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The Multiplier Effect

*If your actions inspire others to dream more, learn more, do more,
and become more, you are a leader.*

John Quincy Adams

It is the summer of 1989 and Stephanie, wearing her brand-new interview suit from Nordstrom and clutching her newly minted master's degree from Stanford University's School of Education, soars through the doors of her new employer, the internal training department of a private college. She is full of passion and brimming with ideas, ready to put her skills and education to use in her first big job. However, by early spring her excitement dims. She has found, as many of us did early on in our careers, that her entry-level job as a training coordinator involved a daily grind of routine tasks like scheduling classrooms, ordering training supplies, and copying class evaluations and distributing them to the deans and directors.

But Stephanie's source of discouragement extended far beyond her mundane, narrow role; she was also the prey of a smart but micromanaging boss, Diane,¹ who had a knack for creating stress all around her. To Diane, it wasn't good enough to make the copies and get them distributed on time. They had to be stapled just so . . . at a 45-degree angle for one recipient and paper clipped for another. She instilled the fear of God in Stephanie, as if getting the staple wrong would bring down the entire operation. Stephanie's response

was natural—she pulled back, played it safe, did the minimum. Perpetuating the vicious cycle she started, Diane began to manage more tightly, criticizing Stephanie’s mistakes and comparing her to her peers. Soon Stephanie wasn’t doing much of anything well. Her enthusiasm was all but extinguished.

Sensing the crisis, Diane beckoned Stephanie into her office for “a chat.” She chastised Stephanie’s lack of enthusiasm and lack of effort. Stephanie tried desperately to explain that her current job responsibilities were so simplistic that they only required a fraction of her abilities. She begged for something more challenging to do. Undeterred by her pleas, Diane urged her to put forth greater effort and sent the seriously discouraged Stephanie back to her desk.

This situation festered until a couple months later when the department experienced a change in leadership. A new manager, Lori,² was appointed from within the group, and she could see that Stephanie was extraordinarily smart, actually driven, and severely underutilized. Lori called Stephanie into her office and said, “Steph, we are spending too much time making paper copies of class evaluations. We need an online evaluation system. And I need you to build it.” With that, this brand-new manager dumped a stack of software manuals into Stephanie’s arms and instructed, “Learn how to use this software. Let’s see if you can develop a working prototype in the next 3 months.” Lori outlined detailed expectations for the project and reminded Stephanie that she still needed to do her day job in full.

With her new leader’s vote of confidence in her capabilities, Stephanie’s performance shifted out of a slow grind and was pushed into high gear. Something had changed and she was now on fire. Despite having no experience with computer software, other than writing papers in WordPerfect while in graduate school, she learned the inner workings of the software quickly and built the prototype. She tackled her administrative work with renewed thinking and energy. With her mind whirling with the new programming language she was learning, she even managed to remember which evaluations needed staples and which required paper clips.

The prototype that Stephanie built in 3 months further developed into a complete production system housed and supported by the information technology department. As for Stephanie, she went on to become a top-rated technology instructor.

Stephanie described this experience as “challenging but totally exhilarating.” She reflected, “My passion had returned, and I could not wait for the next big challenge that Lori would throw at me. She recognized my untapped potential and drew it out, beyond anything I could have imagined on my own.”

Stephanie's experience illustrates that often a change in leadership can cause a change in capability. She was smart and capable under one leader but operating at a fraction of her true capability under the other. What did her first manager say and do that so diminished her intelligence and capability? And what did the second do that restored and expanded Stephanie's abilities to think, to learn, and to perform at her best?

Sometimes with a change in leadership comes a change in capability.

Some leaders make us better and smarter. They amplify our intelligence. This book is about these leaders, who access and revitalize the intelligence in the people around them. We call them Multipliers. This book will show you why they create genius around them and make everyone, staff and students alike, smarter and more capable.

THE MULTIPLIER EFFECT

The Problem With Genius

Smart leaders don't always bring out smarts in others. Many leaders, having spent years being rewarded for their intelligence, never look beyond their own capabilities to see and use the full genius of their team. These myopic leaders can end up draining intelligence from the people around them. These leaders become Diminishers.

