

INSTRUCTOR GUIDE

Women and Leadership: Owning Your Strengths and Skills



Supervisors and Managers Series

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Preface

Understanding Your Training Package

Your Velsoft training package contains the following items:

* Instructor Guide: Contains all textbook information plus this preface, icebreakers, activities, delivery tips, and more!
* Student Manual: Contains textbook information as well as areas to take notes. Each manual also includes an evaluation form, action plan, and recommended reading list.
* Handouts: Contains Pre- and Post-Course Assessment Answer Keys as well as any additional information or activity resources.
* Pre-Assignment: Task for participants to complete before the workshop to get them thinking about the learning that will take place.
* PowerPoint Slides: PowerPoint presentation highlighting talking points in the course.
* Quick Reference Guide: Two-page cheat sheet of tips and facts covered in the course.
* Outline: Word document that outlines the overview and objectives of the course and summarizes each session to be covered.
* Advertorial: Pre-made flyer that you can customize and distribute.

Preparing for Training

To begin, read through this Instructor Guide. This is intended to be a guide and not absolute! Be guided by your experience, the needs of the participants, and your own common sense, as well as the information in here. Most of the suggestions and all of the information have been developed through research and hands-on, classroom experience, but you will want to customize the material for your particular audience.

Practice writing on flip chart paper before the workshop. You may want to draw lines on the paper (lightly, in pencil) to help you. As well, many of the flip charts suggested in this course can be prepared ahead of time. The first page should be set up like this:

* Name of Workshop
* Facilitated by <Your Name>
* Your Organization’s Name

For an extra touch, include sheets with the words Courtesy, Participation, and Confidentiality written on them and post them around the room. You might also want to add the words Exercises, Role Play, Learning, and Fun.

Have an emergency kit ready with the following items:

* Extra markers
* Tape and sticky putty
* Adhesive bandages
* An extension cord
* Safety pins
* Tissues
* A bottle of water
* A fuzzy toy (which can be used for many activities and to spice up any lecture)

Arrive at least one hour before the start of the session to ensure that:

* Signs are placed directing trainees to your room.
* The classroom is set up as desired.
* You know where washrooms, break facilities, smoking areas, and fire exits are located.
* You have all necessary resources for the day.
* Materials for the morning are laid out, particularly for the icebreaker.
* Pens, sticky notes, and scrap paper are placed at every table.
* If you are using a laptop, it should be connected to the projector and both items should be turned on.

Our Top 10 Training Tips

Although we will provide advice throughout the workshop, there are a few tips that we think every trainer should know.

1. Always shake hands with each participant and introduce yourself as they come into the classroom. This breaks the ice and sets the type of friendly atmosphere that is conducive to learning.
2. Always practice before the big day, even if you have delivered the course beforehand.
3. Bring extra activities with you, such as a list of children’s games that is adjusted for adults.
4. Always have a backup plan! For example, if you plan to use PowerPoint slides, make sure you have a copy of the Instructor Guide, which includes the information to be covered.
5. It is a good idea to print the instructor guide and place it in a three-ring binder, including any customized information. Also, during the workshop make notes about what worked and what did not. This will be a resource that you can build on in the future too!
6. Things will go wrong during your workshop. If you are well prepared and confident, you should be able to resolve most situations quickly and easily. Try not to let participants see you stressed!
7. Involve participants as much as you can. Have them help you set the agenda, guide activities (by passing out or collecting forms, for example), lead discussions, and improve the course. The more participants put into it, the more they will get out of it.
8. Be ready to learn. Often, workshop instructors learn something during the sessions. Challenge yourself!
9. Tie everything back to the workplace. It is no good knowing information unless participants know how to use it.
10. And finally… do not be afraid to have fun! Bring a few fuzzy toys and use them as a speaking hat during discussions – whoever is speaking has the toy. Plus, it sparks creativity and keeps participants interested.

Materials Required

* Flip chart paper
* Markers
* Non-marking tape
* Extra pens or pencils
* On the Clock handout for each participant *(Morning Icebreaker* and several sessions)
* Reflection handout for each participant *(Sessions Two* and *Three*)
* Leadership Styles handout for each participant *(Session Two, Afternoon Energizer, Session Six)*
* A sheet of blank paper for each participant *(Afternoon Energizer)*

Related Courses

* Conversational Leadership
* Emotional Intelligence
* Building Your Self-Esteem and Self-Confidence
* Business Ethics in the Office
* Creating a Positive Work Environment

Additional Resources

If you would like more information on training, Velsoft offers Train-the-Trainer courses at several different levels. We also like the following books:

* *The Trainer’s Tool Kit*, by Cy Charney and Kathy Conway
* *Diversity Training*, by Cris Wildermuth
* *Games that Teach*, by Steve Sugar
* Sivasailam Thiagarajan’s books on games and activities

If you have a favorite resource, please share it with us!

Agenda

|  |  |
| --- | --- |
| 8:30-8:45 | **AGENDA** |
| 8:30-8:45 | Icebreaker: On the Clock |
| 8:45-9:00 | Session One: Course Overview |
| 9:00-9:50 | Session Two: Women and the Workforce |
| 9:50-10:05 | Break |
| 10:05-10:45 | Session Three: Barriers and Benefits to Women’s Leadership |
| 10:45-11:15 | Session Four: Social and Emotional Intelligence |
| 11:15-11:45 | Session Five: Self-Awareness |
| 11:45-12:00 | Morning Wrap-Up |
| 12:00-1:00 | Lunch |
| 1:00-1:15 | Energizer: CEO for a Day |
| 1:15-2:05 | Session Six: Developing a Brand |
| 2:05-3:00 | Session Seven: Leadership Skills |
| 3:00-3:10 | Break |
| 3:10-3:45 | Session Eight: Making Good Decisions |
| 3:45-4:15 | Session Nine: Creating a Workplace Philosophy |
| 4:15-4:30 | Workshop Wrap-Up |

Icebreaker: On the Clock

(8:30-8:45)

Activity

Provide participants with the On the Clock Worksheet. Instruct them to choose six participants for appointments, filling in their name for each slot. They have two minutes for this task.

Allow two minutes for each appointment, in which the participants learn a bit about each other and note a keyword by each name on their clock.

Keep it moving! Begin and end on time as closely as possible.

Ask participants to file the sheets safely for later in the day.

Session One: Course Overview

(8:45-9:00)

Setting the Stage

Introductions

Introduce yourself. Establish credibility by giving examples of training experience, and your own experiences with today’s topic.

Give the participants a chance to introduce themselves to you. You will probably want to know their name, their department, their position title, and what their interest is in today’s topic.

Ground Rules

Ask participants for some ground rules that should be followed during the course. Record ideas on flip chart paper. After the activity, create a final version and post them where everyone can see.

