creating the loyalty that great leaders engender. Although leaders are good with people, this does not mean they are friendly with them. In order to keep the mystique of leadership, they often retain a degree of separation and aloofness.

This does not mean that leaders do not pay attention to tasks - in fact they are often very achievement-focused. What they do realize, however, is the importance of enthusing others to work towards their vision.

Seek risk

In the same study that showed managers as risk-averse, leaders appeared as risk-seeking, although they are not blind thrill-seekers. When pursuing their vision, they consider it natural to encounter problems and hurdles that must be overcome along the way. They are thus comfortable with risk and will see routes that others avoid as potential opportunities for advantage and will happily break rules in order to get things done.

Subject	Leader	Manager
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Horizon	Long-term	Short-term
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy	Passion	Control
Dynamic	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Transactional
Exchange	Excitement for work	Money for work
Likes	Striving	Action
Wants	Achievement	Results
Risk	Takes	Minimizes
Rules	Breaks	Makes

Conflict	Uses	Avoids
Direction	New roads	Existing roads
Truth	Seeks	Establishes
Concern	What is right	Being right
Credit	Gives	Takes
Blame	Takes	Blames



Leadership Test

Most people know intuitively what effective leadership is and respect strong leaders when they work with them. But even if they understand what good leadership is, they often don't practice it themselves. This distinction between what you know and what you do is critical. After all, leadership is about action and results. It's about how we behave day in, day out.

For each pair, check the box that best describes your style.

A			B	
<input type="checkbox"/>	Concentrate on the task to get it done	<input type="radio"/>	<input type="checkbox"/>	Question whether it's the right task
<input type="checkbox"/>	Form your own opinion, then listen to others	<input type="radio"/>	<input type="checkbox"/>	Listen carefully to others' opinions first
<input type="checkbox"/>	Avoid or minimize risks	<input type="radio"/>	<input type="checkbox"/>	Take risks
<input type="checkbox"/>	Get impatient for urgent progress	<input type="radio"/>	<input type="checkbox"/>	Make steady progress toward your goal
<input type="checkbox"/>	Concentrate more on the task	<input type="radio"/>	<input type="checkbox"/>	Concentrate more on relationships
<input type="checkbox"/>	Worry about what you haven't achieved	<input type="radio"/>	<input type="checkbox"/>	Take pride in what you've already achieved
<input type="checkbox"/>	Keep your excitement about the task private	<input type="radio"/>	<input type="checkbox"/>	Show your excitement about a task
<input type="checkbox"/>	Create adventure	<input type="radio"/>	<input type="checkbox"/>	Create a plan you can control
<input type="checkbox"/>	Keep your points of view to yourself	<input type="radio"/>	<input type="checkbox"/>	Persuade people to take your point of view
<input type="checkbox"/>	Often surprise people	<input type="radio"/>	<input type="checkbox"/>	Rarely surprise people



Leadership Test - Scoring

Check your selections against the answers below.

Give yourself **2** points for every Manager answer

Give yourself **4** points for every Leader answer

A			B	
M	Concentrate on the task to get it done	or	L	Question whether it's the right task
L	Form your own opinion, then listen to others	or	M	Listen carefully to others' opinions first
M	Avoid or minimize risks	or	L	Take risks
L	Get impatient for urgent progress	or	M	Make steady progress toward your goal
M	Concentrate more on the task	or	L	Concentrate more on relationships
L	Worry about what you haven't achieved	or	M	Take pride in what you've already achieved
M	Keep your excitement about the task private	or	L	Show your excitement about a task
L	Create adventure	or	M	Create a plan you can control
M	Keep your points of view to yourself	or	L	Persuade people to take your point of view
L	Often surprise people	or	M	Rarely surprise people





Leadership Styles

Autocratic Leadership

Autocratic leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Autocratic leaders make decisions independently with little or no input from the rest of the group. Researchers found that decision-making was less creative under authoritarian leadership, and that it is more difficult to move from an authoritarian style to a democratic style than vice versa. Abuse of this style is usually viewed as controlling, bossy, and dictatorial.

Autocratic leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group.

Participative Leadership

Participative leaders accept input from one or more group members when making decisions and solving problems, but the leader retains the final say when choices are made. Group members tend to be encouraged and motivated by this style of leadership. This style of leadership often leads to more effective and accurate decisions, since no leader can be an expert in all areas. Input from group members with specialized knowledge and expertise creates a more complete basis for decision-making.

Delegative Leadership

Delegative leaders allow group members to make decisions. This style is best used in situations where the leader needs to rely on qualified employees. The leader cannot be an expert in all situations, which is why it is important to delegate certain tasks out to knowledgeable and trustworthy employees.

Remember, good leaders utilize all three styles depending upon the situation. For example:

- Use an **authoritative style** if a group member lacks knowledge about a certain procedure.
- Use a **participative style** with group members who understand the objectives and their role in the task.
- Use a **delegative style** if the group member knows more than you do about the task.

Lewin, K., Lippit, R. and White, R.K. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, 10, 271-301



Building a Strong Culture

What is culture?

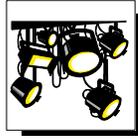
What are the elements of your organization's culture?

How do you create a culture in which board, staff, and volunteers contribute to their fullest and want to stay?



Motivation: What Does it Take?