You know these people, because you've worked for them. They are smart leaders, but they shut down the smarts of others. They are idea killers and energy sappers. They are the ones who desperately need to prove they are the smartest person in the room. But for them to be big, others have to be small. These leaders consume so much space that they leave little room for others to contribute. They create stress and pressure that can shut down good ideas. People quickly figure out that it is just easier and safer to retreat and let the boss do all the thinking.

On the other side of the continuum are leaders who use their intelligence to amplify the smarts and capabilities of the people around them. When these leaders walk into a room, light bulbs go on over people's heads; ideas flow and problems get solved. People get smarter in their presence because they're given permission to think. These are the leaders who inspire employees to stretch themselves to deliver results that surpass expectations. These leaders seem to make everyone around them better and more capable. These leaders are like Multipliers—intelligence Multipliers.

Our educational systems need more of them, especially now when leaders are expected to do more with less.

The Research

We've all had experience with these two dramatically different kinds of leaders, and we know their effects firsthand. Many of us can recount frustrating, if not painful, experiences working under Diminishers. Hopefully you have had the chance to have the wounds inflicted by a Diminisher healed by the exhilarating salve of working with a Multiplier.

Having seen the diminishing and magnifying effect of these leaders in our schools and universities, both through our own experience and through the accounts of others, we set out to understand a fundamental question: *Why do some leaders drain intelligence while others amplify it?* We wanted to know what these Multipliers did, how they thought, and the impact they had on the intelligence and capability of people around them.

We built on Liz's original research on Multipliers in business and nonprofit organizations, in which she and Greg McKeown studied 150 leaders in 35 companies across four continents. We then took a deep dive into the education world, studying an additional 438 leaders: 330 through surveys and 108 through detailed interviews. (A full description of our research process can be found in Appendix A). We asked educational professionals, both teachers and administrators, to analyze their experiences working for Diminishers and Multipliers. Their amazing stories flowed freely.

The 2X Multiplier Effect

Not surprisingly, people told us that Multipliers got more from them than Diminishers did. We asked each person to identify the percentage of their capability being utilized with each leader. They told us that a Diminisher typically utilized between 20% to 50% of their capacity, with an average of 40%. The range for Multipliers was typically between 70% and 100%, with an average of 88%. When we compared the two sets of data, we found an even higher Multiplier Effect factor than we had expected. Multipliers got 2.3 times more! And when we factored in the responses of people who said their Multiplier got more than 100% of their intelligence (submitting responses such as 110% claiming that their intelligence actually grew), we found Multipliers got 2.4 times more.

Because Multipliers are leaders who look beyond their own genius and focus on extracting and extending the genius of others, they get more from their people. They don't get a little more; as you can see, they get vastly more. Multipliers get so much brainpower from their people that they essentially double the size of their staff for free. We call this the Multiplier Effect.

Meanwhile, Diminishers are costly. Sure, these Diminishers can get the job done, but they come at a very high cost. Why? Because they waste talent and intellect. At a time when educational organizations are expected to do more with less, leaders can't afford to overlook the intelligence and capability that sits right in front of them.

Despite their cost and their often toxic effect on school culture, why do many of these diminishing leaders remain in positions of importance? Is it because they often do a good job managing up to the superintendent and school board? Or is it because staff and teachers working for Diminishers operate in fear, retreat to a safe place, and learn to tread lightly hoping that "this too shall pass?" Or is it because they create a flurry of determined activity around them and, in absence of clear answers for our most difficult challenges in education, even the pretense of progress can be comforting? Whatever the reasons, it is time to do the math and realize that our school systems simply can't afford the cost these leaders incur.

Multipliers in Education

The need for leaders who can multiply intelligence and capability is more vital than ever. The natural response from educational leaders who are weighed down by enormous challenges and work demands include the following:

- We are already overworked.
- Our most effective staff are even more overworked.
- The only way we can make these changes is through the addition of more resources.

