The Mandela Washington Fellowship for Young African Leaders is the flagship program of the U.S. Government’s Young African Leaders Initiative (YALI). Since 2014, nearly 5,100 young leaders from every country in Sub-Saharan Africa have participated in the Fellowship. The Fellows, between the ages of 25 and 35, are accomplished leaders and have established records of promoting innovation and positive impact in their communities and countries. For more information, please visit mandelawashingtonfellowship.org.

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Part IV: Leadership Development and Action Plan (LDAP)
PART I
Introduction to the Common Leadership Curriculum
YALI Common Leadership Curriculum Approach

Leadership Development through Active Learning, Adventure, and Strengths

“Leadership is behavioral, not positional: the capacity to integrate, motivate, and mobilize others to bring a common aspiration to life is what leadership is all about, not holding positions of formal authority.”

– Nelson Mandela

THE COMMON LEADERSHIP CURRICULUM

This curriculum was developed for Mandela Washington Fellows — successful entrepreneurs, community organizers, and public servants who have proven and demonstrated leadership in their spheres of influence. Their job during the Mandela Washington Fellowship, however, is to let go of what they think they know and wholly embrace the learning opportunity in front of them. Leadership means different things to different people, is highly contextual, and takes practice. Leadership also requires humility and curiosity, and the willingness and ability to gain and give trust and to value difference.

The Common Leadership Curriculum (CLC) is intended to help Fellows enhance their definition and understanding of leadership. They will be asked to consider the ways in which leadership plays a role in their self-development, their work with others, and their role in the community.

LEARNING OUTCOMES

(Inclusive of online module through three-month returnee phase)

- Fellows engage in hands-on adult learning activities that develop cohort cohesion
- Fellows are provided with opportunities for reflection and action planning
- Fellows obtain a shared language around leadership and understanding of leadership as a practice that can be strengthened over time
- Fellows identify their Strengths and understand how to leverage them in their work

The following core concepts will guide the weekly on-campus classroom sessions and inform the self-guided work Fellows will complete upon returning to their home countries:
CORE CONCEPTS

Strengths-Based Approach

Decades of Gallup Strengths-based leadership research shows that great leaders begin by deepening their understanding of their personal Strengths. Effective leaders must know who they are and what talents, skills, knowledge, and experiences they bring to opportunities and challenges. In preparing to facilitate these sessions, keep in mind three key findings from Gallup’s Strengths-based leadership that will be explored throughout the CLC:

1. The most effective leaders invest in Strengths. This investment increases the engagement of all involved, simultaneously improving organizational and project outcomes while amplifying the well-being of the entire team.

2. The most effective leaders surround themselves with teams that exhibit a diverse range of skills and seek to maximize those skills. Although the best leaders may not be well-rounded themselves, the best teams possess skillsets across all four Strengths domains: executing, influencing, relationship building, and strategic thinking.

3. The most effective leaders understand other people’s needs. People get involved and follow leaders for very specific reasons, and the best leaders understand and respond to these core needs.

Reflective Practice

Reflective practice is a way of studying and learning from one’s own experiences to improve the way one works and leads. Beginning with an honest assessment of one’s own performance and a commitment to continuous improvement, reflection is practiced and intentionally incorporated throughout the CLC during in-session debriefings of exercises, select homework assignments, and Leadership Development and Action Plan (LDAP) workbook exercises to be completed after the Fellowship.

“Action without vision is only passing time, vision without action is merely daydreaming, but vision with action can change the world.”

– Nelson Mandela

Action-Based Learning

The fundamental principle of active learning is a learn-by-doing approach that encourages direct participation in the learning process. Experiential education is a powerful form of active learning that greatly increases participant engagement and leads to potentially significant shifts in mindset and performance. For Mandela Washington Fellows, we aim to facilitate greater understanding of self and others, which will directly result in positive change for their communities and societies.
Active learning participants develop their understanding through challenges, risk-taking, and teamwork. In this way, participants are able to experience the principles the facilitator is trying to impart, reflect upon that experience, and incorporate learning into future actions. This guide will describe several activities and challenges that support Strengths-based leadership development. While fun, these activities are also designed as learning experiences which Fellows can apply to their own professional fields.

As leaders of these challenges, you must see yourselves as facilitators rather than as directors. Your role is to allow each individual to pursue personal growth and learning according to their unique needs and abilities. Your facilitation of this experience should be guided by the following three principles:

1. **Safety** is paramount — no one wants an injury to body or mind that will cause a participant to withdraw from fully engaging with the program. Be alert to your site selection, group dynamics, and your own state of mind. Risk management is a full-time job; if you are tired or distracted, you may be unable to run a safe and inspiring program. The activities we have chosen for this leadership training are not inherently dangerous, but participants may pull a muscle, bump into someone or something, or feel disrespected. This program will challenge Fellows and expose them to risks as they learn; your responsibility as a facilitator is to manage these risks. Challenge by Choice and the Full Value Contract will help you do so.

2. **Challenge by Choice** is the understanding that everyone has the power to choose their own level of challenge without question or judgement. No one should be required to participate in any way they choose not to, but everyone should be encouraged to step outside their comfort zone and embrace the highest level of challenge possible, understanding that this can be where transformative learning takes place. The facilitator should always be able to offer a variety of roles/options for any activity. Adaptations for individuals with disabilities are noted throughout the guide to ensure that all can participate.

**What Challenge by Choice looks like:**
- Someone chooses not to be blindfolded for an activity. The facilitator gives them the option of closing their eyes or assuming a different role.
- Someone chooses not to disclose something personal during a directed interview activity. They should have the option of sharing something on a different topic.

**What Challenge by Choice does NOT look like:**
- A participant disengages from the group.
- A participant chooses not to participate in part of an activity, e.g., a group jump rope, so the facilitator makes them sit out and watch, preventing that person from being active in any way.

---

1 Challenge by Choice is a registered service mark of Project Adventure, Inc. and is used here by permission.
3. The Full Value Contract\(^2\) (FVC) is an agreement to value and respect each person’s potential contributions — physical, intellectual, and emotional. It is also the agreement to fully value one’s self and to intentionally move beyond one’s perceived self-limitations; in other words, to practice what might not normally be personal strengths. FVC does not mean that everyone will agree, but rather that everyone’s contribution will be respected. Participants should agree to be fully present, speak openly and honestly, pay attention to others, and be open to outcomes. This approach applies throughout the entire CLC.

Potential FVC Pitfalls:
- Distractions, including cell phones
- Prejudices, biases, and preconceptions
- Discounting self

Possible Approaches for Introducing the FVC:

You may choose one of the following:
- With the group in a circle, explain the concept of the FVC and ask for a “thumbs-up” demonstration of agreement to represent “signing” the contract.
- With the group in a circle, ask all participants to offer examples of what they need from the group in order to perform at their best and participate most fully (e.g., respect for all genders). Ask the group to demonstrate their agreement to honor these requests using the same thumbs-up method.
- Give the group a body-sized piece of paper. One member should volunteer to lie down on the paper and be outlined. Have each participant write inside the outline values they believe the group should uphold. They can also write on the outside of the “Group Being” actions or attitudes which they would like to leave out of their community (e.g., disrespect, hurtful words, jokes at the expense of others). This outline can be a living document, brought out during each leadership session to remind the group of what they are doing well and where they might improve their relationships with others.

\(^2\) Full Value Contract is a registered service mark of Project Adventure, Inc. and is used here by permission.
DEBRIEFING THE ACTIVITY, THE DAY, THE PROGRAM

Your goal as a facilitator is to help Fellows learn through experience. In order to foster deep learning, Fellows must be able to process each experience: reflect on it, verbalize it, write about it, apply it in new situations, and verbalize it again. As such, debriefing is equally as important as the activity itself.

The depth of debriefing for each activity will vary; some activities are just for fun, while others will solicit a great deal of feedback from the group. Two things are very important to keep in mind:

- The Fellows should be talking more than you; and
- Everyone should in some way share an opinion.

One of your most important jobs is to enable the flow of conversation and thought among Fellows. The facilitator is the enabler, not the “fountain of knowledge;” Fellows should develop their own knowledge and understanding, own their experiences, articulate their feelings and ideas, and become personally empowered. Even those who may not wish to speak can still share an opinion. For example, you can solicit an assessment by asking the group to score by raising 1–3 fingers; ask for written thoughts which you collect and read anonymously; or have the group perform a skit that reflects their experience.

You should carefully debrief anything that presents a serious challenge to the group. Some games are just for fun and should be left at that, but most mid-level challenges should be debriefed to the extent that Fellows want to discuss. If you are doing a series of challenges, it is helpful to have the group articulate lessons from each that they can apply to the next activity.

At the end of the day, if your group is having fun, they will be able to work together in a more productive way. The ability to challenge each other and be challenged will encourage them to rise to new levels — both as a team and as individual members of their workplaces and home communities. Encourage Fellows to step outside their comfort zones, be creative, and seek out and act on inspiration.

UBUNTU

The philosophy of Ubuntu derives from a Nguni Bantu word meaning “the quality of being human.” Embodied in the proverb: “Ubuntu ngumtu ngabantu,” “A person is a person through other people,” this philosophy reinforces a worldview that we owe our selfhood to others. Throughout the CLC, we will refer to this concept as a way of grounding learning in a responsibility to our greater communities and collective humanity. This leadership framework teaches Fellows to value the Strengths of their teams as well as recognize how their own Strengths can contribute to their communities. By blurring the lines between self and community, Ubuntu highlights this relationship between our need for others and our responsibility to others. We hope that this framework of Ubuntu will be useful to you as you help Fellows process the implications of their learnings with respect to self, others, and community.

Common Leadership Curriculum Framework

The Common Leadership Curriculum (CLC) provides a common leadership experience so that all Fellows have a shared language and a foundational knowledge to build upon as they return to their home countries. The CLC is guided by the perspective that leadership is not related to professional level, but rather to behavior and actions regardless of position. It incorporates both a Strengths-based approach — including use of the CliftonStrengths® assessment which focuses on an individual’s natural talents — and the concept of Ubuntu. The curriculum uses active learning methods to give Fellows practical, applicable tools regardless of their sectoral interest or level of professional experience, enabling them to return home with an initial action plan and strategies for leveraging their talents to effectively lead and contribute to their local communities.
The Common Leadership Curriculum includes three components:

1. **Leading from Strengths Pre-Fellowship Online Module**: The online module introduces the leadership approach and common vocabulary to be used throughout the curriculum. Fellows will gain a general understanding of how the curriculum addresses the overall goals of the Fellowship and fits within broader Institute programming.

2. **In-Person Institute Sessions**: The core content across all five sessions will be implemented by all Institutes. Each session builds on those prior, guiding Fellows through levels of leadership from the perspective of self to their broader work in their home communities and across their networks. Institutes will also schedule additional leadership sessions to provide complementary perspectives and leverage their unique campus and community resources.

3. **Leadership Development and Action Plan (LDAP)**: Designed to complement Fellows’ work throughout the CLC, the LDAP links leadership concepts with the non-academic aspects of programming. The workbook includes exercises and resources to guide Fellows as they set short-term goals and help them implement those goals as part of their three-month action plan when they return home. In doing so, this comprehensive tool supports professional growth both during and beyond the Fellowship.

*Fellows should bring their LDAP to each CLC session, as it includes session worksheets, reflection exercises, and other related content.*
<table>
<thead>
<tr>
<th>INSTITUTE SESSION</th>
<th>TITLE</th>
<th>LEARNING OBJECTIVES</th>
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</table>
| SESSION 1         | SETTING THE FOUNDATION FOR LEADERSHIP DEVELOPMENT | • Establish the expectations and code of conduct for leadership sessions.  
• Deepen group development.  
• Explore the philosophy of Ubuntu.  
• Complete CliftonStrengths® assessment. | In this first leadership session, Fellows are introduced to the foundational concepts of the core leadership experience through discussion and activity. These concepts will be applied in later sessions as Fellows work toward forming a strong, supportive team. The session concludes with Fellows taking the CliftonStrengths® assessment as the initial step in launching their exploration of a Strengths-based leadership approach. |
| SESSION 2         | UNDERSTANDING YOUR STRENGTHS & THE STRENGTHS-BASED APPROACH | • Enhance awareness of one’s own Strengths.  
• Relate your Strengths to those of others. | Fellows will be introduced to an approach that can inspire and maximize individual and organizational growth. In this session, Fellows will actively explore their individual Strengths and acquire the means to comfortably talk about their Strengths in the context of the relationships they build and the work they do. |
| SESSION 3         | MAXIMIZING STRENGTHS IN YOUR WORK WITH OTHERS | • Gain appreciation and better understanding of the Strengths of others.  
• Explore the power of teams.  
• Understand the applicability of a Strengths-based leadership approach. | This session provides an opportunity to extend the self-awareness gained in the previous session to the formation of highly functional and supportive teams. Fellows will explore natural tendencies and talents and how to nurture these in others for optimal performance. |
| SESSION 4         | CONNECTING VALUES TO VISIONS | • Revisit core personal values and their relationship to Strengths.  
• Examine the importance of values in organizational cultures.  
• Begin the process of developing a personal leadership vision. | Fellows will use this session to explore the intersection of Strengths and values to create personal leadership visions. |
| SESSION 5         | PUTTING IT ALL TOGETHER: LEADING WITH PURPOSE & STRENGTH | • Formalize personal leadership visions.  
• Apply learning to real-world challenges.  
• Begin drafting personal action plans.  
• Give and receive appreciation. | This culminating on-campus leadership session bridges learning from prior sessions to Fellows’ ongoing leadership journeys. Fellows will develop initial plans to overcome anticipated barriers to achieving their leadership visions when returning home. |
Facilitating for a Diverse Audience

1. Be aware of the diversity in the room
   - Fellows come from across Sub-Saharan Africa, with each Institute cohort typically representing approximately 20 countries and an even greater number of ethnic groups
   - Each country and region has its own history, exposure to other cultures, and level of economic development
   - Fellows live in bustling cities, smaller towns, and rural areas
   - Some Fellows have traveled extensively outside of their home countries, while some are away from their home communities for the first time
   - There is a diversity of physical ability present in each group

2. Adjust your speech patterns for non-English speakers
   - While many Fellows grew up speaking English in addition to one or more local languages, some Fellows are from French, Portuguese, or Spanish-speaking countries and only learned English later in life
   - Speak clearly, repeat key points, and limit your use of metaphors and idioms/sayings
   - Read directions out loud and give ample time for Fellows to process written directions on slides or handouts
   - Encourage less-confident English speakers to participate in discussions

3. Adjust delivery, not content
   - Just because some Fellows are less comfortable with English does NOT mean you have to simplify your ideas
   - Trust that Fellows were selected because of their exceptional experience and intellect

4. Be aware of gender and cultural dynamics
   - Religious beliefs and cultural norms vary within and between countries, and can have differing levels of impact on Fellows’ perceptions of others
   - You will notice that some individuals are more comfortable taking control of the conversation, while others rarely speak up and avoid interrupting others
   - Manage large group discussions so that all Fellows are contributing equally
   - In small group activities, you may want to appoint an “advocate” who will ensure all participants are contributing

5. Take care of yourself
   - Facilitating requires a huge amount of energy to match Fellows’ enthusiasm – make sure YOU show up rested and ready to offer your full energy
   - Make sure you are well prepared and stick to your time limits to avoid stress during sessions
Best Practices and Guidelines for Disability Inclusion

With simple adaptations, all Fellows can participate in all sessions. Throughout this guide, you will find notes on how to include participants with different types of disabilities in each activity. Keep in mind the principle of Challenge by Choice – every disability is different, and the Fellows themselves are the best judges of what they can and cannot do. All Fellows need to be engaged with the group and participate in activities, but they should never be required to participate in a way they do not choose to. While ADA considerations throughout provide guidance for planning each session, be sure to follow Fellows’ lead on how they would prefer to participate in each activity.