Some common ground rules include:

* What we say in this room will stay in this room.
* We can disagree with one another and provide feedback as long as we do so constructively and respectfully.
* We will all put on our listening hats when someone else is speaking.
* Everyone will participate to the extent that they feel comfortable. You get out of a workshop what you put into it.
* We agree that this is the place to make mistakes and to learn.
* We agree to each be responsible for our own behavior.

Housekeeping Items

Let participants know:

* When the workshop will end
* When breaks and lunch will be
* Where they can find break and restroom facilities
* Where fire exits are and what will happen if there is an emergency
* What the building’s smoking policy is
* How you would like cell phones to be handled, although this should be agreed upon by all participants
* What the classroom food and drink policy is

Instructor information will appear in text boxes with one of the following titles:

🕬 Trainer’s Tip

🛈 Activity Ideas

🗹 Discussion Points

✪ Extra Information

🗠 Slide or Handout or Workbook Material

🗭 Handy Quotes

Agenda Review

Present the agenda as a handout, PowerPoint slide, or on flip chart. Review the topics and the timeline.

Here is how our in-house trainer handles some common concerns.

This looks like a lot of information. Will we be able to cover it all?

Reassure participants that today’s timeline is indeed feasible. If issues arise, promise that you will involve participants in solving the problem, rather than cutting out topics or breaks autocratically.

We would rather spend more time on x rather than y. Is that possible?

If it is at all possible, accept suggestions like these. For example, you may be able to move an activity (particularly discussion activities) from one topic to another. Make a few minutes before the session to prepare.

I was expecting to discuss \_\_\_\_\_\_\_. Is it included in today’s course?

If it is included, reassure participants and let them know when it will be covered. If it is not included, suggest resources or provide additional information. If you do not have the answers, promise participants that you will track the information down and get it to them as soon as possible. (Give a timeline if you can.)

I did not realize that this course covered\_\_\_\_\_\_\_. Why is it included in today’s course?

This can be a tough one! Usually, I briefly explain the connection and let participants know more information will be provided when the topic is covered.

Course Overview

Ask students to turn to Session One in their workbooks. Read the introduction below.

🗠 Workbook Material

Women have played a vital role in the workforce throughout history, serving in positions ranging from front-line workers to visionary founders and leaders. This course examines the influences and barriers that have impacted women’s leadership. It also explores the advantages they bring to organizations with their unique strengths.

In this one-day workshop, participants will explore the history of women in the workplace while engaging in personal reflection and skill-building activities designed to identify and strengthen their own leadership skills.

Learning Objectives

At the end of this workshop, participants should be able to:

* Understand a brief history and evolution of women and leadership.
* Recognize barriers to women’s leadership and learn how to overcome them.
* Define social and emotional intelligence and explain its importance in workplace leadership.
* Demonstrate the value of self-awareness in identifying one’s own strengths and skills.
* Develop a basic vision and brand for leadership.
* Examine steps and skills for good decision-making.
* Create their own Philosophy Statement and Action Plan.

Give participants a moment to write down their own learning objectives in their workbook.

Action Plans and Evaluations

Next, pass out evaluations and action plans. (Both of these items are in the Handouts folder and the Student Manual.) Ask participants to work on these throughout the day. They will also have a few minutes at the end of the workshop to finalize their ideas.

Session Two: Women and the Workforce

(9:00-9:50)

In this session, participants will learn a brief history of workplace evolution and meet some women who demonstrated their own brands of leadership style and success. They will then learn basic types of workplace leaders and begin the process of self-identification.

Learning from History

(30 minutes)

Women’s roles in the workplace have evolved — so have types of leaders.

Effective workplaces do not define their leaders by age, gender, or job title. Leaders are defined by their ability to create, encourage, motivate and deliver superior experience to coworkers, clients and the business community.

There was a time when “workforce leader” referred to the male company president or chairman of the board. Women were hired for roles with lower pay that were deemed to be related to the work they did in the household — the company president’s secretary, for instance, who pulled everything together behind the scenes.

Yet, even within these limitations, trailblazing women began to break barriers and redefine what leadership could look like.

Consider these examples:

**Julia Child**

Julia Child persevered in the male-dominated world of the gourmet kitchen to become a chef, entrepreneur, and television personality, who, a decade after her death, remains the face of French cooking in North America and an oft-quoted part of popular culture.

**Rachel Carson**

Rachel Carson was an American marine biologist and author of the *Silent Spring*, a book that graphically chronicled the environmental impacts of pesticide use and led to the formation of the Environmental Protection Agency in the United States.

**Coco Chanel**

Coco Chanel popularized comfortable, loose clothing for women in a time when corsets and lace were wardrobe staples and went on to become the first major fashion designer to introduce a perfume.

**Marie Curie**

Marie Curie revolutionized the traditionally male-dominated field of science, demonstrating the impact women could make on science. She discovered polonium and radium, became the first woman to win a Nobel Prize, and was the first person to win two Nobel prizes. Her work remains the foundation for radiation therapy, a common cancer treatment today.

(from Time Magazine’s The 25 Most Powerful Women of the Past Century: <http://content.time.com/time/specials/packages/article/0,28804,2029774_2029776_2031824,00.html>)

Women themselves played a vital role in shaping the evolution of women in leadership. Over the past century, several global and societal shifts also contributed to expanding opportunities for women:

* Increased international trade, as transportation systems became more efficient and knowledge of the globe expanded both literal and mental horizons
* Two world wars, which influenced art and culture and shifted women to the front lines of the workforce as men were conscripted into military service
* Post-war economic growth, alongside changing social attitudes and movements for gender equality

🛈 Activity Ideas

Have participants break into groups of four or five. Ask them to choose a character from history who influences them, either positively or negatively. Have them develop a list of characteristics, both positive and negative, and identify characteristics they see mirrored in themselves. Have them record their points on flip chart paper.

Ask the groups share their ideas with the whole class and post them around the training room.

Next, have participants break into pairs and chose roles from the Reflecting in Pairs section of the Reflection handout.

After they have had time for these reflections, have the participants share their experiences with the whole class.

🗹 Discussion Points

Share the following possible answer.

|  |  |
| --- | --- |
| Historical Figure: Margaret Thatcher | |
| Positive Characteristics | Negative Characteristics |
| Intelligent | Single-minded |
| Confident | Confrontational |
| Passionate | Uncompromising |

Leadership Examined

(20 minutes)

Leaders are found in multinational corporations, sole proprietorships, grassroots organizations and community collectives. Here are some types of leaders.

* **Corporate:** These can be temporary assignments such as team lead or project manager, or permanent positions responsible for departments, divisions, or entire companies within a conglomerate.
* **Entrepreneur:** These are self-starters in a sole proprietorship or co-founder in a partnership.
* **Intrapreneur:** These are people working as an employee but given leeway to create and deliver independent projects within the workplace.
* **Non-Profit Professional:** These roles are salaried and multi-tasked with supervision and/or service delivery.
* **Volunteer:** Leaders in volunteer positions provide unpaid service to a charitable cause and/or personal passion.