Yet budgets remain static, and often dwindle. Instead of pinning one's hopes on a cavalry of additional resources, a school leader might instead ask the question Paul Ainsworth, vice principal of a Leicestershire secondary school, did after reading *Multipliers*: "Are we getting the most out of our staff?" It is a very different question than "Can our staff work harder or more?"³ With Multiplier logic, we might just find that our schools' new challenges can be met, not by rehiring more resources, but by better utilizing the brainpower that currently exists in our organizations.

No one would dispute the statement that there are many challenges, both old and new, facing our educational systems today. Declining financial support to our schools paired with increased demands for academic performance and accountability are straining the very fiber of our educational organizations, not to mention the stress that is heaped daily on our teachers and administrators. Despite public and private

resources that are being poured into safety net programs, we still have students exiting elementary school lacking the reading skills to be academically successful. As graduation standards are being raised, dropout rates are increasing. Twenty-two percent of all American children live in poverty according to 2010 Census Bureau data;⁴ too many students arrive at school hungry. How do we prepare students for the information age? How do we keep good teachers? Is school choice the answer? Are charter schools the answer? Is privatization of our public schools the answer? There are a myriad of questions but no simple answers.

We can't even agree on what needs help. We debate such questions as: Is it our educational systems that need fixing, or is it our societal systems that need a fix? One thing is for sure: Our educators are carrying a weighty load and could use some help. Our educators need more than blame.

The intent of this book is not to offer fixes to the problems. Our purpose is to offer educational leaders a model of leadership that will enable them to address these challenges by more fully engaging the intelligence resources that lie within their schools, districts, or provinces. What could you accomplish if you got twice as much from your administrative staff or from your teachers? What if every assistant principal was allowed to lead as if he or she was the principal? What if teachers felt free to hold nothing back and be their absolute best both in their classrooms and in taking leadership roles in their schools? What becomes possible if the entire staff is functioning at 100% of their intellectual capacity?

To find answers, we must see that multipliers think differently. They approach leadership differently. They get dramatically enhanced results. Here's how they utilize others at their fullest.

THE FIVE DISCIPLINES OF THE MULTIPLIER

In analyzing data on more than 400 educators, we uncovered several areas where Multipliers and Diminishers operate quite similarly. They both are outcome focused. And both have strong instructional judgment and educational insights. However, as we searched the data for the active ingredients unique to Multipliers, we found five disciplines in which Multipliers differentiate themselves from Diminishers.

1. Attract and Optimize Talent

Multipliers lead people by operating as Talent Finders, whereby they tap into people's natural talents regardless of their seat in

the building. People stay loyal to them not because they feel obligated, but rather because they know they will grow and be successful. In contrast, Diminishers operate as Gatekeepers, by putting people into boxes, insisting that staying within the boundaries results in greater productivity. They tend to protect people and control resources, creating artificial restrictions that hamper effective use of all resources, and they overlook what is possible. People may initially be attracted to work with a Diminisher, but it is often the place where people's careers die. The Diminisher is a Gatekeeper. The Multiplier is a **Talent Finder**.

2. Create Intensity That Requires Best Thinking

Multipliers establish a unique and highly motivating work environment where everyone has permission to think and the space to do their best work. Multipliers operate as Liberators, producing a climate that is both comfortable and intense. They remove fear and create the safety that invites people to do their best thinking. But they also create an intense environment that demands people's best effort. In contrast, Diminishers operate as Tyrants, introducing a fear of judgment that has a chilling effect on people's thinking and work. They demand people's best thinking, yet they don't get it. The Diminisher is a Tyrant. The Multiplier is a **Liberator**.

3. Extend Challenges

Multipliers operate as Challengers by seeding opportunities, laying down a challenge that stretches an organization, and generating belief that it can be done. In this way, they drive themselves and the organization to go beyond what was previously thought possible. In contrast, Diminishers operate as Know-It-Alls, pushing their personal initiatives and method to flaunt their genius, thus never asking their organization to do things they can't do themselves. While Diminishers set direction, Multipliers ensure direction gets set. The Diminisher is a Know-It-All. The Multiplier is a **Challenger**.

