# 7 Rockefeller Leadership Fellows Program (RLF)

*Watch your thoughts, they become your words; watch your words, they become your actions; watch your actions, they become your habits; watch your habits, they become your character; watch your character, it becomes your destiny.*

—Lao Tzu

The Rockefeller Leadership Fellows Program (RLF) is a standalone program that spans a full academic year. Designed for students in their final year of undergraduate experience, RLF provides participants with a space for reflection, resources to develop personal leadership philosophies, and practical leadership skills. The program also addresses the needs of participants who are preparing to enter the workforce. While they may have had work experience in the past, these participants are beginning to establish their position in their work and in society. The program is also suitable for those who are new, existing, or emerging leaders. It could easily be adapted for mid-level managers and senior leaders in all fields of endeavor. As with other programs described in this book, use your creative energy to offer the program in its entirety or select those sessions that are relevant to your needs.

## Program Goal

To provide participants a space to reflect on their leadership skills and experiences, as well as those of their peers and mentors, in preparation for leadership challenges after graduation and to articulate a leadership philosophy.

## Program Prerequisites

None

## Program Participation

RLF is intentional in its selection of participants. A unique feature of the program is that the current participants select their successors. In so doing, they learn about the importance of incorporating diversity within the cohort as well as the inclusion of underrepresented groups. For example, since the 2014–2015 academic year, RLF has served participants representing 42 different fields of study, ranging from the humanities to STEM and the arts. The five most popular majors for RLF participants are, in descending order: government, economics, history, geography, and anthropology. Table 7.1 presents the top 10 majors among RLF participants since 2014.

**Table 7.1**

*Ten Most Popular Majors for RLF Participants 2014–2020*

| Major | Number of Participants |
|---|---|
| Government | 47 |
| Economics | 30 |
| History | 11 |
| Geography | 6 |
| Anthropology | 6 |
| Engineering | 6 |
| Biology | 5 |
| Computer Science | 5 |
| Psychology | 5 |
| Environmental Studies | 5 |

This program attracts more female than male participants; 57% of the students who completed RLF since 2014 identified as female. In addition, RLF attracts a high percentage of international students. Historically, 14.4% of RLF participants have been international students who collectively represent 40 different countries. In this way, RLF leverages the advantages of diverse majors and perspectives that can be drawn upon from all parts of campus and different parts of the world.

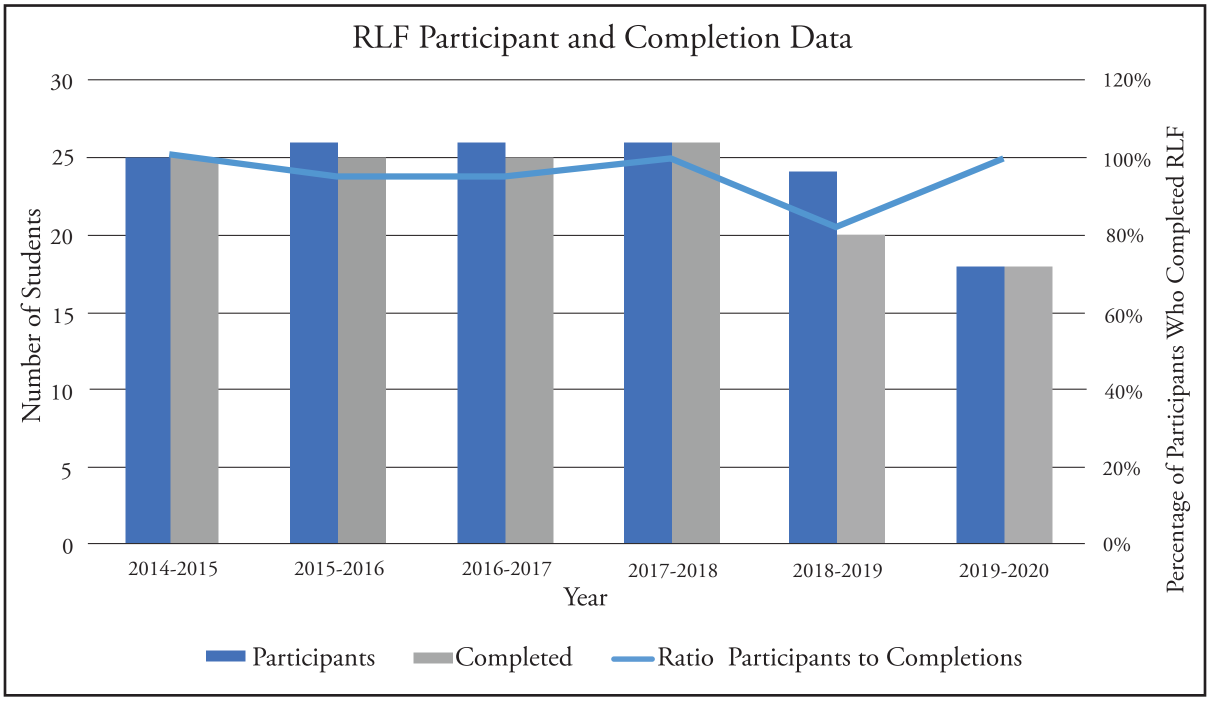
The enrollment and participation in this year-long program need to be viewed differently from other programs that are one term long. Very few students drop out of the program because of the prestige it has on campus and because students feel that their time is well spent in RLF. This being said, there are a few who do choose to leave the program. These students were unable to commit to the year-long requirements of the program; or the program content did not resonate with them; or their interests aligned with other opportunities on campus.

It is not an option for participants in this program to miss a session. Program completion is defined as completing all assignments and completing makeup assignments for sessions missed. At the application stage, learners are informed that they can "miss" a session physically if they have scheduled exams conflicting with the program meeting time, job interviews, illness, or extenuating circumstances. These requirements are emphasized during the program's orientation. They are also discussed with the individual and the cohort when participants use a reason for missing a session other than the ones listed here. This sense of discipline develops a culture within the program cohort. In part due to the ability to make up missed sessions, there has been very little attrition in RLF as can be seen in Figure 7.1.

Figure 7.1 shows that the number of students who completed RLF has remained largely consistent from the 2014-2015 cohort to the 2019-2020 cohort. The number of students who completed the program each year varied from 18 in the 2019-2020 cohort to 26 in the 2016-2017 cohort.

**Figure 7.1**

*RLF Participant and Completion Data Since 2014*




## Key Program Elements

- Establishing accountability partners or groups
- Developing an understanding of management and leadership theories and principles, with the aim of creating self-awareness, becoming effective team members, and understanding organizational theories and behaviors
- Retreats designed to enable participants to build relationships and discover together their own views related to management and leadership
- Emerging from the program with a concrete leadership philosophy and a leadership presence, as well as the advanced public speaking skills to present them
- Current program participants select their successors

## Program Description

In this program, participants reflect on their own leadership journeys as well as the leadership experiences of their peers and speakers. Some key themes emphasized in the program are reflective practices; awareness of one's strengths and weaknesses; enhanced communication skills, including framing difficult conversations; team dynamics and teamwork; organizational behavior, development, and growth; change management; and developing and articulating a leadership philosophy. These themes are explored through workshops, team-building exercises, dinner discussions, and speaker lectures. Each activity challenges participants to view leadership at a personal, organizational, and societal level, and to reflect on how they can improve their effectiveness as leaders in each setting.

The program consists of 25 or fewer participants in order to facilitate a close-knit cohort. At the beginning of the program, participants are paired with one to three other participants as accountability partners or groups who hold each other accountable for personal and professional goals. Accountability partners or pairs can be formed randomly or based on interest in learning more about some aspect of leadership. Each participant is also provided with a journal to develop their own leadership philosophy and record reflections throughout the program. At the beginning of the first and second terms, participants participate in full-day retreats. In the first retreat, in addition to various speaker sessions, the main goal is to allow the cohort to bond through informal conversations and fun activities like a talent show. The second retreat has additional bonding activities, a guest speaker session, and a panel or program alumni who speak with the cohort in small groups. Participants sign up to give a presentation on a leadership concept at one session during the year. They receive immediate feedback from their peers and meet with the program facilitator to go over presentation feedback. As a result of this exercise, the program touches on many aspects of leadership and, in one sense, engages participants in co-creating the curriculum by complementing topics covered by guest speakers, described below.

Throughout each term, the cohort meets weekly for a dinner discussion, a participant presentation, and speaker event. At the end of each weekly meeting, the cohort provides feedback for the guest speaker and has 30 minutes of "free" time. In the past, cohorts have used their time to plan organization-wide initiatives, discuss personal leadership challenges and philosophies, and bond as a group.

In the final term of the program, participants focus on recruiting the following year's cohort and plan the marketing, interviews, and selection from start to finish. This is considered by program alumni to be the strongest feature of this program because they have knowledge about the applicants; they ensure diverse representation; and they leave the program stronger with each passing year. Last but not the least, they practice concepts and skills learned in the program.

## Key Leadership Competencies

The key competencies the program focuses on are self-awareness, collaboration, management, and self-knowledge. The program encourages participants to listen to different voices when making decisions and capitalize on these differences when working in a team. The program also emphasizes personal realization and moving beyond self-imposed limitations. Self-awareness, ability to work in teams, and working within organizations to achieve societal good are the aims of the program.

## Possible Adaptations

In addition to higher education, the content is also applicable to nonprofit organizations, for-profit organizations, and government institutions. The program is suitable for those who are in management and leadership positions or aspire to be a manager and a leader.

- Many of the discussions related to the content in the program can be offered through a "lunch and learn" in which attendees select materials and discuss applicability to their work environment. It is important to end such discussions with concrete action steps.
- Identify your audience and their needs. Research what is known or not known about these needs.
- Use the Eight Pillars of Program Design to develop your concept.
- Make sure the content you cover matches the experience and maturity level of your audience. Create a structure within which you will sequence the content.
- Think about an "accountability partner" system and how it might work.
- If resources permit, consider surveys about knowledge, attitudes, and practice. Have a group discussion about the results.
- Set up a public presentation program to help colleagues build presentation skills and help participants build their leadership presence.
- Help your team to develop a personal development plan based on the content covered.

# Session 7.1 Introduction—Perspectives on Leadership

## Session Description

In this session, the facilitator will discuss perspectives on leadership. Specifically, the facilitator will cover the Learning Zone Model, the difference between dialogue and debate, practical listening skills, and the skills necessary to create a leadership presence. Participants will discuss their cohort culture and establish group norms and etiquette for the program.

### Leadership Competencies Addressed

***Collaboration***
- Builds and maintains partnerships based on shared purpose
- Acknowledges and listens to different voices when making decisions and taking action

***Effective Communication***
- Exhibits effective listening skills

## Learning Objectives

Participants will do the following:
- Describe the Learning Zone Model
- Identify at least two differences between debate and dialogue and the implication of the differences in leadership
- Develop group norms
- Practice listening skills and identify at least three characteristics that create a leadership presence

## Key Concepts and Definitions

| | |
|---|---|
| *Learning Zone Model* | This model helps demonstrate how to create learning situations. Each person has a Comfort Zone, Learning Zone, and a Panic Zone. The Comfort Zone contains things that are familiar; in the comfort zone, one does not take any risks. The Learning Zone is just outside the Comfort Zone and is where we can explore and grow. The Panic Zone lies beyond the Learning Zone where learning is inhibited by fear. We should aim to be in our Learning Zone. |
| *Dialogue vs. debate* | Dialogue is a collaborative process where knowledge is shared in order for participants to reach a common understanding together. Debate is an oppositional process where participants try to win and protect their own thoughts and knowledge. Each one has a place and it is important to understand when and how to use it. |

| | |
|---|---|
| *Creating a leadership presence* | Creating a leadership presence includes the abilities to lead a room and be present, to assume a leadership role, to connect with others, to express your own thoughts, to listen to others, and to reflect on yourself. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Journals for each participant

## Session Outline

### Session duration: 1 hour and 40 minutes

| Time Required | | Description |
|---|---|---|
| *30 minutes* | Introduction | Discuss the focus of the RLF program (examining self, team, and oneself in the context of an organization for societal good). Briefly review the structure of the RLF program and sessions. Discuss how this will require participants to always be in their learning zone by describing the Learning Zone Model. Discuss expectations of the program and these concepts: an intellectually supportive environment; a leadership presence; and the difference between dialogue and debate. |
| *10 minutes* | Activity 1 | Hand out journals to participants. Invite participants to "create" a book cover for their journals that depicts their leadership philosophy. Ask participants to include a title and list themselves as the author on their journal cover. The back cover of each journal should include a picture and a bio of the journal owner. Throughout the term, participants will enter their reflections from each session. At the end of the term, each participant will select two others to write observations about them in their journal. At some point in the program, for example during the winter retreat, participants will select some of their reflections to exhibit to each other. |
| *30 minutes* | Activity 2 | Explain the importance of listening as a leader, whether it is during a debate or while engaging in dialogue. Introduce the exercise, which is designed to make participants aware of their listening skills. Divide the participants into groups of three. Ask each participant to discuss an issue they care about and explain why it matters to the other two in the group. |

| Time Required | | Description |
|---|---|---|
| | | While one participant presents information for two minutes, the other two listen to the information and also observe the participant's "leadership presence." The others take turns presenting their information in a similar way. After each person completes individual presentations, end this segment by requesting each group to discuss how to develop a leadership presence and what people need to do to listen authentically. At the end of the discussion, ask participants to individually write down two or three things they can do to improve their leadership presence and their listening skills. |
| *15 minutes* | Discussion | Discuss the differences between dialogue and debate and how these communication approaches impact learning. Ask participants to select the one they identify most with and why. Ask participants to connect the discussion to leadership. If the participants identify with debate, ask them how this affects people's perceptions of them as leaders. If the participants identify with dialogue, ask them what motivates them to pursue dialogue. Discuss with participants when they think dialogue or debate should or should not be used and the impact of using dialogue or debate on the learning environment in the program. Develop group norms for the program. |
| *15 minutes* | Conclusion | Summarize key discussion points during the session and invite participants to complete their first journal entry. Ask participants if they have any further questions. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- To what extent am I in the Learning Zone?
- To what extent do I practice effective listening?
- Is my style typically to debate issues with someone or have a dialog with someone about an issue being discussed? How might I incorporate inclusivity regardless of my style?

**Participant Reflection**

*When times get tough, I find myself wanting to fix it all. Often, this is not feasible and I create an unnecessary amount of heartache for myself. In this session, Sadhana recommended we focus on our circles of influence and control. Everything outside of these circles is "gravity." We cannot change it, so it is not worth worrying about. This lesson has been integral to my work as a consultant where I must work within many constraints and in ambiguous situations. I have excelled by concentrating my efforts on my circles of influence and control.*

**RLF 2019-20**

## Supplemental Resources

Cremin, H., Thomas, G., & Vincett, K. (2003). Learning zones: An evaluation of three models for improving learning through teacher/teaching assistant teamwork. *Support for Learning*, *18*(4), 154–161. https://doi.org/10.1046/j.0268-2141.2003.00301.x

Støre, J. G. (2011, November). *In defense of dialogue* [Video]. TEDxRC2. https://www.ted.com/talks/jonas_gahr_store_in_defense_of_dialogue

Tkalcevich, S. (2015). *The self-made program leader: Taking charge in matrix organizations*. Auerbach Publications. https://doi.org/10.1201/b18804

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Sadhana Hall, reached at Sadhana.W.Hall@dartmouth.edu.*

# Session 7.2 From Theory to Action—Leadership Theories From 19th Century to Contemporary Times

## Session Description

In this session, the facilitator will present a range of leadership theories from a variety of contexts throughout history. Participants will explore these theories together to answer this question: How can we optimize leadership behaviors and actions? In the early 19th century, leadership was thought to be more trait- and personality-based, suggesting that leadership was not something learned but innate. Today, leadership theory is not based on the leader as a person but on what the leader does. By exploring the evolution of leadership theories, participants can shape their own leadership philosophies based upon situations and needs.

### Leadership Competencies Addressed

***Self-Knowledge***
- Continually explores and examines values and views

***Effective Reasoning***
- Develops personal reflective practice

***Principled Action***
- Identifies and commits to appropriate ethical framework

## Learning Objectives

Participants will do the following:
- Define what a theory is and identify three key components that make a theory credible
- Compare and contrast early theories of leadership to contemporary theories of leadership and identify the strengths and weaknesses of those theories
- Apply principles of leadership theories to their own leadership philosophy to bring an evidence-based approach to their leadership

## Key Concepts and Definitions

*Antecedents* — Precursors to what someone does or how someone acts, the circumstances and factors that influence behavior.

*Behaviors* — How one acts or conducts themselves, sometimes due to stimuli or circumstance.

*Consequences* — The outcomes of one's behaviors, result of action or conditions.

| | |
|---|---|
| *Great Man Theory* | The belief that leaders are born, not made. Fate or providence determines who becomes a leader. |
| *Trait Theory of Leadership* | The belief that personality traits influence who emerges as a leader and how effective that leader is. |
| *Authentic Leadership* | A leadership style that emphasizes building the leader's legitimacy through honest relationships with followers, that values their input, and is built on an ethical foundation. |
| *Transformational Leadership* | A way of leadership in which the leader works with teams to identify needed change, creating a vision to guide the change through inspiration and executing the change in tandem with committed members of a group. |
| *Servant Leadership* | A leadership style in which the goal of the leader is to serve others and share power. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Whiteboard or flipchart and markers
- Paper and writing utensils for participants

### Pre-session Assignment:

- Mango, E. (2018). Rethinking leadership theories. *Open Journal of Leadership, 7*, 57–88.

## Session Outline

### Session duration: 1 hour and 10 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Introduce yourself and share the learning objectives and outcomes for the session. |
| *10 minutes* | Activity | Divide participants into small groups of three or four. In their small groups, ask participants to draw a picture of what their leadership style or philosophy looks like in action and explain the picture they drew. In a larger group discussion, each group member should be prepared to talk about the personal behaviors or characteristics depicted in their pictures. |

| **Time Required** | | **Description** |
|---|---|---|
| *10 minutes* | Discussion | In the large group, ask participants to share common themes from their pictures. Ask participants: *What makes leaders great? What is it about these individuals? Who are they or what do they do?* Create a list of the responses as participants share. When enough ideas have been generated, ask participants to categorize the answers as actions or as personal traits. The group may conclude that both actions and personal traits define leaders, and neither one nor the other is the defining feature. |
| *25 minutes* | Framing | Divide participants into small groups of three or four. In their small groups, give participants three minutes to define what a theory is, how theories are used, and/or what theories do. In the large group, ask participants to share their discussions. Explain the "ABCs": antecedents, behaviors, and consequences. Give examples that illustrate how a good theory provides a behavioral framework that predicts ABCs. Discuss why and how theories lose their credibility or become outdated. Ask participants to think of examples of theories that were widely accepted but would be refuted today.<br><br>Transition to a slideshow providing an overview of leadership theories from the 19th century to contemporary times. Some theories you may wish to discuss are Great Man Theory, Trait Theory, Leader Member Exchange Theory, Servant Leadership Theory, Transformational Leadership Theory, and Authentic Leadership Theory. There are many others that may resonate with you that you would like to discuss with participants. For each theory outlined, ask participants to discuss the ABCs associated with that leadership approach. Explain how this analysis can provide an evidence-based approach to shaping leadership behaviors intentionally. |
| *10 minutes* | Discussion | Divide participants into small groups of three or four. Ask the small groups to discuss which leadership theory or style best fits their goals as a leader. Then ask participants to answer these questions: *How does that theory integrate with their philosophy? What leaders do they know that best exemplify that style of leadership? Can you think of leaders that exemplify each theory of leadership? What are the pros and cons of each style of leadership?* |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Conclusion | In the large group, invite participants to share any final thoughts from their small group discussions. Share an example, with either a video interview or article, that demonstrates what aligning actions with values looks like in real life. Ask participants to complete the session evaluation using your desired format. Close the session by thanking participants. |

## Reflection Questions

- What theories of leadership do I find to be ineffective for my needs and why?
- What theory of leadership is most attractive to me and why?
- According to my theory of choice, what purposeful behavioral changes do I need to make in my leadership to get the subordinate outcomes that I need for successful task accomplishment?

## Supplemental Resources

Rüzgar, N. (2019). Leadership traits of Suleiman the Magnificent, in terms of "Great Man" theory. *Journal of Ottoman Legacy Studies*, *6*(15). https://doi.org/10.17822/omad.2019.128

Wyatt, M., & Silvester, J. (2018). Do voters get it right? A test of the ascription-actuality trait theory of leadership with political elites. *The Leadership Quarterly*, *29*(5), 609–621. https://doi.org/10.1016/j.leaqua.2018.02.001

Yasir, M., & Mohamad, N. A. (2016). Ethics and morality: Comparing ethical leadership with servant, authentic and transformational leadership Styles. *International Review of Management and Marketing*, *6*(4S), 310–316.

### Participant Reflection

*We explored the origins of various leadership philosophies and their evolution. By being exposed to various theories and understanding their strengths and weaknesses, we can cherry-pick the facets that best align with our personalities and weave together a multitude of philosophies. In addition, we can better understand how our peers and superiors define leadership and adapt to their styles. This has been particularly important when working on intergenerational teams. I am able to tailor my approach to meet the leadership styles of my superiors and peers.*

**RLF 2019-20**

*This session has been formatted and revised for consistency. The original session in the Rockefeller Leadership Fellows Program was facilitated by Stephen Gonzalez, reached at Stephen.P.Gonzalez@dartmouth.edu.*

# Session 7.3. Facilitative Leadership—Blending Individual Styles to Achieve Common Goals

## Session Description

In this session, the facilitator will explore various strategies for becoming successful facilitative leaders. Effective leadership of teams must honor individual styles and voices while simultaneously moving the group toward its collective goals and products.