Beyond the ADA considerations noted for specific activities, the following are general considerations to keep in mind when facilitating for participants with disabilities:

FELLOWS WITH MOBILITY DISABILITIES

- Note that all Fellows who have limited/no use of their hands or arms will have an electronic version of the LDAP and a laptop equipped with screen reader and text enlargement technology to access documents during sessions.
- A Fellow who has trouble standing for long periods of time or is unable to sit on the ground may choose to use a chair during activities where others are standing or sitting on the ground.
- Wheelchair users can participate in all activities with minor or no adaptations.
- When setting up the space for the session, be mindful of how a wheelchair user will navigate and engage with any posted materials. Does the setup allow enough space for movement or does it create obstacles, particularly when there are activities or exercises where Fellows will break into small groups? Are materials set out in a way that can be reached by someone who uses a wheelchair? Are flipcharts or whiteboards set at a height that can be easily read and written on by someone who uses a wheelchair?
- Fellows with limited or no use of their hands will need assistance with activities that involve handwriting. This assistance may be provided by an Institute staff member or a designated caretaker/guide.

FELLOWS WHO ARE DEAF OR HARD OF HEARING

- ASL Interpreters, typically two per Fellow, will be present at all sessions. Work with Institute staff to ensure that interpreters receive copies of the slides and directions for interactive activities such as the Corporate Dilemma. Doing so will help interpreters anticipate what they will be interpreting and plan how to best position themselves during each activity.
- When facilitating for a group with someone who is deaf or hard of hearing, speak clearly in a normal tone to allow the interpreter to interpret in real time. Make sure your lips are visible, keeping things like your hands away from your mouth. Avoid talking when you are turned away from the group, as doing so can make it difficult for someone who is hard of hearing to hear you or read your lips. If you are asked to repeat yourself, answering “nothing, it’s not important” can be rude and implies the person is not worth repeating yourself for. Be patient so all Fellows can understand what you are trying to communicate.
- Use a microphone (if available) to make yourself easier to hear for the entire room.
- Fellows must be able to see their interpreters throughout each session. Be flexible about where interpreters and Fellows stand during activities, as they may need to modify their position somewhat from the instructions to allow for a clear line of vision.
- Fellows should not be asked to close their eyes during activities where verbal information is being shared, since they will not be able to see their interpreters. Instead, have Fellows turn so they can see their interpreters without seeing others.
PART I: INTRODUCTION TO THE COMMON LEADERSHIP CURRICULUM

Mandela Washington Fellowship for Young African Leaders

- Be mindful that interpretation does take extra time. Ensure that the interpreter has finished before Fellows start an activity or respond to a prompt so that everyone has received the information.
- When asking Fellows to write something, avoid speaking at the same time, as Fellows cannot write and watch their interpreters simultaneously.

FELLOWS WHO ARE BLIND OR LOW VISION

- Note that all Fellows who are blind or low vision will have an electronic version of the LDAP and a laptop equipped with screen reader and text enlargement technology to access documents during sessions.
- If you display it, say it. Read aloud or describe any key information presented on PowerPoint slides. Don’t say “read this,” or “as you can see on this diagram.” When asking for a show of hands, be sure to describe about how many people raised their hands. Ask that other Fellows do the same when presenting something written or visual to the group.
- Each Fellow is unique and will have different preferences regarding how much assistance, if any, they would like from a human guide. If you want to assist, always introduce/identify yourself first and ask if they would like guidance. Never grab a Fellow’s hand or arm, as doing so can be disorienting.
- Fellows will need someone to assist them during some activities, such as those that involve writing on paper or reading what others have written. Depending on their preferences, Fellows may also need someone to guide them during activities that involve a lot of movement around the room. A designated guide should be identified in advance of the sessions. This guide may be a trained orientation and mobility specialist, an Institute staff member, or another appropriate person.

CLIFTONSTRENGTHS® ASSESSMENT AND DISABILITIES

- Gallup allows the timer to be turned off for individuals with disabilities who need additional time to complete the assessment, such as individuals who are blind/low vision or those who have limited use of their hands/arms. The assessment is also compatible with screen reader technology. *Note: Fellows should still be encouraged to move through the assessment as quickly as possible so they don’t overthink individual items and skew their results.*
- The request to turn off the timer must be confirmed in advance of Session One, ideally 24 hours before Fellows are scheduled to take the assessment to allow for resolution of any technical issues. Complete instructions for turning off the timer are provided in Session One.
PART II
Common Leadership Curriculum Sessions
SESSION ONE – SETTING THE FOUNDATION FOR LEADERSHIP DEVELOPMENT
Session One
Setting the Foundation for Leadership Development

In this first leadership session, Fellows are introduced to the foundational concepts of the core leadership experience through discussion and activity. These concepts will be applied in later sessions as Fellows work toward forming a strong, supportive cohort. The session concludes with Fellows taking the CliftonStrengths® assessment as the initial step in launching their exploration of a Strengths-based leadership approach.

Scheduling Best Practice: Where possible, Session One should be scheduled in the morning (ending around lunch time) or as the final session of the day to allow plenty of time for Fellows to print their reports and for Fellows with disabilities who require extra time to take the assessment.

LEARNING OBJECTIVES
• Establish the expectations and code of conduct for leadership sessions
• Deepen group development
• Explore the philosophy of Ubuntu
• Complete the CliftonStrengths® assessment

SPACE/TECH/MATERIALS REQUIREMENTS

Facilitator Notes: 2–3 Facilitators for large and small group activities

This session requires additional time for pre-set up, supply preparation, and practice facilitating exercises PRIOR to conducting the session.

• Preferably two flat classrooms with flexibility to move tables/desks out of the way for large and small group work. Alternatively, a large flat outdoor area will work well for this session, keeping in mind that you will need to split the group in half for small group activities with EACH group out of sight of the other group (especially for the Corporate Dilemma exercise).
• Access to a computer lab or tables/desks where Fellows can use laptops or computers to take the CliftonStrengths® assessment during the final hour
  • If the assessment will not be offered in a computer lab, Fellows should bring their laptops or tablets to access the CliftonStrengths® assessment
  • Leadership Development and Action Plan workbooks for distribution to Fellows
• Group activity supplies as provided and listed at the end of this session

ADA Considerations:
• Fellows who are blind/low vision or who need assistance taking the online CliftonStrengths® assessment will need to set up their account and have the timer turned off prior to the start of the session (see instructions at the end of this session).
• Fellows who need assistive technology to complete the assessment should bring their IREX-provided laptop to the session.
• Review adaptations noted for each activity.
SESSION ONE OUTLINE

I. Welcome & Introduction (10 minutes)
   • Framework of leadership sessions
   • Group expectations

II. Large Group Exercises (40 minutes)
   • “Have You Ever…?”
   • Trust Circle
   • Ready, Aim, Fire
   • Helium Hoop
   • Debrief

III. Short Break & Setup for Corporate Dilemma (10 minutes)

Facilitator Note: Both small groups will complete the Corporate Dilemma activity simultaneously, so two spaces, two setups, and two facilitators are needed.

IV. Small Group Challenge: Corporate Dilemma (45 minutes)
   • Corporate Dilemma Activity
   • Corporate Dilemma Debrief

V. Large Group Debrief and Closure of Team-Building Exercises (10 minutes)

VI. Strengths Introduction & LDAP Review (10 minutes)
   • Hand out LDAP workbooks to Fellows
   • Overview of Strengths assessment and link to CLC overall
   • Identify homework/sections in LDAP to review before the next session
   • Remind Fellows that LDAPs are needed for each CLC session

VII. CliftonStrengths® Assessment (40–45 minutes)

VIII. Facilitator Reference Materials
**PART II: COMMON LEADERSHIP CURRICULUM SESSIONS**

**FACILITATION STEP-BY-STEP GUIDE**

I. **Welcome & Introduction (10 minutes)**

Framework of leadership sessions:
- Weekly leadership modules are integrated with all classroom work, site visits, and cultural experiences that comprise the Fellowship.
- Leadership sessions will blend professional instruction with hands-on activities that are intended to put learning into practice. Fellows will be learning by doing as much as possible, which means challenging themselves at times to step outside their comfort zones or take time for critical self-reflection. This approach requires a great deal of trust among the group and an openness to learning new things in new ways.
- Material explored in the weekly leadership sessions will have implications for work and experiences outside the classroom. Encourage Fellows to seek out opportunities to apply this knowledge and bring their observations back to each session.

Group expectations:
- Leadership sessions are a space for collaboration and shared learning, not interpersonal competition. Egos should be checked at the door. All Fellows have equal potential to learn from and contribute to these sessions.
- **Full Value Contract**: Agreeing to value and respect each person for all potential contributions (physical, intellectual, and emotional, including full self-valuation).
- **Challenge by Choice**: Fellows will be asked to challenge themselves, but they are free to choose their own level of challenge; it will not be insisted that they participate in any way they choose not to. However, everyone is encouraged to step outside their comfort zone, understanding that doing so may inspire transformative learning.
- Remind Fellows to show up each week ready to be fully present (in both body and mind). Cell phones and electronics should be off, and homework assignments, where applicable, must be completed prior to each session so that everyone can fully benefit from instruction.
- Fellows should bring their LDAP workbook to each CLC session.

II. **Large Group Exercises (40 minutes)**

- **“Have You Ever...?” (5 min)**

  **Description/Purpose**: This large group icebreaker/energizer begins the process of sharing who Fellows are/learning about others, and sets the tone for having fun together and supporting each other.

  **Safety Considerations**: Instruct Fellows to walk, not run.
ADA Considerations: Remind the group to allow a moment for everyone to receive the information before moving into the center. ASL interpreters should stand inside the circle facing their Fellows. Blind/low vision Fellows may need someone to guide them.

Directions:
1. Fellows form a large circle. Call out “Have you ever…” for a variety of experiences. Those who have had that experience come into the center and give each other “high fives.”
2. Fellows still in the circle clap to acknowledge what has been shared.
3. Once everyone returns to the circle, call out another topic.
4. Possible concluding comment: “Being lost in the woods is an example of how some of these activities represent our larger experience and purpose. If you have been lost in the woods, it means that you were willing to take a risk and take yourself into uncharted territory. You learn a lot from being lost, etc.”
5. Thank Fellows for sharing what they did.

Have You Ever…?
- Climbed a tree?
- Dropped your mobile phone in water?
- Milked a goat or a cow?
- Borrowed something from a friend and broken or lost it?
- Been without your mobile phone for more than a week?
- Moved to a country where you didn’t know the language?
- Forgotten a friend’s name when introducing him or her?
- Saved someone’s life?
- Attended a cultural or music festival?
- Helped with a birth?
- Been chased by an animal bigger than you?
- Been lost in the woods?
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

- **Trust Circle** (10 minutes)

  **Description/Purpose:** This simple yet powerful activity brings the group together in a way that requires independence, support, and trust. It also begins the process of deriving meaning from group actions through reflection and metaphor.

  **Safety Considerations:** Coordinate each round with a slow countdown (e.g., “ready, steady, lean”). Do not allow the group to hold their off-balance position more than five seconds. Anticipate unsafe collapse and call the group back to standing immediately if necessary. Remind them on round three to “lean slowly.” Any collapse is typically slow. Soft ground is best, but not necessary.

  Rope or webbing must be strong enough to support the size of the group, and the knot must be secure—if it breaks, serious injury can result. We recommend 75 feet of 1” flat webbing for 25-30 people.

  **ADA Considerations:** ASL interpreters should stand inside the circle facing their Fellows. Fellows with limited mobility or limited use of their hands/arms can participate in this exercise to the extent they are able. Wheelchair users can roll backward and forward. The facilitator or another team member should stand near Fellows with mobility issues to ensure safety and provide assistance quickly if needed.

  **Equipment and Setup:**
  - Tie ~75-feet of 1” flat webbing securely in a circle using a water knot
  - Lay the loop of rope/webbing in a large circle on the ground

  **Water Knot Instructions**

  1. Make a loop with the blue strap
  2. Pass the end through it
  3. Semi-tighten & pass the red strap through the knot
  4. Pass the red end to the back
  5. Pass it through the frontal wrap of the blue knot
  6. Tighten both the ends
  7. The knot is made


  Photo taken from 101knots.com
Directions:
1. All participants stand around the circle of webbing. Lead the group to sit down, pause, then stand up by holding onto the webbing and using the strength of the group for support. 
   *Note:* Participants should not push off the ground.
2. Provide brief observations of success/assistance/team support.
3. Have the group count off by twos. Instruct all ones to lean forward and all twos to lean backward, indicating when they should begin. Have participants then reverse positions, anticipating some wobbles. Bring the group back to vertical after a few seconds of holding each position.
4. Provide brief observations again, per step #2.
5. Guide individuals to think about their natural style of leadership.
   - Instructing participants not to share their choice out loud, ask: “Do you lead from the front, or do you lead from behind? Are you always at the front with new ideas, or do you tend to seek out the will of the group and help to clarify that will?” Instruct all those who identify as leading from the front, on your count, to lean forward as far as they can, and all those who identify as leading from behind to lean back as far as they can. Instruct them to lean slowly.

Debrief:
- Metaphor: It is easy to all be pulling the same direction, and not so hard to support each other when there is known balance of different styles and strengths. However, it is much harder to be an effective team when you don’t know others’ strengths.
- Did anyone change their action at the last minute to help avoid a collapse? This is the kind of person you want on your team: someone willing to do whatever is necessary for the success of the group regardless of initial instincts.
- *Ready, Aim, Fire* (10 minutes)

**Description/Purpose:** In this fun teambuilder, Fellows verbally direct a blindfolded partner to throw balls at other teams in order to knock them “out.” The exercise requires that participants rely on their partners and practice good communication in order to succeed. It also teaches the importance of taking time to reflect on prior experience when facing challenges.

**Safety Considerations:** Make sure that partners without blindfolds recognize that they are responsible for the safety of their blindfolded partners. There should be no running during the activity.