4. Build Community Decisions

Multipliers make decisions in a way that informs and readies the organization to execute those decisions. They function as Community Builders, operating with transparency and constructing debate and decision-making forums to drive sound decisions. As a result they build an organization that understands the issues and can quickly

support and execute the decision. In contrast, Diminishers operate as Decision Makers who make decisions efficiently within a small inner circle, but they leave the broader organization confused, which just delays the discussion. In reality, every decision in your school gets debated either upfront or post decision. The Diminisher is a Decision Maker. The Multiplier is a **Community Builder**.

5. Instill Ownership and Accountability

Multipliers are Investors who demand excellence and give ownership while providing resources necessary for success. This results in strong, trusting relationships. In contrast, Diminishers are Micromanagers who get the job done alone and are often successful in spite of themselves. The problem is that things don't get done without them and they become a bottleneck. The school staff spends its time seeking approval, rather than educating. The Diminisher is a Micromanager. The Multiplier is an **Investor**.

THE 5 DISCIPLINES OF THE MULTIPLIERS

Diminishers		Multipliers	
The Gatekeeper	Hoard resources and underutilizes talent	The Talent Finder	Attracts talented people and uses them at their highest point of contribution
The Tyrant	Creates a tense environment that suppresses people's thinking and capability	The Liberator	Creates an intense environment that requires people's best thinking and work
The Know-It-All	Gives directives that showcase how much they know	The Challenger	Defines an opportunity that causes people to stretch
The Decision Maker	Makes centralized, abrupt decisions that confuse the organization	The Community Builder	Drives sound decisions by constructing debate and decision-making forums
The Micro Manager	Drives results through their personal involvement	The Investor	Gives other people the ownership for results and invests in their success

THE MIND OF THE MULTIPLIER

As we continued to study both Diminishers and Multipliers, we not only found that they operate in dramatically different ways, we also found that they hold radically different assumptions about the intelligence of the people they work with. If Diminishers see the world of intelligence in black and white, Multipliers see it in Technicolor. Because they think differently, they operate differently, which causes people to respond differently—offering their full intelligence and discretionary energy. The Multiplier mentality is at the source of the 2X Multiplier Effect.

The Multiplier Mindsets

While the Multipliers we studied across education came with different personalities and different strengths in the Multiplier practices, they shared similar mindsets, or assumptions, three in particular.

1. *People Are Smart*

Multipliers view people as smart and capable; they trust their staff to do hard things and do them well. They see their school or district as full of talented people who are capable of contributing at much higher levels. Instead of wondering if someone is smart, they wonder in what way that person is smart. When Multipliers encounter a problem or challenge, they don't shelter people from it. They expose their team to these challenges assuming, *They are smart and will figure it out*. Sure, they expect people to make mistakes and skin their knees, but they know this is part of the learning process.

2. *Intelligence Is Dynamic*

Our research confirmed that Multipliers not only access people's current capability, they stretch it. People reported actually getting smarter around Multipliers, implying that intelligence itself can grow. This is an insight corroborated by the growing body of research on the extensible nature of intelligence. Consider two such studies:

- Carol Dweck of Stanford University has conducted groundbreaking research on the effects of a "fixed" mindset versus a "growth" mindset. She's found that when children are given a series of progressively harder puzzles and praised for their

intelligence, they plateau for fear of reaching the limit of their intelligence. However, children given the same series of puzzles, but praised instead for their hard work, eagerly take on the challenge of the harder puzzles and increase their ability to reason and solve problems. By exercising their intelligence, they create a belief system, and then a reality, that intelligence grows.⁵

- Eric Turkheimer of the University of Virginia has found that the environment a child is living in can suppress his or her IQ. He and colleagues found that the IQ of the poorest children was almost entirely decided by their socioeconomic status, whereas the environment played a much less significant role for children in the best-off families. In improved environments, children are capable of increasing their intelligence.⁶

3. *Curiosity Sparks Intelligence*

In our research analyzing traits of multipliers, we found that the most recurrent trait was intellectual curiosity. Multipliers stretch their own minds and the minds of those around them because the question “*why?*” is at the core of their thinking. They wonder what is possible.

With these deeply held beliefs, Multipliers recognize the intelligence in others, provoke it, and cultivate it to its fullest. The leader’s own intelligence and curiosity become the catalyst that makes everyone around them smarter and perform at their best.