Regardless of salary level or employer size, each of these leadership positions requires similar traits and skills:

* Professionalism
* Communication skills
* Strong instincts
* Confidence

Successful organizations do not work in isolation. Even self-employed individuals or solo volunteers on a project must interact with others to complete tasks. Leadership often implies an ivory tower with room for one — a lone person in the big office, or a single person making all decisions. These are powerful images, which is why communication can be the single largest obstacle to productivity and growth in an organization.

In fact, those working in isolation are not leaders. It takes leadership to collaborate effectively, share information clearly, and engage others, whether they are partners, coworkers, clients or audiences.

🛈 Activity Ideas

Circulate the **Leadership Styles** worksheet.

Ask participants to self-identify their personal type of leadership and note it at the top of the page. Then, provide 10 minutes for participants to locate and list participants for other styles.

Take a few minutes to review the lists as a group. Ask them: What are your pools of expertise? Do you have a wide range of leadership types?

Assure the group there are no right or wrong answers, nor a perfect mix of leadership styles. Each group is different. It is awareness of leadership types that is a benefit.

Break

(9:50-10:05)

Session Three: Barriers and Benefits to Women’s Leadership

(10:05-10:45)

Barriers to women’s leadership come in two general types: external factors such as the workplace or home environment, and internal: layers of conditioning, anxieties, and experiences women hold inside.

In this session, participants will learn more about these barriers: how to identify them, work with them, and how to turn them into benefits that can strengthen their leadership.

Barriers vs. Benefits

(25 minutes)

There are two types of barriers for women in leadership.

External

External barriers are those found in the workplace environment, social circles, or home life – anywhere an individual spends their time and interacts with others. They are systemic and individual factors that create obstacles. Examples of external barriers include:

* Gender bias and discrimination
* A hostile co-worker or supervisor
* Caring for an aging parent or child with a disability at home, leaving little energy or freedom for recharging or creativity
* A two-hour daily commute that leaves someone stressed and drained before the workday begins
* Lack of direction or goals on a project or in the workplace in general

Internal

Internal barriers are often the most challenging. These are walls, blocks, diversions – some women have described them as concrete – built up over years of training, conditioning, trauma, and experience. These can manifest as anxieties, phobias, physical issues (e.g. headaches, backaches, fatigue, rashes), lack of concentration, mood swings, and depression.

It is worth noting that gender bias can be both an external and internal barrier for women, as constant societal messaging becomes internalized.

Both internal and external factors can greatly affect leadership performance by:

* Influencing decisions
* Creating negativity
* Draining energy

When dealing with these barriers, there are two things to remember.

1. We cannot control other people or situations, only our reactions to them.
2. Within each barrier is a benefit — an opportunity to learn, do things differently, break down the concrete, and evolve.

People are often conditioned to give up their power to external forces. It is up to a doctor, not the patient, to determine if they are well. It is up to a school system, not the student or their parents, to say whether a child is learning at an appropriate speed.

Individuals on their own cannot change these massive systems or fix all societal problems. Each woman can, however, take back their choice and power. Say a co-worker is hostile towards you. What steps can you take to remedy the situation?

You can pause, reflect on your reaction, and learn from it.

Consider the following common mistakes, and ways to do better.

Learning vs. Embodying

Imagine someone with walls full of certificates, a calendar full of seminar and workshop dates, and shelves full of self-help and improvement books. These are people who have taken every course available, have accumulated a great deal of intellectual knowledge, but are not living it out in their personal life or workspace. After learning, an individual needs to process the information and take ownership of the new direction it leads to. This can also be known as putting theory into practice or embodying new knowledge.

Seeking Perfection

Consider the person who does not share an idea or launch a new program unless it is refined to the point of perfection. However, that day never truly arrives. There is no perfect. Seeking it is a distraction from the real barrier, which could be a lack of knowledge or confidence, anxiety about failure or “being wrong,” or some other reason.

It is time to stop making adjustments and promising that “someday, it will be ready.” Sit and reflect on the true obstacle, own it, and deal with it.

Taking Criticism Personally

There are many reasons why people receive critical comments. Constructive criticism points out flaws or suggestions that, if followed, can improve an individual’s work. Some people are skilled at giving constructive criticism, pointing out an issue without lowering the value of the person. Others are not as skilled, and their comments may seem abrupt, abrasive, or even mean.

It is important to remember that what a person says is a reflection on them, not on you. Whether a comment is mean-spirited or simply offered in a brusque way, do not allow it to hold you back or weigh you down.

Absorb the words and sit with the feelings, even the negative ones of embarrassment, anger, or shame. Allow your body to feel what you can learn from the experience. Effective leaders can distinguish job criticism from personal attacks. They can turn criticism into a learning opportunity, process it, glean value from it (even if that value is practice in dismissing invalid attacks), and move on.

🛈 Activity Ideas

Have participants break into groups of four or five. Ask them to choose a workplace scenario – real or imagined – in which a supervisor is intent on keeping them stuck in entry-level tasks when they feel ready for more challenging work. Have them identify how this situation manifests personally: attitudes, energy, physical symptoms, workplace performance, etc. Have them brainstorm what can be learned, and how to cope. Ask the groups to share their ideas with the whole class and post them around the training room.

Next, have participants break into pairs and chose a reflection method from the Reflecting in Pairs section of the Reflection handout.

After they have had time for these reflections, have the participants share their experiences with the whole class.

Two things can be gained by examining barriers:

* Insight into personal leadership style
* Insight into solutions — in other words, turning barriers into benefits

The key benefit is self-management.

Improving Self-Management through Reflection

(15 minutes)

Think back to the person with certificates and knowledge. Part of putting this knowledge into practice, and learning from experience, is reflection. With reflection, a situation shifts from a memory to a living classroom. What happened? What was your role in what happened? How could you adjust your role to get the results you want? What can be done next time?

Reflective Journal

Consider starting (or continuing) a journal in the workplace, for recording experiences as they unfold or soon after they occur. Consider the situation in light of the following questions, from Gibbs Cycle of Reflective Thought:

* What were you thinking and feeling?
* What was good and bad about it?
* How can you make sense of it?
* What alternatives did you have?
* What would you do if it happened again?

🛈 Activity Ideas

Have participants break into groups of four or five. Ask each of them to complete a sample page for their Reflective Journal, using a real or imagined scenario. (They can refer to their Pre-Assignment for direction.) Then, ask them to share their pages within their group, seeking feedback on details to include, lessons to be learned, and future action.

🗠 Workbook Material

There is room in the Student Manual for participants to record answers.