## Learning Objectives

Participants will do the following:

- Examine various leadership styles and learn to identify their characteristics
- Identify their personal leadership style and explore how their leadership style plays into team dynamics
- Apply new knowledge on leadership styles and team dynamics to the Rockefeller Leadership Fellows recruitment process

### Leadership Competencies Addressed

***Collaboration***
- Fosters a welcoming and inclusive environment

***Self-Knowledge***
- Understands social identities of self and others
- Shows self-respect and respect for others

***Effective Reasoning***
- Develops personal reflective practice

## Key Concepts and Definitions

| | |
|---|---|
| *Self-awareness* | Having a deep understanding of your leadership style in relation to others will help you to collaborate effectively and lead diverse teams. |
| *Communication* | Self-awareness of your leadership style will give you the ability to communicate effectively with people who have very different styles from yours. |
| *Conflict management* | Many conflicts emerge when there is a clash of leadership styles. It is important to identify conflicts before they happen. |
| *The Leadership Compass* | The Leadership Compass has four directions, which represents the unique ways in which leaders approach work (see Handout 7.3.1). |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Poster-size paper
- Markers
- Handout 7.3.1 Leadership Compass Styles

## Session Outline

### Session duration: 1 hour and 15 minutes

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Introduction | Introduce the importance of facilitative leadership and identifying leadership styles. Ask participants for anecdotes on personal leadership styles and conflicts in management. |
| *20 minutes* | Framing | Explain the Leadership Compass and how it applies to leadership styles. Pass out Handout 7.3.1 to participants. Ask participants to review the Leadership Compass handouts for more specific information on the four types of leadership styles. Provide anecdotes on each leadership style and guide participants in identifying their personal leadership style. Ask participants to identify their most preferred leadership style. |
| *25 minutes* | Activity | Divide participants into four groups based on their preferred leadership style. Provide each group with a large sheet of paper and markers. In their leadership style groups, participants share why they identified with their leadership style. Participants write the reasons identify with their leadership style and other pertinent discussion points on their large sheet of paper.<br>In their leadership style groups, participants discuss which leadership style would be the most difficult to work with for their leadership style. Participants brainstorm together and write on their papers reasons for why the style would be difficult to work with. Participants also write ideas for how to work more effectively together with other leadership styles. |
| *15 minutes* | Discussion | Ask participants to come back to the larger group and engage in a large group discussion. Ask participants from each leadership style group to share what is written on their papers and what they discussed in their groups. Brainstorm with participants how to overcome conflicts with different leadership styles. |

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Conclusion | Summarize participants' reflections and the topics covered in the session. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What are the characteristics of your leadership style?
- What are ways you can effectively work with others who have leadership styles different from yours?

## Supplemental Resources


De Vries, R. E., Bakker-Pieper, A., & Oostenveld, W. (2010). Leadership = communication? The relations of leaders' communication styles with leadership styles, knowledge sharing and leadership outcomes. *Journal of Business & Psychology*, *25*(3), 367–380. https://doi.org/10.1007/s10869-009-9140-2

Lau, D. C., & Murnighan, J. K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *The Academy of Management Review*, *23*(2), 325–340. https://doi.org/10.2307/259377

Jehn, K., Northcraft, G., & Neale, M. (1999). Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly, 44*(4), 741-763. doi:10.2307/2667054

Raines, C., & Ewing, L. (2006). *The art of connecting: How to overcome differences, build rapport, and communicate effectively with anyone*. AMACOM. http://ebookcentral.proquest.com/lib/dartmouth-ebooks/detail.action?docID=1638694

The DO Lectures. (2010). *Gerd Leonhard | The journey from egosystem to ecosystem* [Video]. DO Wales 2010. https://thedolectures.com/blogs/talks/gerd-leonhard-the-journey-from-egosystem-to-ecosystem?_pos=10&_sid=2954b98aa&_ss=r


### Participant Reflection

*Whenever I join a new team, I reflect back on this session and try to identify which direction each team members points on the leadership compass. North—action-oriented; East—visionary; South—empathetic; and West— analytical. By identifying the individual styles of my team members, I can align the way I communicate and work with them to fit their preferences. Moreover, I can take advantage of their strengths and create a strong, diverse team. I face South East, but I can just as easily work with similar leaders as I can with North Wests by understanding their work style.*

**RLF 2019-20**

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Jay Davis, reached at Jay.T.Davis@Dartmouth.edu.*

Handout 7.3.1

# Leadership Compass Styles

## North

**Strengths**
- Assertive, active, decisive
- Likes to be in control
- Quick to act, sense of urgency
- Courageous, enjoys the challenge
- Likes variety
- Likes to be in a position of leadership
- "Just do it," "I'll do it," "What is stopping us?"

**Possible problems with this style**
- Gets defensive, may be argumentative
- May push for decisions too soon
- May take too many risks
- Have trouble giving up control or delegating to others
- May be seen as egomaniac

## South

**Strengths**
- Trusting, innocent approach to others
- Willingness to believe and accept others
- Allows others to feel important and involved as decisions are made
- Sees emotions and intuitions as truth
- Supportive, nurturing, warm
- Relational, relationships come first
- "Let's do what's right," "We want to be fair"

**Possible problems with this style**
- May have trouble saying no to requests
- Internalizes difficulty and assumes blame
- May be taken advantage of
- Immersed in present, may lose track of time
- May have difficulty dealing with anger
- May avoid confrontations

## East

**Strengths**
- Visionary, sees big picture
- Idea-oriented, forward looking
- Insight into mission and purpose
- Likes to explore
- Strongly spiritual
- "Endless possibilities," "We have options"

**Possible problems with this style**
- May lose focus on task
- Poor follow-through
- Can develop a reputation for lack of dependability
- May be very enthusiastic in the beginning and then lose interest over time
- May be seen as flaky

## West

**Strengths**
- Will weigh all sides of the issue
- Uses data and analysis to make decisions
- Seen as very practical and reliable
- Follows procedures
- Careful, introspective, self-analytical
- "We must look at this objectively"

**Possible problems with this style**
- Can become stubborn
- May be resistant to change
- Not open to emotional arguments
- May be seen as withdrawn or cold

*Note:* Reprinted from *Youth Led Tech Leadership Compass Day 1* by Smart Chicago Collaborative, 2015, https://www.slideshare.net/smartchicago/youth-led-tech-leadership-compass-day-1.

# Session 7.4 Myers-Briggs Type Indicator® (MBTI®) Assessment—Using Your Strengths for Effective Professional Communication

## Session Description

In this session, the facilitator will explore how self-evaluation can help participants to communicate effectively in the workplace. First, participants will learn about general psychological communication preferences. Participants will then dissect their own communication strengths and areas of needed growth using the results of the MBTI® assessment completed prior to the session. Participants will utilize their strengths in oral communication to speak in clear, cohesive and concise manners that recognize their audience and their situations. Participants will discuss and practice active listening skills as both a speaker and listener. Finally, participants will learn how to use their strengths and their teammates' strengths to work most effectively in a workplace.

### Leadership Competencies Addressed

***Effective Reasoning***
- Develops personal reflective practice

***Self-Knowledge***
- Continually explores and examines values and views
- Understands social identities of self and others
- Seeks opportunities for continued growth

## Learning Objectives

Participants will do the following:
- Demonstrate knowledge of the different Myers-Briggs Communication Types and the characteristics of all 16 combinations
- Identify at least two personal strengths and at least two personal areas of growth related to their MBTI type and professional communication style
- Integrate at least one strength and at least one area of growth into their journal reflections

## Key Concepts and Definitions

| | |
|---|---|
| *Extraversion/ introversion* | Where one focuses one's attention. Extraversion means focusing attention on the outer world of people and things. Introversion means focusing attention on the inner world of ideas and impressions. |

| | |
|---|---|
| *Sensing/intuition* | The way one takes in information. Sensing means taking in information through the five senses, with a focus on the here and now. Intuition means taking in information by seeing patterns and the big picture, with a focus on future possibilities. |
| *Thinking/feeling* | The way one makes decisions. Thinking means making decisions mostly on the basis of logic and objective analysis. Feeling means making decisions mostly on the basis of values and subjective, people-centered concerns. |
| *Judging/perceiving* | How one deals with the world. Judging means taking a planned and organized approach to life and often liking to have things settled. Perceiving means taking a flexible spontaneous approach to life and preferring to keep options open. |

The Myers & Briggs Foundation. (n.d.). *MBTI® Basics.* My MBTI® Personality Type. Retrieved January 5, 2021, from https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/.

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- One name tag for each of the 16 personality types

### Pre-session Assignment:

- Complete the MBTI assessment.

## Session Outline

### Session duration: 1 hour and 30 minutes

| Time Required | | Description |
|---|---|---|
| *20 minutes* | Introduction | Introduce the importance of learning communication styles of our own and others in the workplace. Explain how the Myers-Briggs assessment can help identify communication styles and preferences. Provide anecdote of own MBTI personality type and explanation of own MBTI personality type. Provide anecdote of MBTI personality types that are more difficult to work with based on your own type and anecdote of overcoming these communication differences. |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Framing | Explain the four categories of the personality type and corresponding two preferences for each: extraversion/introversion, sensing/intuition, thinking/feeling, judging/perceiving. Point out key characteristics of each preference during explanation. |
| *30 minutes* | Activity | Place the 16 name tags for each MBTI personality type in a circle on the ground. Ask participants to stand behind the name tag for their personality type. For each MBTI personality type, first explain the features most commonly associated with the personality type to participants who identify with that personality type. Explain to participants who identify with that personality type the strengths and areas of growth that often characterize the personality type. Ask participants if they agree with the assessment of their personality type and the associated characteristics. Explain why or why not. |
| *15 minutes* | Discussion | Ask participants to share specific examples relating to their personality type. Share examples about working with different personality types. Ask participants to share their own examples about working with other personality types. Draw connections between the different personality types. Ask participants to draw connections to other personality types. |
| *10 minutes* | Debrief | Summarize the MBTI personality types and the discussion from today's session. Emphasize the importance of identifying personality types and how they relate to communication and effective relationships in the workplace. |
| *5 minutes* | Conclusion | Ask participants if they have any questions. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What are my strengths based on my MBTI results?
- What areas do I need to improve in to better communicate in a professional setting based on my MBTI results?
- How can I use what I learned from my strengths and areas of improvement to accomplish the goals of my personal leadership challenge?

**Participant Reflection**

*ENFJ—these letters initially didn't mean much to me but now they help me appreciate my personality, decision-making preferences, and communication style. In addition to helping me understand myself better, this session helped me understand how to more effectively communicate and collaborate with a diverse range of workstyles. Myers-Briggs has given me a toolkit to identify different personalities and understand their individual strengths and areas of improvement. This has helped me leverage my strengths to work with a diverse range of personalities in work and personal environments.*

**RLF 2019-20**

## Supplemental Resources

Storm, S. (2015, August 2). How each Myers-Briggs® type reacts to stress (and how to help!). *Psychology Junkie*. https://www.psychologyjunkie.com/2015/08/02/how-each-mbti-type-reacts-to-stress-and-how-to-help/

The Myers & Briggs Foundation. (n.d.). *Understanding MBTI® type dynamics*. Retrieved February 8, 2021, from https://www.myersbriggs.org/my-mbti-personality-type/understanding-mbti-type-dynamics/

Truity. (2019, June 21). *Myers & Briggs' 16 personality types*. https://www.truity.com/page/16-personality-types-myers-briggs

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Jennifer Sargent, reached at jennifer.sargent@dartmouth.edu. It requires the facilitator to be MBTI® Certified.*

*Information about the MBTI® Instrument and Certification training is available from The Myers-Briggs Company at www.themyersbriggs.com. MBTI, Myers-Briggs, and Myers-Briggs Type Indicator are trademarks or registered trademarks of The Myers & Briggs Foundation in the United States and other countries.*

# Session 7.5 Designing Your Life

## Session Description

In this session, the facilitator will lead an interactive, hands-on workshop based on the one of most popular courses at Stanford University. Participants will explore the creative problem-solving methodology of Design Thinking and consider how it can be applied to questions about their academic, personal, and vocational journeys.

## Learning Objectives

Participants will do the following:

- Identify at least three characteristics of being "stuck" in their own experience
- Practice generating different alternatives when posed with a question or dilemma
- Envision several concrete (equally plausible) life trajectories through an individual exercise

### Leadership Competencies Addressed

***Self-Knowledge***

- Moves beyond self-imposed limitations
- Practices self-compassion, friendliness, ease with self, and vulnerability

***Management***

- Develops and implements a plan for goal attainment

***Effective Reasoning***

- Employs creative thinking in problem solving
- Develops personal reflective practice

## Key Concepts and Definitions

| | |
|---|---|
| *Design Thinking* | An interdisciplinary creative problem-solving methodology rooted in empathy for the end-user, divergent idea generation, and iterative experimentation. |
| *Conceptual Blockbusting* | In his book, *Conceptual Blockbusting*, James Adams applies interdisciplinary insights into overcoming the key blocks (perceptual, emotional, cultural, environmental, intellectual, and expressive) that make us feel "stuck" when we are trying to think of new ideas. Often, looking at a problem from unconventional perspectives redefines the problem's constraints and new creative solutions emerge. This rule of thumb applies to thinking individually, in teams, and in organizations. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Handout 7.5.1 30 Circles Challenge

- "Odyssey Plans" handout for each participant (https://schoolofdesignthinking.echos.cc/wp-content/uploads/2018/01/DYL-Odyssey-Planning-Worksheet-v21.jpg) or blank paper
- Writing utensils

## Session Outline

### Session duration: 1 hour and 30 minutes

| **Time Required** | | **Description** |
|---|---|---|
| *15 minutes* | Introduction | Introduce the subject of Design Thinking. Explain how this way of thinking is applicable to multiple facets of life. |
| *15 minutes* | Activity 1 | Pass out Handout 7.5.1 to each participant. Tell the participants they have three minutes to turn the circles into a recognizable object (such as a smiley face). After the activity is over, ask participants about their experience doing this. Explain how this drawing and idea-generation exercise re-creates the experience of getting "stuck" and forces participants to examine the self-imposed constraints under which they are operating. |
| *15 minutes* | Discussion | Building upon the "30 Circles" exercise and a short introduction of the main concepts in the book *Conceptual Blockbusting* by James Adams, ask participants to turn to small groups of four or five to engage in conversation about instances where they get stuck (academically, professionally, and personally), and how they can get unstuck. After the small-group discussions are over, bring participants back into the larger group. Ask participants to share what they discussed in their small groups, listing the specific methods and techniques they've discussed for getting unstuck. |
| *20 minutes* | Activity 2 | Pass out the "Odyssey Plans" worksheet to each participant. Ask participants to envision three different trajectories for the next three years of their life. Give participants 10 minutes to fill out the three 3-year timelines on their worksheet. Participants may draw their own timelines as well. Ask participants to get into pairs to share their timelines with each other. |
| *15 minutes* | Reflection | Combine pairs into groups of four or six. Ask participants to reflect in their larger groups about the exercise and what they are learning through it. After a few minutes, bring participants back to the large group. Ask participants to share what they discussed. |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Conclusion | Conclude the session with last thoughts about how designing your life is related to leadership. Explain how good leadership starts with knowing yourself and how designing your life is a good way to practice and enhance self-knowledge through the design mindset of building empathy for the end-user—future you! Ask participants if they have any questions. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- Which of the constraints under which I'm operating are externally imposed and which are self-imposed?
- How can I notice when I get "stuck" and how can I get "unstuck"?
- What are some different life trajectories that I can envision, and what does this act of envisioning teach me?

## Supplemental Resources

Adams, J. L. (2001). *Conceptual blockbusting: A guide to better ideas* (4th ed.). Perseus Pub.

Burnett, B., & Evans, D. (2016). *Designing your life: How to build a well-lived, joyful life* (Illustrated ed.). Knopf.

Eurich, T. (2017, November). *Increase your self-awareness with one simple fix* [Video]. TEDxMileHigh. https://www.ted.com/talks/tasha_eurich_increase_your_self_awareness_with_one_simple_fix

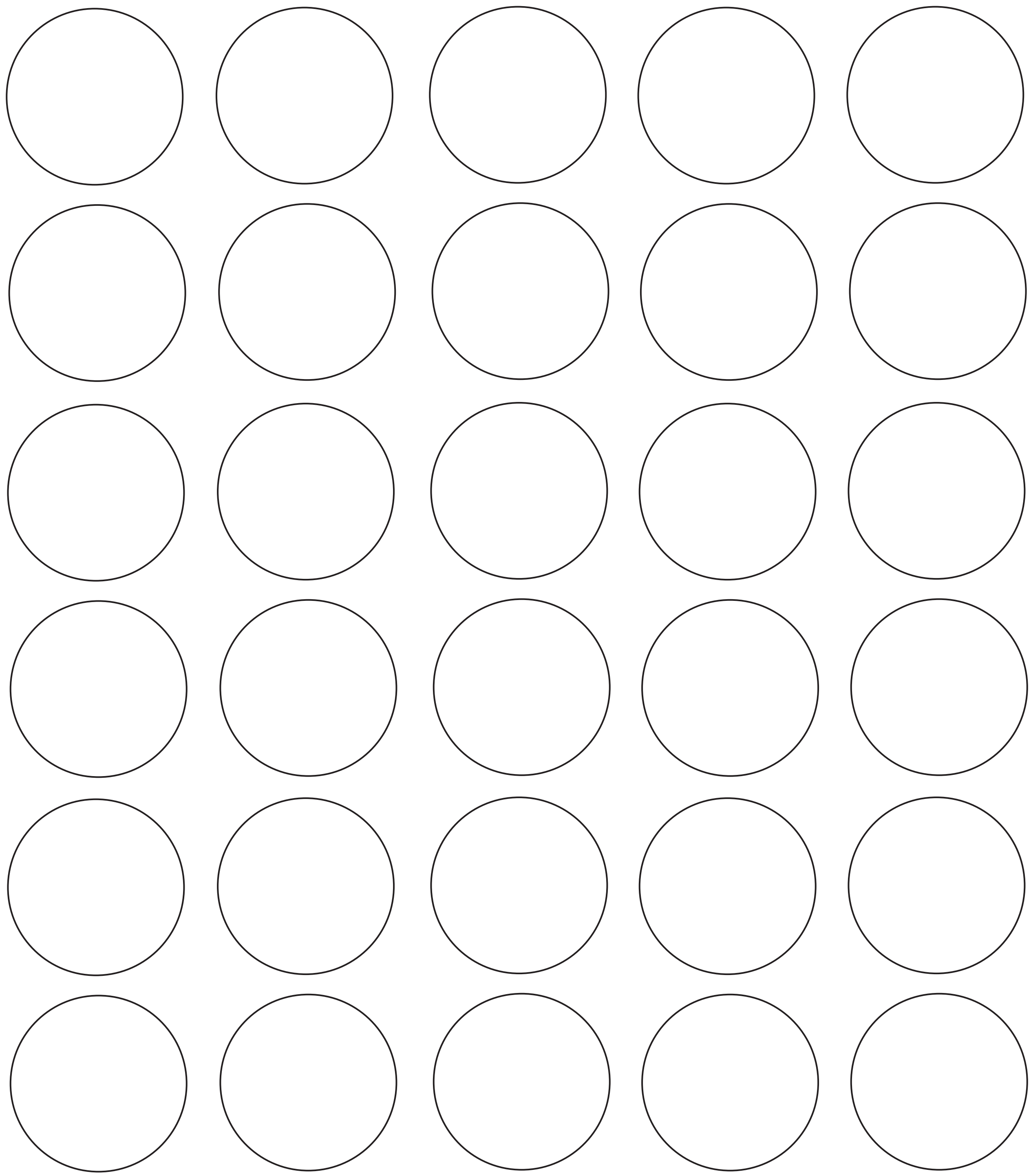
### Participant Reflection

*During this session, we were given 30 empty circles and instructed to draw something different in each of them within a short amount of time. It was much harder than it sounds! Most of us created unnecessary rules for ourselves that limited our creativity and performance. Korsunskiy encouraged us to be aware of the "schemas" we are applying and when we may be artificially limiting our options. When I face roadblocks at work, I try to remember the circles activity. I force myself to pause, identify what are the true needs and limits, and then think outside of the box.*

**MLDP Spring 2020**

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Eugene Korsunskiy, reached at eugene.korsunskiy@dartmouth.edu.*

# 30 Circles Challenge



*Note:* Reprinted from *30 Circles Challenge: Creative Icebreaker Activity* by sgrizzlebgca, 2018, https://clubexperience.blog/2018/03/29/30-circles-challenge-creative-icebreaker-activity-with-free-download/

# Session 7.6 Telling Your Story—Connecting to Others Through Personal Narrative and Vulnerability

## Session Description

In this session, the facilitator will challenge participants through a series of improvisational comedy games and theatrical performance techniques. Participants will learn to tell their stories through three distinct but related competencies: 1) expressing vulnerability by participating in activities outside of their comfort zones, 2) exploring the art of personal narrative, and 3) using theatrical performance and public speaking techniques to express individual stories to a broader audience. The aim of the session will be to help participants not only learn *what* personal narrative to focus on in creating their "brand"/social image, but also discover *how* they can best tell an effective personal narrative.

### Leadership Competencies Addressed

***Self-Knowledge***
- Moves beyond self-imposed limitations
- Practices self-compassion, friendliness, ease with self, and vulnerability

***Effective Communication***
- Writes and speaks after reflection
- Clearly articulates ideas in a written and spoken form
- Influences others through writing, speaking, or artistic expression

## Learning Objectives

Participants will do the following:
- Practice vulnerability through a series of improvisational comedy games
- Gain experience drafting their personal narrative through storytelling techniques
- Practice personal narrative storytelling while using theatre performance techniques

## Key Concepts and Definitions

| | |
|---|---|
| *Personal narrative* | A storytelling technique in which the presenter connects details of their own lives to a illustrate a broader theme or social issue as a means of connecting with an audience. |
| *Creativity/risk-taking* | The two phrases are intertwined. The session will challenge non-performers to behave creatively and take risks by stepping out of their comfort zones into the world of performance. |

| | |
|---|---|
| *Self-expression* | Beyond sheer creativity, the session will focus on the concept of self-expression as a means to help participants fully translate their self-perception into a digestible story for the audience; self-expression in this case will focus on the translation of personal ideas into universal themes. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Pens and paper for all participants
- Room large enough for all participants to move around/stand in a circle.

