



10 Adopt, Adapt, Adjust: Your Turn!

I have learned that I still have a lot to learn.

—Maya Angelou

I was reminded by a thoughtful friend that, even with the knowledge in this book, it could be quite overwhelming to start or even revise a leadership program. Please recall that this book is based on over 15 years of experimentation, reflection, and action. I started with one program, revised it, and added small things to make it better and stronger. I chose to work with people who were committed to the idea of developing leadership programs and they gave me the support and courage I needed to progress with the development of the programs. Knowledge and practice grew, and, over time, we had a continuum of programs. They are ever evolving, and our team is continuously and enthusiastically grappling with them to make them better. Hopefully, participants in our programs embrace the idea of being lifelong learners, starting from the programs in which they participate and long after they graduate. To continually adopt, adapt, and adjust to new challenges and professional environments have become necessary today.

So, please use this book as a beginning to or a continuation of your process to develop your ideas and your programs. But what should you do if you don't have the resources that I was lucky enough to have to build these programs? Maybe start by creating a rationale for having such a program or programs. Start however and wherever you can with a small group of committed people who support your ideas and believe in them. Start with faith and determination to do something! Think about senior leaders in your organization, your colleagues, and peers who will support you in your endeavor. Start small and focus on the key concepts you want to cover and then gradually scale up your programming. Start with a standalone program or select sessions that meet the needs of your participants. Your enthusiasm and passion might lead to the institutional commitment that you richly deserve!

How might you scale up these programs? At the end of each overview of programs in this book, I have shared some ideas about how you might be able to do this. Please consider that online learning is a cost-effective way to share information to large audiences. You could also combine online learning with in-person sessions designed explicitly for deep reflection, networking, and community building. Although there can be issues of unequal access regarding the use of technology for teaching and learning, something is better than nothing.

We need leadership anywhere and everywhere, and you might just be the person to create the enthusiasm in others to take complex problems, wrestle with them, and work together to develop a common vision that leads to a vibrant program. Whether you are in government, civil society, or the corporate sector, we require leadership and change. Leadership begins with individuals acting together for a common cause. You don't need degrees in leadership; anyone can become a leader.

Through your examination of the past few chapters, I hope you agree with me that management and leadership can be learned and taught. Consider the order of the sessions within a program and how you will build knowledge—starting from simple concepts and ending with more complex ideas. Build in periodic synthesis of key concepts throughout the program and end strong with facilitating participants to reflect on their learning and plan steps they would like to take to grow personally and professionally as leaders.

I hope that this book has inspired you to find your own vision of how you might adopt, adapt, and adjust the management and leadership programs described in this book—regardless of your field of endeavor. The past chapters have covered program implementation considerations, program descriptions, and lessons from online learning, as well as ideas for assessing and evaluating leadership programs. Throughout the book, we have included reflections from speakers, program officers, current participants, and alumni to show you how enthusiastic program participants can be and how they continue to apply the principles and strategies they have learned.

Even when coming up with the ideas to design or develop a leadership program, over time, I have fully embraced the idea of working with colleagues to develop the programs further. The notion of a program being “my program” has rightfully changed ownership to “our program.” This really means that I have had to check my ego at the door and share with others the joy that comes from collectively creating a program. I now have come to believe that not only should the programs transform audiences for whom they are intended, but they should also be a transformative process for the program implementors, who, given the space to harness talent and creativity, make it a meaningful experience for both themselves and others.

This book is yet another example of how I have changed my philosophy of leadership and my approach toward developing programs. I began the project with a group of student research assistants. What I did not realize was that, unconsciously, I was thinking about not only the end project (the book in this case) but also the value to the student research assistants of being involved in the project. In a short period of time, an intellectually supportive environment had been created by ALL of us, in which everyone in the book project felt free to listen carefully, suggest new ideas or alternative approaches, rely on each other, and discuss, not argue. The result of this process has

Student Assistant Reflection

My participation in various leadership programs has rarely allowed me to take a peek at their backbone. Rather than witnessing the final versions of the programs, I was now able to explore them at the stage of theoretical grounding which deepened my understanding of the value and purpose of teaching leadership.

Kristabel K., class of 2024

been this book in which all of us share collective pride. It is a labor of love and I hope you notice how student program assistant reflections in this chapter demonstrate their self-awareness and appreciation for working as a team toward a shared goal—which, in this case, is what you are reading now.