Session Four: Social and Emotional Intelligence

(10:45-11:15)

Research suggests that those with strong social and emotional intelligence are more likely to contribute to a positive work environment.

In this session, learners will examine the history of social and emotional theory and be introduced to the five social and emotional competencies. Then, they will reflect on examples of good social and emotional intelligence from their own experiences.

Defining Emotional Intelligence

(30 minutes)

The study of emotional intelligence got its rather brutal start in the mid-1800s. In his book *Descartes’ Error*, Antonio R. Damasio wrote of Phineas Gage: a construction foreman who was stabbed through the head by an iron rod in 1848. Not only did Gage survive the bizarre accident, but his intellect was also unaffected. What was damaged, however, was his prefrontal cortex, the emotional center of his brain. Following the accident, he was no longer able to make good decisions.

Since then, many scientists have studied aspects of human emotions, including how they are generated, expressed, processed, stored, and used in daily life. Psychologist Daniel Goleman argues that emotional and social skills give people an edge in leadership, and that emotional intelligence is more important than IQ for effective leadership.

According to Goleman, social and emotional intelligence involves understanding one’s own feelings and behaviors, as well as those of others, and applying this knowledge to interactions and relationships.

In his work with CASEL (Collaborative for Academic, Social and Emotional Learning), he developed five interrelated sets of social and emotional competencies.

Self-awareness

* Recognizing and understanding one’s own emotions, strengths and challenges as well as knowing how one’s emotions affect behavior

Self-management

* Managing and regulating one’s own emotions and behavior

Social awareness

* The ability to understand and respect the perspectives of others, and apply this knowledge to interactions with people from diverse backgrounds

Relationship skills

* Knowing how to establish and maintain healthy and positive relationships with friends, family and others

Responsible decision-making

* Using critical thinking and ethical awareness to make caring, informed choices that consider the consequences for oneself, others, and the broader community

**An important note:** Emotional competencies can be learned and influenced. People can strengthen their emotional competencies and increase their emotional intelligence, starting with reflection (as discussed in Session Three) and moving through awareness and choices.

🛈 Activity Ideas

Have participants break into groups of four or five. Using examples from their Reflective Journal Pre-Assignment, have them discuss what aspects of good social and emotional intelligence would influence a positive outcome. Then, have them identify a real scenario with good emotional and social outcomes. Have them record their points on flip chart paper.

Invite the groups to share their ideas with the class and post them around the training room.

🗠 Workbook Material

There is room in the Student Manual for participants to record answers.

Session Five: Self-Awareness

(11:15-11:45)

Self-awareness is about understanding one’s own traits, behaviors, needs, desires, feelings, failings, habits, and everything else that influences who an individual is. Self-awareness helps people make choices that are right for them and allows them to form successful relationships and make better decisions.

In this session, participants will reflect on their own strengths and abilities.

Understanding Self-Awareness

(20 minutes)

Too often, people are taught to put themselves last. It is a mark of a mature and loving person to consider others' needs and feelings. In the immortal words of Mr. Spock: “The needs of the many outweigh the needs of the few. Or the one.” However, an effective leader knows and uses every tool available. The most powerful tools are within oneself. Self-awareness is about understanding the traits, behaviors, and feelings that influence those tools. As discussed in Session Three, self-awareness can help people gain the outcomes they want by supporting successful relationships and helping them make better decisions.

🛈 Activity Ideas

Instruct participants to consider their strengths and skills: the ones other people recognize (from Pre-Assignment Two), and the strengths that others may not see. Invite them to pick four from the list in their Student Manual. (It is included on the next page for reference.)

Then, revisit the On the Clock Worksheet from the Icebreaker. Give participants 10 minutes to locate a person that embodies each of the four chosen words and note it on the clock. If the word and name is already there from the Icebreaker, mark it with a star.

|  |  |  |
| --- | --- | --- |
| **Strengths and Abilities** | | |
| Adaptable | Entertaining | Optimistic | |
| Articulate | Generous | A philosopher | |
| Artistic | Grateful | Practical | |
| Athletic | Hard-working | Sincere | |
| Clever | Imaginative | Skillful | |
| A communicator | Insightful | Spiritual | |
| Confident | Intelligent | A teacher | |
| Dexterous | Kind | Trustworthy | |
| Diplomatic | A leader | Understanding | |
| Energetic | Open-minded | A visionary | |

🗹 Discussion Points

After 10 minutes, gather for a group debrief. Ask:

* Were there any surprises in the list?
* How easy or challenging was it to find matches for the identified strengths and skills?
* What did you learn from this exercise?

Personal Inventory

(10 minutes)

What tools and skills do you possess that make you a good leader?

🛈 Activity Ideas

Ask participants to complete the assessment in their Student Manuals while thinking about themselves at work. The assessment is included below and on the next two pages for reference.

| **Statement** | This statement is not like me at all. | This statement is somewhat like me. | This statement describes me completely. |
| --- | --- | --- | --- |
| I like to take risks. |  |  |  |
| I focus on opportunities instead of problems. |  |  |  |
| I am confident the company will support my ideas. |  |  |  |
| I like to get things done. |  |  |  |
| I am enthusiastic. |  |  |  |
| I am creative at work. |  |  |  |
| I do not mind asking for help when I need it. |  |  |  |
| I always have new ideas. |  |  |  |
| I do not mind putting in hard work and long days. |  |  |  |
| I like being in control. |  |  |  |
| I know what I am passionate about. |  |  |  |
| I get excited when I am talking to others about my ideas. |  |  |  |
| I challenge the status quo. |  |  |  |
| I enjoy working with others. |  |  |  |

Debrief

If most of these statements are somewhat like you or describe you completely, you may be an intrapreneur or entrepreneur. Chances are you are passionate about your work, motivated to make your organization better, highly creative, and poised to “lead the charge” on new initiatives or workplace culture.

If the majority of these statements are not like you at all, you may be an enabler, collaborator, or connector — the quiet force of accomplishment in an organization. The intrapreneur type described above will need many people to help them bring their ideas to completion, which is where you shine. Many of us have strengths that can be used to assist our colleagues in promoting new initiatives.

Morning Wrap-Up

(11:45-12:00)

Use the last 15 minutes to answer remaining questions. Key points of the morning included:

* The role of women in the workforce has evolved.
* Barriers to women’s leadership are of two types: external and internal.
* Barriers can become benefits through acknowledgement and reflection.
* Emotional intelligence is crucial to good leadership.
* Emotional intelligence can be strengthened through self-awareness and self-management.

Lunch

(12:00-1:00)

Energizer: CEO for a Day

(1:00-1:15)

Activity

Distribute blank sheets of paper and pens or pencils.