## Session Outline

### Session duration: 1 hour and 35 minutes

| Time Required | | Description |
|---|---|---|
| *25 minutes* | Introduction | Lead a theatrical warm-up designed to help participants feel loose and present. Help participants overcome their fear of appearing "foolish" in order to enhance their personal expression. Introduce how theater and public speaking techniques can help grow vulnerability and lead to effective self-expression when telling personal narrative stories. Lead participants in improvisational games that focus on presence of mind. |
| *20 minutes* | Framing | Describe and define a personal narrative. Include real-life examples of personal narratives, such as clips from an NPR podcast in which world leaders discuss their fears and vulnerabilities or State of the Union Address presentation videos with personal narrative moments. |
| *25 minutes* | Activity | Explain that participants will now take some time to reflect on a personal narrative they would like to share. Hand out pieces of paper and pens to participants. Ask participants to individually brainstorm and write a one-minute personal narrative example. |
| *15 minutes* | Presentation | Bring participants back to the larger group after they finish writing their narratives. Ask for volunteers to present their personal narratives. Provide feedback on their personal narratives and presentation. Ask the audience for feedback on the presentation as well. |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Conclusion | Ask participants why storytelling can be transformative for managers and leaders. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What broader story am I trying to tell about myself?
- What are some strategic stories from my life that serve as examples to better tell that story?
- What are some areas for improvement in my presentation of said story?

**Participant Reflection**

*Luke's background in theater brought a fresh take on leadership. He drew parallels of the storytelling found in theater with the strategic vulnerability that great leaders, such as Obama, use. Sharing my own personal narrative and hearing the personal narratives of those in the cohort deepened our connection and respect for one another. I learned to see our vulnerabilities as assets in leadership rather than weaknesses.*

**RLF 2019-20**

## Supplemental Resources

Gundling, E., Hogan, T., & Cvitkovich, K. (2011). *What is global leadership?: 10 key behaviors that define great global leaders* (Illustrated ed.). Nicholas Brealey Publishing.

TEDx Talks. (2018a, March 20). *The science of storytelling | Will Storr | TEDxManchester* [Video]. YouTube. https://www.youtube.com/watch?v=P2CVIGuRg4E&ab_channel=TEDxTalks

TEDx Talks. (2018b, August 30). *The power in effective data storytelling | Malavica Sridhar | TEDxUIUC* [Video]. YouTube. https://www.youtube.com/watch?v=0e52QfQngrM&ab_channel=TEDxTalks

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Lucas Katler, reached at luke.katler@gmail.com.*

# Session 7.7 Leading in a Noisy World—How Intentional Solitude Can Help You Be a More Effective and Resilient Leader

## Session Description

In this session, the facilitator will illustrate new ways of leading in a world that is increasingly noisy, interconnected, and complex. Participants will explore the connection between intentional doses of solitude and being an effective and resilient leader in the digital age. The facilitator will define solitude and explain how it provides the space for leaders to cultivate inner clarity, creativity, moral courage, emotional balance, and deeper connection to self and others. Participants will discover how solitude frees leaders to act and respond more intentionally rather than being reactive. The session will focus on exploring simple individual and interpersonal practices for integrating solitude and mindfulness into participants' life and work.

### Leadership Competencies Addressed

***Principled Action***
- Demonstrates congruence between actions and values

***Effective Communication***
- Exhibits effective listening skills

***Effective Reasoning***
- Develops personal reflective practice

***Self-Knowledge***
- Continually explores and examines values and views
- Practices self-compassion, friendliness, ease with self, and vulnerability

## Learning Objectives

Participants will do the following:
- Reflect on the connection between intentional solitude and mindfulness and being an effective and resilient leader by drawing on personal experiences
- Explore at least five individual and interpersonal practices and tools to embed intentional doses of solitude and mindfulness into their work and life
- Identify and commit to one to three actions for embedding intentional solitude and mindfulness into their work and life

## Key Concepts and Definitions

| | |
|---|---|
| *Solitude* | Intentionally being with yourself for periods of time free from the input of other minds (instant messages, emails, news, podcasts, social media, etc.) |
| *Silence* | Silence is not an absence of sound but an absence of noise. |
| *Mindfulness* | Intentionally being aware of the present moment without judgment. |

| | |
|---|---|
| *Resilience* | Expanding our capacity to be with and adapt amidst challenging experiences. |
| *Inner guide* | Inner intelligence or inner wisdom. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)

### Pre-session Assignment:

- Deresiewicz, W. (2010) *Solitude and Leadership: if you want others to follow, learn to be alone with your thoughts.* The American Scholar
- Lightman, A. (2018) *Why we owe it to ourselves to spend quiet time alone everyday.* https://ideas.ted.com/why-we-owe-it-to-ourselves-to-spend-quiet-time-alone-every-day/ retrieved 8/29/20

## Session Outline

### Session duration: 1 hour and 40 minutes

| Time Required | | Description |
|---|---|---|
| *20 minutes* | Introduction | Lead the participants through a mindful breathing exercise to help them ground themselves and set the tone for the session. Introduce yourself and the session objectives. Explain the connection between intentional solitude and being an effective and resilient leader in the digital age. |
| *10 minutes* | Framing | Encourage participants to take five minutes for self-reflection. Invite participants to reflect on the inner and outer noise and distractions they experience as well as the current role of solitude and silence in their lives. Pair up participants to share their reflections with a partner. Afterwards, invite participants to share what they explored with their partners in the larger group. Highlight overall themes that emerged. |
| *12 minutes* | Activity 1 | Ask participants to think of a current leadership challenge and frame a “How might I …?” question that could help them think of possibilities for addressing the challenge. Invite participants to write that question at the top of a blank page and free-write whatever comes to mind for the next eight minutes without judging or overthinking. Then invite participants to reread what they have written and notice how it makes them feel. Afterwards, invite participants to share any insights or challenges from the activity with the group. |

| Time Required | | Description |
|---|---|---|
| *25 minutes* | Discussion | Introduce deep listening and asking open, honest questions to help open or expand someone's thinking about a challenge, options, or possibilities and connect with their inner guide. Pair up participants and ask them to assign a Partner A and a Partner B. Partner A shares a current challenge they are facing (2 min). Then Partner B asks Partner A open, honest questions (6 min) and jots down phrases of what Partner A shares. At the end, Partner B mirrors back what they heard Partner A share, repeating the phrases they captured (2 min). Then the partners thank each other and switch roles. Afterwards, invite participants to share what they learned from the activity with the larger group. |
| *8 minutes* | Activity 2 | Acknowledge that the previous exercise may have brought up some difficult emotions and that we all face difficulty in our lives. Self-compassion can help us be more resilient and kinder to ourselves as we navigate life's challenges. Invite participants into a guided practice to cultivate self-compassion in the face of a current challenge. Afterwards, invite anyone who would like to share about their experience with the practice with the larger group. |
| *10 minutes* | Discussion | Explain the importance of integrating simple daily practices for being effective and resilient as a leader. Introduce examples of simple daily practices, including mindfulness practice, journaling, going for a walk in solitude, setting an intention at the start of the day or before meetings, being mindful of technology and smartphone use, single-tasking, integrating purposeful pauses throughout the day (e.g., when checking email, opening a door, making tea), and practicing awareness of breath and body exercises during meetings, before big decisions, or in the midst of conflict. Invite participants to share examples of daily practices they currently implement or want to cultivate. |
| *10 minutes* | Conclusion | Invite participants to identify one to three concrete actions/practices for embedding solitude into their work and life over the next month. Invite participants to share these actions/practices with their accountability partner and discuss how they'd like to check in and support each other. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How am I embedding intentional solitude and mindfulness into my life and work?
- How do I know I'm tuning into my inner guide among all the other voices and noises that play within and without? How do I act on these insights?
- How does deep listening and asking open, honest questions of others affect the quality of my interactions and how I'm able to support others?

## Supplemental Resources

Brown, B. (2017). *Braving the wilderness: The quest for true belonging and the courage to stand alone* (1st ed.). Random House.

Cain, S. (2013). *Quiet: The power of introverts in a world that can't stop talking*. Crown.

Kethledge, R. M., Erwin, M. S., & Collins, J. (2017). *Lead yourself first: Inspiring leadership through solitude*. Bloomsbury USA.

Newport, C. (2016). *Deep work* (1st ed.). Grand Central Publishing.

Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio.

### Participant Reflection

*It is more important than ever to take time for self-reflection in a world in which we are constantly bombarded by digital notifications and distractions. This "noise" can fuel our insecurities, create unhealthy escape mechanisms, and lead to a state of exhaustion. To combat our noise, Hopf emphasized the importance of integrating simple daily practices such as mindfulness, journaling, and integrating purposeful pauses. When it feels like I am pulled in different directions at work and leaders can make everything feel urgent all the time, these practices have been incredibly beneficial. Taking as little as 30 seconds to focus on my breathing before a client call or high-stress situation has made a world of difference for my mental and emotional health.*

**RLF 2019-20**

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Sarah-Marie Hopf, reached at shopf@thrivingquiet.com.*

# Session 7.8 Leadership Paradigm—The Good and the Bad

## Session Description

In this session, the facilitator will guide learners toward understanding their own individual view about leadership: what it is, what it means, and how they get there. Through a series of art activities and organic conversations, participants will discuss how their individual understanding of leadership influences their ability to work in teams and how to overcome leadership challenges, such as working across generations. Participants will reference their individual leadership philosophies, which they drafted at the start of the Rockefeller Leadership Fellows Program. This session will provide participants the opportunity to reflect on the concept of the leadership paradigm on an individual level. Using a storytelling method, participants will be introduced to real-world leadership challenges that provide them the opportunity to better understand how to use their individual leadership philosophy to impact change.

### Leadership Competencies Addressed

***Effective Reasoning***
- Develops personal reflective practice

***Intercultural Mindset***
- Contextualizes social identities and experiences

***Self-knowledge***
- Continually explores and examines values and views
- Seeks opportunities for continued growth

***Principled Action***
- Demonstrates personal responsibility

## Learning Objectives

Participants will do the following:
- List five of their individual leadership skills and abilities based upon their individual leadership philosophy
- Increase their knowledge of leadership theories and concepts, including the leadership paradigm, and be able to identify at least two new leadership theories and concepts they can actively apply
- Develop two ways to apply their individual leadership philosophy within teams and organizations for social impact and change

## Key Concepts and Definitions

| | |
|---|---|
| *Leadership paradigm* | A way of looking or thinking about issues. We all have a personal leadership paradigm, the model that we use to help us make decisions based on our personal beliefs and values. |

## Required Materials

- Blank piece of paper and writing utensil for each participant

## Session Outline

### Session duration: 1 hour and 15 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Introduce yourself and provide an overview of the session. |
| *10 minutes* | Activity 1 | Hand out papers and pens to the participants. Introduce the art activity, geared towards challenging participants' preconceived notions. Ask participants to draw several items, for example, a television. For the example of the television, ask participants how many of them drew the television with antennas. Point out how even though modern televisions do not have antennas today, many participants gravitated towards drawing that image. Continue this explanation for several drawings. Explain how this activity shows the mental prints we have about different aspects of the world. Preface the rest of the session by introducing the idea that things are not always what we expect them to be or how we expect them to happen. |
| *30 minutes* | Framing | Through a series of anecdotes and life experiences, talk about your journey and your story. Emphasize the times when things did not go as expected, that you had dreamed of something but ended up doing something else. Draw out examples that emphasize the role of diversity, inclusivity, and respect in your life. Define what a leadership paradigm is. Using personal anecdotes, explain how a leadership paradigm has impacted your own life when facing real-world leadership challenges. |
| *15 minutes* | Discussion | Ask participants to discuss what they would do when faced with various real-world leadership challenges. Ask participants to reflect on their personal leadership paradigm and how they approach leadership challenges with the group. |
| *10 minutes* | Debrief | Summarize the topics covered and the main points of the discussions. |

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Conclusion | End the session with Q&A time. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How can I use my leadership skills and abilities to create systems of change (e.g., becoming more civically engaged)?
- What can I do to shift my leadership paradigm?

## Supplemental Resources

Benson, D. (2015). Creating your personal leadership philosophy. *Physician Leadership Journal*, *2*(6), 64–66.

Dudley, D. (2010, September). *Everyday leadership* [Video]. TEDxToronto. https://www.ted.com/talks/drew_dudley_everyday_leadership

Figliuolo, M. (2011). *One piece of paper: The simple approach to powerful, personal leadership* (1st ed.). Jossey-Bass.

### Participant Reflection

*Dr. Matthews began the session by asking us to draw common objects such as a television. It was amazing how similar our drawings looked—all televisions with antennas! This activity highlighted the prevalence of stereotypes. We are frequently putting people into boxes and being put into boxes. When trying to establish a pilot program between his university and a Connecticut prison, Dr. Matthews had to overcome many stereotypes. His story and the drawing activity remind me to be an open-minded and inclusive leader. Things are not always what we expect them to be.*

**RLF 2019-20**

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Lowell Chris Matthews, reached at l.matthews@snhu.edu.*

# Session 7.9 Practitioner Panel—Advice from Community Leaders and Managers

## Session Description

In this session, participants will hear the personal leadership and management stories from three practitioners in New Hampshire and Vermont. Each panelist will highlight their career trajectory, what management and leadership means to them and why, and the defining moments in their career. Each panelist will describe their background and career path, things they did not do well and learned from, what it means to be a leader, and advice on how to be a good leader no matter where you are in an organization. Panelists may talk about their view of the mission of their respective organizations, intergenerational communication, and overcoming management and leadership challenges.

**Leadership Competencies Addressed**

***Effective Reasoning***
- Develops personal reflective practice

***Self-knowledge***
- Continually explores and examines values and views
- Takes appropriate action toward potential benefits despite possible failure

## Learning Objectives

Participants will do the following:
- Identify at least two leadership trends and defining moments for each panelist that helped them decide which path to take in their careers
- Reflect on what it means to be a leader regardless of where they are in an organization's hierarchy
- Learn and identify one to three techniques for overcoming management and leadership challenges

## Key Concepts and Definitions

| | |
|---|---|
| *Management* | "Doing things right." |
| *Leadership* | "Doing the right thing." |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Name cards for panelists and participants

## Session Outline

### Session duration: 1 hour and 15 minutes

| Time Required | | Description |
|---|---|---|
| *15 minutes* | Introduction | Introduce panelists and allow them to share their leadership stories, with five minutes per panelist. Ask them to emphasize how they navigated their career and the defining moments along the way. Divide participants into three groups. Assign one panelist to each group. |
| *45 minutes* | Discussion | Give the panelists 15 minutes for Q&A with each group. Panelists will rotate through the groups until they have spoken to every group. |
| *15 minutes* | Conclusion | Bring the participants and panelists back to the large group. Conclude the session by asking participants if they have any final questions. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants and panelists. |

## Reflection Questions

- What should I consider when choosing my career path?
- What are three or four things that will help me become a good leader?
- How can I be a good leader despite where I am in the organization?

**Participant Reflection**

*It was amazing to hear from so many perspectives stemming from experiences in legislature, public education, and engineering, all in one night. One piece of advice that stuck out to me from this night was "Management is doing things right. Leadership is doing the right thing." Hearing their unique leadership journeys affirmed that there is no one correct path to becoming an effective leader. We each have our own strengths and we are all leaders in our own spheres of influence.*

**RLF 2019-200**

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by local practitioners living and practicing in the states of Vermont and New Hampshire.*

# Session 7.10 The Art of Difficult Conversations—What Is the Right Thing to Say and Do as a Leader?

## Session Description

In this session, the facilitator will explore the challenges of having difficult conversations as a leader. Participants will discuss what makes these conversations difficult and why. The session will also touch on ethical dilemmas in the workplace and the resulting difficult conversations that need to take place. Finally, the session will address ways to make communication effective—whether personal or professional—and explore the use of the "best appropriate" mode of communication when faced with a variety of difficult situations.

**Leadership Competencies Addressed**

***Principled Action***
- Seeks appropriate and mutually beneficial solutions when conflict or controversy arises

***Effective Communication***
- Acknowledges and appropriately communicates in situations with divergent opinions and values

***Effective Reasoning***
- Develops personal reflective practice

## Learning Objectives

Participants will do the following:
- Describe at least three components that make a personal or a professional conversation difficult versus what makes a conversation crucial, based on the summer reading books
- Demonstrate and analyze how to engage in an effective conversation in a variety of situations using role plays
- Identify one or two skills of effective conversations to apply to real life situations

## Key Concepts and Definitions

| | |
|---|---|
| *Crucial conversations* | Conversations between at least two parties where there are differing opinions and needs or wants, high stakes, and strong emotions. |
| *Difficult conversations* | Conversations that involve a personal or professional issue between two people. They can be split into three distinct categories: conversations concerning who is right, intentions, and blame; conversations concerning feelings; or conversations concerning identities. |

| | |
|---|---|
| *Different working styles (EWNS)* | "East" is the approach of looking at the bigger picture. "West" describes those that are detail oriented. "North" is an action-oriented approach, and "South" is concerned with feelings and processes. There is a tendency to favor one working style in most people, but this is flexible depending on the situation. |
| *Tuckman stages of team formation* | The stages are forming, storming, norming, performing, and adjourning. **Forming** is the stage when team members are still getting to know each other and may be anxious when beginning to work together. **Storming** is the phase where team members may face conflict in working with each other due to working styles, roles within the teams, or doubt surrounding overall objectives. After storming, **norming** comes next, where team members begin to resolve differences and appreciate each other's' strengths. **Performing** is the stage where team members are able to work hard to achieve their mutual goal. Finally, **adjourning** is the last phase where teams that are not permanent may disband. |
| *Ladder of inference* | A model of the thinking process we use in order to make sense of situations and go from information to decision to action. The rungs of the ladder are reality and facts, selected reality, interpreted reality, assumptions, conclusions, beliefs, and actions. We start with facing reality and facts, then experiencing them selectively based on our prior beliefs and experiences. We interpret and apply existing assumptions, and we draw conclusions based on our interpretations and assumptions. We develop beliefs based on our conclusions and take actions based on what we believe in. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Handout 7.10.1 Commonalities Between Crucial Conversations and Difficult Conversations
- Handout 7.10.2 Scenarios for Role-plays (optional)

### Pre-session Assignment:

- Stone, D., Patton, B., Heen, S., & Fisher, R. (1999). *Difficult conversations: How to discuss what matters most*. Penguin Books.
- Patterson, K., Grenny, J., & Switzler, A. (2012). *Crucial conversations*: *Tools for talking when stakes are high* (2nd ed.). McGraw-Hill.

## Session Outline

### Session duration: 1 hour and 20 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Introduce the session objectives as well as the situations in which difficult conversations can arise through examples and anecdotes. |
| *15 minutes* | Discussion | Ask participants what they think the differences between “crucial” and “difficult” conversations are. Pass out Handout 7.10.1 and engage in discussion with the participants about these differences. |
| *10 minutes* | Framing | Introduce and discuss communication skills with the participants, including EWNS styles and Tuckman stages. |
| *20 minutes* | Activity | Divide participants into small groups of four or five participants. In their small groups, participants first reflect independently on the real-life difficult conversation scenarios they have faced or currently face and then share with their group. Afterwards, each participant will role play their real-life difficult conversation scenario with their group. Alternatively, you may provide some scenarios for groups to role play (see Handout 7.10.2). Participants continue to practice their role playing. |
| *15 minutes* | Debrief | Call back the participants to the larger group. Ask each small group to perform the roleplay scenarios they have practiced in front of the larger group. Ask participants to observe how participants are handling difficult conversations in each scenario. |
| *15 minutes* | Conclusion | Discuss the role-play scenario performances with the participants. Summarize the findings and discussions of the session and end with final thoughts about implications for management and leadership. Ask participants to write one or two actions they will take to become effective communicators. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- Am I a good communicator? Why or why not? What is my biggest challenge in this realm?
- What are three or four situations in which I could have affected the outcome differently as a result of this session?
- Moving forward, what are three or four things I will do differently when faced with the prospect of a difficult conversation?

### Participant Reflection

*Prior to this session, difficult conversations terrified me, and I would do everything in my power to avoid them. This session helped me appreciate the common patterns across difficult conversations and develop strategies to tactfully approach them. One of the most important takeaways was to always come to conversations with curiosity and to assume positive intent. By trying to understand why a person is acting a certain way, we can find points of similarity and overcome implicit biases. I now feel comfortable handling difficult conversations and focus on understanding the other person's perspective.*

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## Supplemental Resources

Coleman, P. T., Deutsch, M., & Marcus, E. C. (Eds.). (2014). *The handbook of conflict resolution: Theory and practice* (3rd ed.). John Wiley & Sons, Incorporated. http://ebookcentral.proquest.com/lib/dartmouth-ebooks/detail.action?docID=1643662

Headlee, C. (2015, May). *10 ways to have a better conversation* [Video]. TEDxCreativeCoast. https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high* (2nd ed.). McGraw-Hill.

Stone, D., Heen, S., & Patton, B. (2010). *Difficult conversations: How to discuss what matters most*. Penguin.

Taylor, S. (2018). *The art of handling difficult conversation*. Independently published.

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Studies*, *2*(4), 419–427.