**ADA Considerations:** Fellows who are deaf or unable to throw a ball should NOT be blindfolded. Deaf Fellows can choose to voice instructions themselves or to have their interpreters voice for them. Blind/low vision participants should take the blindfolded role (after first being asked if they would like to wear a blindfold).
Equipment:
- Large loop of rope/webbing (the same one used for the Trust Circle)
- One blindfold per pair (e.g., 15 for a group of 30)
- 25 – 30 lightweight balls

Setup:
- Lay the loop of rope/webbing in a circle on the ground

Directions:
1. Have participants find a partner. If there is an odd number, consider having the second facilitator join the group.
2. Instruct Fellows to stand next to their partners on the outer edges of the circle.
3. Explain that this is an exercise of trust – but also a bit of fun competition!
4. Give each pair a blindfold, allowing them to choose which partner will be blindfolded for the duration of the exercise.
5. Once partners are blindfolded, scatter the balls into the circle, making sure to spread them out.
6. On the facilitator’s signal, partners without a blindfold (the “guides”) will VERBALLY guide their blindfolded partners into the circle (without touching them OR the balls on the ground). Partners can stay together but they cannot touch one another.
7. Guides should direct their blindfolded partners toward balls on the ground. When blindfolded partners pick up a ball, guides should give verbal directions to help them aim for other blindfolded participants. If the ball hits another blindfolded participant, the team that was hit is “out” and they exit the circle.
8. In this first round, once a team is “out,” tell Fellows they have three options:
   - They can swap their blindfold and play with the roles reversed;
   - They can keep their original roles and play again; or
   - They can watch from outside the circle until the round is over.
9. The first round will likely be chaotic. After a few minutes of allowing most teams to have a chance to switch roles if they want to, call the round.
10. Let the Fellows know that this was the “practice round.” This round, there is no going back into the circle once your team is “out.” Partners may take one minute to plan their strategy and decide who will be blindfolded.
11. When teams have their blindfolds in place, rearrange the balls in the middle. Remind Fellows that they may not touch their partners, but they may use other strategies to protect them. Teams must immediately leave the circle once they are “out,” but they should cheer on the rest of the teams from the sidelines.
12. On the facilitator’s signal, the teams head into the circle and play until only one team remains.

Facilitator Note: At the end of this activity, have partners stand across from each other in two lines. These lines will form the two teams for the next activity.
• **Helium Hoop** (10 minutes)

**Description/Purpose:** This is a seemingly simple problem which can either go quickly or take a very long time, depending upon the communication and teamwork of the group. If the group is struggling, provide feedback on how they can be more effective. This activity can also be a good measure for group self-assessment.

**ADA Considerations:** This activity is accessible for all as long as you remain vigilant in requiring communication and flexibility. In a group with deaf Fellows, the activity can also be completed in silence with an optional break partway through for the team to strategize with an interpreter present. Ask participants with mobility disabilities to confirm their individual level of comfort and ability. If some participants are unable to crouch low to the ground, start from a height that is accessible for everyone; for example, set the hoop on a small table in the center of the circle. Participants who cannot raise their arms can serve as advisors and help lead the debrief.

**Equipment:**
- 4 Hula Hoops

**Setup:**
- Combine Fellow pairs from the previous exercise into four small groups (3 small groups of 6 and 1 small group of 7)

**Directions:**

**Note:** For this exercise, it is helpful to provide instructions before putting the hoop on the ground.

1. Share the Challenge: The group will raise a hula hoop to shoulder height, then lower it, with each person holding only one finger under the hoop. No one may lose contact. **Note:** If everyone doesn’t fit around the hoop, Fellows can take turns being observers who can give advice from a different perspective.

2. Have the group crouch shoulder-to-shoulder around a hula hoop placed on the ground. Instruct each group member to extend an index finger under the hula hoop to support it while you hold the hoop steady. Participants may not grasp the hoop with their fingers, only support it from underneath.

3. Explain that the group must raise the hoop to shoulder height as they move into a standing position without anyone losing contact with the hoop.

4. Once the instructions are understood, let go and step back. Typically, the hoop will rise up and out of control as everyone tries to maintain contact.

5. The group should repeat the exercise until they are satisfied. Ask the group to then lower the hoop back to the ground using the same rules.
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

- **Debrief of Large Group Exercises** (5 minutes)
  - Examine concepts of blaming, empathy, communication, ideas of success, and common goals.
  - What happened? What interfered with success? When was there failure and was there blame assigned? What did someone else do to help you out?

III. **Short Break & Setup for Corporate Dilemma (10 minutes)**

Before the break, assign two Helium Hoop groups as one team and the other two Helium Hoop groups as another team. Fellows will continue after the break in those two groups of 12 or 13.

You will need approximately 5–10 minutes to set up for the next activity. While not a complex setup, participants should not see the setup prior to the activity. Ask Fellows to spend their break in a separate area. At the end of the break, meet Fellows outside the room(s) or the activity area(s) to provide instructions.

IV. **Small Group Challenge: Corporate Dilemma (45 minutes)**

**Facilitator Note:** Each group of 12 or 13 Fellows should do this activity in a unique space so as not to overlap or be seen by the other small group.

**Description/Purpose:** This is a complex initiative, especially useful for highlighting issues of leadership, collaboration and communication. This activity relates directly to organizational structures and function, and serves as a useful metaphor for building bridges within organizations and communities.

**Facilitator Note:** Groups may not be able to complete the challenge. That is okay. End no later than 35 minutes into the exercise – you will have plenty to debrief even if they were unsuccessful in the end.

**ADA Considerations:** Blind/low vision participants should participate in Group #3; do not place them in Groups #1 or #2. Deaf participants may be in Groups #1 or #2, but not in Group #3. Participants who are unable to throw may be in Groups #1 or #2, but not in Group #3. An interpreter for deaf Fellows must be careful to sign only necessary conversation without sharing too much of what is going on in other Groups (unless specifically requested by the participant). Participants with a mobility disability may be in any Group; allow them to move as necessary between islands without requiring them to step on the carpet.

**Activity Summary for FACILITATOR:** The step-by-step flow for the facilitation of the exercise follows under “Directions to the Group.”

- Each group of 12 or 13 Fellows is divided into three subgroups which represent different levels within an organization. Each subgroup will only know its own role and instructions for their part of the exercise.
- Each subgroup is placed on a separate “island,” representing the unintentional “islands” within organizations that impede communication. These “islands” are marked on the ground with a ring of rope (or similar) so Fellows can see or feel the boundary they must stay within.
- The overall goal is for the entire group of 12 or 13 to end up in the same place, but this is only possible if participants look beyond their own islands and work together. *It is NOT your role to help them understand this aspect of the challenge.*
- One of the three subgroups is blindfolded and another is muted throughout the entire exercise.
• Each subgroup is briefed on their role separately and given a separate set of instructions and specific tasks to complete at the beginning of the exercise.

**Facilitator Note:** This is a difficult exercise for participants to complete successfully, and some people may remain blindfolded for a long time. Therefore, ask for volunteers instead of randomly assigning blindfolds. **Do not share anything else about the activity at the beginning — the hardest part of facilitating this exercise is not giving too much information or support.**

**Equipment:** This list is for each group of 12 or 13 Fellows. Two complete sets of equipment will be supplied to each Institute, since both groups are meant to engage in the activity simultaneously.

**For each Corporate Dilemma setup:**
• A reasonably straight and clear distance of 40–50 feet and an initial gathering area for the group outside the activity site (e.g., a hallway outside the room)
• 3 lengths of material to mark the “islands.” **Group #3 has a three-dimensional webbing boundary for their island, as participants will be blind and will have to feel the boundary.** Other “islands” will be marked with tape, since these groups can see. **If you are working outside, Institute hosts will need to find 2 more sections of rope to build island boundaries.**
  • Island #1: ~24-foot circumference
  • Island #2: ~21-foot circumference
  • Island #3: ~18-foot circumference
• 5 “Bridges:” Strips of carpet (stored initially on Island #2) to span the ~14-foot distance between each island
• 1 five-gallon utility bucket
• 4–5 soft balls
• 4 dice
• 1 copy of the Group #1 word/figure puzzles, with 1 facilitator answer guide for the facilitator only (see the end of Session One for these handouts)
• 2 pencils or pens for Group #1
• Blindfolds for everyone in Group #3 (5 max)
• 1 printed handout for each group that explains their instructions for the exercise. **Group #3 will receive their instructions from you verbally.**

**Setup:** Create three “islands,” using the diagram provided for an example of “island” sizing and placement. Islands should decrease in size, with Group #1 claiming the largest island, and Group #3 claiming the smallest. **If you are working with wheelchair users, increase the size of the “islands” appropriately.** Islands should be set out in a straight line separated by approximately 14 feet, making it difficult for team members on Island #1 to see what is happening on Island #3.
• Place props on Island #1 (2 writing utensils, 4 dice, and 1 copy of the word/visual puzzles).
• Place the 5 carpet strip “bridges” next to Island #2.
• Place 4–5 small balls on Island #3.
• Place the bucket approximately 5 feet from Island #3, slightly behind and off to the side of the island. If placed in a straight line behind the island, the task will be too hard because no one in the other groups will be able to see what is going on; if it is too much to the side, the task is too easy.

Note: Group instructions and puzzles for Group #1 are included at the end of this section.

SETUP DIAGRAM

#1 Managing Directors
Island #1 needs to hold the entire group; Islands #2 and #3 are smaller. Islands are set approximately 12-14 feet apart — the distance of 5 carpet strips with space between each strip.

#2 Middle Management (Muted Group)
Carpet Strips

#3 New Employees (Blindfolded Group)
Fleece Balls

1 Bucket 5' from circle
Getting Started: Directions to the Group

(Each group of 12 or 13 Fellows should do this activity in a unique space so as not to overlap or be seen by the other group.)

1. Ask the group to divide themselves into three relatively equal subgroups. Explain that one group will be blindfolded until completion of the activity, and ask for a group to volunteer for this role. This will be Group #3. **Note:** Group #3 does not have to put on their blindfolds until they are ready to be led to the activity site. **Note:** Remember to review the ADA considerations about which groups (1, 2, or 3) are best suited to those who are blind or deaf.

2. Bring each subgroup into the exercise location one at a time:
   - Take one of the non-blindfolded groups and lead them to Island #1. Once inside their “island,” hand them the written instruction sheet for Group #1 and tell them they are to read it and begin their tasks. Remind them they are not allowed to leave their “island.”
   - Return to the meeting area and take the other non-blindfolded group to Island #2. Provide them with the instructions for Group #2, which start with the fact that they are to make no vocal sounds whatsoever. **“Point to this instruction, rather than allowing Group #1 to overhear this information.”**
   - Return to the meeting area, ask Group #3 to put on their blindfolds, and lead them to Island #3. With your back to the other groups, quietly read their instructions so as not to be overheard by other groups. **“Do not explain Group #3’s directions beyond the written text.”**

**Facilitator Note:** Once groups are in their respective islands, make sure to monitor the activity, ensuring groups follow their rules and doling out earned resources according to the guidelines below. You should, however, limit additional instructions – groups are meant to figure out the activity’s full rules and lessons by working together.

**Monitoring the Activity:**
- If Group #3 successfully tosses a ball into the bucket, Group #2 may extend the “bridges” between islands and assist Group #3 across to their island and onward. Blindfolded group members must stay on the bridge and step over any gaps in the bridge sections so as not to touch the ground.
- If Group #1 solves a set of puzzles, give a ball to Group #3 by discreetly placing a ball near or in their island. Do not point out to Group #1 that they earned this for Group #3; it is up to them to observe these connections. Use your discretion as to how many puzzles must be complete before awarding a new ball to Group #3. Consider how the activity is going and balance available time, frustration levels, etc. As a guideline, you may require completion of at least 4–5 small puzzles, or one very difficult puzzle before awarding a ball.
- Stay attuned to the group during this whole exercise, moving from island to island to understand overarching dynamics and taking notes for the debrief.
- Monitor the clock to leave enough time for debrief (typically the most valuable aspect of this activity).
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

- You may ask leading questions, gesture, or provide small hints ONLY if you are short on time or believe doing so is necessary for the group to succeed. Note: It is okay if the group is unable to complete the challenge in the time given, but you will need to be attuned to some participants’ frustration levels and desire to simply “flee.”
- Expect frustration, but hope for “aha!” moments.

Navigating Likely Challenges:
- Some participants may want to “sacrifice” themselves by leaving their island to help others. This is not allowed; those who leave their island will be both blindfolded and muted and placed in Group #3.
- If some participants are so frustrated or disengaged that they remove themselves or want to give up, approach them quietly and ask a few leading questions to help them re-engage.
- Use your discretion in how much assistance you provide. It may be necessary to reassure people, clear up major confusion, or generally support the group or individuals. Keep in mind that this exercise can be an extremely frustrating experience for Groups #2 and #3 in particular.

Debriefing Corporate Dilemma Activity (10 minutes):
1. End the activity after no more than 35 minutes so you have enough time to debrief the challenge.
2. Begin the debrief by walking everyone through the exercise so all participants understand each group’s role and limitations.
3. Let each group describe what happened and how they completed (or were unable to complete) their respective tasks.
4. Examine the following metaphors with the group:
   - This exercise mirrors an organization trying to complete a task. Fellows may find it resonates with them in terms of their own experiences within bureaucratic organizations.
     - New members often don’t know enough about organizational culture and are unsure what they are allowed to do, while middle managers are often caught up in authorizations. Both new employees and middle managers can feel powerless, lacking the information or resources to advance their goals. Managers are sometimes more focused on outside demands that do not necessarily help the organization achieve its goals, and typically disassociate themselves from lower-level employees.
   - The “islands” in this exercise represent the isolation and lack of mobility often present in organizational structures. The “bridges” represent connection points which can unite different parts of an organization. Discuss with Fellows ways to create bridges in their own organizations.
   - Discuss the concept of Ubuntu and how we can accomplish nothing as individuals or as a society if we place ourselves on “islands” and fail to account for the needs and capabilities of others.
   - Note: Fellows will very likely identify with and be able to speak to the relevance of this exercise. Allow them the space to contribute freely.

Other Possible Small Group Debriefing Questions:
- How far have you come as a group today? Ask for everyone to rate this question on a scale from 1–3 by raising fingers. Ask for volunteers to explain their ratings.
- Give an example of how your communication has evolved today.
- Give an example of when you felt respected today.
- Give an example of when you felt uncomfortable or overly challenged today.
• Give an example of what this group does well.
• What encouraged you today and allowed you to be more engaged, challenge yourself more than expected, or have a voice?
• Where did you see your own leadership strengths expressed?
• Moving forward, what areas of leadership development would you like to work on?
• What are some other individual take-aways from this exercise?

V. Large Group Debrief and Closure of Team-Building Exercises (10 minutes)

ADA Considerations: Blind/low vision participants may need a guide. Clearly describe in which direction Fellows should move from their starting point. Allow enough time for ASL interpreters to convey each question so that deaf Fellows can position themselves.

Bring the full cohort back together into a horseshoe shape, placing yourself at the open end. Tell Fellows which end is the lower end, and which is the higher end. Ask the following questions and have Fellows place themselves in the horseshoe “line” according to:

• How much trust have you developed with this group today? Would you trust your teammates to save you a seat (one end), or with your life (the other end)?
• To what degree did you feel valued today?
• How well do you think people got to know you today?
• How close did you get today to performing at your best?

Facilitator Closure: Ubuntu

Considering the philosophy of Ubuntu, where “a person is a person through other people” and the lines between self and community are blurred:

• When did you see yourself or other Fellows practicing Ubuntu during today’s activities?
• Why is it important to focus our leadership on collective success rather than individual success?

• Short Break (10 minutes)

Use this time to reset the room or move the group to where they will complete the online CliftonStrengths® assessment.
VI. Strengths Introduction & LDAP Review (10 minutes)

Give each Fellow a copy of the LDAP, explaining its use as a workbook to help guide curriculum engagement and the necessity of bringing it to each CLC session. Fellows should write their names on their LDAPs so they can be returned if lost.