Leadership is a collective venture: There are times you need to lead and other times you need to follow. But a few things show up as a result of a good process: Anyone involved in the process is inspired and becomes more self-aware, understands how to work as a team member, and shares collective ownership and pride in a project, program, or product.

It's your turn now! I have developed this final chapter with the intent of creating space for you to think about your own personal and professional growth as a manager and a leader. The handouts at the end of this chapter are developed for you. They cover some key concepts, explained previously, that are very important to me and that have transformed me as a person and professional interested in practicing good leadership. I use the handouts myself and continually rate myself. I record my thoughts as I consider each question. As a result of this exercise, I now have a list of things I have done well, things I need to think about, and a list of things to do.

Using the format for the handouts, you can create your own for other topics and build a systematic way to reflect and assess your progress. You might be wondering why I used an even-numbered Likert scale rather than the usual odd-numbered scales. I like to use even-numbered scales so that I can never be neutral on any issue I am evaluating.

Let's begin your process of reflection on the ideas contained in this book.

Eight Pillars of Program Design. As you may recall, Chapter 2 covers the Eight Pillars of Program Design. These pillars (Intentionality, Theoretical Grounding, Rigor, Structure, Reflection, Community, Assessment and Evaluation, and Participant Learning and Empowerment.) are at the heart of our programs at the Rockefeller Center and allow us to turn our experiences and creativity into personal and professional growth as leaders. If you implement

Student Assistant Reflection

By knowing our strengths and inclinations, our team was able to find strength in diversity, delegate roles effectively, and take risks that paid off. I found myself taking more creative liberties, relying more on my fellow student editors, and having greater appreciation for the work we did, together or apart.

Elizabeth P., class of 2021

Student Assistant Reflection

Both the content of this book and the process of creating it have taught me a tremendous amount about my own personal leadership style and how to work best as a team. This experience has not only helped me enhance my research and technical skills, but it has also allowed me to become a stronger leader, a clearer communicator, a more confident team member, and an experienced problem solver.

Madeleine B., class of 2022

these principles and reflect on them as you progress, you will discover what you are doing well and where there is room for growth in your own program development, design, and delivery. Handout 10.1 at the end of this chapter will help you document your reflections about them so far and give you space to document thoughts to make new or existing programs stronger.

Self-Awareness. Personal and professional awareness of strengths and weaknesses is critical. This awareness allows us to play to our strengths and develop plans to address our weaknesses. At the very least, we can surround ourselves with team members who have strengths where we have weaknesses. Becoming self-aware provides us with the opportunity to grow and learn. In this process, we can decide when to lead, when to manage, and when to follow others because they have the required talents to not only get a job done, but a job done well.

How might we identify our strengths and weaknesses? Consider using assessment tools (e.g., MBTI or Strengths Test) developed in your own country or elsewhere. Many people are skeptical about such tests because they are not sure about their validity and reliability. They often believe they are reductionist and lead to or reinforce stereotypes. Personally, I think they are useful because, whether I agree or disagree with the results, I find myself reflecting more deeply and coming to a realization of what I know or don't know about myself. This has set me on the path of continuous learning, which is so important in our rapidly changing times.

Asking others to share their perceptions of your strengths and weaknesses through a 360-evaluation is a practice that is gaining popularity. This tool uses results from self-evaluation and feedback from co-workers, colleagues, and subordinates on topics such as technical skills, interpersonal communication skills, and ability to lead or manage a team or an organization. I have found that this tool is useful for individuals open to feedback but often upsetting for others not good at receiving feedback. For this reason, it works best in a work environment built on trust, or an environment that is rebuilding itself based on trust. Handout 10.2 at the end of this chapter has questions that you could use to learn more about yourself and how you relate to your team.

Team Dynamics and Working Together. Let's dive deeper into team dynamics and some factors that lead to effective teamwork. When everything is going according to plan, we are able to identify the strengths and weaknesses of our team members and determine whether we are meeting the organization's mission. Even if we do not explicitly talk about individual working styles within our team, we know from experience that each person has a unique style that contributes to or affects the ability of a team to work together. Therefore, leadership and management cannot follow the idea "of one size fits all."¹

Our role as managers, leaders, or followers is visible to others through our actions, and we strive to always maintain the morale of the team. It is our responsibility to support everyone, and we need to pay particular attention to those who have personal constraints and yet work very hard to meet their job responsibilities. This requires flexibility, empathy, and compassion. We are inspired to think about tools that will help us to see how tasks are being accomplished and how we, as a team, work together to meet our stated goals.