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Roshini Pinto-Powell, reached at Roshini.Pinto-Powell@dartmouth.edu.*

# Commonalities Between Crucial Conversations and Difficult Conversations

**Purpose for talking: Both stress the importance of having a good purpose for both people, lest the conversation go awry.**

| ***Difficult*** | ***Crucial*** |
|---|---|
| Assessing overall purpose is extremely important. If you wish to change the other person, to vent at them, or to only half-heartedly engage, it is best to rethink doing the conversation. If you wish to learn their perspective, express your own views and feelings, or to problem-solve collaboratively, you have a good purpose and will have a good conversation. | *Mutual Purpose* is a *safety condition*, or a factor that must be present for people to engage fully in a conversation. The *Mutual Purpose* condition fails when the other person believes you have a bad motive in holding the conversation. If you have one of the "bad" purposes mentioned in the book, for example, the other person is likely to catch on and will become defensive or start accusing. To create *Mutual Purpose*, it is important to ask, "Do others believe I care about their goals, and do they trust my motives?" |

**Solving the problem: Both say that partnering to explore solutions is important so that the conversation is two-sided.**

| ***Difficult*** | ***Crucial*** |
|---|---|
| Step three of engaging in a difficult conversation ("Create a Learning Conversation") is to invite the other person to *jointly* explore solutions with you, emphasizing the joint aspect so it comes across as a team effort. | Sometimes, a conversation becomes a debate because the two parties indeed have different purposes in mind. So, you must *Create a Mutual Purpose* to move toward a common goal. The acronym CRIB helps here: **C**ommit to seeking mutual purpose, **R**ecognize the purpose behind the strategy, **I**nvent a mutual purpose, and **B**rainstorm new strategies. |

**Intention errors: Intentions are often judged mistakenly by the feelings a person had in response, which is not indicative of the other person's actual intentions.**

| ***Difficult*** | ***Crucial*** |
|---|---|
| One error that disrupts talking about the event that happened is the *Intention Invention*, which is the idea that you are sure of the other person's malicious intentions. But you are not as right as you think; people often mistakenly attribute how they *feel* about the actions to what the person intended. | *Clever stories* are stories that people tell themselves about a situation that justifies their own behavior; these stories are not necessarily accurate. One common story is the *Villain story* that over-exaggerates the bad qualities and malicious intent of the other person. |

**Our simplified thinking: Denial of our own role is a common response to a situation because the alternative is to have an identity crisis due to distorted thinking.**

| ***Difficult*** | ***Crucial*** |
|---|---|
| *Identity conversations* are another facet of the difficult conversation, a facet concerning the anxiety you feel when the conversation or event threatens a core identity of yours. This happens through "all-or-nothing" thinking, which is a binary way of thinking that assumes you must not have any contradicting qualities or actions. When you are faced with contradictory evidence, you either deny it to protect your identity or exaggerate its role because it is so antithetical to your identity. Denial lets us cling to our identities because we have left absolutely zero room for negative feedback. | *Clever stories* justify our current behavior and let us disconnect from current results. One reason for clever stories is to disconnect from the results because the other option is to accept the evidence and become overwhelmed because of all-or-nothing thinking. |

**Nuance and our own role: Situations are always more complex than they seem, and it is imperative to acknowledge and point to this complexity and how both people have added to it.**

| ***Difficult*** | ***Crucial*** |
|---|---|
| Rather than centering a conversation around *blame*, it is important to think in terms of a *contribution system*. A contribution system's goal is understanding—understanding how both people contributed to the current issue or dynamic. | To avoid stories that assign 100% blame (the Villain story) or 100% innocence (the Victim story), a necessary question is, "Am I pretending not to notice my role in the problem?" Such a question adds nuance and complexity and allows a fuller conversation to happen. |

**Role of feelings: Feelings are important but also must be handled carefully, without judging or accusing.**

| ***Difficult*** | ***Crucial*** |
|---|---|
| The *Feelings conversation* is a facet of a difficult conversation and cannot be avoided should the conversation go successfully. It is important to express feelings so that both sides can understand each other and move forward. It is also important, however, to express feelings *without judgment*: without accusations, insults, or rants. To figure out your feelings, you should dig deeper into the labels you are applying to the person or situation. What feelings are being covered up by accusations and judgments? | Feelings are important here as well. However, the *stories behind feelings* should be shared before the feelings themselves. And even before you share the stories, you should share the actual evidence you have that made you draw that conclusion. You must work backwards to get a read on all the important details: from your behavior, to the feelings behind that behavior, to the stories behind that feeling, to the evidence behind that story. Then, you should share it in the opposite direction so others understand your thought process and are not caught off guard. Share the facts first, then the stories, then your feelings. Just as in *Difficult Conversation*, dig past the behavior to get to the feelings and then objectively share the evidence you found, without judgments or accusations. |

**Handling a conversation neutrally: Objectivity, inviting collaboration, walking through and trying out each side's conclusions or stories**

| ***Difficult*** | ***Crucial*** |
|---|---|
| The way the authors recommend starting a conversation is a three-step process: (1) mention the topic in a neutral, third-party way, (2) mention that you and the other person might have disagreements on the issue, and (3) invite them to jointly explore solutions with you. These steps are important because they emphasize a more objective middle ground rather than emotionally charged sides, and stick to facts rather than feelings or accusations. | An important part of the conversation is to STATE your path; the most relevant steps are **S**hare your evidence, **A**sk for others' paths, and **E**ncourage testing. Sharing your evidence means sticking to facts first; asking for others' paths acknowledges that you are not necessarily correct and the other person may disagree; and encouraging testing is a form of jointly exploring the solutions or conclusions you each may have. |

*Note*: Summaries of *Difficult Conversations: How to Discuss What Matters Most* by D. Stone, B. M. Patton, & S. Heen, 1999, Penguin Books; and *Crucial Conversations: Tools for Talking When Stakes Are High* by K. Patterson, J. Grenny, R. McMillan & A. Switzler, 2012, McGraw-Hill.

Handout 7.10.2

# Scenarios for Role Plays

## Scenario 1: Dysfunctional Team

A team project represents the capstone for this Econ course. At the beginning of the term, teams were ***randomly assigned by the professor.*** The project consists of a business plan and presentation of the recommendations included in that plan. The plan needs to be at least 3,500 words long (not including exhibits, attachments, or other calculations and supporting information). An Executive Summary memo is also expected. All members must participate in the 20-minute presentation.

***Each member of the team will earn the SAME GRADE for the assignment.*** This is your second meeting—the first time all three of you are present with the goal of dividing up the work for this project.

| | |
|---|---|
| Team Member A– Jordan | You love when a course has a capstone project like this rather than a final exam. You love working and studying with others and really get energized by group work. In your opinion, working on and developing something like a business plan is so much more valuable than writing an exam because you generate an actual end product. You like practicing your presentation skills and like the creative process of putting together a slideshow. You like to jump on any project planning process as soon as possible. You are not a procrastinator at all.<br><br>You were the first to establish a group text, and Ann said she could come, but then didn't show to the first meeting! Chris, who has yet to respond to any of your email communications, did however show up for the first meeting but had little to say during the brainstorming process. You've had other classes with Chris but don't know him well. Anytime he's called on by the professor he knows the answer and rumor has it his GPA is a 4.0. |
| Team Member B– Ann | Wow, did you overcommit this term. You are taking three classes, auditing one, and participating in a pilot leadership program at Tuck. In addition, you are captain of the club tennis team. You're trying to juggle everything but at the moment are struggling a bit in keeping up. You appreciate the fact that Jordan has taken the lead on the group project. You don't know Chris but have heard he is an Econ whiz. You're secretly hoping that between Jordan, who seems to be an eager organizer, and Chris, you'll be able to coast a bit on this project, but you're obviously not going to let the others know that. |

| | |
|---|---|
| | You said you would be there but blew off the first group meeting because you got an email from your Tuck mentor asking to meet at the same time. That seemed the more important of the two commitments. You're somewhat of a procrastinator and think you do your best work when you are under a deadline crunch. Jordan thinks the group should already have an outline for the plan, but there are still four weeks before this project is due! He needs to relax. |
| Team Member C—Chris | You hate when a course has a teamwork capstone project rather than a final exam. What a colossal waste of time! You could have the business plan written yourself in the amount of time spent just trying to find a time when everyone can meet! You did not respond to the email about the first meeting, but you did show up. Turned out Ann did not show, despite saying she could come. It drives you nuts, so you just stay out of it all.<br><br>You've always preferred to conduct research on your own and to study alone and, when left to do so, you produce excellent work and usually ace most exams. To top it off you also absolutely loath public speaking and feel like its gives naturally outgoing people (which you are not) an unfair advantage. Jordan seems to have taken on the role of group leader, which you resent. You're actually working with an Econ prof at the moment on some research that would make for excellent material for this plan; however, it pains you to think about letting the others in on your research results. You'd love it if they'd just let you write the plan, and then they can present it, but of course that won't happen. |
| Observer | Jordan, Ann, and Chris are part of this team.<br>Jordan is the self-appointed leader/organizer who loves this kind of "project" work and is trying to organize the team.<br>Ann is an overcommitted student who is a bit of a procrastinator and hoping to coast on this project.<br>Chris is a brilliant introvert who dislikes this kind of project and wishes he could do the whole thing himself.<br><br>Notice the communication skills and non-verbal cues displayed by each.<br>Do they try to form a "pool of shared meaning"?<br>Did you notice commanding, consulting, or reaching consensus? By which person?<br>Can you identify these segments as they happen? Jot down a few sentences that reflect these conversations:<br>• The "What Happened"?<br>• The Feelings conversation?<br>• The identity conversation? |

## Scenario 2: Your Boss Is Coasting While You Do All the Work

**(Turns Out to Be True)**

| | |
|---|---|
| Employee | Your days start early and end late. You haven't worked less than a 10–hour day since you started over two years ago. Your job is to conduct research and analyze trends in the industry. You have excellent technical skills and want to demonstrate these to your boss. However, he never seems interested in looking at your work. He is more than happy for you to work hard. In fact, he has made comments that junior employees are expected to put in long hours and not to expect a lot of thanks for it.<br><br>Your boss is a very engaging guy and seems to have a huge network of friends. He frequently invites you into his office or along for lunches but tends to cut you off if you try to share any of the more technical aspects of the current projects you're working on. You also suspect that half of the time he doesn't really grasp the technical part of the work and is relying on how things were done in the industry 10 or more years ago when he offers advice. You have several ideas on how to improve the two projects you are currently working on, but it's going to take a lot of support and buy-in from senior management to get going in that direction. You doubt your boss has the interest in exerting any additional effort for either of these projects. |
| Boss | You killed yourself for over two decades in this business, and now you really feel like you have earned the right to take it easy. You've always been a people-person and playing office politics has always come easy for you. You made all the right connections early in your career. You still put in 8-hour days (counting lunch) and make yourself available to staff, but they work for you and not the other way around. Your career has taught you, it's about who you know, not necessarily what you know. You like having junior employees around to shoot the breeze with, but they need to remember their place, as you did years ago. You're happy to discuss projects and offer advice and you consider yourself very astute at spotting an error in someone's logic or project early on. Once a project is underway, however, it's better not to make changes. You get especially annoyed when direct reports start going on and on about new technology and expect you to be interested in looking over one of their spreadsheets in detail, or to actually log onto the shared drive to access their latest graph or model. Their job is to brief you, *brief* being the key word. The days of sweating over every little detail are over. You did your time in the trenches; now it's time to enjoy the fruits of their labor. |
| Observer Role | Note words used and behaviors of the participants doing the role play. Discuss with participants and the larger group what you observed. |

## Scenario #3: Your Boss Coasting While You Do All the Work

**(Turns Out to Be False)**

| | |
|---|---|
| Employee | Your days start early and end late. Your job is to analyze trends, conduct research, crunch numbers, write copy, etc. You try to crank out the work for your boss as fast as possible, but she still never seems to be satisfied with the data you provide her. You are very careful not to make mistakes, but she always responds to your work with more questions and requests more research, more data, etc. You're trying to give her what she is asking for, but she never seems particularly enthusiastic about your work and she never seems to have time to offer you any feedback.<br><br>Your boss on the other hand arrives to the office a full two hours after you do. Once there, she immediately goes into what seems like back-to-back meetings. Sometimes these meetings are in your department, which means she's at least still available for questions, but more often than not, she's not even in the building. You can only imagine she's taking long lunches and probably running personal errands because there never seems to be any work or business generated from all of these hours out of the office. Of course, you're never invited along—which makes you all the more suspicious and frustrated, because if it is work related, you really want to meet more people in the business. You don't mind working hard but only if you're learning more about the business and gaining more responsibility, not just taking on more tasks. |
| Boss | Your days start early and end late. Several years ago, when you assumed a greater management role, you found that the only way you could get some guaranteed uninterrupted time was early in the morning at your home office. You got permission to do this from your boss but under the strict instructions that you shouldn't advertise this arrangement. He's not keen on "working from home" and doesn't want it to become a trend. You had to work very hard to earn his respect and you don't plan to ever violate his trust. You spend these two hours very productively. In fact, you consider them sometimes the best two hours of your day. When you arrive to work, you feel prepared and are able to give your undivided attention in meetings, which seems to start the minute you arrive. Additionally, your boss has asked you to take on a project (called Project X) that for no, is under the radar. It is taking more and more of your time and at some point, you're really going to need help executing it. |

You were hoping to mentor your newest employee, but the reality is you just don't have a lot of extra time now with this new project on top of everything else. You're not naturally a very trusting person. You've noticed that he tends to rush through the tasks assigned to him. His work is good, he doesn't make mistakes, but he only gives you exactly what you ask for. What you would really like, however, is for him to start asking better questions of himself or, even better, reading your mind because, really, you just don't have the time to get him up to speed. He also seems really chatty and social. You do not have time for small talk. You're happy he's making friends in the organization, but you worry how discreet he is. At some point you're going to need to bring him in on Project X, but you fear that he won't appreciate the necessity for discretion.

| | |
|---|---|
| Observer Role | Note words used and behaviors of the participants doing the role play. Discuss with participants and the larger group what you observed. |

# Session 7.11 Developing Identities and Capacity to Engage in Leadership for Social Justice

## Session Description

In this session, the facilitator will focus on a crucial goal of leadership education: to develop participants' capacity to address complex societal problems in inclusive communities. Participants will engage in personal storytelling, develop a shared definition of leadership for social justice, and situate themselves in a continuum of social justice work. By the end of the session, participants will be prepared to engage in learning and leading toward a more just society.

## Learning Objectives

Participants will do the following:
- Define leadership through a social justice lens
- Situate themselves within the leader activist identity continuum
- Identify three next steps for continued development and leadership projects that align with social justice goals through the development of a Theory of Change model

### Leadership Competencies Addressed

***Collaboration***
- Facilitates collective action toward common goals

***Intercultural Mindset***:
- Understands, communicates with, and respectfully interacts with people across identities

***Self-Knowledge***
- Continually explores and examines values and views

***Principled Action***
- Bases actions on thoughtful consideration of their impact and consequences

## Key Concepts and Definitions

| | |
|---|---|
| *Transformative leadership* | Leadership practices that build equity, social justice, and quality of life by expanding access and opportunity, respecting diversity, serving the long-term interests of society, strengthening democracy, and reframing worldviews to develop new solutions and systems (Bruce et al., 2019). |
| *Social change leadership* | An approach to systemic change motivated by the recognition of the realities of systemic inequality and vision of human well-being and justice (Ospina et al., 2012). |
| *Social justice work* | Enacting commitment to work through both process and goal towards a society where all persons have access and opportunity in an equitable manner. |

| | |
|---|---|
| *Leader activist identity continuum* | A continuum of being a learner, advocate, ally, and activist or organizer relating to social justice work (Bruce et al., 2019). |
| *Theory of Change* | A conceptual model that articulates the linkages between strategies and hoped-for outcomes that support a mission or vision for achieving social impact. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Handout 7.11.1 Theory of Change—Action Planning Tool

### Pre-session Assignment:

- Kliewer, B. W., & Priest, K. L. (2017). Why civic leadership for social justice? *eJournal of Public Affairs, 6*(1), 1–10. doi: 10.21768/ejopa.v6i1.164

## Session Outline

### Session duration: 1 hour and 25 minutes

| Time Required | | Description |
|---|---|---|
| *20 minutes* | Introduction | Introduce yourself, your story, and what you care about. Ask participants to also share about who they are and what they care about. Notice and summarize common stories within the room. Identify and explain the need for a lens of equity and justice. |
| *20 minutes* | Discussion | Begin a discussion on social justice leadership. Ask participants what social justice means and listen to their responses. Provide examples of social justice. Ask participants what leadership perspectives support social justice goals. Ask participants how they can develop as a social justice leader. Listen to their answers and facilitate a discussion between participants. |
| *35 minutes* | Activity | Introduce the leader-activist identity continuum. Ask participants to situate themselves across the continuum of being a learner, advocate, ally, and activist/organizer. Share examples of each identity. Identify examples of actions demonstrated by each identity. Describe a Theory of Change tool and its application to service projects. Using Handout 7.11.1, ask participants to think of a project that may address an issue in their domain and identify its strategies, outcomes, and impacts. Apply a social justice lens by applying the Theory of Change to the project. |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Conclusion | Summarize the processes discussed in the session: development along the leader activist identity continuum and projects built on the Theory of Change model. Ask participants to identify next steps for continued development on the identity continuum, as well as next steps for projects they are working on as leaders. Everyone should share one idea with a partner or the entire group. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What motivates my leadership?
- How can I continue to increase my understanding of social justice in the work of leadership and stretch my comfort zone of social justice work?
- How do my service-project strategies and outcomes support broader social justice goals?

### Participant Reflection

*Dr. Priest began the session by suggesting that many of the issues plaguing society today—like climate change and poverty—are the results of failed leadership. It's not that the technology, or ideas, or structures do not exist to tackle such issues—it's that today's leaders are vulnerable to crippling shortcomings like greed, selfishness, and more. Leadership for social justice requires virtues like reliability, transparency, and commitment. Each day, we have the opportunity to either be a learner, ally, advocate, or activist and must live by these virtues.*

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## Supplemental Resources

Bruce, J. A., & McKee, K. E. (Eds.). (2020). *Transformative leadership in action: Allyship, advocacy & activism*. Emerald Group Publishing.

Bruce, J., McKee, K., Morgan-Fleming, J., & Warner, W. (2019). The Oaks Leadership Scholars Program: Transformative leadership in action. *International Journal of Teaching and Learning in Higher Education*, *31*(3), 536–546

Fraser, N. (1996, May). *Social justice in the age of identity politics: Redistribution, recognition, and participation* [Lecture]. The Tanner Lectures on Human Values, Stanford University. https://tannerlectures.utah.edu/_documents/a-to-z/f/Fraser98.pdf

Goldman Schuyler, K., Baugher, J. E., & Jironet, K. (Eds.). (2016). *Creative social change: Leadership for a healthy world* (1st ed.). Emerald Group Publishing Limited.

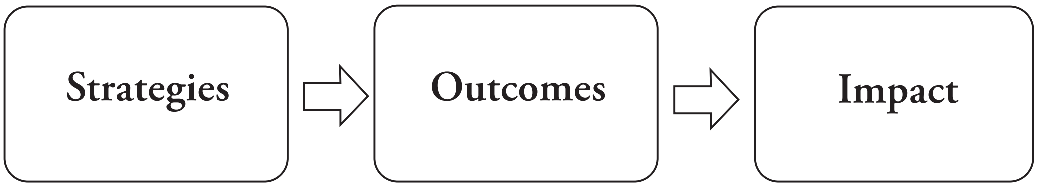
Opsina. S.M., Foldy, E.G., El Hadidy, W., Dodge, J., Hoffman-Pinilla, A. & Su, C. (2012). Social change leadership as relational leadership. In M. Uhl-Bien & S. M. Ospina (Eds.), *Advancing relational leadership: A dialogue among perspectives* (pp. 203–225). Information Age Publishing.

Uitermark, J., & Nicholls, W. (2017). Planning for social justice: Strategies, dilemmas, tradeoffs: *Planning Theory*, *16*(1). https://doi.org/10.1177/1473095215599027

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Kerry Priest, reached at kerryp@ksu.edu.*

# Handout 7.11.1 Theory of Change—Action Planning Tool

As you begin to develop action plans, consider a simple "theory of change"— *strategies lead to outcomes lead to impact.* This is sometimes also referred to as a "logic model" in organizational or community planning.




**Developing a Theory of Change**

Start with the end in mind—the "why" of the work and then move towards the "how."

1. **Impact**: What is the big picture vision you have for our campus/community? This is your WHY.

2. Based on the data and learning you have done so far, what are your **outcomes or goals** (the outcomes you hope to achieve)? Outcomes are short-term wins but are not an end in themselves. Accomplishing outcomes also builds capacity for long-term change. Outcomes may be **individual** (What kind of change or learning or growth do we need in ourselves?), **group-level** (What kind of changes do we need in our group and how we operate?), and **inter-group/community level** (What kind of changes do we want to see more broadly among people and groups in our community system?).

3. Strategies are the **tasks, actions, steps** you plan to actually take to reach your goals. This is the *who, what, when, where* and *how* of the work. It's important that every strategy directly supports an outcome. Strategies should *engage others* and create opportunities for participation, learning, and growth at varying levels of engagement.

| Strategy | Outcomes | Impact |
|---|---|---|
| The **specific activities** and/or events you undertake to carry out the work | The **changes** that you expect to occur among individuals, families, communities, organizations, or systems as a result of your work | Sizeable, lasting, positive, long-term aspirational **vision** or **goal** |

| Strategy | Outcomes | Impact |
|---|---|---|
| • What resources/assets are available? Who can we partner with/how can we mobilize people and resources that already exist? What resources do we need to create?<br>• What are specific actions we need to take to make progress toward our goals?<br>• Are we creating opportunities to engage as learners, allies, advocates, and/or activists?<br>• Who will do what?<br>• What is our timeline?<br>• How will we hold each other accountable? | • What change is needed (based on data or other sources)?<br>• What are the short-term changes we are trying to make or progress on (this semester)?<br>• Are we focused on individual capacity building, organizational capacity building, interorganizational capacity building, or all of these? | • What is our hope or vision, our aspiration for our community? |
| Example 1:<br>*Attend or watch Workshop on Asking for Help or Reducing Stigmas* | Example 1:<br>*Increase personal capacity of self/class as peer-advocates for mental health* | Example 1:<br>*Every member of the university community feels welcome, safe, supported, cared about, and included.* |

## References


Ganz, M. (2014). *Organizing: People, power, change*. Leading Change Network. https://commonslibrary.org/wp-content/uploads/Organizers_Handbook.pdf

Kansas Health Foundation. (2017). *Guiding your organization with a theory of change: Strategies, outcomes and impact* (pp. 1–75). https://kansashealth.org/wp-content/uploads/2017/04/ORS-Impact-TOC-Session-KHF-Learning-Conference-EXTERNAL-3-23-2017.pdf

Opsina. S. M., Foldy, E. G., El Hadidy, W., Dodge, J., Hoffman-Pinilla, A. & Su, C. (2012). Social change leadership as relational leadership. In M. Uhl-Bien & S. M. Ospina (Eds.), *Advancing relational leadership: A dialogue among perspectives* (pp. 203–225). Information Age Publishing.

# Session 7.12 "Naked" Leadership

## Session Description

In this session, the facilitator leads an exploration of the inner work that is necessary to be a leader. Participants will discuss whether leadership is all about accumulation of knowledge, skills, and contacts or if there is also a simultaneous, somewhat paradoxical, stripping away that is crucial to being a leader. The facilitator will also introduce the concept of spirituality to leadership.