Give two minutes for participants to note a dream project they would like to accomplish. Then, using their Clock and Leadership Styles worksheets, from the morning, have them assemble a dream team to help them accomplish this project, noting who would complete which key tasks and why.

Presentations

Give each participant 30 seconds to present their dream projects and teams.

Debrief

List dream projects and key tasks onto a flip chart. Are there any items that appeared more than once?

You can also ask participants what they got from the exercise. Answers should include:

* They shared and participated.
* They have some ideas for implementing ideas from the workshop.
* They got a taste of being in charge and making decisions.

Session Six: Developing a Brand

(1:15-2:05)

Good leadership begins with self-awareness and evolves with sharing one’s strengths and skills with those who can benefit from them.

In this session, participants will consider how to create and sell their personal brand.

Creating Your Brand

(15 minutes)

Different types of leaders have been discussed in this course. You may possess characteristics of two or more types of leaders, and that is okay. In fact, that offers more choice for your personal brand.

🗹 Discussion Points

Review the types of leaders and discuss these questions:

* What type(s) of leader do you envision yourself to be?
* What type of leader do you want to be?

From Idea to Brand

Step One: Identifying the idea

Now that you have considered the type of leader you are, how do you want to be known? Identify branding words or key phrases that can share your idea.

Step Two: Expanding the Idea

Share your intent, words and phrases with a wider audience, such as colleagues, friends, and associates, in the branding or marketing industries who can give informed feedback.

Step Three: Evolving the Idea

Refine the words and phrases based on their feedback, and your own evolving perception of your brand.

Step Four: Selling the Idea

Your brand is a tool to help you gain opportunities, responsibility, promotion, or other goals. Whether you are having a casual conversation with a supervisor or making a formal presentation to clients, prepare for maximum impact in minimum time. Ensure key words and phrases share the personal image you want the audience to see.

Step Five: Live Tests

Test your presentation on focus groups, willing managers, or agreeable clients who offer their time and provide honest feedback that can be used to refine your brand.

Step Six: Implementation

Share your brand often, and in as many venues as appropriate. Remember that a brand can be shared without saying a word, through body language, appearance, mannerisms, and responses to the world around you.

Step Seven: Review and Revise

Watch for feedback or hints that can help refine your brand and presentation. Be sure to update it as your leadership styles and preferences evolve.

🗹 Discussion Points

Discuss how participants could implement these steps in their organization. Ask participants about other steps or methods that they could include in this process for circumstances unique to their organization.

Making Connections, Part One

(10 minutes)

🛈 Activity Ideas

🗠 Handout Material

Ask participants to work in groups of four to six people. Give each group flip chart paper and a marker. Instruct them to spend 10 minutes writing as many branding ideas as they can. They should come up with at least one set of branding words and phrases for each participant.

Let them know they can revisit the On the Clock, Leadership Styles worksheets, and CEO for a Day activity for inspiration, adding to them where possible.

Making Connections, Part Two

(15 minutes)

🛈 Activity Ideas

🗠 Workbook Material

Ask participants to choose the top two ideas from the previous activity. Then, have participants complete the worksheets in their workbooks for each idea. Each worksheet includes the following questions:

* What type of leader do you envision yourself to be?
* What problems or issues could your leadership resolve?
* Who would benefit from your leadership style?
* Who would your customers be?
* How does your leadership style translate into a customer-focused experience?

Selling and Screening Your Brand

(10 minutes)

As explored earlier in the session, you must sell your brand and yourself — and feel comfortable doing so.

Here are some tips:

* Be clear and direct, demonstrating the ability to explain an idea quickly in simple terms.
* Give a clear picture of what you are selling. Use simple visuals if there is an opportunity.
* Capture attention with an opening statement that connects with the audience.
* Let your passion show, transferring enthusiasm and belief to the customer.
* List the benefits.

In step five of From Idea to Brand, the concept of testing a presentation to receive honest feedback was explored. It is important to keep an open mind and use any criticism as an opportunity for improvement.

Consider these questions.

* **Opportunities:** Will there be opportunities to expand this idea? Will it make money?
* **Barriers:** What are the drawbacks to this idea?
* **Focus:** Does it have a company or customer focus? Will the customer like it?
* **Impact:** Does it have a lasting impact on the company or division?
* **Strengths:** Is this something that is easy to use? Is it simple to explain to the end user?
* **Potential:** What is the potential for success?

Sample Screening Chart

Here is a chart that can be used to record feedback from colleagues.

🛈 Activity Ideas

Review the following chart and ask participants to add more questions that they can use when evaluating ideas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | Below Average | Average | Above Average |
| Cost |  |  |  |
| Risk |  |  |  |
| Opportunities |  |  |  |
| Barriers |  |  |  |
| Company Focus |  |  |  |
| Customer Focus |  |  |  |
| Impact |  |  |  |
| Strengths |  |  |  |
| Potential for Success |  |  |  |

Session Seven: Leadership Skills

(2:05-3:00)

Good leadership skills start with good relationship skills.

In this session, participants will learn ways in which women can deliver unique forms of leadership, and how best to maximize the benefits.

Identifying Leadership Skills

(15 minutes)

Relationship Skills

Strong workplace relationships enable leaders to build support, defuse tension, gain collaborators, avoid negativity, and improve productivity for oneself and the organization. Healthy relationships may look easy to build and maintain, but they take skills and effort.

Consider these tips.

* Always be kind, pleasant, professional and focused on issues rather than personal opinions. You will not always know the person behind the issue. Base actions only on what you know.
* Be tactful. Friends are made, and bridges built, with not only knowing what to say, but when and how to say it. Emotional pain is deep and not easily forgotten, even if inflicted in error.
* Watch body language. Exude confidence without aggression. Try to appear relaxed without sloppiness.
* Remain neutral. Issues that polarize or divide a workplace rarely have a clear-cut innocent or guilty party. Stay objective, listen to all, and find a resolution if possible. Taking sides will provide an uneven view and perhaps lead to a poor decision.

Other Leadership Skills

In her book *Own It: The Power of Women at Work*, Sallie Krawcheck warns that leadership is often equated with acting “like a man.” She suggests women have been conditioned to think leadership is about strength, confidence, and pushing ahead without fear, regardless of whether the answer is known or the project is ready. She argues that embracing oneself —quirks, fears, and all — is a crucial step to sound leadership, and avoiding frustration, stagnation, and burnout.

What leadership skills are often associated with women?