The true soul of a team, however, becomes visible in times of emergency. We are tested in our ability to work with uncertainty and ambiguity, and circumstances that require us to change our plans at a moment's notice. The demonstration of how we work together and support each other suddenly becomes much clearer. In such times, we get to observe the strengths and weaknesses of our team and its members in a new light. Also, our role in a leadership capacity (formal or informal) becomes even more visible to others.

Here is an example about how this worked for the Center's co-curricular team recently. Before COVID-19, we took pride in our work as a team and our ability to work together. The pandemic brought chaos and uncertainty in every program approach we had worked hard to establish for our in-person programs, and our team was forced to begin working remotely without prior notice. For many people across the world, I am sure this is a shared experience.

We adapted quickly and these adaptations maintained the integrity of the programs' rigor and organization. We helped each other through strengthening our organizational and technological skills. We worked with speakers to adapt their sessions for the new reality we were facing. We changed our meeting times to accommodate time zone differences. We talked about how we were feeling and used humor to get us through the sudden change in our lives. The term flew by and, before we knew it, programs had taken place on time, and we were thinking about how we might tweak our programs and what we needed to do better for the next iteration.

Survey results indicated that the programs exceeded the expectations of the participants who had initially expected to learn less from online learning. We are happy to see how the enrollments in the new cycle of program offerings have returned to pre-online enrollment numbers, suggesting that online programming is seen to be as valuable as in-person offerings. Today, our team continues to iterate in the spirit of continuous quality improvement, and we direct our efforts particularly toward building community. While there are many reasons for why we were able to react so quickly, I will share a few: Our foundation of previous experiences had created an environment open to innovation and learning; we trusted and relied on each other; and each person on the team knew that they could experiment without fear of reprisal. Finally, formal or informal leadership positions did not matter; what mattered most was getting the job done effectively and efficiently.

Staying in touch in different ways and for different reasons helps to create team cohesion. Given that we were adjusting to a remote work environment, we created an online tool that team members used to complete their weekly priorities. This online tool helped team members not only to keep track of priorities but also to understand what their priorities were in the first place, and this significantly reduced stress! For example, I had a project that I could not get to for four weeks in a row. That made me stop, pause, and ask myself, "Is this truly a priority or can I plan to do

Student Assistant Reflection

In addition to sitting in on countless sessions, as participants of these programs do, I had the privilege of engaging in the sort of teamwork, mentorship, and self-reflection that underpin every strong leadership program. Working so closely to get a project done on a tight timeline while coasts apart taught me a lot about clear communication and personal accountability.

Caitlin D., class of 2022

Student Assistant Reflection

When you are in a project group full of peers you trust, you trust not just them, but the quality of their work, their intelligence, and their decisions. That does not come immediately; building a dynamic where we each knew our strengths and pursued our sub-projects took time as we got to know each other.

Dylan G., class of 2020

this project later on in the year?” This moment of reflection enabled me to delay this project and removed the pressure I imposed on myself to complete it. Keeping this list on Google Sheets gave me an understanding about how the team was performing as a whole and who needed additional support in this period of transition. This “weekly priorities” tool worked better for some than others, but I have continued to encourage the team to use the tool, all the time realizing that sometimes, in formal leadership positions, we make decisions that may not be popular, but these are decisions we make for the larger purpose.

This experience taught me that, as managers, we should ask our team members to review their work and prioritize their tasks often and especially in times of emergency. Leadership as a process to support team and organizational growth takes on a new meaning because it is dynamic and helps us to address a changing environment by being more flexible. Another important consideration when we face uncertain times or environments is for us to make time to take care of ourselves and the others who rely on us. This requires emotional intelligence, flexibility, empathy, and compassion—for ourselves and for others.

We have continued to have weekly meetings and find that they work just as well online. In uncertain times, sticking to routine introduces a sense of normalcy in everyone’s lives. Lastly, our team uses humor very effectively! This really lightens people’s hearts and increases a sense of community and creates a strong network of support. Establishing a strong community of educators who deliver programming also inspires participants to create community and cohesion. Handout 10.3 at the end of the chapter covers a few questions for you to reflect on for building and supporting your team in all types of work conditions.

Organizational Development. Leadership development, education, and training are supported by strong organizational practices. In the words of Warren Bennis (2008), “leadership is the capacity to translate vision into reality.”² As leaders and managers, we need to develop a vision—and a mission, strategies, and goals for reaching our vision. As we embark on this journey, we must model behaviors that we expect from our own employees and participants. All these concepts together must address the needs of the stakeholders. Finally, we need to be clear about our organizational culture, practice our values, and demonstrate our beliefs through our actions.