Consider a high school science teacher and program director with the mind of a Multiplier and a viral, infectious intelligence.

It was a warm July evening in the Santa Cruz Mountains and close to a hundred former “Ridge Rats” gathered to honor their high school science teacher on his 70th birthday. Congregated around a roaring fire, they recounted their time in the Montebello science program with Dan Baer.

Dan, who was only of average build, had an enormous wit that could fill a classroom and a warmth that would light a fire. Dan loved science, but more than that he loved people, especially students. His Ridge program was geared toward the lost and disenfranchised student—he believed in and trusted them. But the program also attracted the smart, college-bound students and even the cool kids—he believed in and trusted them, too. He knew there was a smart kid in every student; his goal was to make them believe in their own intelligence and ability. Dan caught his students by throwing out an observation or two and then reeling them in through their self-led discovery.

Tim Reid, or Timmy as he was called then, was a 14-year-old freshman whose academic life wasn’t going well and whose self-esteem was

close to nonexistent. He saw no future for himself; his parents saw a son who was floundering with no direction. Having heard of Dan's Ridge program, they secured an interdistrict transfer and enrolled Timmy.

Timmy's journey with Dan started slowly as he and the others followed Dan around like little ducklings. Dan led them through the woods, stopping to investigate the symbiotic relationship between a lizard and its parasite or the wonder and contribution of a spreading oak tree. Dan approached every student differently and guided his or her self-discovery. Soon Timmy (like many others) was convinced he was one of Mr. Baer's favorites. Tim reflected,

Mr. Baer first figured out what I was good at and then helped me discover it. He knew my talents better than I did. He made me feel like I was intelligent because everything I said he would consider. He made me feel like I was a smart kid and could do something with my life.

Like all the Ridge Rats, Dan pushed them to think and to reach their own conclusions. Tim remembers Mr. Baer once saying, "Nobody discovers anything by giving an answer. You look for the questions. Why? Because good questions lead to big concepts and ideas."

Dan wasn't a red-mark kind of teacher; grades weren't important. But his expectations were extremely high. If Timmy's observations were mediocre, Dan pushed until they were brilliant. He always expected the best from his students. Dan wasn't overbearing; he just expected. With the negative pressure off, Timmy began to blossom.

Timmy entered Dan's Ridge program as a 14-year-old lost soul and left as a high school graduate, realizing that he was intelligent and knowing he had a contribution to make. Timmy became Tim as he entered college and found his academic passion: history. Dan had taught him the value of intellectual inquiry and instilled in him a belief that he could ask deep, intellectual questions and then find answers. Tim graduated from college, entered a PhD program, luckily found another Multiplier in his PhD advisor, and received his doctorate in medical history in two short years. Tim, now Professor Reid, reflected as he gathered around the fire with a hundred other people who were trapped in Dan Baer's sticky web where they caught his contagious intellect. Tim said, "Dan Baer changed my life. I wouldn't be Professor Reid if it weren't for him."

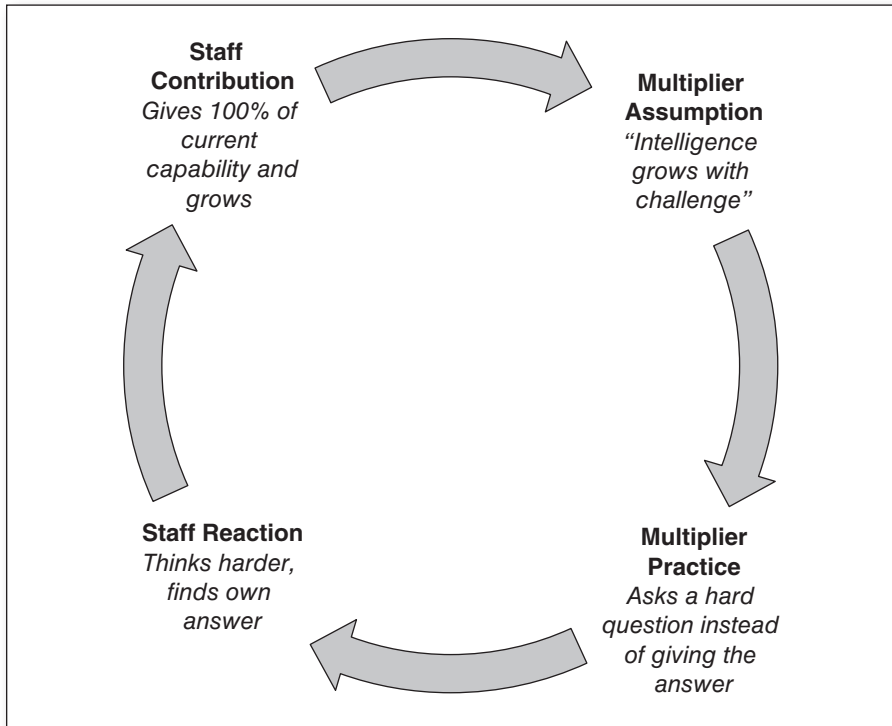
Now on the campus of Oregon State University, Professor Reid gathers his university students and takes them on their own path of discovery. He challenges and pushes their thinking the way Dan did for him years ago.