Fellows can follow along with the “Why CliftonStrengths®?” overview on page 5 in the LDAP.

• Why CliftonStrengths®?

Discuss the following with Fellows:

This assessment can help you:

• Discover your greatest natural talents and how to best apply them at work;
• Improve your performance and increase your learning by making the most of your talents;
• Heighten your awareness of others’ talents in the workplace;
• Strategically determine a rewarding career path based on your unique talents; and
• Maximize your potential by building on your talents rather than focusing on your weaknesses.

As you learn more about the 34 CliftonStrengths® themes over the next several weeks, remember that each of us has the potential to access all the themes. Our Top 5 Strengths come to us naturally given our talents, but we are able to access both supporting and broader Strengths through intentional practice and effort.

Throughout the Common Leadership Curriculum, we will focus on your Top 5 Strengths, those which give you the greatest chance of providing consistently high-quality performance. While you do have talents far beyond your Top 5, Gallup’s research has shown that the top achievers focus on their most dominant areas of talent. We encourage you to take this approach as you begin your Strengths journey; attempting to focus on too many themes will dilute your attention and results.

Facilitator Note: Fellows are provided the link and a unique login code to take the CliftonStrengths® assessment. As each code can only be used 25 times, Fellows should be instructed not to create a second account to retake the assessment.

The assessment should take 30–45 minutes. Upon completion, each Fellow will receive a Signature Themes Report with their Top 5 Strengths and a personalized Strengths Insights Report. Fellows should print both reports when they complete the assessment or save electronic copies to be printed before Session Two.

Fellows who have previously completed the assessment may access their reports via the Gallup site, or they may opt to retake the assessment. Inform Fellows that while results typically don’t change significantly over a short period of time, some Strengths may become more or less prominent based on recent personal/professional experiences.

Review Homework:

Prior to the next CLC session:

• Read your Strengths reports, both Signature Themes and Strengths Insights
• Complete the Strengths reflection questions (see LDAP pages 5–7)
• Review the CliftonStrengths® 34 Themes overview (see LDAP page 8)
• Circle the Top 5 Strengths identified in your report
  • Place a star next to an additional 5 themes that often show up for you and are easy to access (combined, these 10 make up your dominant talents)
  • Place a checkmark next to themes that sometimes show up for you (otherwise known as your supporting talents)
  • Place an X next to themes that rarely show up for you or require a lot of effort (lesser talents)
• OPTIONAL: Complete the Leadership & Ubuntu reflection exercise on page 10 of the LDAP

ADA Instructions:
Gallup allows the timer to be turned off for individuals with disabilities who need additional time to complete the assessment, such as individuals who are blind/low vision or those who have limited use of their hands/arms. The assessment is also compatible with screen reader technology.

Prior to the start of the session:
1. Ensure Fellows complete steps 1–3 above to create their accounts.
2. Call Gallup Customer Service at 888-274-5447 and provide the usernames for the accounts that will need the timer turned off.

Once the timer is turned off, Fellows can complete step 4. If Fellows need assistive technology to complete the assessment, they may use their IREX-provided laptop or a personal device with the appropriate technology.

VII. CliftonStrengths® Assessment (40–45 minutes)
Provide Fellows with the following instructions to access the CliftonStrengths® assessment:
2. Click “Redeem Code” in the top right corner, enter the IREX-provided access code, and click “Continue.”
3. Follow the onscreen instructions to create a Gallup Strengths Center account.
4. Once registered, you will be able to take the CliftonStrengths® assessment, which will take approximately 45 minutes to complete.
   Note: Fellows may complete the assessment in the available language of their choice.
5. Print your Signature Themes and Strengths Insights reports or save an electronic copy so that they can be printed for use in Session Two.
6. Once you are done, you may leave. As you do so, please be quiet and mindful of others still completing their assessment.
## VIII. Facilitator Reference Materials

### SESSION ONE SUPPLY LIST BY ACTIVITY

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUPPLIES CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust Circle</td>
<td>☐ 75 ft of 1&quot; flat webbing</td>
</tr>
</tbody>
</table>
| Ready, Aim, Fire        | ☐ 25–30 lightweight balls  
                          | ☐ 15 blindfolds |
| Helium Hoop             | ☐ 4 Hula Hoops |
| Corporate Dilemma       | ☐ 2 large, flat rooms with ~40–50 feet of empty space and an initial gathering area outside (e.g., a hallway). **Note:** These rooms should provide private space so that the two groups cannot see each other and cannot see the setup beforehand.  
                          | ☐ 1 tape measure (for room setup)  
                          | ☐ 2 lengths of clothesline (or comparable rope) for Island #3, ~18 feet each (1 per group)  
                          | ☐ 2 rolls of masking tape for marking out boundaries (Islands #1 and #2)  
                          | **Note:** For groups working outside, Institute hosts will need to find 2 more sections of rope for each group:  
                          | • Island #1: ~24-foot circumference  
                          | • Island #2: ~21-foot circumference  
                          | ☐ 10 carpet strips to constitute “bridges:” (5 per group), 6" wide x 26" long  
                          | ☐ 2 buckets (e.g., 5-gallon utility bucket; must be heavy enough not to tip over if it gets hit with a ball) (1 per group)  
                          | ☐ 10 soft balls (5 per group) **Note:** You can reuse some of the fleece balls used in “Ready, Aim, Fire.”  
                          | ☐ 8 dice (4 per group)  
                          | ☐ 2 sets of word/figure puzzles for “Corporate Dilemma,” with 2 sets of Facilitator answers (see page 35, 1 per group)  
                          | ☐ 10 blindfolds (5 per group)  
                          | ☐ 2 copies of handouts of specific instructions for Groups #1 and #2 (1 per group) |
| CliftonStrengths®       | ☐ 1 computer lab or classroom with tables and power outlets  
                          | **Note:** Fellows should bring their own laptops or tablets if a computer lab is not used or if a limited number of computers are available.  
                          | ☐ Institute-specific login code (*valid only for 25 assessments*)  
                          | ☐ 25 Leadership Development and Action Plan workbooks (LDAPs) |
INSTRUCTION SHEETS FOR CORPORATE DILEMMA EXERCISE

Group #1

You are the organization’s Managing Directors.

Your objective:
To achieve the organization’s goals by getting everyone onto your island. In addition, you must work on the following tasks:

- Solve the word/figure puzzles.
- Solving puzzles may help Group #3
- Throw three pairs of sixes with the dice

Guidelines:

- You may not move any part of your island.
- No one may touch the ground outside the island.

Group #2

You are members of middle management in the organization.

From this moment forward you are all mute (unable to speak or make any mouth noises) and you must remain so until the overall organization’s goals are achieved.

Your objectives:

- To assist the new employees, who are blindfolded, in completing their task.
- To achieve the organization’s goal of getting all members to the same place.

Resources:
The “bridges” (carpet strips) to span between islands.

Guidelines:

- You may not make any verbal or mouth sounds whatsoever.
- You may only utilize the “bridges” (carpet strips) that have been provided.
- You may not touch the “bridges” until the new employees (the blindfolded group) have completed their task.
- No one else may handle the “bridges” except members of your group.
- None of the islands may be moved.
- No one may touch the ground outside the islands — even when on the “bridges.”
  - You will need to assist your blindfolded colleagues.
- You may not touch anything that has been given to any other group.
Group #3

Facilitator READS these to the blindfolded group before bringing them into the exercise.

You are new employees in the organization.

Your objective:
- To get at least one ball into the bucket.
- To get to the same place as the rest of the organization.

Guidelines:
- You must remain blindfolded until the completion of the activity.
- You may not step off your island.
### GROUP 1 WORD PUZZLES

<table>
<thead>
<tr>
<th>Puzzle</th>
<th>Clues</th>
</tr>
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<tbody>
<tr>
<td><strong>LUCKY</strong></td>
<td><strong>GOLF</strong></td>
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<tr>
<td><strong>PLOT</strong></td>
<td><strong>BAE</strong></td>
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### PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

#### 301

Drawing only two straight lines, make a box out of the number below.

| 3 | 0 | 1 |

#### FIVE TRIANGLES

Move only five of the nine lines below and create five triangles from this one?

```
A
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B   I
/_____
C   H
/  \\
D   F
/_____
F
```

#### NINE LINES

There are six lines on this page. By drawing five new lines, make a total of nine.

- | - | - |

#### THE BOX LOCK

Connect all the dots by drawing only four straight lines. Once you begin drawing, you may not lift your pen off the paper.

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#### PIE PIECES

Drawing only three lines, divide this circle into eight sections.
SQUARELY
How many squares are there in the figure below?

AFTER BASIC COUNTING
Why are the numbers listed below in the “proper” sequence?

8 5 4 9 1 7 6 3 2 0

6 FROM 9
Draw only one line and make the number 6 from the Roman Numeral IX (9).

IX

TWO SQUARES
Draw only two squares. The end result should be that each dot is in a separate space, i.e., no two dots should be inside a set of lines.

VOLUME, VOLUME, VOLUME
You have only two containers available. One holds exactly three liters, the other holds exactly five liters.

There are no other props or materials available to assist you in creating a solution.

Using only the two containers, how can you measure exactly four liters of liquid, not a drop more or less.
# GROUP 1 WORD PUZZLE ANSWER KEY

## PUZZLE

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<td>LUCKY BREAK / LUCK SPLIT</td>
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<td>BERMUDA TRIANGLE</td>
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<td>LUCKY BOX</td>
<td>RIGHT IN THE MIDDLE OF THE DAY</td>
<td>UNHAPPY WITHOUT YOU “U”</td>
<td>SEARCH HIGH AND LOW</td>
<td>RUNNING IN CIRCLES RUNNING AROUND</td>
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<td>1 A B D E</td>
<td>U P IN THE AIR</td>
<td>H O L E I N O N E</td>
<td>3 W I S E M E N</td>
<td>S I X F E E T U N D E R</td>
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Mandela Washington Fellowship for Young African Leaders
301
Drawing only two straight lines, make a box out of the number below.

FIVE TRIANGLES
Move only five of the nine lines below and create five triangles from this one?

NINE LINES
There are six lines on this page. By drawing five new lines, make a total of nine.

THE BOX LOCK
Connect all the dots by drawing only four straight lines. Once you begin drawing, you may not lift your pen off the paper.

PIE PIECES
Drawing only three lines, divide this circle into eight sections.
### SQUARELY

How many squares are there in the figure below?

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4 by 4 = 16 + 9 + 4 + 1 = 30

### AFTER BASIC COUNTING

Why are the numbers listed below in the “proper” sequence?

| 8 | 5 | 4 | 9 | 1 | 7 | 6 | 3 | 2 | 0 |

Alphabetical Order

Eight Five Four Nine One Seven Six Three Two Zero

### 6 FROM 9

Draw only one line and make the number 6 from the Roman Numeral IX (9).

**SIX**

### TWO SQUARES

Draw only two squares. The end result should be that each dot is in a separate space, i.e., no two dots should be inside a set of lines.

![Diagram of two squares](image)

### VOLUME, VOLUME, VOLUME

You have only two containers available. One holds exactly three liters, the other hold exactly five liters.

There are no other props or materials available to assist you in creating a solution.

Using only the two containers, how can you measure exactly four liters of liquid, not a drop more or less.

1. Fill the 5 liter container with water.
2. Pour water from the 5 liter container to the 3 liter container (2 liters will remain in the 5 liter container).
3. Empty the water from the 3 liter container.
4. Pour the 2 liters of water that remain in the 5 liter container into the now empty 3 liter container.
5. Fill the 5 liter container with water. Pour water from the 5 liter container, into the 3 liter container.
6. The remaining water in the 5 liter container will be 4 liters.
SESSION TWO – UNDERSTANDING YOUR STRENGTHS & THE STRENGTHS-BASED APPROACH
Session Two
Understanding Your Strengths & the Strengths-Based Approach

Fellows will be introduced to an approach that can inspire and maximize individual and organizational growth. In this session, Fellows will actively explore their individual Strengths and acquire the means to comfortably talk about their Strengths in the context of the relationships they build and the work they do.

LEARNING OBJECTIVES

• Enhance awareness of one’s own Strengths
• Relate your Strengths to those of others

SPACE/TECH/MATERIALS REQUIREMENTS

• Classroom space with tables or desks for Fellows
• Nametags
• Table tents
• Flipchart paper
• Markers
• Session Two PowerPoint
• Fellows bring their LDAPs and their Signature Themes and Strengths Insights reports
SESSION TWO OUTLINE

I. Welcome & Introduction (10 minutes)
   • Defining Talent and Strength

II. Introduction to Strengths (40 minutes)
   • Looking at What is Right
   • Why Take a Strengths-Based Approach?
   • Where Do I Land?

III. Decoding & Understanding Your Strengths (120 minutes)
   • Turning Talents into Strengths
     • Introduction
     • 5 Clues to Talent
     • Creating a Strengths Development Plan
   Short Break
   • Contributions and Needs of Foundational Strengths
   • Introduction to the Four Domains
   • Targeting Your Domain Intensity

IV. Wrap-Up (10 minutes)

V. Facilitator Reference Materials
FACILITATION STEP-BY-STEP GUIDE

I. Welcome & Introduction (10 minutes)

Setup: Place markers and a table tent at each seat.

ADA Considerations: For Fellows who are blind/low vision or who have difficulty writing, identify someone to assist with making their table tent.

1. Introduce yourself to the group. This may include the following:
   - Who you are and where you’re from
   - Credentials
   - Experience with Strengths
   - Experience with YALI or the Mandela Washington Fellowship

2. If Fellows are not wearing nametags, ask them to write their names on a provided nametag.

3. Ask Fellows to write their names and their Top 5 Strengths on the tabletop name plates.

4. Share a brief overview of this session and what Fellows can expect to learn:
   - Actively explore their individual Strengths in the context of the relationships they build and the work they do
   - Spend time reflecting on their Strengths
   - Become comfortable talking about their Strengths
   - Enhance their understanding of other Fellows in their cohort
1. Before beginning the curriculum, briefly review the group expectations above. Remind Fellows that “full participation” includes unplugging from all tech devices and trying all activities.

2. Ask Fellows to share with a partner their definitions of “talent” (1–2 minutes).
   - Ask 2–3 Fellows to share their definitions with the group.
   - **Comment:** People often think about talent in terms of artists, musicians, dancers, or sports stars. While these individuals certainly exhibit exceptional talents, Gallup’s work focuses on talents that we use in our daily lives.

3. Repeat this process, asking Fellows to define “strength” (1–2 minutes).
   - Ask 2–3 Fellows to share their definitions with the group.
   - **Comment:** Moving forward, “strength” will be defined as a talent that one has developed by adding skills, knowledge and practice. It becomes something you are consistently good at doing and something that excites, engages, and energizes you and those around you.
II. **Introduction to Strengths** (40 minutes)

- **Looking at What is Right** (10 minutes)

1. Read the quote from the slide out loud.
2. Discuss Einstein’s statement with the Fellows, using the following prompts as guides:
   - Have you ever been asked to do something that felt unnatural to you?
   - Have you ever been asked to do something that was easy and energizing for you?
3. Instruct Fellows to take a moment and write their names with their dominant hands.
   - Note the ease and familiarity of this exercise.
   - Next, instruct Fellows to write their names with their opposite hands. Note how this was likely uncomfortable and required more concentration.
4. Remind Fellows that it is similar with talents — activities that engage our talents feel more natural and comfortable, and generally inspire greater energy and pleasure.