* **Strong instincts:** knowing danger, crises, or opportunities before visible signs or concrete data emerge
  + Benefit: ability to act first and fast, getting ahead of the problem or competition
  + Barrier: not trusting oneself enough to share, risk of being ignored or not taken seriously
* **Seamless shifting:** able to take a phone call from home, compose an email addressing a client’s complaint, and find an error in the monthly sales report, all in rapid succession
  + Benefit: highly efficient and productive
  + Barrier: risk of being taken for granted
* **Connected visioning**: linking news of the day to a project that is several months old to find a new way forward or engaging a client with something viewed on social media a few weeks ago
  + Benefit: flow of ideas and information leading to unique solutions
  + Barrier: internal blocks causing connections to be forgotten, overlooked, or dismissed
* **Passionate:** a depth of knowledge and care for people and things, as well as success and accomplishment
  + Benefit: unique vision for opportunities and compassionate approach to ascension and teambuilding
  + Barrier: can be overrun by more forceful leadership or internal blocks

🛈 Activity Ideas

🗠 Workbook Material

Using their workbooks, ask participants to describe a situation, real or imagined, that embodies one of these qualities. Instruct them to consider:

* How does the scenario play out?
* What could or would they do differently?
* Are there any qualities they would add to the list?

Action Steps

(30 minutes)

🛈 Activity Ideas

🗠 Workbook Material

This exercise will ask participants to imagine they are in a futuristic situation and to fully invest in the exercise. Ask participants to carefully read the scenario in their Student Manuals and place themselves in the situation. Then have them individually rank the list that follows.

The scenario and list are included below and on the following pages for reference.

You work for the Super Aeronautic Space Science Institute (SASSI for short). The group is international, but then, so is everything these days. The concept of separate countries vying for their piece of Earth, wealth, and power, has given way in the need for survival. You have been selected to be a part of a team of scientists and astronauts getting ready to leave Earth to explore Aspirinia, a moon that appears able to sustain life and currently orbits Earth with our original moon.

The year is 2111. A hundred years ago, there was a massive shift in space, and a catastrophic astronomical storm destroyed orbit patterns, sent moons and planets in unimaginable directions, and re-wrote the map of the universe. The storm pushed tens of thousands of pieces of rock and space junk into the asteroid belt. Many pieces burned through the outer edges of Earth’s atmosphere and crashed into Earth itself. Millions of people were killed in the constant showers of rock and minerals, earthquakes, landslides, tsunamis, and severe weather. Despite celebrating the birth of the seven-billionth person in 2011, current census results indicate there are no more than one billion people left on the entire planet Earth.

In the destruction, many of Earth’s great scientific minds were killed. Air travel, cellular technology, internet connection, and contact with other regions are all extremely limited, and very costly. Shortwave radios are commonly used, and Morse code is once again the language of the airwaves. Dirty water is a constant threat. Food is scarce and rationed everywhere. There is high security around technical installations, as well as food and water treatment facilities. The greatest threat, however, is the cooling of the Earth’s core. An ice age is imminent.

The moon Aspirinia that was once orbiting around Jupiter now orbits Earth with Earth’s original moon. Earth’s own axis shifted by nine degrees, and Earth’s moon shifted so that 50 per cent of what used to be known as its dark side now faces the planet below.

One hundred years after The Shift, Earth’s fractured self is still adjusting to the changes. The ground is so unstable that earthquakes can no longer be told apart from aftershocks in several regions. Areas that were close to sea level before The Shift are now underwater. Survivors have relocated far inland, often living in family groups and communities in small villages and learning to survive by practicing ancient techniques of water treatment, farming, and sustainability.

The surviving members of the science community were left with access to a multitude of information, and a possibly crazy idea. Aspirinia seemed to quickly stabilize when it took up position beside Earth’s original moon and has remained there. The question is: can it sustain life?

Before The Shift, SASSI was involved in a terramanipulation experiment on Earth’s moon. The terramanipulation was an effort to make the Moon livable for humans and animals. Scientists were able to manipulate and secure the Moon’s gravitational pull, create thousands of hectares of farmable land, and generate drinkable water. They were in the process of completing the final touches on the ecosystem, complete with insects, birds, and farm stock, when The Shift hit and the project was abruptly ended. By the time The Shift finished its active phase, the Moon showed significant damage, with enormous craters and at least three cracks that were the size of Earth’s Grand Canyon. The scientists and settlers on the Moon all perished when the Moon’s gravitational pull returned to its pre-terramanipulation state.

Aspirinia, however, appeared to be another matter. It was significant enough to be a planet in its own right, judging by its size and composition. Positioned as the next-door neighbor to Earth’s moon, scientists are confident that Aspirinia could be the savior they are looking for. At about two-thirds the size of Earth, Aspirinia shows evidence of plant growth and water on the surface, and its gravity and placement have been consistent over the past 90 years or so. Could terramanipulation, once a story in science fiction tales but partially proven on Earth’s old moon, be made to work? Could Aspirinia save humanity?

Individual Exercise

There are several things that your team will need to do before leaving for Aspirinia. Go through the list below individually and rank the tasks from 1 through 8, with 1 being the most important, and 8 the least. All tasks must be completed, and all must have a different ranking.

|  |  |  |
| --- | --- | --- |
| Individual Ranking | Task | Group Ranking |
|  | Hire three security personnel to protect the SASSI center, including an airstrip. |  |
|  | Reassign resources (food, water, electricity, heating fuel, medical supplies, and water purification chemicals) from the local village to the space crew. |  |
|  | Visit the neighboring village to solicit their support for the project. |  |
|  | Make repairs to the space suits, which are now 100 years old and must be made secure against leaking. You will not know enough about the atmosphere on Aspirinia until you get there. |  |
|  | Form a crew to create ration packages to last at least six months. You will be dehydrating food that is harvested by the local villagers and rationed in the village. |  |
|  | Establish your realistic launch date. |  |
|  | Send ahead two unmanned shuttles with supplies. |  |
|  | Arrange for a launch party that includes the villagers. |  |

Group Planning

🛈 Activity Ideas

Divide participants into groups of four or five. Ask each group to discuss their individual answers and re-rank their choices as a group. During this discussion, ask each participant to take a turn as an observer, to record styles, skills, and other leadership traits exhibited by each participant in the group discussion. At the end of the discussion, everyone should have participated in the ranking and had a turn recording observations on the other participants.

**Cont’d**

🛈 Activity Ideas Cont’d

Curve Balls

After the group has discussed the rankings for several minutes, you can offer them a few curve balls. This reflects the nature of real projects, where new information becomes available or things take place that cause us to alter our plans. You can offer the curve balls all at the same time, or at intervals of two minutes, depending on the nature of your group.

* As plans get underway to leave for the mission, there is an outbreak of a highly contagious virus in three nearby villages. The virus manifests as a bronchial infection that can lead to pneumonia and death. Treatment is a long course of antibiotics and steroids, which are difficult to get. The only doctor in the area is scheduled to go on your mission. Will you still take him? What if there is a massive fatality rate and people are no longer available to provide security and support to the mission?
* While the villagers want somewhere safe to live and raise their children, they are angry that you are demanding so much food and water purification for your trip. There is a lot of talk about preventing you from leaving on your trip, and their points are all valid. To support your crew, they will have to go without necessary supplies. What will you do?