Dan Baer had an infectious intelligence. He believed that inside each kid was a brilliant mind—a seed trying to push its way up through the soil, find nutrients, and grow. His belief led his students to think a little harder, push themselves a little harder. As another former Ridge Rat, Dr. Eric Allen, said, “Dan taught us how to think, question, discover, and learn. He was always stretching our minds. He made me feel really important. I would have done anything for him.”

Dan’s beliefs drove his students to work at their best. Perhaps more important, Dan’s most deeply held assumptions drove his own behavior, teaching, and leadership style.

Behavior Follows Assumptions

Uncovering and understanding the mindsets of the Multipliers is the key to unlocking the Multiplier Effect. Our assumptions drive our behavior. Our behavior triggers reactions in others, causing them either to step up and operate at their best or to retreat, giving us a fraction of their true capability.



And, unfortunately, when this cycle begins with a Diminisher assumption, it leads to an anemic reaction where people hold back, giving less than half of their capability.

Because our behavior follows our assumptions, often the easiest way to change our behavior is to focus on our assumptions. As Robert Kegan said, “If you want powerful ongoing changes in teaching or leadership, you have to get at the underlying beliefs and conceptions that give rise to behaviors.”⁷

How do we learn to see and focus on our own assumptions? Imagine yourself dragged against your better judgment into a Zumba dance exercise class. Your friend explains that it is the hottest cardio fitness craze—Latin dance meets jazzercise. “It will be fun,” she says. You are wary, having never tangoed or sambaed and find the limbo challenge enough for you. For Liz this is an all-too-vivid memory.

Once the session begins, the instructor moves smoothly and brilliantly. She makes it look easy. Soon the room is alive with lines of people in the cardio zone and moving in rhythm. Indeed, the scene is pretty hot—but you are most certainly not. You see that your worries are well founded as you move left when everyone moves right. You are shaking, but you don’t look a thing like Shakira or really anyone else in the class.

You suffer through, trying to make your arms and legs do what the instructor’s are doing. With just 10 minutes left to endure, the instructor sees you in the back and calls to the group, “If you are having a hard time following along, just watch my knees.” You think, “Her knees? Her knees are hardly moving. It’s the extremities I’m having a hard time keeping up with!” She continues, “Watch my knees. Make your knees do what my knees are doing. The rest of your body will follow.” This strikes you as impossible. But you try. You concentrate on the small movement of her knees. Her right knee moves forward and to the left and then back. You mimic the behavior. Your hips starts swinging to the right . . . just like everyone else’s. You watch for the next move. Again, your hips swing, your shoulder dips, and soon you find yourself keeping up with the rest of the group, even with some Latin flare. It works. As far as you are concerned, it is a miracle.

“Watch my knees and the rest of your body will follow.”

Our *behavior follows our assumptions*, much like our hips follow our knees when we dance. If we want to change the direction of our behavior, we need to change the direction of our assumptions. Sometimes small shifts in our thinking can lead, quite naturally, to significant shifts in our behavior.