*Targeting Strengths*

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- Albert Einstein

**ADA Considerations:** Facilitators may use an alternate activity for cohorts that include blind/low vision Fellows or Fellows with limited use of their hands/arms.
   - Ask Fellows to partner with the person sitting next to them and take turns saying the alphabet quickly from A to Z.
   - Next, ask Fellows to take turns saying the alphabet quickly from Z to A. Note how this was likely more difficult and took more time.
5. Provide a brief introduction to Donald Clifton:

- In a world focused on deficit management, American psychologist Donald O. Clifton had the following question: “What if we study what’s right with people versus diagnosing their problems and trying to fix what’s wrong with them?”
- Over the next 50 years, Dr. Clifton studied greatness and what gives people access to greatness. He turned his passion into a company that studied strength, surrounding himself with some of the top researchers and psychologists in the world and conducting over 2 million personal interviews with the highest achievers across multiple sectors and cultures.
- His study of successful individuals revealed that talents played a key role and could develop into Strengths through investment. After identifying the most common patterns of talents and Strengths, Clifton’s team of researchers defined 34 themes, split evenly between 17 task-oriented and 17 relationship-building Strengths.
- The CliftonStrengths® approach is based on the following six principles of human nature and behavior (Chip Anderson, 2004):
  - You have a group of talents within you.
  - Your greatest talents hold the key to high achievement, success, and progress at levels of personal excellence.
  - Becoming aware of your talents builds confidence and provides a basis for achievement.
  - Learning how to develop and apply Strengths will improve your levels of achievement.
  - Each of your talents can be applied in many areas including relationships, learning, academics, leadership, service, and careers.
  - As you develop and apply Strengths, your achievements will increase, and you will experience greater and more frequent successes.
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

Targeting Strengths

“Each person’s talents are enduring and unique. Each person’s greatest room for growth is in the areas of [their] greatest strength.”

-Buckingham & Clifton, 2001

6. Read the quote from the slide out loud.

7. Ask Fellows to discuss any initial thoughts on Clifton’s quotations.

Why CliftonStrengths®?
As discussed in Session One, the CliftonStrengths® assessment can help Fellows:

• Discover their greatest natural talents and how to best apply them at work;
• Improve their performance and increase their learning by making the most of their talents;
  • Heighten their awareness of others’ talents in the workplace;
  • Strategically determine a rewarding career path based on their unique talents; and
• Maximize their potential by building their talents rather than focusing on their weaknesses.

Comment: Today, over 20 million people have taken the CliftonStrengths® assessment, the only assessment of its kind that measures the innate talents we use in problem solving, organizing work, motivating others, and building relationships every single day.

• Why Take a Strengths-Based Approach? (10 minutes)

Benefits of Applying Strengths

Research in the field of positive psychology shows that people who use their strengths more frequently…

• Are more confident
• Have higher levels of energy and vitality
• Experience less stress
• Are more resilient
• Are more likely to achieve their goals
• Perform better and are more engaged at work

(As reported by Gallup)

1. Review the slide, then ask Fellows to turn to a partner to discuss initial thoughts.
2. Discuss the value of shifting one’s paradigm from deficit management to a Strengths-based approach.

3. Highlight the personal benefits of this shift for leaders in helping them understand:
   - Who they are; and
   - How they can best contribute based on their inherent talents.

   **Strengths-Based Approach**
   - Enhances **self-awareness** and action
   - Engages and nurtures **natural tendencies** or talent
   - Inspires and maximizes individual and organizational growth
   - Focuses on what is **strong**, not what is wrong

   **Facilitator Note:** This slide will initially be blank. Following discussion, click to reveal the various responses.

4. Ask the group for thoughts on why leaders around the globe would initiate a Strengths-based focus with their teams.

5. After 2–3 responses, click to reveal the responses on slide and share the following insights:
   - The primary role of leadership is to foster positive culture and enable peak performance. Accordingly, when leaders follow a Strengths-based approach, the teams they lead experience:
     - 6x higher engagement
     - 36% higher performance (quality)
     - 43% higher productivity (quantity)
     - 83% greater likelihood to be part of a high-performing team
     - 33–50% higher financial return
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

- **Where Do I Land? – Our Similarities and Our Differences** (20 Minutes)

  **“From the Wall” Activity:**

  **Description/Purpose:** This is a Gallup-recommended approach to introducing Strengths themes.

  **Setup:** Ask Fellows to line up on one side of the room, ensuring there is room for them to move.

  **ADA Considerations:** For blind Fellows, plan if possible for tactile orientation points; for example, place three raised markers on a wall or place three desks/tables perpendicular to where all Fellows will be lining up and moving. Someone may also serve as a guide. For deaf participants, give time for ASL interpreters to finish signing before moving to next statement.

  **Directions:**

  Ask Fellows to listen to the prompts and consider their responses.

  1. **Move to the other wall if the statement sounds JUST LIKE YOU** (all your friends would agree).

  2. **Move to the center if the statement sounds SOMETIMES LIKE YOU** (others may not know this about you).

  3. **Don’t move if the statement NEVER SOUNDS LIKE YOU**.

  Once the group has moved, provide a brief description of the CliftonStrengths® theme represented by each prompt. If the group includes blind/low vision Fellows, give a verbal summary of how many people have placed themselves in each category before describing the theme.

  Encourage Fellows to notice their different reactions to each prompt.

  **Facilitator Prompts and Comments:**

  1. **I love when there are facts and figures to back up someone’s statement.**

     **Comment:** Those with the Analytical Strength need to understand things at a very deep level. They objectively examine facts and circumstance to find the root causes and effects, and then develop clear thoughts based on facts.

  2. **I am invigorated by change.**

     **Comment:** Those with Adaptability live in the moment. They remain positive and invigorated in the face of obstacles such as sudden requests or unforeseen detours.

  3. **People often call me impatient.**

     **Comment:** Impatience is a sign of Activators, catalysts with a powerful sense of urgency to turn ideas into action. They make things happen and inspire others to action along the way.
4. Whenever I play sports, I focus on winning the game.

Comment: Competition is one of the most misunderstood talents. Those with this Strength have the ability to stimulate themselves and others to a higher standard of performance, enhancing a group’s achievement by encouraging pursuit of excellence.

5. I make a list of things to do even on weekends.

Comment: This practice reflects an Achiever. Those with this Strength love to complete tasks and derive internal fulfillment from their accomplishments.

6. I ask more questions than my peers.

Comment: The Strategic Strength fosters curiosity, driving one to continually ask: “What if we tried this?” Those with this Strength have the ability to sort through unnecessary information and find the best approach through questioning.

7. I take a lot of time to think things through before making a decision.

Comment: Deliberative individuals can be misunderstood but bring a thorough and conscientious approach to decision making. When a question or decision is posed, they naturally pause, feeling that it is their duty to carefully think through options and assess risks.

8. I am known as the shoulder to cry on for my friends.

Comment: The Strength of Empathy enables one to build and form relationships with great emotional depth. Others feel understood and seek their company, particularly when they are hurting.

9. I have a small circle of devoted lifelong friends.

Comment: Relators are drawn to people they already know and trust, deriving great pleasure and strength from being around close friends. They are often the glue that holds a group of friends together.

10. My personal belongings are organized neatly.

Comment: This is the Strength of Discipline in action. Those with this Strength thrive in an organized and orderly environment, naturally establishing routines/processes and following those plans carefully.

11. I love to tell stories and know that others enjoy hearing me speak.

Comment: Those with the Communication Strength are skilled at expressing themselves and achieve clarity by talking through problems or solutions.

12. I am usually the one who comes up with the most ideas.

Comment: Ideation enables one to innovate, have fresh ideas, and be creative. Those with this Strength tend to hold on to good ideas and adapt them to new situations as needed.
III. Decoding & Understanding Your Strengths (120 minutes)

- Turning Talents into Strengths – Introduction (10 minutes)

**Our talents help us understand who we are by:**

- Describing us
- Influencing our choices
- Directing our actions
- Explaining why we are better at some things than others
- Helping us filter the world

1. Review the slide.

**What Exactly is a Strength?**

\[ \text{Strength} = \text{Talent} \times \text{Investment (practice + skills + knowledge)} \]

2. Discuss Strengths as assets of special worth or utility beginning with talent.

3. Provide Fellows with the following definitions:
   - *Talent:* A naturally recurring pattern of thought, feeling, or behavior that can be productively applied.
   - *Strength:* A talent that one has developed by adding skills, knowledge, and practice. It becomes something you are consistently good at doing and something that excites, engages, and energizes you and those around you. *For those in the group who prefer an equation:* \( \text{Talent} \times \text{Investment (practice + skills + knowledge)} = \text{Strength} \).
4. Emphasize the following points regarding Strengths:
   - Varying levels of talent and investment distinguish our dominant, supporting and lesser talents.
   - Dominant themes and talents show up frequently and are easy to access. People tend to have about 10. When we operate from these, we are fully engaged and energized.
   - Supporting themes and talents occur less frequently, often through intentional practice.
   - Lesser themes and talents rarely arise as we go about our work and interactions with others. While we are capable of accessing these themes and talents, they are draining and fail to inspire our best because we are not motivated by or invested in practicing them.
   - All 34 Strengths themes are inherently neutral; they only become positive or negative when we individually prescribe or project value or meaning.

5. Review the five principles which should be used to inform Fellows’ Strength journeys:
   - Strength themes are neutral
   - Strength themes are not labels
   - Lead with positive intent
   - Differences are advantages
   - People need one another

6. Ask Fellows to keep these principles in mind as they continue through this session.
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

- **Turning Talents into Strengths – 5 Clues to Talent (25 minutes)**

  **Setup:** Refer to page 12 in the LDAP.

  **Directions:**
  1. Review each of the 5 Clues and associated questions.
  2. Explain that Dr. Clifton identified “Clues to Talent” in his book *Soar with Your Strengths*. These clues help those who lead and serve others to reveal their Strengths. The next activity will allow Fellows to take a closer look at their talents.
  3. Ask Fellows to jot down responses in each box (5 minutes). Fellows should aim for at least one response in all boxes, but they may leave one blank if they find it particularly challenging. Suggest that they explore that question further after the session and get feedback from friends or colleagues.
  4. Direct Fellows to find a partner to discuss their responses. Each Fellow should share the 2–3 responses they would most like to discuss, but ideally each pair or triad should cover all five clues by the end of the conversation.
  5. Have Fellows refer to CliftonStrengths® Themes (34 Overview) on page 8 in their LDAP.
    - Remind Fellows that several themes have different meanings than their dictionary definitions. For example, people often associate Harmony with conflict avoidance. As a Strength, however, it refers to the ability to actively resolve differences to achieve common progress.

  **Pursuing Greatness**

  “Those who follow the part of themselves that is great will become great.
  Those who follow the part of them that is small will become small.”
  
  - Meng-tzu (Mencius)

  6. Read the quote out loud to the group and solicit reactions from Fellows.
  7. Use reactions to transition into the development of Fellows’ Strengths Development Plans in the next section.

- **Short Break (10 minutes)**
• Creating a Strengths Development Plan (20 minutes)

**Setup:** Ask Fellows to take out their Signature Themes and Strengths Insights reports.

**Directions:**
1. Have Fellows take a moment to review their Signature Themes report for key elements they want to practice and develop. It can also be helpful to identify aspects they are curious about and want to explore more (2 minutes).
2. Have Fellows use the LDAP worksheet on page 13 to draft a development plan for turning their own talents into Strengths (8 minutes).
3. Have Fellows find a partner to discuss their development plans (10 minutes total, 5 per partner).

• Contributions and Needs of Foundational Strengths (25 minutes)

**Setup:** Provide Fellows with markers and a place to record their answers (whiteboards, paper posters, or a flipchart).

**ADA Considerations:** If there are blind/low vision Fellows, ask the group to verbally share their foundational Strength when working to form groups.

**Examining Your Foundation Strength**

*Consider the following:*

- Where do you use this Strength the most?
- What is one benefit of this Strength?
- What needs are associated with this Strength?
- What do you need from team members to be successful?

**Directions:**
1. Ask Fellows to identify their foundational Strength, the one they feel most strongly about or use the most. This Strength can be considered their anchor talent and it may be the most noticed by peers. Share your own foundational Strength as an example.
2. Have Fellows draw a star by their foundational Strength on their table tents.
3. Instruct Fellows to form groups with others in the room who have the same foundational Strength. Ask each group to record answers to the following questions:
   - Where do you use this Strength the most?
   - What is one benefit of this Strength?
   - What are needs associated with this Strength?
   - What do you need from team members to be successful?
Facilitator Note: If only one person picks a specific Strength, they should independently develop and share responses for their Strength with the larger group.

4. Ask a representative from each group to briefly share their responses with the larger group. *If time is tight, have each group share just one benefit and one need.*

Debrief:
At the end of the discussion, ask the entire group to share any insights they’ve gained from this activity.

- To conclude, acknowledge group’s good work and point them to the “CliftonStrengths® 34 Strengths: Contributions and Needs” sheet on page 14 of the LDAP for future reference.
- **Introduction of the Four Domains** (10 minutes)

Setup:

ADA Considerations: If there are blind/low vision Fellows, let them know that Strengths within each domain are noted without color-coding on the “Targeting Your Domain Intensity” worksheet in the LDAP that will be used in the next activity.

1. Review the following with Fellows:

The color-coding of the themes on the slides corresponds to four distinct domains, and you will see it used in future sessions. Knowing where your Top 5 Strengths fall within these domains can expand your awareness of your ability to make things happen, influence others, build relationships, and process information. Domains are another way to think about how you can be more effective in your work and as a leader. The four domains are:

**Executing Domain**

These individuals help teams reach their goals with speed, precision, and accuracy. They bring the necessary structure, procedure, and accountability that make the big picture possible.

*Strengths*

- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

2. Review slide for the Executing Domain.
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

3. Review slide for the Influencing Domain.

Influencing Domain

These individuals help teams motivate internally and reach a larger audience. They bring momentum and voice to the project by “selling” ideas and achievements both within and beyond the team.

Strengths: Activator; Command; Communication; Competition; Maximizer; Self-Assurance; Significance; Woo


Relationship Building Domain

These individuals are the glue that hold teams together, innately factoring in the human component. They understand how individuals fit into the bigger picture and create pathways for every person to thrive.

Strengths: Adaptability; Connectedness; Developer; Empathy; Harmony; Includer; Individualization; Positivity; Relator

5. Review slide for the Strategic Thinking Domain.

Strategic Thinking Domain

These individuals are the big-picture thinkers, able to envision possibilities when a plan or solution is needed. They examine concepts and ideas and search for the best way to move them forward.

Strengths: Analytical; Context; Futuristic; Ideation; Input; Intellection; Learner; Strategic
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

• **Targeting Your Domain Intensity** (20 minutes)

*Setup:* Turn to page 16 in the LDAP.

**ADA Considerations:** In a group with blind/low vision participants, tell Fellows that they may also write how many Strengths they have in each domain. When asking for a show of hands during the debrief, describe how many hands are raised. For example, “I see that’s about half the room,” or “only two people raised their hands.”