## Learning Objectives

Participants will do the following:

- Articulate one to three ways they are armored up and one to three ways they can strip down and understand what it means to be a "naked leader"
- Identify the inner processes of leadership development according to key spiritual teachers
- Explore what "stripping down" looks like as leaders and come up with three ways they can further strip down as leaders

### Leadership Competencies Addressed

***Intercultural Mindset***

- Actively engages in opportunities to expand worldview

***Effective Communication***

- Exhibits effective listening skills

***Self-Knowledge***

- Seeks opportunities for continued growth
- Practices self-compassion, friendliness, ease with self, and vulnerability

***Principled Action***

- Demonstrates congruence between actions and values

## Key Concepts and Definitions

| | |
|---|---|
| *"Stripping down"* | Liberating oneself from all the layers of duties and social status that the society puts on us. |
| *"Naked leader"* | One who is able to be free from societal and inner pressure caused by various statuses in society. |
| *Spirituality* | According to *Sounds True* founder Tami Simon, "the word *spiritual* points to a dimension of our experience that can never be seen under a magnifying glass or measured or explained or proven. It is the ultimate mystery. It is that dimension of our experience that fills us with inexplicable love and calls us to give beyond reason. It can't be nailed down because it is infinite; it can't be defined because it is dynamic and ever-changing" (Simon, 2016). |

| | |
|---|---|
| | "Spirituality is recognizing and celebrating that we are all inextricably connected to each other by a power greater than all of us, and that our connection to that power and to one another is grounded in love and compassion. Practicing spirituality brings a sense of perspective, meaning, and purpose to our lives" (Brown, 2010). |
| *Religion* | "[Religion is] a system of symbols (creed, code, cultus) by means of which people (a community) orient themselves in the world with reference to both ordinary and extraordinary powers, meanings, and values" (Albanese, 2012). |
| *Faith* | In the Christian New Testament, the Greek word translated for "faith" is *pistus,* which can also mean trust. Faith is trusting in something that cannot be proven with scientific fact. Faith is mysterious. Hence the phrase "a leap of faith." Faith is trusting in something enough to orient one's life by that faith. |
| *Mindfulness* | Vietnamese Buddhist monk and author, Thich Nhat Hanh states, "I define mindfulness as the practice of being fully present and alive, body and mind united. Mindfulness is the energy that helps us to know what is going on in the present moment." |
| *Joy and happiness* | Happiness is based on what is happening around us. Joy is based on what is happening within us. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)

### Pre-Session Assignment:

- Each participant should write down their top 10 content-related takeaways from the RLF program so far. They should also write down the top 10 takeaways that they have learned about themselves so far in this program.
- Participants should do the "Observing Anew" exercise at least once by following this prompt: *Really take the time to observe something that you normally don't even think twice about doing or seeing (e.g., drinking a cup of coffee, brushing your teeth, washing your hair, looking at a tree you pass every day on your way to class). This time, pay close attention to what you are doing or observing and jot it down.*

## Session Outline

### Session duration: 1 hour and 25 minutes

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Introduction | Introduce the session by explaining the concepts of "naked leadership" and "stripping down." Lead the participants in a mindfulness meditation exercise to set the tone and focus for the session. |
| *20 minutes* | Framing | Refer to the "Observing Anew" exercise participants completed prior to the session. Ask participants to share their thoughts and reflections on the exercise. Shift participants' focus to their top 10 takeaways list they created prior to the session. Ask participants to share what they wrote in their lists. Ask participants what they learned through writing their lists. |
| *10 minutes* | Discussion | Explore with participants the rich wisdom that spirituality and mindfulness can add to the topic of "naked leadership." Give an expansive understanding of spirituality/religion in order that most participants can connect. Ask participants to offer examples of their own connection to spirituality/religion/faith/mindfulness as well as examples they see in spiritual leaders that they look up to—first in pairs and then with the whole group. Explore commonalities and differences. |
| *25 minutes* | Activity 1 | Divide participants into groups of three. In their groups of three, participants will practice the skill of listening to understand and not to refute. Ask each participant to speak for five minutes on a topic of their choosing to the other participants in the group. Ask the listening participants to reflect on and repeat what they heard. Rotate through until each participant has had a chance to speak once and listen twice. Call participants back to the larger group. |
| *10 minutes* | Activity 2 | With all participants back in the larger group, explore the role of joy as a foundational aspect to leadership through a game "Coffee Pot." In the game, ask one participant to think of an activity that they do. Then have the group try to guess that activity by asking questions of the person, substituting "coffee pot" for the activity. For example, "Can you 'coffee pot' outside? etc. The group continues to ask questions until someone figures out the activity. Explain the importance of joy as an element of "naked leadership." |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Conclusion | Briefly recap key concepts. Discuss with the participants what they have learned in today's session about what it means to be a "naked leader." End the session by asking the participants to identify what inner work they are interested in exploring about themselves, what they want to start doing more intentionally, and what they want to stop. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What inner work am I interested in exploring about myself?
- What do I want to start doing more intentionally as a result of this session?
- What do I want to stop doing as a result of this session?

**Participant Reflection**

*Throughout the session, Vogele highlighted the importance of inner work, reflection, and savoring the present moment. To be an effective leader you must lead from within. The more leadership positions and responsibilities you accumulate, the more vital this inner work—mindfulness, reflection, and spirituality—becomes. As a group, we participated in a guided meditation from Thich Nhat Hanh's The Blooming of a Lotus. This has become one of my favorite mindfulness activities and I regularly do it during the workweek.*

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## Supplemental Resources

Albanese, C. L. (2012). *America: Religions and religion*. Cengage Learning.

Brown, B. (2010). *The gifts of imperfection: Let go of who you think you're supposed to be and embrace who you are* (1st ed.). Hazelden Publishing.

(Jody) Fry, L. W., & Egel, E. (2017). Spiritual leadership. *Graziadio Business Review, 20(3)*. https://gbr.pepperdine.edu/2017/12/spiritual-leadership/

Gieseke, A. R. (2014). *The relationship between spiritual intelligence, mindfulness, and transformational leadership among public higher education leaders* (Publication No. 3617784) [Doctoral dissertation, Northeastern University]. ProQuest Dissertations & Theses Global.

Panico, C. R. (2013). Naked leadership: Lead to win hearts and minds. *Business & Professional Ethics Journal, 32*(3/4), 259–270. https://www.pdcnet.org/bpej/content/bpej_2013_0032_0003_0119_0130

Simon, T. (2016, April 10). *Standing for the spiritual, in a secular world* [Audio podcast]. https://resources.soundstrue.com/podcast/standing-for-the-spiritual-in-a-secular-world/

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Nancy Vogele, reached at nvogele@gmail.com.*

# Session 7.13 Leading Creative Collaborations

## Session Description

In this session, the facilitator will explore lessons from design thinking in order to help participants learn to lead creative problem solving in group settings. Participants will engage in a series of discussions, group exercises, and a problem identification exercise on improving community.

## Learning Objectives

Participants will do the following:

- Examine lessons from design thinking, in particular the necessity for creative collaboration in problem solving
- Explore the process of creative collaboration through a problem identification exercise on improving community in small groups

### Leadership Competencies Addressed

***Collaboration***

- Acknowledges and listens to different voices when making decisions and taking action
- Fosters a welcoming and inclusive environment

***Self-knowledge***

- Takes appropriate action toward potential benefits despite possible failure

***Effective Reasoning***

- Employs creative thinking in problem solving

***Management***

- Develops appropriate strategies for effective teamwork

## Key Concepts and Definitions

| | |
|---|---|
| *Design thinking* | A critical tool for effective problem identification, team process, and idea generation. Defined as the combination of knowledge, skills, cognitive processes, and attitudes relevant in design, design thinking helps create effective solutions. It focuses on idea generation from the ground up: exploring the status quo and evaluating problems before jumping into the solution generation. |
| *Creative collaboration* | This allows for a group of people to create an inclusive and judgment-free space that allows for ideation to take place. |

## Required Materials

PowerPoint slides and appropriate technology (optional)

### Pre-session Assignment:

- Ed Catmull, HBR 9/2008. How Pixar Fosters Collaborative Creativity (https://hbr.org/2008/09/how-pixar-fosters-collective-creativity)
- Cracking the Code of Sustained Collaboration (https://hbr.org/2019/11/cracking-the-code-of-sustained-collaboration)
- Kelley, T. (2016). The Perfect Brainstorm. In *The art of innovation* (pp. 53-66). Profile Books.

## Session Outline

### Session duration: 1 hour and 30 minutes

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Introduction | Introduce design thinking to participants. Use anecdotes and examples when explaining design thinking. Give the example of the GE Engineer, Doug Dietz, who designed an MRI scanner for kids with the design thinking framework. |
| *30 minutes* | Framing | Explain the various design thinking lessons and strategies that can be employed while problem solving. Introduce the idea of creative collaboration and corresponding examples. |
| *20 minutes* | Activity | Divide participants into groups of four. Participants will brainstorm solutions to improving community in their social circles. Each group goes through the problem identification exercise, using strategies they learned during the presentation. |
| *10 minutes* | Debrief | Call participants back to the larger group. Ask each group to explain their creative collaboration process and the solutions they came up with. |
| *10 minutes* | Reflection | Summarize the previous exercise and what participants have accomplished and explored in their groups. Ask participants to share what they learned and observed through this exercise. |
| *10 minutes* | Conclusion | Ask participants if they have any further questions and discuss implications of design thinking for management and leadership. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How do we address the most vital issues of today's reality while living in the illusion of normalcy?
- What are tools and strategies from design thinking you can apply to problem solving?

### Participant Reflection

*In a creative economy, it is critical that leaders facilitate creative collaboration and apply design thinking. This requires observing a situation, defining the problem, and using creative ideation. It is far easier to tone down an idea than to pump up an idea, so Professor Robbie encouraged us to think outside the box and think big. In the workforce, it can be easy to get tied down with constraints and this piece of advice has helped me keep my creative juices flowing.*

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## Supplemental Resources

Kelley, T., & Kelley, D. (2013). *Creative confidence: Unleashing the creative potential within us all.* Currency.

Kelley, T., & Kelley, D. (2012, December 1). Reclaim your creative confidence. *Harvard Business Review*, *90*(12), 115–118. https://hbr.org/2012/12/reclaim-your-creative-confidence

Liedtka, J. (2011). Learning to use design thinking tools for successful innovation. *Strategy & Leadership, 39*(5), 13–19. https://doi.org/10.1108/10878571111161480

Lorenzo, R. (2017, October). *How diversity makes teams more innovative* [Video]. TED Conferences. https://www.ted.com/talks/rocio_lorenzo_how_diversity_makes_teams_more_innovative

Mugadza, G., & Marcus, R. (2019). A systems thinking and design thinking approach to leadership. *Expert Journal of Business and Management*, *7*(1), 1–10.

Pokras, S. (1994). *Team problem solving* (M. Crisp & F. Lundy Ruvolo, Eds.). Course Technology Crisp. https://ebookcentral.proquest.com/lib/dartmouth-ebooks/detail.action?docID=3116989 (Original work published 1989)

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program.was facilitated by Peter Robbie, reached at peter.robbie@dartmouth.edu.*

# Session 7.14 Activism and Institutional Change—Tools for People-Powered Policymaking

## Session Description

In this session, the facilitator will focus on previous work with those who have served as agents for change. While referencing multiple examples in which political leaders have fulfilled their campaign promises, participants will learn how to galvanize public support to achieve sustainable institutional change. Participants will examine a case study that challenges them to analyze the policy-making process from multiple perspectives and the role of social mobilization within that process.

## Learning Objectives

Participants will do the following:

- Identify and understand three different tactics needed to make change both inside and outside institutions
- Assess two personal leadership situations to see whether they call for larger social mobilization or behind-the-scenes negotiation
- Gain a better understanding of their own preferred leadership style

### Leadership Competencies Addressed

***Effective Communication***

- Acknowledges and appropriately communicates in situations with divergent opinions and values

***Intercultural Mindset***

- Contextualizes social identities and experiences

***Effective Reasoning***

- Integrates multiple types of information to effectively solve problems or address issues

***Principled Action***

- Bases actions on thoughtful consideration of their impact and consequences

***Self-Knowledge***

- Continually explores and examines values and views

## Key Concepts and Definitions

*Social mobilization* A process that raises awareness and motivates people to demand change or a particular development. It is mostly used by social movements in grassroots groups, governments and political organizations to achieve a particular goal, and in most cases, the process of social mobilization takes place in large gatherings, such as processions, demonstrations, marches, and mass meetings.

| | |
|---|---|
| *Policy-making process* | Public policy refers to the actions taken by the government—its decisions that are intended to solve problems and improve the quality of life for its citizens. A policy established and carried out by the government goes through several stages from inception to conclusion, including agenda building, formulation, adoption, and implementation. |
| *Marshall Ganz Public Narrative* | How the story of self, the story of now, leads to a story of us which is used as a communication tool to galvanize support during the public policy-making process. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Handout 7.14.1 Role-play Worksheet

### Pre-session Assignment:

- Participants should read a government study/report on a selected issue (e.g., Cannabis legalization, reproductive rights, etc.) of your choice. Include two or three examples of differing views on the issue in your preparations.

## Session Outline

### Session duration: 1 hour and 15 minutes

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Introduction | Introduce yourself and your story. Focus on past experiences working with those who are agents of change and your work in social movements and making institutional changes. |
| *15 minutes* | Framing | Explain social mobilization and the policy-making process to participants. Define the key concepts and use examples to bring them to life. |
| *10 minutes* | Discussion | Describe a political leader's campaign promise for effecting reform in a chosen issue (healthcare, education, environment, poverty, etc.). Introduce and analyze the different stakeholders involved in the chosen case situation with participants. |
| *20 minutes* | Activity | Give out Handout 7.14.1 and divide participants into groups of three or four to work on the case study. Ask participants to assume different roles in their group, such as a small business owner, researcher, student. Each participant will analyze the information given in the case study based on their role. |

| Time Required | | Description |
|---|---|---|
| | | Afterwards, participants will present and explain whether they support the law or not according to their role within their groups. Each group will roleplay a discussion of the law and come to a consensus as a group. |
| *15 minutes* | Debrief | Call participants back to the larger group. Ask each group what the consensus they came to was and the reasoning behind their decision. Ask each group to share what occurred during their discussions. |
| *5 minutes* | Conclusion | Review key points and takeaways from the session. Ask participants if they have any further questions. Ask participants to complete the session evaluation using your desired format. Close the session by thanking participants. |

## Reflection Questions

- What am I most inclined to be engaged in: social mobilization or internal negotiation?
- When faced with particular problems that need to be solved, what kind of style suits the current context? Can this problem be solved quietly with internal players or does it need a larger public presence to pressure for change?
- How can I be more inclusive in making sure diverse voices are included in the decision-making process?

## Supplemental Resources

Cannan, J. (2016). A (Mostly) Legislative history of the Defend Trade Secrets Act of 2016. *Law Library Journal*, *109*(3), 363–386. https://doi.org/10.2139/ssrn.2775390

Mahoney, J., & Thelen, K. Ann. (2010). *Explaining institutional change: Ambiguity, agency, and power*. Cambridge University Press.

**Participant Reflection**

*Shasti's own personal experience along with the interactive activity highlighted the importance of working with various, often conflicting, perspectives and gaining their support when creating change. While acting during our roleplay activity, I analyzed my own needs and truly listened to the needs of others in their roles. My reflections from the activity and Shasti's stories brought to life how difficult it is to reach a consensus yet how crucial that is to move a decision forward. Even today, this is a skill that I am actively working to improve on.*

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Ryan, J. (2016). Strategic activism, educational leadership and social justice. *International Journal of Leadership in Education*, *19*(1), 87-100. https://doi.org/10.1080/13603124.2015.1096077

Ryan, J., & Tuters, S. (2017). Picking a hill to die on: Discreet activism, leadership and social justice in education. *Journal of Educational Administration,* 55(5), 569–588. https://doi.org/10.1108/JEA-07-2016-0075

The DO Lectures. (2015). *Steve Jennings | What matters, what's possible, and what's important: Entrepreneur amping up human potential* [Video]. DO Wales 2015. https://thedolectures.com/blogs/talks/steve-jennings-what-matters-whats-possible-and-whats-important?_pos=5&_sid=1fd2b87e8&_ss=r

*This session has been formatted and revised for consistency and clarity. The original session was facilitated in the Rockefeller Leadership Fellows Program by Shasti Conrad, reached at shasti.conrad@gmail.com.*

# Role Play Worksheet

## Situation

Cannabis legalization is a multifaceted issue; representatives across the U.S. are tasked with assessing the varying layers and perspectives on the matter. In New Hampshire, a cannabis legalization bill, HB 481, passed in the House, but its companion senate bill was delayed till January 2020. You are advising State Senator Martha Hennessy, NH Senate District 5, on whether or not to support legalizing cannabis in New Hampshire. As stated earlier, there are many components and positions to consider. The American Civil Liberties Union, a commission studying legalizing and regulating cannabis in NH, and The Police Foundation have, respectively, published reports highlighting the impacts, consequences, and benefits of legalizing adult-use cannabis.

## Roles

- **Role A—Owner of a small-scale dispensary:** Your job is to bring forward the views of small and medium enterprises in the cannabis industry. Some of what you will be responsible for is representing business owners who have wanted to legitimize their businesses and participate in the cannabis industry, as well as utilize the same services (e.g., banking) available to businesses in other industries.
- **Role B—Marijuana policy project (research person):** Your job is to help advance policy proposals, utilizing key indicators and research to address the growing questions and concerns over legalizing cannabis.
- **Role C—Law enforcement officer:** Your job is to present law enforcement's unique viewpoints on this issue.
- **Role D—Constituent:** You are a constituent in NH. You can create your own story.

## Individual Assessment: Your Role

Use this space to brainstorm the objectives and desired outcomes for your role.

## Group Work:

**Strategize:** Write down each person's objective.

| | |
|---|---|
| **A** | |
| **B** | |
| **C** | |
| **D** | |

**Action Plan:** What is your combined plan for getting your solution passed?

# Session 7.15 Leadership in Civil Society—Social Capital Building

## Session Description

In this session, the facilitator will discuss the interrelationships among three political and social concepts: civil society, social capital, and leadership. Participants will explore a variety of factors that have hastened the decline in social capital in American society and will assess the challenges facing civil society leaders in communities across the nation. Participants will have a firm understanding of the nature of followership, civil society, and social capital. By the end of the session, participants will identify the qualities that best serve civil society leaders in creating and maintaining social networks and utilizing such networks for the common good.

### Leadership Competencies Addressed

***Collaboration***
- Facilitates collective action toward common goals

***Management***
- Develops appropriate strategies for capitalizing on human talent
- Evaluates efficacy of current course(s) of action
- Identifies structure and culture of organization

***Effective Reasoning***
- Integrates multiple types of information to effectively solve problems or address issues

## Learning Objectives

Participants will do the following:
- Identify three unique characteristics of nonprofit leaders
- Assess the state of civil society in their social spheres
- Identify five opportunities and challenges in nonprofit leadership

## Key Concepts and Definitions

| | |
|---|---|
| *Civil society* | The social and political space between the citizens and the state; organizations and networks in a society that are independent of the state/government. |
| *Social capital* | Institutions, relationships, and norms that shape the quality and quantity of a society's social infractions. The three dimensions of social capital are social networks, trust and reciprocity, and shared norms and values. Social capital can be conceptualized as acting in two ways: bonding and bridging. |
| *Bonding* | A term for the way that social capital is utilized to strengthen connections between homogenous groups. |

| | |
|---|---|
| *Bridging* | A term for the way that social capital is utilized to strengthen connections between heterogeneous groups. |
| *Nonprofit/ Voluntary sector leadership* | The capacity to mobilize and sustain multiple key relationships toward a common purpose. |
| *Followership* | The active participation of an individual in the pursuit of a common goal. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Poster-sized sticky-notes
- Markers

### Pre-session Assignment:

- Shaiko, R. G. (2013, June 9). Admissions is just part of the diversity puzzle. *The Chronicle of Higher Education*. https://www.chronicle.com/article/admissions-is-just-part-of-the-diversity-puzzle/
- Bruni, F. (2015, December 12). The lie about college diversity. *The New York Times*. https://www.nytimes.com/2015/12/13/opinion/sunday/the-lie-about-college-diversity.html

## Session Outline

### Session duration: 1 hour and 30 minutes

| Time Required | | Description |
|---|---|---|
| *20 minutes* | Introduction | Introduce and explain civil society and social capital. Encourage participants to provide examples from both in the broader society and within their own social spaces. |
| *20 minutes* | Framing | Discuss leadership in civil society. Ask participants, what does it take to be an effective leader in civil society? Define nonprofit/voluntary sector leadership. It is important to talk about followership as a complementary component of leadership, especially in the nonprofit and voluntary sectors. |
| *15 minutes* | Discussion | Ask participants to consider examples of social capital building in their social spheres. Encourage examples across various areas of life, from work to leisure to community. Discuss what leadership within these contexts looks like. |

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Framing | Define and distinguish bonding and bridging. |
| *15 minutes* | Activity | Divide participants into two groups, each with poster paper for recording their responses. Ask the groups to assess the abilities of civil society leaders in their social spheres to build social capital through bonding and bridging. Ask participants to consider how “bridged and bonded” their experiences are and to provide examples of each. Ask participants how many of their peers they “know.” Have participants as a group decide what “knowing” their peers means. |
| *10 minutes* | Discussion | Bring the groups back together. Have participants report on their group’s average of the estimated peers they feel they “know” within their social spheres. Have one participant from each group share the examples of bridging and bonding. |
| *5 minutes* | Conclusion | Conclude with your thoughts about social capital and the role it plays in building strong communities. Read the reflection questions for participants’ consideration. Address any thoughts and remarks. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- Do I have required characteristics and inclinations to be a leader in a nonprofit sector?
- What are some examples of bridging and bonding experiences in my life? How could these experiences be improved?

**Participant Reflection**

*I really enjoyed the opportunity to dissect campus and evaluate which organizations focused on bonding, which focused on bridging, and which focused on both. We realized that most organizations prioritized bonding over bridging. It could be easy to stay within your safety zone as “birds of a feather flock together” in bonding organizations. The bridging organizations were crucial for widespread social change. This session has helped me be more self-aware of my social capital and the networks I am involved in.*

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## Supplemental Resources

Bruni, F. (2015, December 12). The lie about college diversity. *The New York Times.* https://www.nytimes.com/2015/12/13/opinion/sunday/the-lie-about-college-diversity.html.