What happens when we try to behave like a Multiplier but in our mind we hold some of the assumptions of a Diminisher? If we want to lead like a Multiplier, we need to learn to think like one.

As you read this book, we invite you to reflect on your own assumptions. Do you operate with the belief that *people are smart and will figure this out*? Or do you find yourself in thinking, *they will never*

figure this out without me? The chart below summarizes how these very different sets of assumptions have a powerful effect on the way Diminishers and Multipliers lead others.

How would you:	Diminisher <i>“They will never figure this out without me.”</i>	Multiplier <i>“People are smart and will figure this out.”</i>
Manage talent?	Use	Develop
Approach mistakes?	Blame	Explore
Set direction?	Tell	Challenge
Make decisions?	Decide	Consult
Get things done?	Control	Support

Often, even a small shift of assumptions can cause us to lead and respond in radically different ways, yielding vastly different performance in the people we lead. For example, instead of wondering how smart your co-leader really is, you might ask, “In what way is he smart?” You will begin to see latent intelligence that may have been hidden below the surface.

Now let’s consider the opposite scenario. Suppose you hold the assumptions of Multipliers. You have a growth mindset and see intelligence in abundance; after all, you went into education because you enjoy seeing other people learn and grow. Is it possible to have the mind of a Multiplier but have a diminishing effect? What happens when well-intended leaders follow popular management practices or get so busy they lead without intention? And what happens when they simply replicate what they’ve seen other leaders do—too many of whom are Diminishers?

THE ACCIDENTAL DIMINISHER

In our research, we were surprised to discover how few Diminishers understood the restrictive impact they were having on others. Most had moved into administration having been praised for their personal, and often intellectual, merit. They assumed their role as leader was to have the answers. Despite our best intentions to be perfect leaders, most of us fall somewhere on the continuum between Amazing Multiplier and Dreadful Diminisher.

The greatest power of these ideas might be in realizing that you have the mind of a Multiplier but that you’ve been long living in a Diminisher

world and you've lost your way. Perhaps you are an Accidental Diminisher. Accidental or not, the impact on your team is the same—you may be harnessing only half of the true brainpower of your team.

How would you know if you are having a diminishing impact despite your best intentions? Perhaps you will see glimmers of your own reflection as you put faces on the Multipliers and Diminishers described throughout the book. The reality is that we all fall somewhere on the Accidental Diminisher scale. Despite our best efforts to be effective leaders, no one is exempt from Accidental Diminisher tendencies: superintendents, directors, managers, site administrators, and teachers. No one. To test the accuracy of your self-reflection, visit MultiplierEffectBook.com to take the 3-minute quiz, "Are You an Accidental Diminisher?" Your quiz score and report will help you consider the ways you might be diminishing others despite your most noble intentions.

THE PROMISE OF THIS BOOK

As we interviewed educators, we heard case after case of smart individuals being underutilized by their leaders. And we heard the pain administrators feel trying to do more with fewer resources or being bound by an overemphasis on standardization and assessment. It is a far-from-perfect world in which our teachers teach and our administrators manage and lead. It is a world filled with roadblocks and frustrations. There truly are more questions than answers in the current world of education. But we also heard from devoted educators committed to finding answers to the field's toughest challenges and intractable problems. It is also a world filled with excitement, challenge, and reward. It is a world in need of leaders who look around and see fields of intelligence, ripe for harvesting. Now is the time for us to utilize all of our intellect.

Multipliers are out there. Multipliers know how to find this dormant intelligence, challenge it, and put it to use at its fullest. Multipliers like those above are more than just geniuses. They are genius makers. They know that at the apex of the intelligence hierarchy is not the lone genius but rather the smart leader who also brings out smarts and capability in everyone around him or her. These leaders exist in business, in education, in nonprofit, and in government.

Consider a few you will learn more about later:

1. Amparo Barrera, a middle school principal who turned a school with a rocky gang reputation into one known for its remarkable academic improvement. People felt stretched

around her, saying, “Amparo knew how to work people almost to their breaking points. I never felt like I was working for her; I was working with her.”