**Directions:**
1. **Comment:** Just as a larger rock makes a bigger splash when thrown into a pond, the more Strengths you have in a given domain will enhance that domain’s impact in your day-to-day work.
2. Have Fellows refer to the “Targeting Your Domain Intensity” exercise on page 16 of LDAP.
   - Starting in the middle of each of the circle, they should darken one ring for each of the Strengths they have in each domain.
3. Ask Fellows to consider the following questions:
   - In which domain are you the strongest?
   - Do others recognize your domain?
   - How do you apply your most intense domain to your own work?
   - Can you spot the domains of your associates?
4. Instruct Fellows to choose a partner or small group of three — preferably with different domain intensities — and discuss their responses to questions 1 and 4.
Debrief:

Call for a show of hands to see how many Fellows’ Strengths fall into each domain.

**Facilitator Note:** For those whose Strengths may fall into more than one domain, a good follow-up question would be: “What domain do you consider your ‘go-to’ or ‘default’?” For some, one might be more evident at work and the other at home.

**IV. Wrap-Up (10 minutes)**

Wrap-Up

Think about when you are:

- Consciously operating, reacting, or responding from one of your Strengths
- Energized by an activity
  - What Strengths are showing up? What are you doing? Who is with you?
- Drained by an activity
  - What Strengths are missing? What are you doing? Who is with you?
- Contributing to work or interpersonal dynamics, especially when your Strengths show up

Ask others for examples of when they see you demonstrating your Strengths

1. Point out the OPTIONAL “Strengths in Practice” exercise on page 18 in the LDAP for Fellows who may want to dig deeper before the next session.

2. As a wrap-up, ask Fellows to consider the following in reflecting on their personal Strengths:

   - Note when you are consciously operating, reacting, or responding from one of your Strengths;
   - Pay attention to when you are actively engaged in and energized by an activity;
   - Notice times when you are contributing to either work or interpersonal dynamics, and pay extra attention to which of your Strengths show up in those situations;
   - Ask others to give you examples of when they have seen you demonstrate particular Strengths;
   - Think about what Strengths show up when you are motivated (note what you are doing and who is with you); and
   - Think about what Strengths are missing when you feel drained (note what you are doing and who is with you).
V. Facilitator Reference Materials

This resource can be found on page 12 of the LDAP.

**Yearning**
To what kinds of activities are you naturally drawn?

**Rapid Learning**
What kinds of activities do you seem to pick up quickly?

**Flow**
In what activities did you automatically know the steps to be taken?

**Glimpses of Excellence**
During what activities have you had moments of subconscious excellence when you thought, “How did I do that?”

**Satisfaction**
What activities give you a kick, either while doing them or immediately after finishing them, and you think, “When can I do that again?”

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Creating a Strengths Development Plan

Identify specific ways you can develop your Top 5 CliftonStrengths®.

<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>WAYS TO PRACTICE *</th>
<th>SKILLS TO ADD</th>
<th>KNOWLEDGE TO ADD</th>
</tr>
</thead>
</table>

* For ideas on ways to practice, you may want to refer to the “Strengths Insight Report” based on your CliftonStrengths® results. Discuss your ideas with a partner.
This resource can be found on pages 14–15 of the LDAP.

**CliftonStrengths® 34 Strengths: Contributions and Needs**

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<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>CONTRIBUTIONS</th>
<th>NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>Work hard; clear goal/direction; setting the pace; finisher; diligence</td>
<td>Clear goal/direction; others who will also work hard</td>
</tr>
<tr>
<td>Activator</td>
<td>Catalyst; momentum; action</td>
<td>Opportunities to dive in; learn by doing; action; wants to start (not finish) projects</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Go-with-the-flow; responsive; spontaneity</td>
<td>Variety; change; opportunity for newness</td>
</tr>
<tr>
<td>Analytical</td>
<td>Objectivity, ability to create simplicity out of complexity, root cause analysis</td>
<td>Time-lots of! Facts and information</td>
</tr>
<tr>
<td>Arranger</td>
<td>Multi-tasking, organization, coordinating multiple things/events</td>
<td>A lot of different, fresh challenges; projects/ things to coordinate</td>
</tr>
<tr>
<td>Belief</td>
<td>Passion, values, service, sacrifice, clear purpose, steady</td>
<td>To know why; a cause to serve — something bigger than self; uncompromising commitment to values from others</td>
</tr>
<tr>
<td>Command</td>
<td>Decisive; direct; clarity; good at debate/exploring opposing views; taking control</td>
<td>Others to be clear, decisive and direct with them; opportunity to explore various views and to be hear; crises/challenges that they can lead the charge on</td>
</tr>
<tr>
<td>Communication</td>
<td>Storytelling, expressive, clarity of language</td>
<td>To be heard and appreciated; others who paint a compelling picture; to be communicated with clearly, verbal processing of problems</td>
</tr>
<tr>
<td>Competition</td>
<td>Winner, comparison, motivating others to succeed</td>
<td>Measurement; a challenge; comparison; to be acknowledged as the winner</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Sees connections between everything; appreciation of beauty; us/we-attitude; warmth; spirituality</td>
<td>Connection with self/others; a need to see the bigger picture; balance; time for stillness; a window to see the outside (connect with nature)</td>
</tr>
<tr>
<td>Consistency</td>
<td>Rules, fairness, steadiness, uniformity, policies</td>
<td>Rules, fairness, predictability</td>
</tr>
<tr>
<td>Context</td>
<td>History; seeing the bigger picture</td>
<td>History, bigger picture; sharing the “context” of a problem/project before starting</td>
</tr>
<tr>
<td>Deliberative</td>
<td>Cautious, risk-manager; thorough, conscientious</td>
<td>Time to think and consider, facts; honoring their privacy</td>
</tr>
<tr>
<td>Developer</td>
<td>Patient; cheerleader; commitment to others’ growth; seeing potential</td>
<td>Patience; encouragement; celebrating small steps</td>
</tr>
<tr>
<td>Discipline</td>
<td>Plan carefully; detail-orientation; orderliness</td>
<td>Order; schedule; predictability; following rules</td>
</tr>
<tr>
<td>Empathy</td>
<td>Sensitive; tender; aware; compassionate; giving; good listener</td>
<td>To be listened to/seen/heard; gentleness; awareness of their needs</td>
</tr>
<tr>
<td>STRENGTH</td>
<td>CONTRIBUTIONS</td>
<td>NEEDS</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Focus</td>
<td>Single-mindedness; clarity; focus; destination-driven</td>
<td>An objective; clarity of direction; help in maintaining balance</td>
</tr>
<tr>
<td>Futuristic</td>
<td>Vision; big picture; possibilities; out-of-the box perspective; forecasting; dreaming</td>
<td>To be heard; space to dream and imagine</td>
</tr>
<tr>
<td>Harmony</td>
<td>Peacemaker; even-keeled; conflict-resistance; sacrificing for the group</td>
<td>Calm, respectful discussion; willingness to discuss rationally and evenly; an environment that is not conflict-ridden</td>
</tr>
<tr>
<td>Ideation</td>
<td>Innovation; fresh ideas/perspectives; creativity</td>
<td>Room to create; opportunity to have ideas heard and considered</td>
</tr>
<tr>
<td>Includer</td>
<td>Aware of outsiders; closing the gap between people; integration</td>
<td>To be included; to have others around them involved/included</td>
</tr>
<tr>
<td>Individualization</td>
<td>Sees value in all; adjusts to the needs of the individual</td>
<td>To be valued; to have others value their uniqueness</td>
</tr>
<tr>
<td>Input</td>
<td>Questions; collects facts, ideas; curiosity</td>
<td>Facts; opportunity to explore and be curious; to ask question and to share information</td>
</tr>
<tr>
<td>Intellection</td>
<td>Big thinkers, give wise scrutiny to both ideas and effort; deep, broad thinking improves the odds for success; problem solvers; can encourage others to use their full intellectual capital.</td>
<td>Pure thinking time to muse and reflect; needs to reflect before being put on the spot; may need a push to act on thoughts and ideas; needs to be mentally stimulated.</td>
</tr>
<tr>
<td>Learner</td>
<td>Inquisitive; excited to learn; open and willing to explore</td>
<td>To ask questions; to be exposed to new thoughts and ideas; continual growth</td>
</tr>
<tr>
<td>Maximizer</td>
<td>Excellence; high standards; focus on Strengths</td>
<td>Excellence; high standards; those who are focused on Strengths; knowing others' Strengths</td>
</tr>
<tr>
<td>Positivity</td>
<td>Optimism; excitement; energy; hopeful; fun; warmth</td>
<td>Optimism; energy; uplifting conversations</td>
</tr>
<tr>
<td>Relator</td>
<td>Personal; deep, loyal; authentic</td>
<td>Deep intimate conversation and relationships; genuineness; to be seen; others who will risk vulnerability; no game player</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Ownership; keeping promises; dependability; trustworthiness; punctuality</td>
<td>Punctuality; responsibility of others; follow through on promises; to be trusted</td>
</tr>
<tr>
<td>Restorative</td>
<td>Fixer, problem-solver; creativity in solutions</td>
<td>Problems; to be given autonomy to fix and find solutions</td>
</tr>
<tr>
<td>Self-Assurance</td>
<td>Confidence; influencing others; independent</td>
<td>Independence; others to show up as confident</td>
</tr>
<tr>
<td>Significance</td>
<td>Legacy; motivated by bigger purpose; association with successful people</td>
<td>To be seen with successful people; to be seen as successful</td>
</tr>
<tr>
<td>Strategic</td>
<td>Road map; direction; exploring possibilities; vision; how-to</td>
<td>Problems; road map; clear direction; big picture; to have solutions trusted</td>
</tr>
<tr>
<td>Woo</td>
<td>Makes friends easily; social initiative; outgoing; fun</td>
<td>To be liked, to have opportunity to engage with a lot of people; create new relationships</td>
</tr>
</tbody>
</table>
Targeting Your Domain Intensity

Start at the center of each circle and darken one ring for each of the Strengths you have in that domain OR count the number of Strengths you have in each domain and write that number in the corresponding box below.

THE WORK YOU DO:

<table>
<thead>
<tr>
<th>Executing: The Doers</th>
<th>Strategic Thinking: The Thinkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever; Arranger; Belief; Consistency; Deliberative; Discipline; Focus; Responsibility; Restorative</td>
<td>Analytical; Context; Futuristic; Ideation; Input; Intellection; Learner; Strategic</td>
</tr>
</tbody>
</table>

THE RELATIONSHIPS YOU BUILD:

<table>
<thead>
<tr>
<th>Influencing: The Motivators</th>
<th>Relationship Building: The Feelers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activator; Command; Communication; Competition; Maximizer; Self-Assurance; Significance; Woo</td>
<td>Adaptability; Connectedness; Developer; Empathy; Harmony; Includer; Individualization; Positivity; Relator</td>
</tr>
</tbody>
</table>
Session Three
Maximizing Strengths in Your Work With Others

This session provides an opportunity to extend the self-awareness gained in the previous sessions to the formation of highly functional and supportive teams. Fellows will explore natural tendencies and talents and how to nurture these in others for optimal performance.

LEARNING OBJECTIVES

• Gain appreciation and better understanding of the Strengths of others
• Explore the power of teams
• Understand the applicability of a Strengths-based leadership approach

SPACE/TECH/MATERIALS REQUIREMENTS

Pre-Session Setup Notes:

• Small groups should be assigned by domain before the session
  • No one should work alone but there should be no groups larger than five. There may be more than one team for a domain or a blended group.
  • Group sizes do not have to match.
  • Fellows SHOULD NOT KNOW they are grouped by domain.

• Classroom space with tables or desks for Fellows, ideally with ability to move into small groups around tables or grouped desks.
• Cohort Team Strengths Grid handout
  • Your cohort grid will be sent once all Fellows complete the assessment.
  • Note that an electronic copy of the grid will be provided to blind/low vision Fellows in advance of the session.
• 3 x 5 cards (pack of 100, divided equally for the domain-based teams)
• Nametags
• Table tents
• Session Three PowerPoint
• Fellows bring their LDAPs
SESSION THREE OUTLINE

I. Welcome (10 minutes)

II. Domains Review (10 minutes)

III. Team Talents (55 minutes)
   - Introduce the cohort's “Team Strengths Grid”
   - Signs of Talent

   Short Break
   - Becoming a Talent Scout

IV. The Two Sides of Strengths: Power and Edge (25 minutes)
   - Defining Strength
   - Power and Edge Activity

V. Break (10 minutes)
   - Use this time to reset the room.

VI. Building Teams from a Strengths Perspective: “Design It! Build It!” (45 minutes)
   - “Design It! Build It!” activity and debrief

VII. Wrap-Up (25 minutes)
   - Resources
   - Optional Exercises

VIII. Facilitator Reference Materials
FACILITATION STEP-BY-STEP GUIDE

I. Welcome (10 minutes)

1. If Fellows are not wearing nametags, ask them to write their names on the provided nametags.

2. For Fellows who are missing a name tent from the previous session, ask them to write their names and their Top 5 Strengths on the tabletop name tents.

3. Before beginning, briefly review the group expectations above. Remind Fellows that “full participation” includes unplugging from all tech devices and trying all activities.
Quick Review: Session 2

- Turning talent into Strength
  - Strength = Talent x Investment (practice + skills + knowledge)
- Strengths Development Plan
- Gallup’s 34 Strengths, including contributions and needs
- Discovering pools of talent (Gallup domains)

4. Briefly review key topics from Session Two including:
   - Turning talent into Strength
     - Strength = Talent x Investment (practice + skills + knowledge)
   - Any questions regarding Strengths Development Plans
   - Gallup’s 34 Strengths, including contributions and needs
   - Discovering pools of talent (Gallup domains)

On Excellence

“Excellence is a bridge that spans from understanding to application.”

- Unattributed

5. Read the quote aloud and ask for comments on how it relates to developing one’s talents.
6. Share a brief overview of what Fellows can expect to learn in today’s session, including:
   - Gaining appreciation and better understanding of the Strengths of others;
   - Understanding the applicability of a Strengths-based leadership approach; and
   - Exploring the power of teams.
II. Domains Review (10 minutes)

Directions:
1. Remind Fellows of the opportunity in Session Two to identify their domains and ask them to name the potential of each domain.

2. After receiving several responses, point out that Executing and Strategic Thinking are about the actual work, while Influencing and Relationship Building are more about the relationships needed to accomplish the work. Review the following points (if not already made by Fellows):
   - **Executing**: Those who factor in structure, procedures, timelines and accountability to achieve the big picture
   - **Influencing**: Catalysts who bring momentum to the project by selling it to the rest of the team and uniting people to achieve the outcome
   - **Relationship Building**: The glue that holds the team together, creating unity and cohesion even between radically different people
   - **Strategic Thinking**: The big-picture thinkers able to create the possibilities of what can be

3. Questions?
III. Team Talents (55 minutes)

- Team Strengths Grid (20 minutes)

Setup: Hand out the Team Strengths Grid and bring up the PowerPoint slide below.

**ADA Considerations:** For blind/low vision Fellows, ask them to reference the electronic copy of the Team Strengths Grid that was provided prior to the session. Remember to provide verbal descriptions as you work through the material.