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community.* Simon & Schuster.

Putnam, R. D., & Feldstein, L. (2003). *Better together: Restoring the American community*. Simon & Schuster.

Shaiko, R. G. (2013, June 9). Admissions is just part of the diversity puzzle. *The Chronicle of Higher Education*. https://www.chronicle.com/article/admissions-is-just-part-of-the-diversity-puzzle/

*This session has been formatted and revised for consistency and clarity. The original session was facilitated in the Rockefeller Leadership Fellows Program by Ronald G. Shaiko, reached at ronald.g.shaiko@dartmouth.edu.*

# Session 7.16 Leading in an Intergenerational Work Environment

## Session Description

In this session, the facilitator will address intergenerational differences and why they matter for the workplace and beyond. As emerging leaders, participants will be required to navigate multiple generations, experiences, perceptions, and beliefs about what leadership should look, feel, and sound like, all the while building their own presence, brand, and voice as leaders. Participants will role-play scenarios to learn to navigate areas of tension and reflect on how to apply the session to their current and future leadership. Participants will leave the session with a commitment to themselves and their leadership potential.

### Leadership Competencies Addressed

***Self-Knowledge***
- Understands social identities of self and others
- Shows self-respect and respect for others

***Effective Communication***
- Acknowledges and appropriately communicates in situations with divergent opinions and values

***Intercultural Mindset***
- Understands, communicates with, and respectfully interacts with people across identities

## Learning Objectives

Participants will do the following:
- Provide three examples of leadership within self, groups, and systems that are required for transformational change
- Analyze three scenarios for how to navigate intergenerational work environments
- Commit to a change based on their reflections of what is required to thrive as leaders in diverse and intergenerational work environments

## Key Concepts and Definitions

| | |
|---|---|
| *Transformational leadership* | This leadership style acknowledges that change in people, policies, and practices requires change within self, change within groups/teams, and change within systems/organizations. |
| *Intergenerational work environment* | Differences in the work environment can be examined through the broader framework of generational identities, such as Gen X and Millennials. Generational differences may explain the multiplicity of working styles across lines of difference in race, socioeconomic status, background, and experience. |

| | |
|---|---|
| *Leadership presence* | The set of individual and collective actions one takes to shift the current reality. It is built (or diminished) through strong communication, resilience, and elegance in the face of conflict and meaningful relationships. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Chart paper and markers

### Pre-session Assignment:

- Haidt, J., and Lukianoff, G. (2015, September). The coddling of the American mind. *The Atlantic*. https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/

## Session Outline

### Session duration: 1 hour and 35 minutes

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Introduction | Introduce yourself and your background. Ask participants what they are most nervous or excited about in joining the workforce. Remind participants that it is always helpful to hear what others are thinking and feeling. |
| *10 minutes* | Framing | Remind participants that leadership is not about one's position, but about the individual and collective choices one makes to change reality. Define transformational leadership. Acknowledge as a leader navigating new environments and desiring to make long-lasting change in the status quo, one must always think through self, groups, and systems. |
| *10 minutes* | Discussion | Introduce participants to the areas of tension in the workplace that are often the result of generational differences in approaches to work but are extremely important for one's leadership presence. The areas are communication, navigating conflict, and building meaningful relationships. |
| *30 minutes* | Activity | Introduce the next activity and divide participants into groups of three or four. Present the groups with the following scenarios, featuring persons A and B. Scenario 1 is an email exchange in which there are, for example, poor communication skills, poor etiquette, or late responses. |

| **Time Required** | | **Description** |
|---|---|---|
| | | Scenario 2 is a difficult conversation: person A is giving feedback to a colleague across lines of difference—generation, race, or experience. Scenario 3 focuses on challenges to building meaningful relationships. Between each scenario, participants should record what their initial reactions were, how they would feel in either position, and what their perception are of the employer of their employees and their leadership. Ask participants to rewrite the scenarios. |
| *20 minutes* | Debrief | In the large group, ask participants how they rewrote the scenarios and why they considered the things they did. Ask participants what comes to mind when they consider how they might approach new relationships, conflicts, and communication as emerging leaders. Notice and discuss key trends in their responses and connect them back to the key concepts. Conclude the discussion with three key takeaways: to acknowledge the limitations of one's perspective—be curious, ask questions, and always seek to understand; to acknowledge that the impact of words and actions matters more than intent; and to understand and be aware of oneself and their relation to others—examine such things as the importance of identity, values, experiences, and orientations. |
| *10 minutes* | Reflection | Remind participants that they are all currently leaders and that they are currently navigating multiple relationships. Instruct participants to think of a recent moment in which they have engaged with a coworker, peer, professor, or boss and their communication was in some way off, their relationship was rocky, or they had to have a courageous conversation. Ask participants to consider how they would approach the situation differently. Have participants commit to doing something differently moving forward. Have three participants share their reflections with the group. |
| *5 minutes* | Conclusion | Conclude by making the point that regardless of age, social identity markers, or engagement with others, committing to work on one's self and potential growth is the first key to leadership success. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What cues and perspectives of others younger or older than I might I be missing?
- Am I aware of the impact of my choices/decisions/words on others?
- In a difficult situation, do I think about how I am perceived by others? Did the impact match my original intention?
- Am I the leader that I want to be and am I showing up that way?

## Participant Reflection

*The activities were highly effective in showing the importance of being self-aware when communicating with colleagues, especially in an intergenerational workforce. Poor etiquette, a late response, or a terse reply can have long-term consequences. The case studies helped me understand that we are constantly being judged by how we present ourselves. We must do our best to understand the background of who we are working with to be effective communicators. I try to step into the other person's shoes and evaluate how I may be coming across to my peers and superiors.*

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## Supplemental Resources

Gottlieb, L. (2019, September). *How changing your story can change your life* [Video]. TED@DuPont. https://www.ted.com/talks/lori_gottlieb_how_changing_your_story_can_change_your_life

Haidt, J., and Lukianoff, G. (2015, September). The coddling of the American mind. *The Atlantic*. https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/

Lukianoff, G., & Haidt, J. (2019). *The coddling of the American mind: How good intentions and bad ideas are setting up a generation for failure*. Penguin Books.

Stillman, D., & Stillman, J. (2017). *Gen Z @ work: How the next generation is transforming the workplace*. Harper Business.

Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy—and completely unprepared for adulthood—and what that means for the rest of us*. Simon & Schuster.

*This session has been formatted and revised for consistency and clarity. The original session was facilitated in the Rockefeller Leadership Fellows Program by Jessica Guthrie, reached at jessica.guthrie@gmail.com.*

# Session 7.17 The Art of Telling People What They Don't Want to Hear

## Session Description

In this session, the facilitator will highlight the gap between the intellectual understanding of policies and the public perception of those same policies. Participants will gain an understanding of how people process policies and political messages. Participants will discuss how messaging, including language, images, etc., influences public perception of everything from products to policies, and how reframing can change the way people think about policies.

## Learning Objectives

Participants will do the following:
- Recognize at least three differences between policy and persuasion
- Understand the power of language, imagery, and anecdotes, with three examples
- Recognize and use strategic communication in a group activity

### Leadership Competencies Addressed

***Collaboration***
- Facilitates collective action toward common goals

***Effective Communication***
- Clearly articulates ideas in a written and spoken form
- Influences others through writing, speaking, or artistic expression

***Effective Reasoning***
- Employs critical thinking in problem solving

***Management***
- Develops and implements a plan for goal attainment

## Key Concepts and Definitions

| | |
|---|---|
| *Framing* | A technique employed by using deliberately chosen language to make listeners feel a particular way about something. |
| *Wonks* | A term for policy experts, researchers, and individuals who are interested in and knowledgeable about public policy. |
| *Hacks* | A term for politicians who implement policies and are skilled at communicating and connecting. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Video segment starting at 39:00

- ○ PBS Frontline. (2005). *The Persuaders* [Video]. https://www.filmsforaction.org/watch/frontline-the-persuaders-2005/

**Pre-session Assignment:**

- Wheelan, C. (April 2007). Working paper no. 46: Wonks and hacks: How public policy programs can narrow the gap between good policy and good politics. *University of Chicago, Harris School of Public Policy*; Reed, B. (2004, March 1).
- Bush's war against wonks. *Washington Monthly*. https://washingtonmonthly.com/2004/03/01/bushs-war-against-wonks/

## Session Outline

### Session duration: 1 hour and 25 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Explain how the different values and narrow interests of people make persuasion a critical tool for getting others to take action alongside a certain idea. Discuss examples of figures in politics who have successfully connected with people, even those they disagree with. Define and explain *wonks* and *hacks*. |
| *10 minutes* | Activity 1 | Play the video segment from Frontline video on Frank Lutz. Start the clip at 39:00. Identify the strategies he used to change public opinion through messaging (e.g., changing the "Estate Tax" to the "Death Tax"). Define *framing* and conclude that Frank Lutz has had a lasting impact on the use of framing to shape and change public opinion. |
| *30 minutes* | Discussion | Ask participants for examples of instances in which language and framing influence public opinion (e.g., not "Pro-Abortion" or "Anti-Abortion," but "Pro-Life" and "Pro-Choice") and discuss. Discuss how people sometimes like "what's in the package," but not the "package" (e.g., some Republicans like what's included in Obamacare but not the name "Obamacare"). Ask for examples and discuss aspirational language used by figures like MLK or in movements like "Marriage Equality," where equality highlights one's aspirations. Conclude that framing is an essential tool for policy wonks as it enables them to further their policy ideas. |

| **Time Required** | | **Description** |
|---|---|---|
| *30 minutes* | Activity 2 | Divide participants into groups of four around the room. Each group will write a policy focusing on the language around specific policy examples. Each group will focus on the pro or con side of two issues; for example, the four groups may be pro-carbon tax, anti-carbon tax; pro-hard liquor ban, anti-hard liquor ban. Give participants time to work in their groups on a strategy to frame their argument to push their cause. Ask each group to choose a representative to present their ideas for reframing their given tax in order to either increase or decrease its appeal. Let each group present. |
| *10 minutes* | Conclusion | Reflect as a group on the process of experimenting with language to influence public opinion. Conclude with the implications of using this skill when faced with contentious issues. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How can I use the material covered to be a better communicator at my institution around contentious and sensitive issues?
- As a leader, what strategies will you take to deal with contentious issues and what do you need to be aware of?

## Supplemental Resources

Bakir, V., Herring, E., Miller, D., & Robinson, P. (2019). Organized persuasive communication: A new conceptual framework for research on public relations, propaganda and promotional culture. *Critical Sociology*, *45*(3), 311–328. https://doi.org/10.1177/0896920518764586

Brown, B. (2018). *Dare to lead: Brave work. Tough conversations. Whole hearts*. Random House.

### Participant Reflection

*Professor Wheelan's session increased my awareness of the role language plays in our everyday lives. I learned to choose words based on my audience's values as my words are what frame the situation. I realized a simple way of improving my communication was being more critical of my choice of words because of their power to alter my audience's perception. This revelation has made me more conscious in everyday life, from how politicians present issues to the public to how I interact with my colleagues at work.*

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Egnal, B. (2016). *Leading through language: Choosing words that influence and inspire* (1st ed.). Wiley.

Greenberger, L. (2013). *What to say when things get tough: Business communication strategies for winning people over when they're angry, worried and suspicious of everything you say* (1st ed.). McGraw-Hill Education.

Harvard Business Review (2011). *Communicating effectively.* Harvard Business Review Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations tools for talking when stakes are high* (2nd ed.). McGraw-Hill Education.

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Charles Wheelan, reached at charles.j.wheelan@dartmouth.edu.*

# Session 7.18 Don't Go It Alone—Effective Delegation and Empowerment for Leaders

## Session Description

In this session, the facilitator will discuss the role of delegation and empowerment in effective leadership. Participants will analyze their own experiences with delegation, as well as the experiences of others through case analysis, and talk about best practices for delegating effectively. By the end of the session, participants will be equipped with strategies and practices that not only enable them to manage their time most effectively but also get the best performance out of those that they lead.

**Leadership Competencies Addressed**

***Collaboration***
- Acknowledges and listens to different voices when making decisions and taking action
- Facilitates collective action toward common goals

***Management***
- Develops appropriate strategies for capitalizing on human talent
- Prepares for leadership transition

## Learning Objectives

Participants will do the following:
- Assess their current level of delegation within their leadership role
- Identify (1) what else could be delegated to others, (2) how it should be delegated using the EPO Model, and (3) to whom it should be delegated
- Describe action steps they will take to incorporate their improved delegation capabilities

## Key Concepts and Definitions

| | |
|---|---|
| *Spiral of Despair* | This describes the process employees go through when they feel ignored or underutilized. First, one might have hope and feel engaged and energized. Then, one might despair and feel frustration and confusion. Next, one is in a state of apathy and feels indifferent and alienated. Lastly, one is angry and feels frustration, and then worthlessness. This often leads to absenteeism. |
| *Delegation* | A shift in decision-making authority from one level of hierarchy to another. Responsibility, authority, and accountability are prerequisites for delegation. Responsibility means setting clear expectations about the assignment and results. Authority is demonstrated by giving appropriate power to make decisions. Accountability is willingness to accept responsibility for something that goes well or fails. |

| | |
|---|---|
| *EPO Model* | EPO stands for effort, performance, and outcome. E → P: If I put in effort, will I succeed?; P → O: If I perform, will I get rewarded?; O: Do I value the outcome? |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Scrap paper
- Handout 7.18.1 Tangram Activity materials and instructions prepared for participants
- Additional space for half of the students to work in for Tangram activity

### Pre-session Assignment:

- Oncken, W., Jr., & Wass, D. L. (1999). Management time: Who's got the monkey? *Harvard Business Review*, *77*, 178–189.

## Session Outline

### Session duration: 1 hour and 45 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Introduce yourself and provide instructions for the Tangram activity (Handout 7.18.1). Hand out small pieces of paper that tell participants what organization they are in (A or B) and their role (management or production). Instruct participants to join their respective groups. Separate the management teams into different rooms. Give the production teams their briefing information and explain that they will join their management team in 20 minutes. |
| *40 minutes* | Activity | Once the management teams are in their rooms, give them briefing information that tells them that they have 25 minutes to plan how the production team will assemble the "product." During this time, if the production team has questions or notes for the management team, deliver these messages to the management team. If the management team is prepared to call in the production team before the 20 minutes is up, they may. If not, call in the production team after 20 minutes. The final five minutes must be used for instruction before production begins. Once production begins, each team starts a timer. Management can watch but cannot speak or help with production. Once the product is complete, the team should stop their timer. Both teams work until production is complete. Log times. |

| **Time Required** | | **Description** |
|---|---|---|
| *10 minutes* | Reflection | Have groups come back together to discuss the activity and how they can learn from it. Share the production times for each team and go over the process each team went through. For example, how long did the management team take to call in the production team? What were the members of the production team feeling? What were the group dynamics between members of the management team? Emphasize the importance of communicating with production early and helping them construct their own blueprint. Conclude this discussion with talking about the importance of communicating information in a timely way so that program management, administration, and financial considerations or operations can operate smoothly. This is another way of building transparency as a leader. |
| *25 minutes* | Framing | Explain that most managers (in Tangram and real life) overestimate their ability to solve the problem on their own without input. Describe the "Spiral of Despair." Ask participants to define delegation before providing them with a definition. Describe delegation and the prerequisites of delegation. Lead a discussion of what delegation is *not*. Go over examples of why people do not delegate and ask participants to raise their hands if they have ever said these statements: *It will be quicker if I do it myself. I don't trust anyone else to do it correctly.* Explain that it is a critical leadership competency to be able to delegate; at some point in a career, one stops doing the work themselves. |
| *20 minutes* | Discussion | Have participants write down on a piece of paper the things that (a) they do better than anyone else, and (b) the things that are critical for the organization. Ask them to make a list of tasks they've done for an organization they are involved in over the last week. Now ask them to put an asterisk next to any of the tasks that fit into categories (a) and (b). Explain that anything that they didn't put an asterisk next to is something they should delegate to someone else.<br><br>Give participants the EPO model for thinking about delegating. To demonstrate the model, hold up a dollar and say: *The first person to come take this dollar from my hand gets to keep it.* Once a participant gets the dollar, discuss why others didn't go for the dollar. |

| Time Required | | Description |
|---|---|---|
| | | Conclude by saying that EPO is in the eye of the beholder. Provide a summary of how to delegate: 1. Clearly define the task (P), 2. Pick the person with the necessary skills (E → P), 3. Provide resources and coaching (E → P), 4. Explain the value of the assignment to you and the organization (P → O). |
| *5 minutes* | Conclusion | Answer final questions from the participants. Ask for key takeaways and for participants to create an action plan to practice delegation in the next week. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What are the tasks that (a) I do better than anyone else, and (b) are critical for my organization?
- What is currently on my to-do list that doesn't meet the above criteria?
- What obstacles stand in the way of me delegating these lower priority items to others? How can these obstacles be overcome?

**Participant Reflection**

*Many leaders are prone to under-delegating and take on extra "monkeys," work that is better left to another colleague. We discussed the most common personal justifications used to avoid delegating work and why delegating was important and necessary for effective management. Dr. Fragale asked us to list all the tasks we do as least as well as anyone else and are critical to an organization and which tasks we had done in the past month. Anything on the first list but not the second was fair game for delegation. This thought activity has helped me identify tasks that I can delegate at work.*

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## Supplemental Resources


Clayton, M. (2014). *Business express: Delegating effectively: Develop a simple and practical process for delegating successfully*. Pearson Education.

Goleman, D. (2017). *Leadership that gets results*. Harvard Business Press.

Harvard Business Essentials (2005). *Time management: Increase your personal productivity and effectiveness*. Harvard Business School Press.

Thomas, G. (2015). *The gift of time: How delegation can give you space to succeed.* John Wiley & Sons.

Wujec, T. (2010, February). *Build a tower, build a team* [Video]. TED Conferences. https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team


*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Alison Fragale, reached at afragale@unc.edu.*

# Handout 7.18.1 Tangram Activity

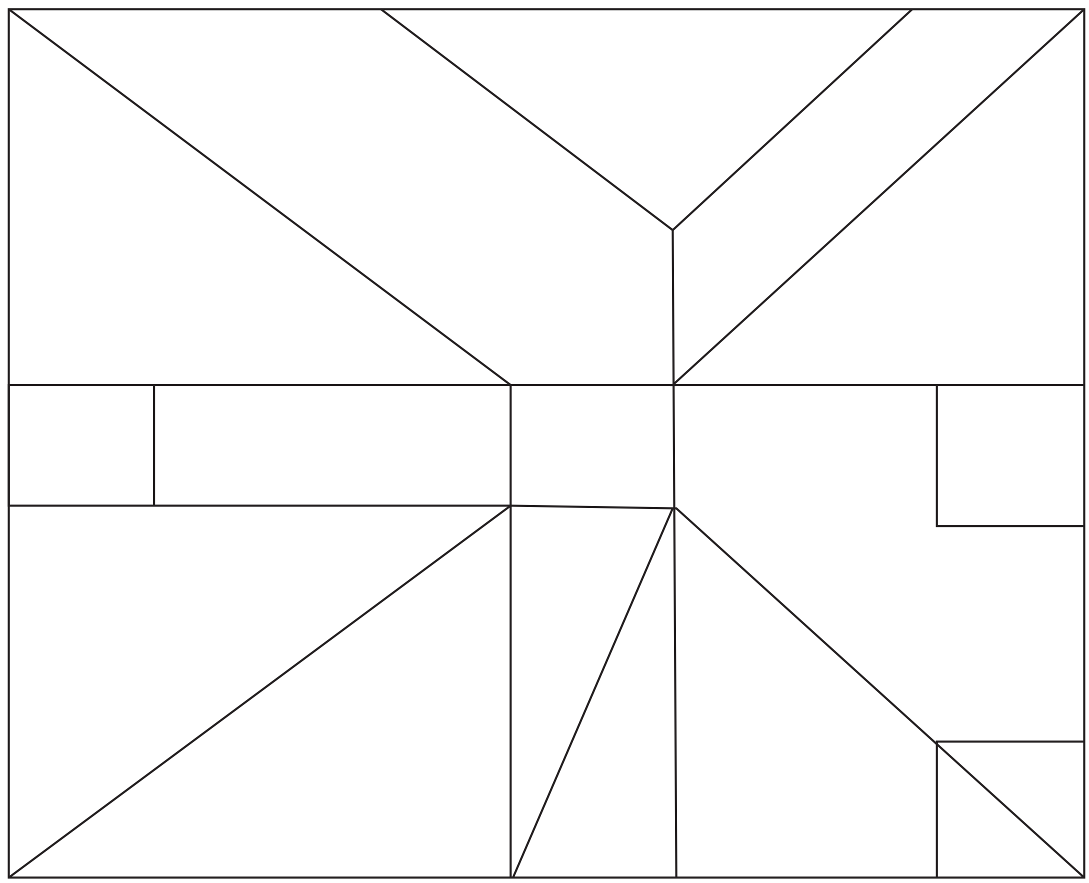
**INSTRUCTIONS:** Cut out as many boxes from the role sheet as there are participants. Have participants draw their roles randomly and organize in their management and production teams.

***Management and Production Team Roles***

| | | | |
|---|---|---|---|
| **Management A** | **Management A** | **Management A** | **Management A** |
| **Management A** | **Management A** | **Management A** | **Management A** |
| **Management B** | **Management B** | **Management B** | **Management B** |
| **Management B** | **Management B** | **Management B** | **Management B** |
| **Production A** | **Production A** | **Production A** | **Production A** |
| **Production A** | **Production A** | **Production A** | **Production A** |
| **Production B** | **Production B** | **Production B** | **Production B** |
| **Production B** | **Production B** | **Production B** | **Production B** |

**INSTRUCTIONS:** Print enough tangram puzzles for each management team to have two, one cut into pieces and laid out and the other whole.

***Tangram Figure***



**INSTRUCTIONS:** Handout the briefing information to the management and production teams.

***Briefing Information for Management Team***

The table in front of you represents the "factory floor" and you are the management team of your organization, competing against the other organizations to see who can be "first to market" (once the plants all open) with their product. In other words, the first organization to produce their product accurately wins. The pieces on the table are the parts for your firm's product. When your production team properly assembles all of the pieces on the table, those pieces will form your firm's "product"—a large square containing an empty place in the middle. A schematic diagram of your firm's product (the assembled puzzle) has been provided to you.