Debrief

(10 minutes)

🛈 Activity Ideas

Bring the groups together and discuss how they set up their rankings. You may get a wide range of answers.

There really are no right or wrong answers on this priority ranking, because the argument that each crew presents will support their position. The following ranking is based on ensuring that the crew is able to securely protect the resources for the trip and execute it as designed.

Recommended Ranking

|  |  |
| --- | --- |
| **1** | Hire three security personnel to protect the SASSI center, including an airstrip. |
| **3** | Reassign resources (food, water, electricity, heating fuel, medical supplies, and water purification chemicals) from the local village to the space crew. |
| **2** | Visit the neighboring village to solicit their support for the project. |
| **5** | Make repairs to the space suits, which are now 100 years old and must be made secure against leaking. You will not know enough about the atmosphere on Aspirinia until you get there. |
| **4** | Form a crew to create ration packages to last at least six months. You will be dehydrating food that is harvested by the local villagers and rationed in the village. |
| **8** | Establish your realistic launch date. |
| **7** | Send ahead two unmanned shuttles with supplies. |
| **6** | Arrange for a launch party that includes the villagers. |

🕬 Trainer’s Tip

During the debriefing, ask group observers to compile a list of positive leadership behaviors that they noticed and report back to the whole group.

Break

(3:00-3:10)

Session Eight: Making Good Decisions

(3:10-3:45)

Good decisions come from strong leadership, effective relationship skills, and social awareness.

In this session, participants will learn tips they can use to make better decisions and some common decision traps. They will also be introduced to the decision wheel as a tool for good decision-making.

Ingredients of a Good Decision

(15 minutes)

As explained earlier, responsible decision-making is one of the social and emotional competencies introduced by psychologist Daniel Goleman. To make good decisions, leaders must be able to regulate their emotions, use effective relationship skills, and demonstrate social awareness.

Here are some tips:

* **Understand the goal.** Know what it is you want to achieve for the organization. Ensure goals support and build on what the company has already accomplished.
* **Aim for win-win outcomes.** These are solutions that meet the needs of all parties. When everyone benefits, workplace conflicts decrease.
* **Focus on the most important things.** Do not act on impulse or succumb to decision panic.
* **Consider the positive and negative results that can come from this decision.** Look for ways to mitigate potential problems.
* **Break down big decisions into smaller steps.** Consider multiple options at each step. This makes decision-making less daunting and increases the chances of a good outcome.

🗹 Discussion Points

Ask participants if they have other suggestions to add to this list.

Good Decision – Poor Decision

Making a good decision depends on three things: accurate information, trustworthy instincts, and the ability to process information objectively. By default, humans are not 100 per cent accurate, trustworthy, or objective. Individuals are unique and effective because of their flaws as well as strengths. It is important to know and embrace both, ensuring they can work together. If not, someone can be led astray by fear or doubt masquerading as a “sign.” Consider these common pitfalls that can steer decisions from good to garbage.

Diversion

People who are unable to admit when they do not know an answer may make something up or dissuade others from pursuing a course of action. For example, a supervisor unfamiliar with social media may say there is no money or interest from executives to develop a social media campaign. This answer may be more about protecting themselves, rather than supporting what is best for an idea. Before acting on advice from others, verify facts and explore alternatives independently.

Sampling

Statistics and surveys require careful handling as they can be easily misinterpreted or manipulated. Claims such as “Everyone thinks we should do this” may reflect only a small, unrepresentative group — perhaps the two other colleagues in the lunchroom or a single person who called with a complaint. When using sampling to inform decisions, it is important to ask questions carefully, select an impartial audience, and be prepared for answers that may be unexpected or unwelcome.

Bias

People view the world through a lens shaped by their unique life experiences, both positive and challenging. Being aware of this lens helps individuals recognize how it influences their perspective and adjust accordingly when listening to others.

Jumping to Conclusions

First impressions are powerful, but a decision made in haste is often one made without processing. Slow down and consider all the information.

Status

Hierarchies exist in many areas of life and work. Doctors are assumed to know more than nurses, and specialists more than general practitioners. Supervisors hold more authority than entry-level staff, and vice presidents more than supervisors. People should be aware of these hierarchies but not allow themselves to be defined by those in which they do not believe.

🗹 Discussion Points

Share some stories with the group, or ask them for stories from their own experience, where decisions had been tough to make. Discuss what worked well (or did not), and how they remedied the issues.

Decision Wheel Method

(20 minutes)

The decision wheel is a formal process that can be applied to help guide thinking through the process of problem clarification, allowing for a decision to be made.

🛈 Activity Ideas

Divide into groups of four to six. Have each group identify a situation, real or imagined, in need of a decision.

Using the Decision Wheel as a guide, discuss the following questions:

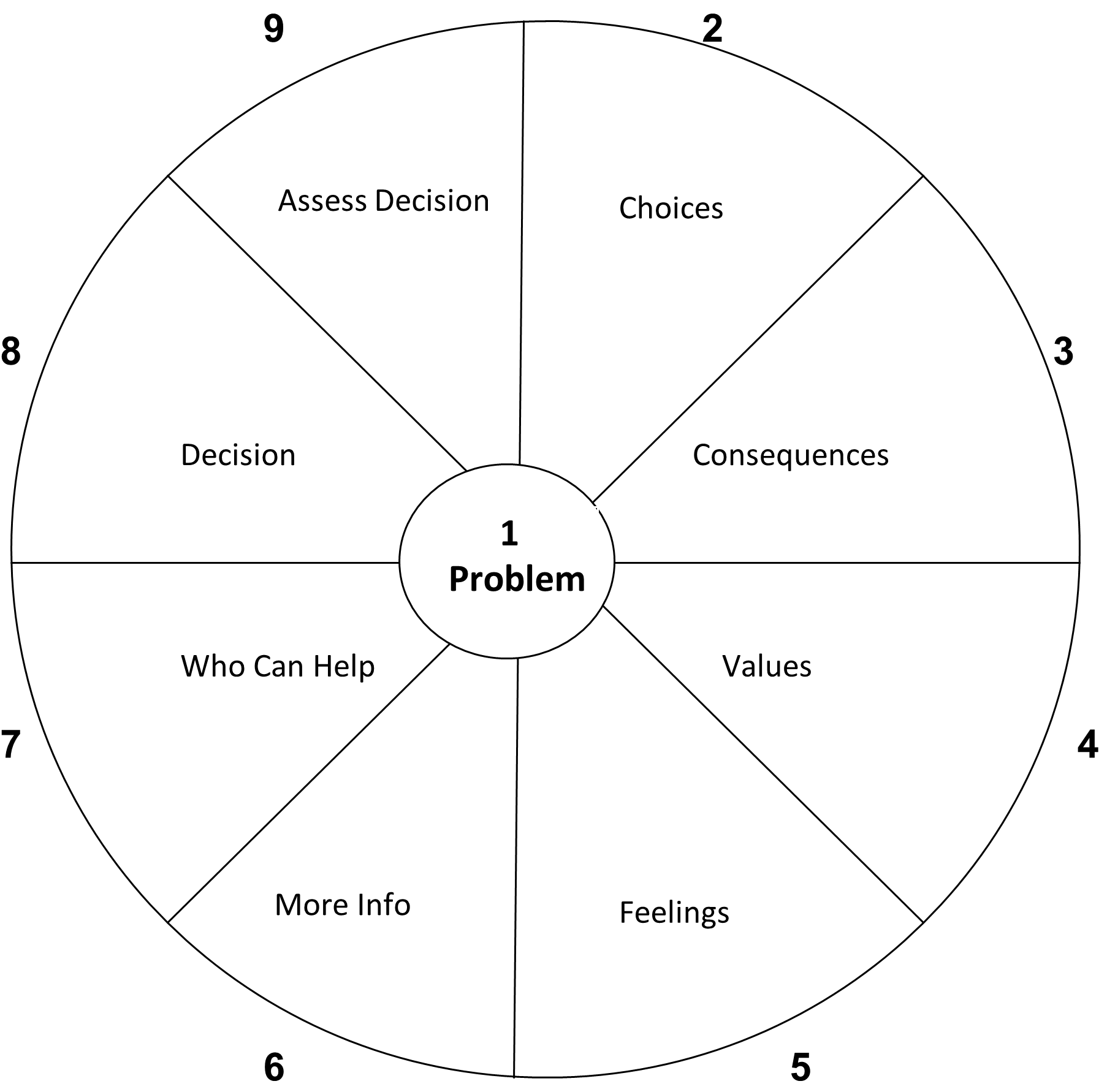
* What is the problem?
* What are the choices you have?
* What do you think the consequences of these choices will be for yourself and others who are involved?
* What values do you need to consider?
* How do you feel about the situation?
* Is there anything else you need to learn about it?
* Do you need to ask for help? Who will you ask?
* What is your decision?
* Do you think you made the right decision? Why?

Have each group share their scenario, process and decision. Invite discussion: do other groups have additional or different ideas to add?

The Decision Wheel is included on the next page for reference.

Decision Wheel

* State the problem in the hub of the wheel.
* Rest on each section of the wheel in order and note answers, one by one.
* Review your notes and list the decision that emerges.



Session Nine: Creating a Workplace Philosophy

(3:45-4:15)

Acting on one’s own behalf is a true expression of leadership. Through planning, individuals can identify what is needed, take ownership of their actions, and adjust to stay on course toward their goals.

In this session, participants will develop a Philosophy Statement and gather other components necessary to draft an Individual Action Plan.

Philosophy Statement

(10 minutes)

A Philosophy Statement describes what guides someone in their work. It is a concrete sign of your guiding principles for your actions at work and is a touchstone document that you can check back on from time to time.

🛈 Activity Ideas

Using activity sheets and discussions so far, ask each participant to fill in the Philosophy Statement template provided.

After sheets are filled in, assign students to groups of two. Instruct them to discuss their statements and make changes if desired.

The template is included on the next page for reference.

|  |
| --- |
| Philosophy Statement |
| To minimize the possibility of negative workplace politics I will contribute to a healthy workplace by: |
| LEADING a life centered on the principles of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| REMEMBERING that what is important in life is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| RESPECTING excellent characteristics in others such as being \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_, and attempt to implement similar characteristics in my own life. |
| RECOGNIZING my strengths and develop talents as a person who is \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| ACKNOWLEDGING that I can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and be constantly striving to change my weaknesses into strengths. |
| ENVISIONING myself becoming a person who:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of boss) thinks is \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_\_\_\_ (name of peer) thinks is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_\_\_\_ (name of customer) thinks is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_\_\_\_ (name of friend or family member) thinks is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

Building a Plan

(20 minutes)

🕬 Trainer’s Tip

Each of the following sections will be included in the Student Manual. If timing does not allow participants to work on each part of the plan, invite them to continue to develop it over the next few days.

Goal and Tasks

To begin building a plan, follow these steps.

First, identify what you want to accomplish in a strong, clear, first-person statement. I want to … (lead this project, earn this promotion, start this company, build my revenue, etc.).

**Now, consider the steps required to get you from where you are now to your goal.** Write them down. Leave space between entries, as the initial tasks may need to be further broken down.

**Determine what resources are needed to ascend each step**. Do you need to attend school or take a course? Do you need to purchase supplies or inventory? Should you enlist professional services, such as legal help or financial advice? Do not judge the list or try to start budgeting. Just keep listing.

**Make note of existing resources that can support your work.** Also note benefits that will arise along the way: to yourself or your organization/community.

**Explain opportunities to either make money** (through a new product or service, for example) **or save money** (by streamlining a process, for example). Describe the necessity of what you are doing, if possible. Companies need innovation to survive, and your leadership may be just the thing it needs.

🛈 Activity Ideas

Divide participants into small groups. Ask participants to start completing the goal and tasks for their plan, assisting each other where possible.

🗠 Workbook Material

There is room in the workbook for participants to record their ideas.

Building a Team

Identify a person, department or organization that can assist with each task. Describe their qualifications and involvement with the project up to this point.

Also consider “leaders for the leader.” Which individuals or organizations could serve as mentors, coaches, sponsors, and guides? List them.

Additionally, look to different departments and organizations for expertise — people who can bring a different lens to your vision.

Use the list to help you recruit people to join your project team.

Making the Approach

This is the final part of the plan: setting the tasks in motion. Two things need to be accomplished here:

* A specific task list and timeline
* A list of who you will approach for your team, including details of when and how

These lists can change with circumstances and real-world evolution. Some tasks may shift, or a possible mentor might no longer be needed. Allow flexibility in the lists, but remain focused on them to move you forward, especially when life gets busy and progress is slow.

Pitch

Expand on your sales pitch and determine how you will sell your leadership brand to the customer or senior management. Include lots of details and address answers to anticipated questions.

Workshop Wrap-Up

(4:15-4:30)

Take the last 15 minutes for a quick review and to answer any questions the class may have

In closing:

* “If they don’t give you a seat at the table, bring a folding chair.” — Shirley Chisholm, first African American woman elected to the United States Congress
* “If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then, you are an excellent leader.” — Dolly Parton, American singer, philanthropist, and businesswoman

This is also a good time to help participants wrap up their action plans, collect evaluations, and to pass out certificates.

🕬 Trainer’s Tip

If you have not provided students with the Student Manual, print out the Recommended Reading List and give it to participants as a bonus.