-
-
-
-
-
-
-
-
-
-



It's All about You/Es Todo de Ti

It's All About / Es Todo de:

_____date/fecha_____

Employee/nombre

- What is your favorite soda flavor? ¿Qué es su refresco favorito?
 - What is your favorite candy? ¿Qué es su dulce favorito?
 - What is your favorite color? ¿Qué color prefiere?
 - What is your favorite restaurant? ¿Cuál es su restaurante favorito?
 - What is your favorite flavor of ice cream/sorbet? ¿Qué es su sabor favorito de helado/sorbete?
 - What type of flower do you like? ¿Qué tipo de flor le gusta?
 - What is your favorite kind of cookie? ¿Qué tipo de panecillo dulce prefiere?
 - What type of food do you like? ¿Qué tipo de comida prefiere?
 - What is your hobby? ¿Qué es su chifladura?
 - What is your favorite snack? ¿Qué clasé de antojito prefiere?
 - Do you collect anything special? ¿Collecciona algo de especial?
 - What is your favorite subject to read about? ¿Qué es su asunto favorito sobre que leer?
 - What is your favorite type of music? ¿Cuál es su tipo de música favorita?
 - What is your favorite store? ¿Qué tienda o almacén prefiere?
 - What is your favorite coffee or special beverage? ¿Cuál café o bebida especial prefiere?
 - If you could treat yourself to a gift under \$25.00, what would it be?
 - ¿Si pudiera regalarse un presente que cuesta menos de 25\$, que sería?
 - Would you prefer: 1) private recognition, 2) semi-private recognition, 3) public recognition, or 4) no preference?
 - ¿Qué prefiere – reconocimiento 1) privado, 2) semi-privado, 3) público, o 4) sin preferéncia?
- ✓ Please complete this form and turn in to your manager
- ✓ Favor de llenar este papel y deselo al manejo



Tool: What If...?

Directions:

1. Identify the issues
2. Recommend what staff should do
3. Recommend what the Board Chair should do
4. Identify: Do other Board members have a responsibility? If so, what is it?

What if...#1:

A member of the staff has concerns about the Executive Director's management of certain financial matters. One or two other staff shares her concerns. The staff member decides to approach a board member with whom she has worked on program matters to report her suspicions. The board member wonders what to do with the information.

What if...#2:

At a recent board meeting, a board member began to question a series of decisions made by the Executive Director, complaining that policy matters were involved and the board was not properly consulted. The board member has expressed his lack of confidence in the ED to a number of others on the board. Although most of the rest of the board feels the ED does a good job, a number think the board should have been consulted about these particular decisions. At the meeting, they do not speak up.

What if...#3:

The board chair has asked to see weekly financial reports and spends at least one afternoon a week in the offices meeting with the ED and talking to staff. The ED is upset at the level of the board chair's involvement in the day-to-day affairs of the organization. He is unsure what to do about it.

What if...#4:

The board established a number of committees. The committees have promised certain things to external organizations. However, the committees are not living up to their promises and the external partners are getting upset. The ED does not want the reputation of the organization to continue to suffer, but she does not have the staff to pick up the slack created by the committees.

What if...#5:

The board is divided into two factions: one faction wants to merge with another organization, and the other faction does not. Tension is very high between the factions and the board's work has virtually stopped. The ED does not want the merger to go through. The Board chair is not part of either board faction and has the respect of both factions, but has not been able to get them to work together.



Recommended Reading List

- Begging for Change, by Robert Egger, HarperCollins (www.harpercollins.com)
- Boards That Make a Difference, by John Carver, Josey-Bass 2nd Ed.
- Self-Assessment Tool for Non-Profit Organizations, by Peter Drucker, The Peter Drucker Foundation for Non-Profit Management
- Welcome to the Board, by Fisher Howe, Josey-Bass
- The Nonprofit Answer Book: Practical Guide for Board Members and Chief Executives, by Andringa and Engstrom (available through Boardsource.org)
- The Nonprofit Answer Book II: Beyond the Basics, by R. Andringa, (available through Boardsource.org)
- Called to Serve: Creating and Nurturing the Effective Volunteer Board, by Max De Pree
- Governing Boards by Cyril O. Houle
- Beyond Profit by Fred Setterberg and Kary Schulman
- The Nonprofit Organization: An Operating Manual by Thomas Wolf
- The Knowing-Doing Gap by Jeffery Pfeffer and Robert Sutton
- Governance as Leadership by Richard Chiat, William Ryan, Barbara Taylor
- Fundraising for Non-Profits by P. Burke Keegan, Harper-Collins (www.harpercollins.com)



Take the Next Step

About NewLevel Group...

Who we are

NewLevel Group supports the work of social impact organizations and their leaders in advancing missions that benefit society, our environment, and the economy. Our team is made up of seasoned professionals who look at challenges from various perspectives honed from decades of experience in the business and nonprofit sectors. We plan as well as implement, never losing sight of our goal to deliver your desired results.

What we do

First and foremost, we listen. We listen to you, your board, your clients, and your colleagues to fully understand the challenges you face. Then, we form a team that will partner with you to identify your goals, outline strategies to achieve them, and, if needed, work with you to implement the tactics.

How we do it

Our approach to helping organizations improve their results reflects our shared values of collaboration, commitment, and community. We are different from other consulting and management firms in several significant ways:

- We work collaboratively; not just treating symptoms, but finding solutions for the underlying causes.
- We implement; we don't just create pretty plans, but roll up our sleeves to get the job done.
- We're focused on results; a good process is important, but the outcome is what really matters.

Management and Consulting for Social Impact Organizations

Nonprofit and Foundation Management Governance & Board Development
Strategic Planning Marketing Planning & Implementation
Communications Programs Meeting Facilitation
Staff Training Organizational Effectiveness

1303 Jefferson Street Suite 100A Napa, CA 94559

Tel 707.255.5555 Fax 707.255.5547

www.newlevelgroup.com