**Introduction:**
This activity provides a visual snapshot of the cohort’s collective talents to help understand and appreciate what they all bring to this experience. This view can help them grow as individuals and provide insight into others’ unique talents and Strengths.

**Discussion: What You Bring**

Consider the following for this cohort:

- What is our dominant domain?
- What is our least dominant domain?
- What is our area of greatness potential?
- Do you see any gaps?
- What have we learned about our group?

**Directions:**

1. Hand out and explain the Team Strengths Grid:
   - This grid helps a team assess both its areas of strength (depth, understanding, etc.) and weakness (blind spots, needs, etc.). It may also help individuals understand and appreciate why their colleagues say, do, and feel certain things.

   **Facilitator Note:** Provide a personal example.

2. Ask Fellows to spend five minutes reviewing the Team Strengths Grid with respect to the questions on the slide. Fellows should:
   - Count the number of Strengths under each domain;
   - Circle vertical clusters of three or more, which will reveal the team’s most frequent themes; and
   - Circle horizontal clusters of three or more, which will help identify people who have dominant themes within that domain.
Debrief:
Ask the full group to discuss the following questions:

- What do you see?
- What patterns do you notice?
- What are the totals for each domain?
- Which is the team’s most frequent theme?

Facilitator Note: Look horizontally to assess which individuals have dominant themes (pools of talent) within each domain.

- **Signs of Talent** (15 minutes)

### The Five Clues to Talent

- **Yearning:** We are naturally drawn to activities that use our talents.
- **Satisfaction:** Using our talents gives us pleasure and energy.
- **Rapid Learning:** We learn more quickly than our peers when using a talent.
- **Glimpses of Excellence:** We experience high performance and continual improvement. There doesn’t seem to be ceiling on our potential.
- **Flow:** We often lose track of time when we are participating in the activity.

**Directions:**
1. Ask Fellows to identify the 5 Clues to Talent discussed in Session Two.
2. Invite examples of when Fellows have experienced enhanced awareness of these Clues in their own lives.
3. Instruct Fellows to refer to the “Five Clues to Talent” exercise completed during Session Two on page 12 in the LDAP.
The Five Clues to Talent

<table>
<thead>
<tr>
<th>Subject</th>
<th>Clue to Talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ife</td>
<td>Flow</td>
</tr>
<tr>
<td>Ted</td>
<td>Glimpses of Excellence</td>
</tr>
<tr>
<td>Samuel</td>
<td>Rapid Learning</td>
</tr>
<tr>
<td>Addi</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>Kaj</td>
<td>Yearning</td>
</tr>
</tbody>
</table>

4. Read each scenario aloud and ask Fellows to guess which Clue the individual expresses.  
   **Note:** Let Fellows know they may reference the Clues to Talent chart on page 20 in their LDAPs if they would like to read the scenarios and note the answers.

**Facilitator Note:** The PowerPoint will reveal the Clue for each individual on your click.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Clue to Talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever since Ife learned to read, she could always be found reading. One day she was lucky enough to visit a library, where she found so many wonderful things to read. When her friend said it was time to go, Ife couldn’t believe that she had been there for three hours — it had felt like only 20 minutes! She wished she could stay all day long.</td>
<td>Flow</td>
</tr>
<tr>
<td>Ted has always liked to draw. When he was six, his teacher asked the class to draw a picture of the ocean. Ted’s drawing included a ship, birds in the sky, fish in the water, and a sunset. His teacher had never seen such a beautiful drawing by a student his age. Ted’s drawings and paintings got better and better through study and practice, and he eventually decided to study fine arts in college.</td>
<td>Glimpses of Excellence</td>
</tr>
<tr>
<td>Samuel has always been fascinated by mathematics and numbers, and able to pick up difficult concepts without any effort. At a very young age he could easily solve math problems far above his grade level; by Grade 6, he was doing advanced algebra.</td>
<td>Rapid Learning</td>
</tr>
<tr>
<td>Addi has always loved children. She had her tonsils removed when she was in second grade, and when bored one afternoon walked around the children’s ward. She was excited to find the nursery and was immediately drawn to a crying baby. A nurse noticed her interest and said she could come in. Addi picked up the baby, sat down in the rocking chair, and put him back to sleep. She went back to her room with a huge smile on her face and a newfound desire for serving others.</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>Kaj started playing football when he was five years old. After each game he would ask his mom, “When do I get to play football again?” Today Kaj is a firefighter who still loves football. He is a fan of his town’s professional team and has never missed watching the World Cup, and eagerly awaits every chance to play in his adult football league.</td>
<td>Yearning</td>
</tr>
</tbody>
</table>
### Short Break (5 minutes)

- **Becoming a Talent Scout** (15 minutes)

**Introduction:** The same individuals for whom Fellows just identified Clues have now grown up and are working on a team Fellows are leading.

**Directions:**
1. Direct Fellows to the “Becoming a Talent Scout” worksheet on page 21 of their LDAPs.
2. Read each of the descriptions below one at a time. After each description, pause and ask the Fellows to individually write down which Strengths theme(s) may be in the individual’s Top 5.

**Note:** Fellows may reference the overview of the 34 CliftonStrengths® Themes and Talents on page 8 of the LDAP.

**Facilitator Note:** Explain that this exercise is less about naming the precise themes and more about learning to spot possible Strengths in others. Possible Strengths for each person have been listed below.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>CLIFTONSTRENGTHS®</th>
</tr>
</thead>
</table>
| Ife, the reader, does most of the team's research. She comes up with multiple unique solutions for problems, and seems to thrive on exploring various possibilities. Once she presents her ideas to the group, however, she is happy to sit back and let the group decide which direction to take. | Activator  
Harmony  
Learner  
Restorative  
Strategic |
| Ted, the artist, always knows who can be used as a resource for a specific project. He often becomes the mentor for new group members and applauds their successes. Ted is a good listener, willing to help those in need, and naturally sees the good in everything and everyone. He is also the creative one who always comes up with new ways to tackle any project. | Connectedness  
Developer  
Empathy  
Ideation  
Positivity |
| Samuel, the math whiz, often paces meetings by asking questions and gathering information. He rarely offers suggestions during initial meetings as he needs time to look at the data before reaching a solution. His ideas are sound and valuable, and he always has a Plan B ready. His focus on rules and policies keeps the team compliant, and members look to him as an authority because of his confident manner and sound judgement. | Analytical  
Deliberative  
Self-Assurance  
Strategic  
Consistency |
| Addi, the nurturer, is the glue that holds the team together. She is gentle, kind, and aware of each member’s positive attributes. Addi is also organized; her desk is always neat, and her agendas keep team meetings on track. The team marvels at her ability to handle multiple projects at once while still remembering every detail. Addi continually sees the impact the team can have in the company and in the world. | Arranger  
Discipline  
Belief  
Empathy  
Individualization |
| Kaj, the football lover, points everyone toward the team’s common goal. His zest for life and enthusiasm make him a beloved partner. He has a passion to succeed and encourages every member to contribute. He can be trusted to handle any assignment. | Competition  
Achiever  
Responsibility  
Woo  
Includer |
Debrief:

- Have Fellows count off by five and get into small groups, assigning each group one of the individuals in the exercise. Ask each group to compare and contrast what they think three potential Strengths themes were for their assigned person (5 minutes).
- Ask each group to share 2–3 examples of potential Strengths for each individual.
- Ask Fellows to offer thoughts on how spotting Strengths in others can be helpful for a leader.
  - For example: If you were assigning Samuel to prepare a report on your team’s year-to-end productivity, what are some of the things he needs in order to be more successful?
    - Possible answers might include: time, access to facts/information, quiet work environment, or independence.

IV. The Two Sides of Strengths: Power and Edge (25 minutes)

Directions:

1. Ask for responses to the following question: do Strengths ever look like weaknesses?
2. Share the following examples:
   - Ashanti’s teachers are often reprimanding her for talking too much. She has been nicknamed “chatterbox.”
   - After a trip to Japan when he was a young man, James has become infatuated with everything Japanese; he continually studies the language and culture, and feels compelled to share his knowledge with everyone he meets. His co-workers have grown weary of his constant need to share his knowledge, and call him “Mr. Know-It-All” behind his back.
   - Kwame has been called stubborn and argumentative. When he sees someone is being treated unfairly, he becomes frustrated and debates the situation out of an inherent passion for right and wrong.
3. Ask Fellows: Are we hearing about these individual’s Strengths or weaknesses?
4. Before moving on, pause to review the definition of a Strength again.
5. Introduce Gallup’s teaching that each Strength theme has two sides: **Power and Edge**.
   - The Strengths-based approach identifies our talents as our natural capacity and innate potential. These talents are manifested in unique powers and edges for each of our dominant Strengths themes.
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

- A Power is a Strength used in its fullest capacity, resulting in maximum value for ourselves and those around us.
- An Edge is a misuse or mismanagement of a Strength that drains the energy from those around us. Edges are often perceived by others as weaknesses.

6. When you focus on fully developing your talents into Strengths, they become an asset to yourself and others. This power mode is where you achieve your best performance.

7. When your talents remain undeveloped, you apply them in an undisciplined fashion and often experience low performance.

8. **Transition**: When we spoke of Ashanti, James, and Kwame, we were hearing the edge label used by those around them. What do you think the power label would be if they were able to develop those Strengths and apply them in a more productive manner?

<table>
<thead>
<tr>
<th>Power Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ashanti’s Strength of <strong>Communication</strong></td>
</tr>
<tr>
<td>- James’ Strength of <strong>Input</strong></td>
</tr>
<tr>
<td>- Kwame’s Strength of <strong>Belief</strong></td>
</tr>
</tbody>
</table>

9. After soliciting responses from the group, bring up the slide above to debrief the following points:

- Ashanti’s Strength of Communication
  - Her ability to bring ideas to life by telling vivid, energizing stories
- James’ Strength of Input
  - His ability to accumulate and archive information that is useful to his team members
- Kwame’s Strength of Belief
  - His ability to be an advocate for those who need a voice
**Power and Edge Activity** (10 minutes)

1. Instruct Fellows to refer to the “Power and Edge” chart on pages 22–23 in the LDAP. Have them take a moment to look over the power and edge for each of their Top 5 Strengths.

2. Encourage Fellows to find a NEW discussion partner with whom they have not had a chance to connect today.

3. Ask Fellows to think of a time when they were responding, reacting or operating from the edge of one of their Strengths and discuss the questions from the slide with their partner.

**Break (10 minutes)**

Use this time to set the space for the “Design It! Build It!” activity.

**Building Teams from a Strengths Perspective: “Design It! Build It!” (45 minutes)**

**Activity: Design It! Build It!**

- **Discussion & Design** (10 minutes)
- **Wait for the word “Go”** (5 minutes)
- **Build your structure** (5 minutes)
- **Stop working when you hear “Stop”**

**Description/Purpose:**

Fellows will work in groups to design and build a tower. The overall purpose of the exercise is for Fellows to work through a challenge in a group heavily skewed toward a singular domain (though they don’t know this at the start). The challenge is intended to be dynamic and time-pressured enough so teams will struggle as a result of not having a more mixed group of Strengths represented.


**Setup:** If needed, arrange the tables/desks so that each group has a clear, flat work surface to gather around. Place an equal number of 3 x 5 cards in the center of each table.

**ADA Considerations:** Blind/low vision Fellows can practice for a moment with the 3 x 5 cards to get a sense of how structures could be built and serve as advisors to their group. Fellows with limited use of their hands/arms can practice to the extent they are able and can serve as advisors.

**Facilitator Notes:**
- Small groups should be assigned by domain before the session.
- No one should work alone but there should be no groups larger than five. There may be more than one team for a domain or a blended group.
- Group sizes do not have to match.
- Fellows SHOULD NOT KNOW they are grouped by domain.

**Directions:**
1. Divide Fellows into their pre-set domain-based teams.
2. Explain to Fellows that they will have 10 minutes within their group to discuss and design a tower using only 3 x 5 cards. The object is to build a structure that is still standing when the time is up. No glue, staples, or tape can be used. They may not touch any cards during these 10 minutes.
3. Tell Fellows that they must wait for the word “GO” to begin construction and must stop working immediately when they hear the word “STOP” after 5 minutes.

- **“Design It! Build It!” Rating Sheet** (15 minutes)
  
  Ask Fellows to return to their seats, remaining in their groups. Have Fellows refer to the “Design It! Build It! Rating Sheet” on page 24 in the LDAP and individually complete the sheet based on their team and this exercise.
  - Instruct Fellows to individually review and make notes for each question.
  - Ask Fellows to share the name(s) (without explanation) that they recorded for each question with their small groups.
  - Instruct Fellows to note when their own names come up, as this will be insightful feedback.

  **Note:** This sheet can be found in the materials provided at the end of this session for your own reference.
**Design It! Build It! Debrief**

In your small group, consider the following…
- What happened?
- What worked?
- What didn’t?
- What would have helped?

With respect to talent/knowledge/skills…
- What did you have too much of?
- Not enough of?
- What impact did that have on outcomes and/or team dynamics?

**Debrief**

Give small groups time to discuss the questions from the slide (10 minutes).
- Ask each small group to share with the large group responses to the second set of questions.
- Reveal to Fellows that they were organized by domains.

Ask the entire group (5 minutes):
- How do you normally form teams? (similar personalities, compatibility, etc.)
- What did your team lack in working with only a single domain?
VII. Wrap-Up (25 minutes)

“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”  
- Nelson Mandela

When we are practicing and living Strengths-based leadership, we get back up and help others to do the same.