Strong and transparent administrative, program, management, and financial systems help us implement change efficiently, and we need to pay particular attention to succession planning in these systems and our programs. Further, as soon as we identify weaknesses or gaps, we should address them. I share two examples of gaps I came across as a result of writing this book. We have always been committed to gathering qualitative and quantitative information about the leadership programs described in this book. However, when I started looking at this information about our

programs, I realized that as a result of staff turnover, while the information was available, it simply was not easily accessible because each person had used their own filing system to save this information. Recognizing this inconsistency, our program officers have worked together to standardize our filing systems related to the five programs.

We also learned the importance of adopting commonly used databases in an organization. So many new technologies and platforms are available today that it is a temptation to try them. We adopted a new and exciting database that was not used or supported by our institution. All went well until the database company went out of business. While we did have access to the data we had gathered, selecting a new database system meant that we needed to put a tremendous amount of effort into reorganizing the data. The positive aspect, however, is that the new database system will allow us to meet our current needs and will help us to gather information in a more efficient and timely manner. It is also supported by the institution, should we run into problems.

Student Assistant Reflection

In sharing the Rockefeller Center's story through tables, charts, and graphs, I have gained an appreciation for the importance of data in complementing anecdotal narratives and a comfort level with large (and sometimes inconsistent) datasets. Our team's constant feedback and support gave me the permission to test new analyses and the confidence to propose different ways of visualizing data.

Nathan P., class of 2022

Building strong monitoring and evaluation systems cannot be emphasized enough. They enable us to define and measure the success and impact of our programs and open us up to new possibilities. Look for industry standards that have been developed for this purpose and use these to inform your systems. For example, the *ILA Guiding Questions*, *ILA Guiding Principles for Leadership Programs*, the *CAS Standards*, *Learning Reconsidered*, and the *ILEC Collaborative Priorities & Critical Considerations for Leadership Education* are a few resources we can use to develop content and measure impact and effectiveness of academic curricular and co-curricular leadership programs.³

I have often polled my teams about their vision of an ideal work culture and environment. Most people tell me that they thrive in a peaceful, effective, and efficient workplace and one that is filled with purpose and meaning. Our team members have written up our team values in a “Staff Values and Professional Etiquette” document and visit them when a new team member joins or at least once a year. Team etiquette is important to us and when we review the document periodically, we discuss what is going well and what we need to address. The greatest lesson I have learned from this exercise is that our team owns the document and models behaviors. This is noticed by our participants and our student assistants, who in turn, begin modeling the same behaviors.

Words matter and transparent communication systems lead to a healthy work environment. Ineffective communication systems, in contrast, create a dysfunctional workplace environment. Lack of transparency in communication systems is exacerbated by gossip in the workplace and this is why I have zero tolerance for it! If you are confronted with such a situation, it is useful to share your understanding of why gossip in a workplace is not acceptable and the negative impact it has

on the team's culture, morale, trust in each other, productivity, and efficiency. Through coaching and being clear with your expectations, a discussion with employees should lead to a common understanding of the negative impact gossip has on teamwork and results. Through this shared understanding, we can begin to create practices that will reinforce the desired workplace culture. Regularly discussing why you have a zero tolerance for gossip is a reminder for managers and leaders as well as other team members about their own role in maintaining harmony and peace in the workplace

Conflicts between employees destroy the harmony of a workplace and, as managers and leaders we must deal with them as soon as we become aware of their existence. Being invested in a chain of action for conflict resolution helps employees to take clear next steps toward addressing and settling their conflicts. I suggest that we take a systems approach to communication and conflict in the workplace. Here is how it has worked for me in one instance: An employee who had a conflict with another employee was requested to have an open and honest conversation with the concerned individual. When the situation was unresolved, the employee discussed the matter with a mentor or a coach, who maintained confidentiality and helped the person come up with a plan to resolve the conflict. It continued to be a problem and soon became an issue that affected team morale. At that point, I had a difficult conversation with both employees, and we were fortunate to resolve the conflict.

Paying close attention to the personal and professional development of team members is invaluable for individuals, teams, and organizations. Not only does it create energy and enthusiasm, but it also keeps the organization keenly aware of the near and long-term changes on the horizon. For example, every person on our team makes an intentional effort to develop their personal and professional development plan. Complementing this is team learning about new ideas through reading books together and discussing them once a month. Another example is enrolling for a short course together and studying together. Perhaps you are thinking that all this requires financial resources. But lack of financial resources should not be a deterrent. "Begin with the end in mind" as Covey says and develop the professional development objectives first.⁴ Consider all the free courses and webinars that are available now and develop your own curriculum.