**YOUR TASK**

- Plan how to instruct your production team to assemble your firm›s «product.»
- ***Your plant opens for production in 25 minutes.*** You may call the production team and begin instructing them at any time during the next 20 minutes. The union contract requires that management give the production team ***at least 5 minutes of instruction before the plant opens for production.***
- **MEMBERS OF THE MANAGEMENT TEAM (I.E., YOU) MAY NOT TOUCH THE PIECES AT ANY TIME!** This is a union-shop. Only the production team can touch the pieces.
- Do not attempt to assemble the pieces into the product. That is the production team's job. See Point 3.
- Do not mark on the pieces. Management is not allowed to touch the pieces. See Point 3.
- Do not move the pieces. Management is not allowed to touch the pieces. See Point 3.
- **GIVE ALL INSTRUCTIONS TO THE PRODUCTION TEAM ONLY IN WORDS (WRITTEN OR SPOKEN).** You may not show the product diagram to the production team. You may not draw a picture of the product, either on paper or in the air with gestures.
- **THE PRODUCTION TEAM CANNOT TOUCH THE PIECES UNTIL THE PLANT IS OPEN FOR PRODUCTION (in 25 minutes).**
- After the signal is given that production can begin, management (i.e., you) is **NOT ALLOWED TO GIVE ANY FURTHER INSTRUCTION.** Stand back and observe.
- When the production team begins to assemble the puzzle, one member of your team should **time them** and record the time in minutes and seconds to give to the facilitator.

***Briefing Information for Production Team***

Your production team will have the responsibility of carrying out a task according to the instructions given you by your management team. Your task will begin 25 minutes from now. Your management team may call you in to give you your instructions any time during the next 20 minutes. If they do not summon you during the next 20 minutes, you should report to them at the end of the 20 minutes. You may send notes to the management team and they may send notes in reply. The facilitator will be happy to courier notes for you.

Once you have begun the task, your management team will not be allowed to give you any further instruction.

# Session 7.19 How to Frame Three Hard Cases—Abortion, Same-Sex Marriage, and Affirmative Action

## Session Description

In this session, the facilitator outlines debates over abortion, same sex marriage, and affirmative action. Participants will review the ethical and conceptual principles that are appropriate in framing these dilemmas in order to lead to genuine engagement rather than stalemate. They will explore these issues by considering how courts have approached these cases. By the end of the session, participants will find that the language of rights does not structure these debates in a constructive fashion and that as leaders, they can do better to avoid such language.

### Leadership Competencies Addressed

***Self-Knowledge***
- Continually explores and examines values and views
- Understands social identities of self and others

***Effective Communication***
- Acknowledges and appropriately communicates in situations with divergent opinions and values

***Effective Reasoning***
- Employs critical thinking in problem solving
- Employs creative thinking in problem solving

## Learning Objectives

Participants will do the following:
- Identify the rights on both sides of the three debates on issues of same sex marriage, abortion, and affirmative action by reading excerpts from court cases
- Reframe these debates into "a conversation about reasons" instead of "a fight about rights"
- Reflect on two ways to avoid the language of rights in order to create a space for conversation when talking about controversial issues

## Key Concepts and Definitions

| | |
|---|---|
| *A fight about rights* | This describes how people debate controversial issues such as same sex marriage, abortion, and affirmative action in the language of "rights," which ends the conversation or closes the debate. |
| *A conversation about reasons* | This describes a way to frame controversial issues that opens up a space for conversation and uses questions to ask for reasons. |

## Required Materials

- White board with markers
- Printed copies of the reading

### Pre-session Assignment:

- Bedi, S. (2020). How to Frame Three Hard Cases: Abortion, Same Sex Marriage, and Affirmative Action. 1–19. Dartmouth College.

## Session Outline

### Session duration: 1 hour and 10 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Introduce the topics of gay marriage, abortion, and affirmative action to be discussed. |
| *25 minutes* | Activity | Divide participants into three groups, each to consider one of the three issues: same sex marriage, abortion, and affirmative action. Distribute the corresponding readings to each group to have them look over as they consider the following questions: *What are rights? How is same sex marriage/abortion/affirmative action often a fight about rights? How do opposing sides convey the issue as a fight about rights? What rights are they fighting for?* As groups discuss, circulate the room, spending time with each group and engaging in discussion with them. Ask them to share what they have come up with. |
| *30 minutes* | Discussion | Come back together and have a participant from each group share their answers to the discussion questions. Discuss the impact of evoking rights in a discussion: When people claim their argument is about *rights*, it effectively ends the discussion by polarizing the parties involved and closing off debate. Discuss how we can turn conversations about rights into conversations about reasons. Have participants discuss reasons for both sides of each issue (e.g., “What are the reasons for limiting marriage just to opposite sex couples?”). Ask participants how talking about issues in the language of *reasons* instead of *rights* opens up a conversation. |

| **Time Required** | | **Description** |
|---|---|---|
| | | Examples of guiding questions:<br>• On the topic of abortion: Why is it important for Alabama to ban abortion even in the case of rape? … To save innocent lives…. But does Alabama force others to save innocent lives when they see a stranger in grave danger? … No… Why are only pregnant women forced to save innocent lives and sustain that life for nine months? *What are the reasons?* Why are these women not compensated for doing so? What are the obligations the man has under the law to sustain this life?<br>• On the topic of affirmative action: Why is it important for elite colleges and universities to engage in affirmative action on the basis of race? Why is it important for elite colleges and universities to engage in affirmative action on the basis of legacy status? How does preferring applicants whose parents graduated from the college or university advance an elite university's mission? |
| *10 minutes* | Conclusion | Discuss how conversations can be reframed for each of the issues: in regard to same sex marriage, a conversation about whether society should only appeal to religious reasons to limit liberty; in regard to abortion, a conversation about how far society should go in forcing individuals to save and sustain an innocent life; in regard to affirmative action, a conversation about the mission of a university and how universities can best advance that mission in its application process. Reflect with participants on other difficult conversations they have or would like to have and encourage them to maintain a focus on reasons rather than rights in the future. Conclude the session by explaining why this is important to leadership. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How are gay marriage, abortion, and affirmative action often a fight about rights?
- As a leader, how can I create a space for conversation instead of a fight about rights?

**Participant Reflection**

*This session allowed me to take a step back from certain social "dilemmas" such as abortion, same-sex marriage, and affirmative actions and dissect the cases through understanding the power of language and emotion. This session allowed me to see how the use of framing exploits the strategic resonance of language, so that people process the substance of an idea as emotionally positive or emotionally negative. Moving forward, I will be able to recognize the influence of framing in our daily lives and remind myself that it is essential to question why people feel a certain way about certain topics.*

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## Supplemental Resources

Bedi, S. (2009). *Rejecting rights*. Cambridge University Press.

Bedi, S. (2013). *Beyond race, sex, and sexual orientation: Legal equality without identity*. Cambridge University Press.

Lusk, A., & Weinberg, A. (1994). Discussing controversial topics in the classroom: Creating a context for learning: Interpersonal and interactional aspects of teaching. *Teaching Sociology*, *22*(4), 301–308. https://doi.org/10.2307/1318922

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Sonu Bedi, reached at sonu.s.bedi@dartmouth.edu.*

# Session 7.20 Business, Strategy, Society, and Leadership

## Session Description

In this session, the facilitator introduces the concept of business strategy and leadership in the context of a controversial social issue: same sex marriage. Participants will understand the interconnections and applicability of this session to the nonprofit and government sectors. By the end of the session, participants will have practice with a framework for developing business strategy and addressing crises.

## Learning Objectives

Participants will do the following:
- Understand the definition of strategy and put it in their own words
- Examine the SWOT framework for developing strategy
- Apply the framework to a case study in a controversial context

### Leadership Competencies Addressed

***Intercultural Mindset***
- Contextualizes social identities and experiences

***Management***
- Develops and implements a plan for goal attainment
- Manages multiple priorities

***Effective Reasoning***
- Employs critical thinking in problem solving
- Integrates multiple types of information to effectively solve problems or address issues

## Key Concepts and Definitions

| | |
|---|---|
| *Crisis* | A situation in which you need to make a decision without knowing all the information, often time-bound and unexpected. |
| *Business strategy* | A plan that is meant to achieve a certain goal or objective of the business. Leaders developing a business strategy consider company/organizational mission and goals, core values, consumers, brand, history, competition, resources, core competencies, and the market. |
| *SWOT analysis* | A framework that examines strengths, weaknesses, opportunities, and threats to help gauge the risks of any business strategy. |

## Required Materials

- Whiteboard

### Pre-session Assignment:

- Create or find a case study that will present participants with an opportunity to practice business strategy and avoid crisis within a company or organization, fictional or otherwise. The casecenter.org is a valuable resource.

## Session Outline

### Session duration: 1 hour and 15 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Introduce the topic and why it's important for management and leadership. Use this time to introduce your experiences to the participants. |
| *5 minutes* | Framing | Ask if participants have prior knowledge or experience with strategy development. Ask participants to define *strategy* and discuss the goal setting and planning aspects of strategy. Ask participants to describe the difference between a strategy and a tactic: tactics don't have meaning or substance unless they are informed by a goal. Ask participants to define the term *crisis*. Provide a definition of crisis. Ask participants, based on what they have just learned, what it means for a company to develop a strategic framework? What must companies consider when developing a strategy? Define business strategy. |
| *25 minutes* | Discussion | Introduce the SWOT analysis framework. Ask participants to keep this framework in mind as they discuss the case study. Provide details of the marketplace and industry of the organizational case study (revenue, growth, users, etc.). Go through the four elements of SWOT for the chosen organization based on the case study summary. |
| *30 minutes* | Activity | Tell the group to imagine that you are the CEO of this organization. Divide participants into small groups of three or four to discuss how they might advise you to handle this crisis. After 15 minutes of discussion, a representative from each group will have five minutes to advise you. Ask clarifying questions of the representatives as they share so as to challenge them to elaborate on their thoughts and their reasoning, as they would in front of a real CEO. |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Conclusion | Wrap-up the conversation and answer any questions from the participants. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- What is the "right" decision for the CEO? Why?
- How might the strategy frameworks help me personally?
- What implications does this have for the nonprofit and government sector?

## Supplemental Resources

Neal, A., & Sonsino, D. (2012). *Developing a leadership strategy* (1st ed.). American Society for Training & Development.

Payne, K. (2017). e*Harmony Harvard Business case* [Thesis]. https://shareok.org/bitstream/handle/11244/317249/oksd_payne_HT_2017.pdf?sequence=1&isAllowed=y

Piskorski, M. J., Halaburda, H., & Smith, T. (2008). e*Harmony* (No. 709424-PDF-ENG). Harvard Business School. https://hbsp.harvard.edu/product/709424-PDF-ENG

### Participant Reflection

*The session was authentic and tangible because we were working with a real-life scenario. I vividly remember the role play activity where our group representatives met with the CEO. We learned actionable skills, such as the SWOT analysis, as well as soft skills, including knowing how to confront the unknowns and uncertainties in our lives, like the personality of those you will need to meet and work with. This experience has equipped me with the skills and confidence to be flexible when thinking strategically and dealing with the uncertainties of work and daily life.*

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*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated by Curt Welling, reached at wellingcurt@gmail.com.*

# Session 7.21 Intrapreneurship—Becoming a Change Agent Within Your Organization

## Session Description

In this session, the facilitator will introduce the concept of intrapreneurship. Participants will explore organizational structure and their role within it, looking for ways to make a positive impact. Specifically, participants will discuss effective ways to communicate with their supervisor and colleagues, increase their technical competency, strengthen their situational awareness and ability to understand context, and light a fire in their heart to match the mission of the organization.

## Learning Objectives

Participants will do the following:

- Identify two ways they can become an agent of change within their organizations
- Identify two techniques for mobilizing people within their organization at all levels (horizontally, diagonally, etc.)

### Leadership Competencies Addressed

***Collaboration***
- Builds and maintains partnerships based on shared purpose

***Self-Knowledge***
- Understands social identities of self and others

***Effective Reasoning***
- Employs critical thinking in problem solving
- Employs creative thinking in problem solving

***Management***
- Develops appropriate strategies for capitalizing on human talent

## Key Concepts and Definitions

| | |
|---|---|
| *Entrepreneurship* | Strategic change that increases the market value of a product or service through its resources or with the resources themselves. |
| *Intrapreneur* | An individual or leader who promotes innovation inside their organization. |
| *Everett's Innovation Adoption Curve* | "This is the mental process through which an individual (or other decision-making unit) passes from first knowledge of an innovation to forming an attitude toward the innovation; then to a decision to adopt or reject it; then to implementation of the new idea; and finally to confirmation of the decision to adopt the innovation." The diffusion of innovation curve highlights five types of people: innovators, early adopters (of ideas or products), the early majority, the late majority, and laggards (or skeptics). The early majority determine what will be "mainstream." The late majority join only after iterations that make the product or innovation more ubiquitous. |

| | |
|---|---|
| *Formal and informal leadership* | Formal leaders are designated leaders with certain privileges and have the authority to take actions that informal leaders don't, like management responsibilities such as goal setting, hiring, and policy making. Informal leaders are people who are not officially titled as leaders but inspire and motivate their peers. Typically, they have excellent communication skills, are technically competent, and know how things work within the organization. They know how to get things done. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)

## Session Outline

### Session duration: 1 hour and 30 minutes

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Introduction | Provide an overview of the session and expected outcomes for the session. Understanding organizational structure and roles within it are extremely important for identifying ways to make a positive change. |
| *40 minutes* | Discussion | Ask participants to think of an entrepreneur and the qualities of that person. Discuss entrepreneurs in the context of entrepreneurship, then connect that definition to the topic of intrapreneurship. Define intrapreneur and talk about how they are unique to other change agents in an organization, as well as how entrepreneurial traits can be used in other contexts, such as within an organization. Brainstorm and discuss with participants how intrapreneurs act in their organization. Present and explain Everett's Innovation Adoption Curve with input from participants. |
| *20 minutes* | Activity | Divide participants into groups of three or four and give them the task of making a plan to scale their program to 1000 participants. Ask them what they would do to inspire that change. After 15 minutes, ask a representative from each group to share their ideas. |

| Time Required | | Description |
|---|---|---|
| *15 minutes* | Reflection | Discuss the role of formal and informal leadership within an organization and how to identify these individuals. Ask participants to think about examples of people in their organizations that embody leadership but do not necessarily have a formal title. Discuss with participants the characteristics that these people have that make them informal leaders. |
| *5 minutes* | Conclusion | As a group, discuss the reflection questions. Invite participants to ask any questions. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How do you anchor yourself in such a way that you are laying the foundations for solid management and leadership?
- What are organizations made of and how do we as intrapreneurs address these concepts?
- When you face challenging situations in your organization, how will you respond?

## Supplemental Resources

Blanka, C. (2019). An individual-level perspective on intrapreneurship: A review and ways forward. *Review of Managerial Science*, *13*(5), 919–961. https://doi.org/10.1007/s11846-018-0277-0

McGrath, C., & Zell, D. (2001). The future of innovation diffusion research and its implications for management: A conversation with Everett Rogers. *Journal of Management Inquiry*, *10*(4), 386–391. https://doi.org/10.1177/1056492601104012

Pielstick, C. D. (2000). Formal vs. informal leading: A comparative analysis. *Journal of Leadership Studies*, *7*(3), 99–114. https://doi.org/10.1177/107179190000700307

### Participant Reflection

*We began the session by brainstorming entrepreneurs and the qualities we admired most about them. Innovation, risk-taking, self-driven, confidence were among the most common qualities listed. These traits were not unique to startups and could also be applied within organizations as intrapreneurs. Intrapreneurship requires both formal and informal leaders in order to create widespread support for change. Everett's innovation adoption curve highlighted the importance of focusing efforts on convincing the "early majority" of the value of change. The "late majority" would quickly follow and the "laggards" weren't worth worrying about. This session has encouraged me to seek opportunities for improvement and innovation despite working at a large corporation.*

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Tuominen, K. & Ahola, T. (2011). *Intrapreneurship excellence criteria: Self-Assessment workbook: 37 probing questions and contrasting pairs of examples: How to identify intrapreneurial ways of thinking and acting?* Benchmarking Ltd.

White, L., Currie, G., & Lockett, A. (2016). Pluralized leadership in complex organizations: Exploring the cross network effects between formal and informal leadership relations. *The Leadership Quarterly*, *27*(2), 280–297. https://doi.org/10.1016/j.leaqua.2016.01.004

*This session has been formatted and revised for consistency and clarity. The original session was facilitated in the Rockefeller Leadership Fellows Program by Joshua Marcuse, reached at jmarcuse@gmail.com.*

# Session 7.22 Building Your Credibility as a Leader Through the Quality of Your Work

## Session Description

In this session, the facilitator addresses the emphasis in leadership literature on change and change management and challenges participants to consider how they can become agents for change within their organizations even as new hires. Leaders must have a creative vision for how to move their organizations forward, which includes identifying strategic change opportunities and readying their organizations to make those moves. But how do new employees create the credibility needed for the organization to trust their vision for change especially if their organization is in crisis? The facilitator suggests that one can build this credibility through the quality of work. That quality is a function of alignment with an organization's core values. By the end of the session, participants will know how they can build their credibility to contribute to and lead change efforts.

**Leadership Competencies Addressed**

***Collaboration***
- Facilitates collective action toward common goals

***Management***
- Identifies structure and culture of organization

***Self-Knowledge***
- Demonstrates realistic understanding of one's abilities
- Seeks opportunities for continued growth

## Learning Objectives

Participants will do the following:
- Identify and discern how an organization's core values define product quality
- Demonstrate how to assess problems and create change through the lens of an organization's core values and definition of quality
- Develop awareness on how to translate the core values of an organization and their definition of product quality into professional credibility

## Key Concepts and Definitions

| | |
|---|---|
| *Quality* | The totality of features and characteristics of a product or service that bears its ability to satisfy stated or implied needs. |
| *Credibility* | The work produced is what was promised, the work was produced with integrity, and the outcome of the work is reliable. |

| | |
|---|---|
| *Organizational core values* | Deeply ingrained principles that define all of an organization's actions. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- For each case group, a flipchart/easel and markers or notetaking materials

### Pre-session Assignment:

- Srinivasan, A., & Kurey, B. (2014, April 1). Creating a culture of quality. *Harvard Business Review*, *April 2014*. https://hbr.org/2014/04/creating-a-culture-of-quality;
- Lencioni, P. M. (2002, July 1). Make your values mean something. *Harvard Business Review*, *July 2002*. https://hbr.org/2002/07/make-your-values-mean-something;
- Molinsky, A., & Newfield, J. (2017, Oct. 6) How to gain credibility when you have little experience *Harvard Business Review, October 2017.* https://hbr.org/2017/10/how-to-gain-credibility-when-you-have-little-experience
- Each of the participant groups will have one set of case documents on an organization, each from different sectors (private, nonprofit, business, etc.). Refer to Handout 7.22.1 to develop the handouts for this session. The first document should be provided to participants in advance of the session.

## Session Outline

### Session duration: 1 hour and 25 minutes

| Time Required | | Description |
|---|---|---|
| *15 minutes* | Introduction | Define and discuss quality, credibility, and organizational core values. Ask participants what it means for an organization to have core values. Ask participants how an organization defines quality. Discuss possible quality metrics. |
| *20 minutes* | Activity 1 | Divide the participants into smaller groups of five to six. Groups should be based on the organization they read about prior to the session (see Handout 7.22.1). Each group will discuss and report out on the following: what they can discern about the organization's core values; what they can discern about the organization's product line; given 1 and 2, what they can discern about how the organization would define quality; given 1, 2, and 3, reflect on how you would demonstrate quality in your work to build your personal credibility as a new employee. Groups should take notes (on flip charts or paper) and should select a representative to report out. |

| Time Required | | Description |
|---|---|---|
| *10 minutes* | Discussion | Lead a discussion based on organization-specific definitions of quality you have identified. From the first group exercise, ask participants how quality manifests differently depending on organizational values. Compare across cases. |
| *20 minutes* | Activity 2 | In the same small groups, hand out the document for the second exercise which is based on an organizational change problem for the same organization they had previously assessed. Develop this change problem based on a real problem encountered by the organization (as reported in the news, a company's annual report, or case material from, for example *Harvard Business Review*). Given what they now know about their organization's values and definition of quality, ask participants to discuss and report out on (1) ideas for the change strategies that will be most effective for their organization and (2) why they believe these strategies will be most effective. At the end of 20 minutes, ask one participant from each group to share their findings. |
| *10 minutes* | Discussion | Ask participants to consider the extent to which the change strategies they identified as being potentially effective align with their organization's core values and would be viewed as enhancing quality. Facilitate discussion, especially around potential misalignment. |
| *10 minutes* | Conclusion | Pose the following reflection questions in the context of participants' employment: *What does demonstrating quality work look like for you now? How can you demonstrate through your work that you understand your organization's core values? If you have a change proposal, how can you pitch it to demonstrate its consistency with organizational core values and that it will enhance quality? What steps can you take in your work to ensure your organization will believe you?* Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How do I go about identifying my organization's core values, and how do I demonstrate them in the conduct of my work to build my personal credibility?
- How does my organization define quality, and what is the link between quality and core values?
- Are the changes I want to propose in my organization consistent with core values and would they enhance quality?

**Participant Reflection**

*We were asked to deeply reflect on the connection between integrity and quality, how it is implicitly present in our and companies' values. Through this session, I learned the importance of the credibility I can gain from my diligence as that can lead to larger responsibilities and leadership in my career. When I began my first job after college, I experienced these lessons first-hand. After my first few months, I received positive feedback from my coworkers about my diligence. They immediately took notice of my attention to detail and the amount of effort I placed in my work, even in small tasks.*

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## Supplemental Resources


Jolles, R., & Tracy, B. (2018). *Why people don't believe you: Building credibility from the inside out* (1st ed.). Berrett-Koehler Publishers.

Kouzes, J. M., & Posner, B. Z. (1993). *Credibility* (Vol. 11). Jossey-Bass.

