***What are the work, college, and school support connections that will organize the greater community toward supporting high school redesign? What role can the state play in fostering connections?***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Partner  Individual or organization; consider champions, power brokers, workers, sponsors, ambassadors, etc. | Interest in challenge at hand  How is the partner affected by effectively connecting high schools to work/college? What motivations does the stakeholder have? | Desired outcomes  What does the partner hope to see come out of this? | Level of Engagement  How much does the person care about the specific challenge and high schools? What kind of information does the partner want? | Degree of power and influence  What resources does the partner possess, and how may they be brought to bear on the challenge? | Values  What are the commitments and beliefs guiding behavior and decision-making? | Fears  What does the person fear losing (status, resources, etc.) if things change? | Alliances  What shared interests does the partner have that could lead to building influence? |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Adapted from *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* by Ronald Heifetz, Alexander Grashow, & Martin Linsky (2009).