Student Assistant Reflection

I quickly realized that aside from my role as a designer, I had to be a flexible leader, an active listener, and an open collaborator. As a designer, I was challenged to create simple designs that communicated intricate concepts, and it enabled me to broaden my perspective and become a malleable creator.

Gia K., class of 2022

Many colleagues I have spoken to often tell me that there is not enough time in a day to pay attention to personal development or even allocate time for it. My experience has been that when you create space for personal development, it creates spaces for a different kind of energy and motivation to get the job done. For instance, staff who have articulated their personal and development needs have not only kept up with the responsibilities and performed well, but they also have carved out the time to keep up with their own professional development. A key for managers and leaders to

supporting personal and professional development within an organization is to create a transparent system of accountability in which achievement of work objectives, staff development, and growth go hand in hand. Professional development plans should be co-created, taking into consideration individual employee and organizational aspirations. At times there may not appear to be a direct link between the employee's and the organization's professional development plans. In such cases, consider the employee's intellectual development and how their learning still improves skills that are transferable if they move on to other responsibilities or challenges.

Mentoring and coaching are gaining attention in leadership development, training and education. These two practices are essential for personal and professional growth and provide employees and participants with a framework that supports critical analysis of problems and, at the same time, improves communication skills. For example, training our minds to ask "open and honest questions" without judgment or practice active listening, which requires us to listen to understand and not to refute.⁵

Recognizing contributions of team members is critical to developing a vibrant work environment. While financial compensation is important, it is not the only thing that motivates employees within an organization to do their best work. Recognition for efforts, big or small, go a long way in inspiring colleagues to do their best. Our team, for instance, has created a space in our weekly meetings to thank and recognize colleagues. In the beginning, it seemed forced and unnatural, but now it is simply part of our team's culture to acknowledge one another for a job well done. For instance, when I think of *Leadership Blueprints*, it is an example of collaborative work that has been done tirelessly behind the scenes by student research assistants. Based on their academic schedules, some of them worked with me through the duration of this project while others joined at various times. I must confess that until I had asked them to reflect on their experiences, I did not realize how much they valued working on this book together. In their reflections, they are demonstrating how they view teamwork, self-awareness, and the achievement of common goals. Periodic reflections are yet another powerful tool in our toolkit as managers and leaders to glean practical wisdom and carry momentum from growth. Let's continuously recognize and appreciate the small and big contributions that move us toward our personal and collective aspirations. Handout 10.4 lists some of the questions that I use to think about our leadership programs and how they are supported through our organizational efforts.

You may have other questions that are not listed here, and I am delighted that you are thinking of them. Please take a moment to list them and, if you have time, please contact me at TeachingLeadershipCooperative.com. I would love to hear from you: What do you think about *Leadership Blueprints*? What do you plan to do with the information you have learned? How do you plan to use it or how have you used it? How has it helped you to grow personally or professionally? How has it changed your ideas for leadership programming?

In *Leadership Blueprints*, I am simply giving space to thoughts and ideas that have evolved over time with the commitment and the hard work of my colleagues, session facilitators, and thought leaders in the fields of management and leadership. I cannot help but smile when I think about all the students who have enriched my life with their energy, enthusiasm, and genuine love.

I began with the thought that a good idea becomes a great idea with the input of many, and so I end with it. If you have an idea that will help to make the world better, please share it freely, joyfully, and with reckless abandon. I wish you all the best!

Notes

¹ Politis, 2016, and Silverstein & West Duffy, 2016.

² Bennis, 2008.

³ International Leadership Association, 2009; Council for the Advancement of Standards in Higher Education, n.d.; Keeling, 2004; Inter-association Leadership Education Collaborative, 2018.

⁴ Covey, 1989/2020.

⁵ Palmer, 2007.

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Reflecting on the Eight Pillars of Program Design

Rate yourself on the questions below on a scale of 1 to 6 (1 being poor and 6 being excellent). Please add questions you feel are important and are not listed in this handout.