Oh, J., Cho, D., & Lim, D. H. (2018). Authentic leadership and work engagement: The mediating effect of practicing core values. *Leadership & Organization Development Journal*, *39*(2), 276–290. http://dx.doi.org.dartmouth.idm.oclc.org/10.1108/LODJ-02-2016-0030


*This session has been formatted and revised for consistency and clarity. The original session was facilitated in the Rockefeller Leadership Fellows Program by Allison Bawden, reached bawdena@gao.gov.*

# Generic Case Assignment

For each case, the instructor should pick an organization (public, nonprofit, or government sectors) that would be well known to participants. This organization should have identifiable core values based on publicly available documents and should have experienced a publicly reported challenge or crisis.

For the end of exercise 1 (using Case Document #1), the instructor should be prepared with answers to the part 3 questions that can be used as discussion prompts or to compare and contrast participants' answers across cases.

For the end of exercise 2 (using Case Document #2), the instructor should be prepared with answers to the part 3 questions that can be used as discussion prompts. In addition, the instructor should inform participants of the *actual resolution* of the crisis and draw comparisons with what participants recommended.

## Case Document #1

The instructor should develop the first case document, provided in advance to participants, preferably by taking excerpts from publicly available sources. Sources could include an organization's website, annual reports, strategic plans, vision/mission statements, press releases, SEC filings, news articles, or corporate profiles. In addition, the instructor can use job search websites such as Glassdoor. This first document should create a position description for an entry-level employee at the organization.

PART 1: Organizational description. This should include enough information that the participant group can reasonably determine (1) the organization's core values and (2) the organization's products/services. It should also include enough information that the participant group, based on 1 and 2, can brainstorm about how the organization would define product quality given its values.

PART 2: Entry-level position description. This can be based on real information or can be developed by the instructor for demonstration purposes. Participants should be able to easily connect the position description to the organization's products/services and should have some information about how success in the position will be evaluated.

PART 3: Questions. The instructor should include the following discussion prompts for participants to cover (the same prompts for all cases).

- What are this organization's core values?
- What kind of work does this organization do/what does it produce/what services does it provide?
- How do you think this organization defines quality?
- From what you've read and any preexisting knowledge you may have of this organization, to what extent do you believe this organization's core values and definition of quality are in alignment?

- Based on the entry-level position description, what does "quality work" look like, and what would characterize your work for it to be viewed as credible?

## Case Document #2

The instructor should develop the second case document, provided to participants at the start of exercise 2, preferably by taking excerpts from publicly available sources. The same sources described in Case Document #1 apply. This document should be short enough (limited to a single page) that students can quickly read it and participate in exercise 2. It should (a) challenge the organization's core values/credibility/quality, (b) require development of a change strategy, and (c) include the new employee in the development of that strategy.

PART 1: Event description. This should include a short description of the "crisis" event. This will include enough background to characterize the problem and factually explain what occurred.

PART 2: Change management challenge. This section should create a scenario for the participant group in their role as the new employee described in case #1, to participate in a team assigned to address the crisis.

PART 3: Questions. The instructor should include the following discussion prompts for participants to cover (the same prompts for all cases).

- Can you envision an approach to this situation that addresses the crisis, is consistent with the organization's core values, and would enhance the organization's product quality?
- What would you have had to have demonstrated in your work to be included on the change management team?
- Why would your organization's executives trust the recommendations made by the change management team?

# Session 7.23 The Psychology of Change

## Session Description

In this session, the facilitator will explain the "psychology of change" through leadership practices that address resistance in individuals, in others, and in organizational settings. Participants will learn about the many reasons why people resist change. Harvard Business School professor Rosabeth Moss Kanter identifies several: loss of control, excess uncertainty, unease with surprise, concerns about competence, more work, loss of face, ripple effects, past resentments, and fears that the change threatens one's way of doing things. Physician Dr. Mark Jaben, who researches the science behind resistance to change, notes that resistance is the judgment made by the brain that the proposal for change threatens what people are currently doing. Practically, resistance comes in the form of emotions or behaviors meant to impede change.

### Leadership Competencies Addressed

***Collaboration***
- Facilitates collective action toward common goals
- Encourages, supports, and recognizes the contributions of others

***Management***
- Develops appropriate strategies for effective teamwork
- Identifies structure and culture of organization

***Self-Knowledge***
- Takes appropriate action towards potential benefits despite possible failure

## Learning Objectives

Participants will do the following:
- Identify at least three adaptive barriers to change
- Explore and understand the psychological experience of change
- Introduce and explain the psychology of change framework
- Practice asking open, honest questions to elicit and understand people's feelings on change

## Key Concepts and Definitions

| | |
|---|---|
| *Psychology of change* | Psychology is the study of the mind and human behavior, especially as a function of awareness, feeling, or motivation. Change is to cause to be different or to transform. Put together, the "psychology of change" is the science and art of human behavior as related to transformation. |
| *Technical change* | A type of change where an expert has a clear solution to a problem and can work quickly through the problem. |

| | |
|---|---|
| *Adaptive change* | A type of change where stakeholders have to experiment to make progress and where working through the change requires learning. |
| *Diffusion of Innovations Theory* | There is a particular way in which people accept change. It is outlined in the Diffusion of Innovation theory by E.M. Rogers. In this theory he suggests that people react to change in several ways, some experiencing more resistance than others. |
| *Emotional Change Curve* | This model developed by Elizabeth Kubler Ross illustrates how people adjust to organizational change and it describes four stages. |
| *Agency* | The ability of an individual or group to choose to act with purpose. This breaks into two components: power (acting with purpose) and courage (having the emotional resources to choose to act). |
| *Open, honest questions* | An open, honest question is one where you are engaging others with different lived experiences and are seeking to demonstrate real listening and to gain understanding. In service of outcomes, these have objectives and plans that fully include and reflect all stakeholders, particularly traditionally marginalized people. |

## Required Materials

- PowerPoint slides and appropriate technology (optional)
- Open, honest questions handout (refer to Handout 5.6.2 in Chapter 5)

### Pre-session Assignment:

- Hilton K, Anderson A (2018). IHI Psychology of Change Framework to Advance and Sustain Improvement. Boston, Massachusetts: Institute for Healthcare Improvement. (Available at ihi.org)

## Session Outline

### Session duration: 1 hour and 25 minutes

| Time Required | | Description |
|---|---|---|
| *5 minutes* | Introduction | Present the objectives, emphasizing that they will be exploring the psychological experience of change and the Psychology of Change framework, practicing open, honest questions to elicit and understand people's feelings on change. Invite participants to ask and answer questions throughout the session. |

| Time Required | | Description |
|---|---|---|
| *15 minutes* | Discussion | In pairs, participants identify the changes that they have experienced in the past couple of months and how they have managed the change. After seven minutes, bring participants back to the large group. Ask participants to report their discussions. Share your personal experience regarding change and how you have experienced it. The objective is to enable participants to reflect on their own psychological experience of change. |
| *30 minutes* | Framing | Define technical and adaptive change by drawing on the participant examples from the earlier discussion. Identify other examples of adaptive barriers to change experienced in leadership roles, including lack of buy-in, confusing strategies, too much change at once, maintaining motivation, or inhibiting environments. Ask participants to discuss how they have responded to how others experience change as leaders.<br><br>Ask participants to discuss why change matters and explain why it matters. Introduce the mindsets involved in change by explaining the diffusion of innovation curve. Introduce and explain the transition and emotions curve. Ask participants to discuss how they would map their psychological responses to a relevant experience of change over time in their lives.<br><br>Introduce mindset shifts in dealing with our own and others' resistance. Describe how resistance can be good and how to work with resistance. Explain how to get people to do what they want to do instead of telling people what to do.<br><br>Define the psychology of change and agency. Discuss how to activate people's agency. Provide an overview of the IHI Psychology of Change Framework. Focus on the strategy of co-producing an authentic relationship.<br><br>Introduce the idea of asking open, honest questions. Define and explain the purpose of an open, honest question. Show how asking open, honest questions requires an open, honest mindset. Provide examples of open, honest questions. |

| Time Required | | Description |
|---|---|---|
| *20 minutes* | Activity | In pairs, participants practice asking open, honest questions. Each participant will listen to their partner share their experience of a difficult and ongoing change they have had to encounter, what they are doing effectively, and how they can build from their strengths. After their partners are finished talking, participants will ask several open, honest questions. Then the participants will switch roles, sharing and asking questions. |
| *10 minutes* | Reflection | Ask participants to share what they noticed in asking open, honest questions. Ask participants to also share why they think open, honest questions are important in their work as a leader and what is difficult about the practice. Ask participants to discuss what stood out in the activity. Ask participants to share with the group their reflections during their pair activity. |
| *5 minutes* | Conclusion | Ask participants if they have any further questions. Provide additional resources for participants. Ask participants to evaluate the session using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- Where do I encounter resistance to change in myself, in others and, going forward, in my organization?
- How can I activate my own and others' agency to move from feelings of resistance toward exploration and commitment?

### Participant Reflection

*This session felt very timely as we were facing significant changes with remote learning in response to the COVID-19 pandemic. Hilton emphasized the importance of "adaptive changes," changes that require learning and experimentation. We must overcome resistance to change by helping others understand why they want to change and make others feel invested in the change. A strategy Hilton suggested was exploring how others feel and why they are hesitant to change. At work, I am constantly trying to develop identify opportunities to improve the way organizations work. Applying Hilton's strategy has made it much easier to create organizational change.*

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## Supplemental Resources

Cohen, G. L., & Sherman, D. K. (2014). The psychology of change: Self-Affirmation and social psychological intervention. *Annual review of psychology*, *65*, 333–371. https://doi.org/10.1146/annurev-psych-010213-115137

Dweck, C. S. (2007). *Mindset: The new psychology of success* (Illustrated ed.). Ballantine Books. (Original work published 2006)

Elizabeth Kübler Ross Foundation. (n.d.). *Kübler-Ross Change Curve*®. Retrieved March 13, 2021, from https://www.ekrfoundation.org/5-stages-of-grief/change-curve/

Graban, M., & Jaben, M. (2016, June 28). *Webinar recording: The science behind resistance to change*. KaiNexus. https://www.kainexus.com/continuous-improvement/webinars/the-science-behind-resistance-to-change/thanks

Institute for Healthcare Improvement. (2018). *IHI Psychology of Change Online Course*. http://www.ihi.org/education/WebTraining/Webinars/psychology-of-change/Pages/default.aspx?utm_source=IHI_Marketing&utm_medium=IHI_Expedition_Psych&utm_campaign=2020_Spring_Psych&utm_content=Redirect?utm_source=IHI_blog&utm_medium=how_to_make_change_happen&utm_campaign=2018_expeditions

Kanter, R. M. (2003, June). Leadership and the psychology of turnarounds. *Harvard Business Review*, *June 2003*. https://hbr.org/2003/06/leadership-and-the-psychology-of-turnarounds

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life* (10th anniversary ). Jossey-Bass.

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.) Free Press.

*This session has been formatted and revised for consistency and clarity. The original session was facilitated virtually in the Rockefeller Leadership Fellows Program by Kate Hilton, reached at kate.b.hilton@gmail.com.*

# Session 7.24 A Conversation with a Prominent Leader

## Session Description

In this session, the facilitator will interview a prominent leader. Participants will watch and reflect upon the recorded conversation. The conversation, which consists of questions submitted by the participants themselves, deals with themes of personal leadership, managing stakeholders, and advice for the participants. Participants will discuss what resonated with them and use the conversation as a springboard for writing short, one-line versions of their own leadership philosophies.

## Learning Objectives

Participants will do the following:

- Use the recorded conversation as a tool to reflect upon their own leadership philosophies and experiences
- Create a leadership one-liner by condensing their leadership philosophy into one or two lines

### Leadership Competencies Addressed

***Collaboration***

- Acknowledges and listens to different voices when making decisions and taking action

***Effective Communication***

- Acknowledges and appropriately communicates in situations with divergent opinions and values

***Effective Reasoning***

- Develops personal reflective practice

***Self-Knowledge***

- Continually explores and examines values and views

## Key Concepts and Definitions

| | |
|---|---|
| *Leadership philosophy* | At the start of the program, participants are asked to write a statement of their leadership philosophy. Over the course of the program, they update their philosophy and their thinking according to new insights they are gaining. At the end of the program, they condense their personal leadership philosophy into one or two lines. |

## Required Materials

- Recording capability

## Session Outline

### Session duration: 1 hour and 30 minutes

| Time Required | | Description |
|---|---|---|
| *45 minutes* | Discussion | Prior to the session, record your conversation with your interviewee. Use the questions submitted by the participants prior to the conversation. Additionally, ask the speaker to provide advice for the participants as they graduate or enter the workforce. Request the speaker to reflect on something they wish they heard when they were in the position of the participants. Ask the speaker to explain such things as how they manage various, competing stakeholders and provide advice for working with multiple stakeholders; what their leadership philosophy is; how they stay level-headed and calm when under pressure; a reflection on the mistakes they have made in their career. End the conversation by asking the speaker to share final thoughts about their experience as a leader.<br>Send the link to the recording to participants at the beginning of the session. Ask participants to review the recorded conversation. Discuss what struck them about the conversation and how they can apply it to their own situations. |
| *10 minutes* | Reflection | Ask participants to individually work on updating their personal leadership philosophies. |
| *20 minutes* | Activity | Divide participants into groups of three or four to discuss the conversation. Ask participants to focus on what struck them as they watched the conversation and what resonated with them regarding their own personal leadership philosophies. Then, participants will each work on condensing their leadership philosophy into a short "one-liner" with help from their group members. |
| *10 minutes* | Debrief | Ask one representative from each group to report back to the whole cohort with a summary of what the group discussed. Then, ask each participant to share their leadership one-liners. |
| *5 minutes* | Conclusion | Ask participants to share any final thoughts. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants. |

## Reflection Questions

- How have I grown in my leadership capacities in the past few years?
- How can I use the advice in the conversation to guide me as I prepare to continue developing my leadership skills and competencies?
- How has my leadership philosophy changed and developed since the beginning of this program?

**Participant Reflection**

*With only a few weeks left until graduation, the conversation with President Hanlon was bittersweet. President Hanlon emphasized that the next few years of our lives would require a lot of hard work and dedication. It was highly likely that we wouldn't be in our dream jobs, but we would learn something new about ourselves and each step would help us towards achieving our goals. This has been very helpful advice in my first job out of college. I am constantly trying to compete with myself and do a little bit better or learn something new to be the best version of myself.*

**RLF 2019-20**

*This session has been formatted and revised for consistency and clarity. The original session in the Rockefeller Leadership Fellows Program was facilitated virtually by Sadhana Hall, reached at Sadhana.W.Hall@dartmouth.edu, and Leslie Wagner-Ould Ismail, reached at Leslie.R.Wagner-Ould.Ismail@dartmouth.edu.*

## RLF Program Officer Reflection

by Leslie Wagner-Ould Ismail

My initial reaction to the Rockefeller Leadership Fellows (RLF) program upon joining the Rockefeller Center in December 2019 was a strong desire to go back in time to my undergraduate years and participate in something similar. As I attended session after session and interacted with participants and guest speakers throughout the winter and spring terms, I wondered how my past academic, career, and personal experiences might have been different, had I been a part of such a program in my senior year. Fortunately, it is never too late to learn, and the truly amazing thing about my first year as the program officer for the RLF Program is that, in addition to witnessing the growth of the fellows, I am learning alongside them.

I have been with the program for less than a year, yet I already recognize how transformational it can be for participants who put in the time and effort. They develop amazing self-awareness and skills to work more effectively with others and within organizations. They experience tremendous growth and are able to apply their learning to their current leadership positions and relationships. RLF alumni return year after year to talk to the current fellows about how RLF impacted their career trajectory upon leaving Dartmouth. All of these things make working with the RLF program rewarding, but most importantly I love being a part of a program that aims to develop compassionate, ethical leaders who can lead from ahead or behind and who strive to achieve good. This viewpoint of leadership is refreshing and reassuring, especially in our current times during which leadership appears polarizing, selfish, and transactional.

One of my most memorable experiences from this past year was the RLF Winter Retreat in January 2020. It was a half-day retreat on a frigid Friday afternoon and evening during the second week back after winter break. The fellows attended a session on intergenerational communication led by alumna Jessica G from the class of 2010, enjoyed each other's company during a cocktail hour and dinner, and bonded with a salsa dancing lesson. These events were educational and fun, but it was what came next that stands out to me almost a year later. Four Dartmouth alumni who had participated in past years of RLF ranging from the classes of 2002 to 2016 traveled back to campus to join the current class of fellows for an alumni panel at the retreat. They came from different majors, backgrounds, and career fields but were all confident, well spoken, and eager to share their experiences and advice with their successors. Moreover, they all spoke fondly of RLF and gave examples of the impact it had on their experiences post-Dartmouth. I could tell the current fellows were completely engaged by the way they leaned towards the guests, asked countless questions, and stuck around to talk after the retreat ended. They were eager to learn what to expect in interviews and in their first jobs. For many of the fellows, this alumni panel was a validating experience that confirmed the effectiveness of RLF and renewed their commitment to the program. The RLF program produces leaders who are ready to go out in the world and make a difference. This strong alumni network and their commitment to the RLF program and its mission years later is one of the most special things about the program and also one if its greatest strengths.

With that being said, my first piece of advice for starting or developing a program similar to RLF is to bring in diverse speakers. Participants come from all different majors and backgrounds and will end up in different careers, so it is important for them to engage with speakers from various sectors. The Rockefeller Center also demonstrates value for diversity and inclusion by intentionally inviting speakers from different backgrounds. Another strategy that has been successful for RLF is to bring in alumni to lead sessions or participate in panel discussions. Participants love to hear about the career trajectories of professionals who were in their shoes not too long ago, and they appreciate the opportunity to practice networking skills. Sessions led by alumni are particularly meaningful for RLF participants.

Another important piece of advice for creating a program such as RLF is to be intentional about modeling what you are teaching program participants. This is another thing I love about working for the Rockefeller Center. I have been able to practice many of the lessons learned in RLF as I reflect on my own programs, work with my team to accomplish group objectives, and contribute to the overall mission of the organization. Students who participate in programs such as RLF can see that we practice what we preach. There is no shortage of examples from within the Rockefeller Center that can be given to support session topics.

One last suggestion for developing a program like RLF is to be intentional in the selection of the cohort and community-building. RLF has a unique recruitment process that is run by the participants themselves. They market the program to rising seniors across campus with the hopes of attracting applicants from all different majors and backgrounds. This ensures that multiple perspectives are brought to the table and prepares participants for their future careers and experiences, which will undoubtedly require interaction with diverse individuals. Once the new cohort is selected, much emphasis is placed on building cohort cohesion. Fellows are assigned accountability partners or groups that they meet with regularly, and team building takes place at fall and winter retreats and at the beginning and end of some sessions. This sense of community creates a comfort level that encourages fellows to be open with one another, which in turn leads to group cohesion and a better learning environment.

When I joined the Rockefeller Center as the program officer for the Rockefeller Global Leadership Program (RGLP) and the Rockefeller Leadership Fellows Program (RLF), I felt much more confident about my role and ability to contribute to RGLP than to RLF. I was new to leadership education and did not know what to expect from RLF or if I would be able to contribute anything to the program beyond planning and logistical support. Now, going into my second year of RLF, I feel much more confident in my own leadership abilities, and I can honestly say that I have experienced tremendous professional and personal growth as a result of my involvement with RLF and the Rockefeller Center as a whole.

My initial reaction when I first started learning about RLF and my feelings at the conclusion of the academic year were the same: I wish I had participated in something similar as an undergraduate. The aim of RLF is to develop participants' leadership skills by focusing on self-awareness, working as a team, and working within an organization. It aims to develop compassionate, ethical leaders who can lead from ahead or behind and who strive to achieve good. The idea is that leadership happens at all levels.

The main way the program accomplishes its objectives is with guest speakers who lead sessions that allow participants to reflect on a variety of topics related to leadership. Participants apply these lessons to their current leadership positions and relationships on campus and think about how they will play out after graduation. I was so impressed by the participants' ability to deeply reflect on their strengths and weaknesses and their strong motivation to improve themselves. I loved seeing them engage with the speakers and the content, and experience so much growth, and I was excited by the growth that I was experiencing as well.

I found myself enthralled with the guest speakers' sessions! The topics were as relevant to me as they were to the participants. I learned concrete strategies to delegate more effectively, to foster dialogue instead of debate, and to be a leader even when not in a position of leadership. I have started developing vocabulary for many of the leadership skills that I learned indirectly. I know that this will make me a more effective leadership educator and team member, and I feel motivated to continue learning. I am excited about continuing to learn from the speakers and participants in the years ahead.

One of the amazing parts of being a staff member at the Rockefeller Center is that the staff is intentional about modeling what we teach program participants. Because of this, I have been able to practice many of the lessons learned in RLF as I reflect on my own programs, work with my team to accomplish group objectives, and contribute to the overall mission of the organization. Students who participate in programs such as RLF can see that we practice what we preach. There is no shortage of examples from within the Rockefeller Center that can be given to support session topics.

One of the last sessions of the academic year focused on the psychology of change. This topic was especially relevant this year as we all adapted to a remote teaching and learning environment amid a global pandemic. I feel lucky to be a part of a team that handled this change so seamlessly and who modeled flexibility, adaptability, and positivity for program participants. As we prepare to begin a new academic year remotely, Sadhana Hall and I are implementing a variety of changes to the RLF program that were inspired by the remote spring term. We are excited to offer RLF asynchronously for the first time, opening it up to participants who have time conflicts or who are off campus.

I conclude this reflection by reiterating that it is important to bring in diverse speakers—if you are creating a program like RLF. Participants come from all different majors and backgrounds and will end up in different careers, so it is important for them to engage with speakers from various sectors. Another strategy is to engage alumni to lead sessions or participate in panel discussions. Participants love to hear about the career trajectories of professionals who were in their shoes not too long ago, and they appreciate the opportunity to practice networking skills. Sessions led by alumni are particularly meaningful for RLF participants. I cannot emphasize enough the importance of selecting your participants intentionally and prioritizing community building as a strategy. The recruitment process is one way in which students 'own' their program and establish bonds among themselves and invest in its future. This sense of community creates a comfort level that encourages fellows to be open with one another, which in turn leads to group cohesion and a better learning environment.