2. History teacher Patrick Kelly, who creates an environment that draws out his students’ very best thinking and work, and where 95% of his students score at the proficient or advanced levels on state tests.
3. Alyssa Gallagher, an assistant superintendent who is leading a charge to revolutionize learning across the district by giving ownership to the teachers and letting them be the revolutionaries.
4. Jeff Jones, a newly appointed Canadian superintendent who, when faced with massive budget cuts, created forums for discussion and dissent and built popular support across the district for a difficult decision.
5. Larry Gelwix, head coach of Highland Rugby, whose high school varsity team’s record is 410 wins and just 10 losses in 35 years. He attributes this extraordinary record to a deliberate leadership philosophy that engages the intelligence of his players on and off the field.

The promise of this book is simple: You can be a Multiplier. You can create genius around you and receive a higher contribution from your people. You can choose to think like a Multiplier and operate like one. This book will show you how. And it will also show you why it matters.

This book is for principals and assistant principals who are mired in the random chaos of the job, who feel like air traffic controllers, who wonder when they will find the time to be the leader they envisioned. It’s for our superintendents and their cabinets who must find the balance between needs and resources while managing change and keeping their schools running. It is for our teachers who welcome and teach whomever they get, who are underrecognized and underappreciated. It’s for all the hardworking administrators, educators, and teacher leaders out there in our small towns and our big cities holding the future of our nation on their shoulders.

This is a book for every educational leader trying to navigate the resource strain of tough economic times. It is a message for leaders who must accomplish more by getting more out of their people. As our schools face dwindling resources, the need for leaders who can multiply the intelligence and capability around them is more vital than ever.

This book is for the raging Multiplier who seeks to better understand what he or she does naturally. It is for the aspiring Multiplier who wishes to get the full capability and intelligence from his or her people. And it is most certainly for the Accidental Diminisher that resides in each of us. This is a book for all of our educators. It's for the Multipliers of the present and those who will yet become Multipliers.

As you read this book, you will find a few central messages:

1. Diminishers underutilize people and leave capability on the table.
2. Multipliers increase intelligence in people and in organizations. People actually get smarter and more capable around them. Great educators do this instinctively, sending students home every day knowing that they have been challenged and they are smart. Educational leaders who are Multipliers extend that same logic and conviction to their colleagues.
3. Multipliers leverage their resources. School systems can get 2X more from their resources by turning their most intelligent resources into intelligence Multipliers.

This book is a framework to help you develop the practices of a Multiplier. The following chapters will clarify the differences between Multipliers and Diminishers and will present the five disciplines of the Multiplier. You will read stories of real Multipliers and Diminishers; be aware that we've changed the Diminishers' names (and schools) for rather obvious reasons. The book concludes with a road map for becoming a Multiplier and creating a Multiplier school.

As you are reading this book, you may be tempted to lay the template of change on the Diminishers in your life. You may want to say, "Ahh, how sweet it would be if Bill would start leading like a Multiplier. How much better *my* life would be." Resist the temptation. The biggest change you can make, actually the only change you can make, is to yourself. Enjoy the journey. Begin with a step.

Let us now introduce you to the fascinating and diverse set of leaders we call the Multipliers. They come from all walks of life—from our schools' administrative offices to our schools' classrooms, from corporate boardrooms to the office cubicle. We've selected leaders and educators who represent diverse ideologies, backgrounds, and experiences. We encourage you to learn from everyone. We hope you will find their stories, their practices, and their impact as inspiring as we did when we entered their worlds.

End Notes

1. Name of leader has been changed.
2. Name of leader has been changed.
3. Paul Ainsworth, "Getting the Most from Your Staff," *Secondary Headship* (December 2010/January 2011).
4. Carmen DeNavas-Walt, Bernadette D. Proctor, and Jessica C. Smith, *Income, Poverty and Health Insurance Coverage in the United States: 2010*. <http://www.census.gov/prod/2011pubs/p60-239.pdf>
5. Carol Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006).
6. David L. Kirp, "After the Bell Curve," *New York Times*, July 23, 2006.
7. Dennis Sparks, "Inner conflicts, inner strengths: An interview with Robert Kegan and Lisa Lahey," *Journal of Staff Development* 23, no. 3 (2000).