Question	Rating	Comments and Next Steps
1. Am I intentional about considering learners' background, age, diversity, and maturity when I start designing programs?		
2. Does the learning space I create foster an intellectually supportive environment? Do I have a strong understanding of the attitudes, beliefs, and values of my participants?		
3. Are my program designs based on research and theories? Are there other theories that can inform my research?		
4. How well am I or my speakers prepared to deliver and co-create content with participants?		
5. How well-organized are the logistics of my program?		
6. Have I created dedicated spaces for participant reflection?		
7. Are my programs creating a sense of community?		
8. Do I have a systematic assessment and evaluation system?		
9. Are participants satisfied with and empowered by the program?		
10. Are participants gaining knowledge about leadership theories, and developing and practicing skills and competencies as a result of participating in my program?		
11. How engaged are the participants in my program? Do participants recommend the program to their friends?		
12. Do I apply my emotional intelligence in the hard work of developing a program design?		
Your Questions:		

Self-Awareness & Understanding Your Team

Rate yourself on the questions below on a scale of 1 to 6 (1 being poor and 6 being excellent). Please add questions you feel are important and are not listed in this handout.

Question	Rating	Comments and Next Steps
1. What are my values? How congruent are they with my behaviors?		
2. What are my strengths? How do I use them? What else can I do to use my strengths?		
3. What are my weaknesses? How might I address them? What can I do differently to address them? How can I do things differently to address them?		
4. What is my working style? What makes me happy and what frustrates me?		
5. Do I believe in self-care? Why is it important? How well do I practice self-care? What stops me from taking care of myself? How do I define self-care?		
6. What are my identities and biases? How do they affect the way in which I work with others?		
7. How skilled am I at participating in difficult conversations? Do I actively listen even when I disagree? Why is this important for management and leadership?		
8. Do I have a fixed mindset or a growth mindset? Why is it important for me to have a growth mindset? What do I need to do to develop the habits of a lifelong learner?		
9. What are my immediate goals? What are my long-term goals? How do I allocate and manage my time toward achieving these goals?		
10. What are the working styles of my team? How do we resolve conflict?		
Your Questions:		

Team Dynamics and Work

Rate yourself on the questions below on a scale of 1 to 6 (1 being poor and 6 being excellent). Add questions you feel are important and are not listed in this handout.

	Question	Rating	Comments and Next Steps
1.	Do I demonstrate empathy, flexibility, and compassion toward my team members as well as myself?		
2.	Am I fair and equitable in my approach toward my team members so that I am not creating a feeling that some are inside and others outside the circle?		
3.	Are team norms and professional etiquette as a team revisited periodically? Do I know about the workstyles of my team members?		
4.	What do I feel about gossip in the workplace and its impact on workplace culture, productivity, efficiency, and morale?		
5.	Have I created space for team members to reflect on their priorities, strengths, and weaknesses? What they are doing well and where do they need to improve?		
6.	Is there a system in place of regular check-ins with team members?		
7.	Do I contribute to creating a sense of community? What else do I need to do to create a sense of community?		
8.	Am I in my circle of influence and not in my circle of concern?		
9.	Do I demonstrate empathy, flexibility, and compassion toward my team members as well as myself?		
Your Questions:			

Organizational Development

Rate yourself on the questions below on a scale of 1 to 6 (1 being poor and 6 being excellent). Please add questions you feel are important and are not listed in this handout.

Question	Rating	Comments and Next Steps
1. Does our organization consider the local, national, and global contexts within which our programs operate?		
2. Do we have a clearly articulated vision, mission, goals, and strategies?		
3. Are my programs aligned with my organization's and institution's mission?		
4. Do we have strategies in place that embrace the idea of continuous quality improvement and a growth mindset that allows us to improve our productivity, efficiency, and impact?		
5. Are our programs informed by relevant standards established for our industry?		
6. Does our organizational culture demonstrate our organizational values?		
7. Are we intentional in our efforts to address diversity, equity, and inclusion in our programs? Do we have systems in place to assess and test new and innovative approaches?		
8. Do we have systems in place that enable us to identify problems and to plan, implement, monitor, and evaluate our programs, including how they measure success and address the organization's mission?		
9. Have I created a system to document changes to align with changing environments we face?		
10. Do I have systems that allow me to document successes and take action on challenges in issues related to program, administration, management, and finance?		

Question	Rating	Comments and Next Steps
11. Are the skills and talents of members of my team aligned well with their responsibilities? Does the organizational chart demonstrate that the people with right talents for the job are placed correctly within the organization?		
12. Do our team members feel respected and valued? Have we created psychological safety for employees that allows them to innovate freely and with an intent to support continuous quality improvement?		
13. Are employees and program participants mentored and coached?		
14. Are colleagues in the organization encouraged to develop a personal and professional growth plan?		
Your Questions:		