Directions:
1. Point Fellows to the Power and Edge resource and OPTIONAL exercises in the LDAP:
   - Review the “Power and Edge” chart on pages 22–23
   - Readings and reflective prompts starting on page 25
2. Ask Fellows to bring their notes from the “Leading from Strengths” online module to Session Four (it’s not a problem if they don’t have them).
3. Encourage Fellows to share one or two of the most important things they have learned about Strengths.
4. Ask for any final questions from the group.
### Becoming a Talent Scout

Read the descriptions below and see if you can identify which of the CliftonStrengths® theme(s) may be in each individual’s Top 5. You can refer to the CliftonStrengths® Theme Guide.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>CLIFTONSTRENGTHS®</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ife, the reader, does most of the team’s research. She comes up with multiple, unique solutions for problems, and seems to thrive on exploring various possibilities. Once she presents her ideas to the group, however, she is happy to sit back and let the group decide which direction to take.</td>
<td></td>
</tr>
<tr>
<td>Ted, the artist, always knows who can be used as a resource for a specific project. He often becomes the mentor for new group members and applauds their successes. Ted is a good listener, willing to help those in need, and naturally sees the good in everything and everyone. He is also the creative one who always comes up with new ways to tackle any project.</td>
<td></td>
</tr>
<tr>
<td>Samuel, the math whiz, often paces meetings by asking questions and gathering information. He rarely offers suggestions during initial meetings as he needs time to look at the data before reaching a solution. His ideas are sound and valuable, and he always has Plan B ready. His focus on rules and policies keeps the team compliant, and members look to him as an authority because of his confident manner and sound judgement.</td>
<td></td>
</tr>
<tr>
<td>Addi, the nurturer, is the glue that holds the team together. She is gentle, kind, and aware of each member’s positive attributes. Addi is also organized; her desk is always neat, and her agendas keep team meetings on track. The team marvels at her ability to handle multiple projects at once while still remembering every detail. Addi continually sees the impact the team can have in the company and in the world.</td>
<td></td>
</tr>
<tr>
<td>Kaj, the football lover, points everyone toward the team’s common goal. His zest for life and enthusiasm make him a beloved partner. He has a passion to succeed and encourages every member to contribute. He can be trusted to handle any assignment.</td>
<td></td>
</tr>
</tbody>
</table>
### Power and Edge

<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>DOMAIN</th>
<th>POWER</th>
<th>EDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>Executing</td>
<td>Tireless, strong work ethic, leads by example, go-getter, hungry</td>
<td>Unbalanced, overcommitted, can't say no, burns the candle at both ends, too concentrated on work, work is more important than people</td>
</tr>
<tr>
<td>Activator</td>
<td>Influencing</td>
<td>Self-starter, fire-starter, energy course, fearless</td>
<td>“Ready-fire-aim”, loose cannon, speaks before thinking, in left field because others haven't caught up</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Relationship Building</td>
<td>Flexible, comfortable in times of change, easy to get along with, goes with the flow</td>
<td>Directionless, indecisive, sheep, inconclusive, whimsical</td>
</tr>
<tr>
<td>Analytical</td>
<td>Strategic Thinking</td>
<td>Thinks things through, smart, logical, deep, thorough, comfortable with numbers, figures, and charts</td>
<td>Rude, short, tough, never satisfied with the answer, asks too many questions</td>
</tr>
<tr>
<td>Arranger</td>
<td>Executing</td>
<td>Flexible, organizer, juggler, aligns and realigns tasks to find the most productive configuration possible, efficient, conductor</td>
<td>Lacks structure, too flexible, doesn’t follow the existing rules or procedures, constantly changes priorities, lacks vision, difficult to follow because of frequent realignments</td>
</tr>
<tr>
<td>Belief</td>
<td>Executing</td>
<td>Passionate, steadfast, knows where he/she/they stand(s), altruistic, family-oriented, ethical, responsible</td>
<td>Stubborn, set in their ways, elitist, un-accepting of others’ ideas, opinionated, goody-two-shoes</td>
</tr>
<tr>
<td>Command</td>
<td>Influencing</td>
<td>Charismatic, direct, driven, inspirational, easy to follow, clear, concise</td>
<td>Bossy, know it all, bulldozer, rude, abrupt, strong-willed, inflexible, stubborn</td>
</tr>
<tr>
<td>Communication</td>
<td>Influencing</td>
<td>Storyteller, great presence, easy to talk to, energizer, entertaining, charismatic</td>
<td>Blabbermouth, poor listener, self-absorbed, show-off, always needs attention</td>
</tr>
<tr>
<td>Competition</td>
<td>Influencing</td>
<td>Driven, motivated, number 1, measurement-oriented, winner</td>
<td>Sore loser, not a team player, puts down others, self-centered, confrontational</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Relationship Building</td>
<td>Spiritual, “doesn’t sweat the small stuff,” strong faith, always looking at the big picture, helps others see purpose</td>
<td>Passive, naïve, too idealistic, wishy-washy</td>
</tr>
<tr>
<td>Consistency</td>
<td>Executing</td>
<td>Just, problem-solver, policy-maker</td>
<td>By the book, inflexible, unwilling to customize/individualize</td>
</tr>
<tr>
<td>Context</td>
<td>Strategic Thinking</td>
<td>Has a robust historical frame of reference, learns lessons from the past, knows how things came to be, institutional memory</td>
<td>Slow to move and react to change, closed-minded, lives in the past</td>
</tr>
<tr>
<td>Deliberative</td>
<td>Executing</td>
<td>Good judgment, identifies risk, makes solid decisions, can plan for the unexpected</td>
<td>Standoffish, aloof, cautious, slow, introverted, afraid to act, indecisive</td>
</tr>
<tr>
<td>Developer</td>
<td>Relationship Building</td>
<td>Grows talent in others, teacher, coach, enjoys helping others succeed, invest in others</td>
<td>Not an individual contributor, wastes time on low-potential people, spectator</td>
</tr>
<tr>
<td>Discipline</td>
<td>Executing</td>
<td>Highly productive and accurate because of ability to structure, breaks down the complex into steps, great planner, promotes efficiency</td>
<td>Overbearing, rigid, mechanized, can’t handle change</td>
</tr>
<tr>
<td>Empathy</td>
<td>Relationship Building</td>
<td>Creates trust, brings healing, knows just what to say/do, customizes approach to others</td>
<td>“Soft,” moody, over-involved</td>
</tr>
<tr>
<td>STRENGTH</td>
<td>DOMAIN</td>
<td>POWER</td>
<td>EDGE</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Focus</td>
<td>Executing</td>
<td>Point person, disciplined, purposeful, laser-like precision, identifies important areas quickly, goal setter and goal getter</td>
<td>Absorbed, tough to relax, intense, stressed, single-minded</td>
</tr>
<tr>
<td>Futuristic</td>
<td>Strategic Thinking</td>
<td>Imaginative, creative, visionary, even prophetic, inspiring</td>
<td>Dreamer, “Fantasy Island,” out in left field, unrealistic, lacks pragmatism</td>
</tr>
<tr>
<td>Harmony</td>
<td>Relationship Building</td>
<td>Negotiator, can see both sides of a situation, great at asking questions, able to arrive at consensus, great facilitator</td>
<td>Weak, indecisive, non-confrontational, avoids conflict</td>
</tr>
<tr>
<td>Ideation</td>
<td>Strategic Thinking</td>
<td>Improves on the existing, learns quickly, agile mind</td>
<td>Serendipitous, lacks follow-through, creates more work, always something new, never satisfied</td>
</tr>
<tr>
<td>Includer</td>
<td>Relationship Building</td>
<td>Invites others, caring, engages others, sensitive, takes up for others</td>
<td>Indiscriminate, unable to decide, generous to a fault</td>
</tr>
<tr>
<td>Individualization</td>
<td>Relationship Building</td>
<td>Sees the uniqueness in all individuals, intuitively knows that “one size doesn’t fit all,” appreciates the differences in others</td>
<td>Unable to synthesize when it comes to people, has difficulty placing group above the individual, difficulty in making people decisions</td>
</tr>
<tr>
<td>Input</td>
<td>Strategic Thinking</td>
<td>Great resource, knowledgeable, excellent memory, mind for detail, collects interesting things, excellent conversationalist</td>
<td>Knows a lot of worthless information, pack rat, cluttered house, cluttered mind, boring conversationalist</td>
</tr>
<tr>
<td>Intellution</td>
<td>Strategic Thinking</td>
<td>Excellent thinker, enjoys musing, capable of deep and philosophical thought, able to work alone</td>
<td>A loner, slow to act or wastes time thinking too much, isolated, doesn’t work well with others</td>
</tr>
<tr>
<td>Learner</td>
<td>Strategic Thinking</td>
<td>Always learning, catches on quickly, interested in many things, finds life intriguing</td>
<td>A know it all, lacks focus on results, learns a lot but produces little, bookish</td>
</tr>
<tr>
<td>Maximizer</td>
<td>Influencing</td>
<td>Mastery, success, excellence, enjoys working with the best</td>
<td>Perfectionist, picky, never good enough, always reworking</td>
</tr>
<tr>
<td>Positivity</td>
<td>Relationship Building</td>
<td>Enthusiastic, lighthearted, energetic, generous with praise, optimistic</td>
<td>Insincere, naïve, superficial, Pollyanna</td>
</tr>
<tr>
<td>Relator</td>
<td>Relationship Building</td>
<td>Caring, trusting, a great friend, forgiving, generous</td>
<td>Lives in a clique, crony, has an inner circle, plays favorites</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Executing</td>
<td>Committed, accountable, independent, trusted, conscientious</td>
<td>Micromanager, obsessive, can’t say “no,” takes on too much</td>
</tr>
<tr>
<td>Restorative</td>
<td>Executing</td>
<td>Problem solver, trouble shooter, finds improvements and solutions</td>
<td>Focuses on weaknesses, punitive, negative, critical</td>
</tr>
<tr>
<td>Self-Assurance</td>
<td>Influencing</td>
<td>Self-confident, strong inner compass, risk taker</td>
<td>Arrogant, self-righteous, over confident, stubborn</td>
</tr>
<tr>
<td>Significance</td>
<td>Influencing</td>
<td>Seeks outstanding performance, does things of importance, independent</td>
<td>Recognition-hungry, self-focused, needy</td>
</tr>
<tr>
<td>Strategic</td>
<td>Strategic Thinking</td>
<td>Anticipates alternatives, intuitive, sees different paths</td>
<td>Jumps to quick decisions, difficult to understand their thinking, closed-minded</td>
</tr>
<tr>
<td>Woo</td>
<td>Influencing</td>
<td>Outgoing, people-oriented, networker, rapport builder</td>
<td>Fake, shallow, does not care about deep Relationships</td>
</tr>
</tbody>
</table>
This resource can be found on page 24 of the LDAP.

Design It! Build It! Rating Sheet

Answer the questions on your own and then compare answers with your group. Take note if others list you in their answers and consider that feedback during the debrief.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>NAME OF TEAM MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who took the lead during the discussion phase?</td>
<td></td>
</tr>
<tr>
<td>Who asked the most questions or raised the most concerns?</td>
<td></td>
</tr>
<tr>
<td>Who came up with the idea for the design?</td>
<td></td>
</tr>
<tr>
<td>Who acted as the mediator to help the team decide on the design?</td>
<td></td>
</tr>
<tr>
<td>Who took the lead during the building phase?</td>
<td></td>
</tr>
<tr>
<td>Did anyone act as the cheerleader for the team?</td>
<td></td>
</tr>
<tr>
<td>If there were problems that had to be overcome, who solved them?</td>
<td></td>
</tr>
<tr>
<td>Who did the bulk of the actual building?</td>
<td></td>
</tr>
</tbody>
</table>

Questions:
Was there anything you could have offered your team that you didn’t?

Why didn’t you step forward?

What role did you play and how did it relate to what you typically do best?
Optional Exercise: Power and Edge – My Top 5 Strengths

Think of a time when you were responding, reacting, or operating from the edge of one of your Top 5 Strengths and answer the following questions.

<table>
<thead>
<tr>
<th>STRENGTH 1:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTH 2:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTH 3:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTH 4:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTH 5:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
</tr>
</tbody>
</table>
Optional Exercise: Reflection

1. Consider a very effective team of which you were part. What elements discussed above come to mind when you consider that team?

2. In your own work, how do you tend to choose team leaders?

3. In what ways has virtual or hybrid work adjusted how you use your Strengths in the workplace? Consider power and edge manifestations of your Strengths.

4. Can you remember a time where a “derailer” was on your team and how their behavior impacted the team’s attitude and outcomes?
SESSION FOUR – CONNECTING VALUES TO VISIONS
Session Four
Connecting Values to Visions

Fellows will use this session to explore the intersection of Strengths and values to create personal leadership visions.

LEARNING OBJECTIVES
• Revisit core personal values and their relationship to Strengths
• Examine the importance of values in organizational cultures
• Begin the process of developing a personal leadership vision

SPACE/TECH/MATERIALS REQUIREMENTS
• Classroom space with tables or desks for Fellows, open flat floor space with some space to move around (or ability to move tables and chairs to the side for activities), ability for Fellows to shift into pairs and small groups at various points in the session
• Signs for the extremes in Workplace Norms & Values (1 Strongly Agree and 1 Strongly Disagree)
• 1 marker for each Fellow
• Sheets of white and yellow paper (1 per color per Fellow)
• Scotch tape
• 3 flipcharts and markers
• Fellows bring their LDAPs

SESSION FOUR OUTLINE
I. Welcome (5 minutes)
II. Verifying Your Signature Themes (20 minutes)
III. Core Values (15 minutes)
   • Revisit the exercise from the online module
IV. Break (10 minutes)
V. Workplace Norms and Values (55 minutes)
   • Human Barometer
   • Organizational Cultures and Values
   • Inclusive Leadership

(continued on next page)
I. Welcome (5 minutes)

VI. Break (10 minutes)

VII. Envisioning the Future, Part I (55 minutes)
   • Kernels of Wisdom
   • Drafting Personal Leadership Vision Statements

VIII. Accountability Partners (5 minutes)

IX. Wrap-Up (3 minutes)
   • Solidify Personal Leadership Vision Statements to share at the start of the next session

X. Facilitator Reference Materials

Group Expectations

- Participate fully
- Have positive intent
- Be respectful
- Be aware of confidentiality
- Be willing to provide feedback
- Have fun

Before beginning the curriculum for the day, briefly review the group expectations above. Remind Fellows that “full participation” includes unplugging from all tech devices and trying all activities.
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

Share a brief overview of what Fellows can expect to learn in today’s session, including:

- Extending awareness of one’s own Strengths;
- Revisiting the “Core Values” exercise they completed in the Pre-Fellowship online module;
- Exploring the intersections of values and Strengths;
- Looking at Strengths and values in the context of organizational culture;
- Developing a bold Personal Leadership Vision Statement; and,
- Identifying an Accountability Partner.

II. Verifying Your Signature Themes (20 minutes)

Directions:
1. Fellows should work in self-selected pairs with Fellows they have come to know relatively well. An Institute staff member will need to pair with the 25th Fellow.
2. Fellows will use the LDAP worksheet on page 33 to interview each other about how their Strengths come forward in their interactions with others.
3. Each person in the pair will conduct an interview with their partner asking about each of their Top 5 Strengths. The facilitator will keep time to let pairs know when it is time to switch roles. Fellows should make notes about their partner’s answers as they go, to reference later.

Facilitator Note: Set a timer and remind partners when it is time to switch (5 minutes per interview).

4. When 10 minutes are up, transition to a debrief with the entire group.
Verifying Your Signature Themes (cont’d)

- What was that process like for you?
- What did you learn from it?

Large Group Debrief (10 minutes):
This is a short debrief but enough to allow the group to distill some insights gleaned during the interview process.

Ask two Fellows to share what the process was like and one specific lesson from the experience. Encourage them not to share the specific results, but rather what it felt like or any insights that came from the interviews.

You might ask some of the following questions to guide the debrief:
- What are some things you were surprised to learn?
- What are some examples of how your Signature Themes were seen by others?
- What are some examples of Strengths that came forward in others that you either see in yourself OR would like to develop?

III. Core Values (15 minutes)

Introduction:
This exercise is a deliberate repeat of an exercise from the Pre-Fellowship online module. Fellows should be able to move through it relatively quickly, although some may need a bit of time to review terms again. We are asking them to revisit the content to build on it further in this session.

Core Values

Core values inform our mindset and our approach in what we do personally and professionally.

They also serve as a foundation for our personal leadership.
Directions:

Facilitator Note: Let the group know that this exercise should be familiar to them since they completed it in the “Learning from Strengths” Pre-Fellowship online module. They are revisiting this exercise so they can begin to see how Strengths and values interact.

Core Values (cont’d)

1. Core values will differ from person to person, but they describe who we are and how we operate. They: a) are inherent to who you are as a person; b) reflect what you want to be known for; and c) represent what you are not willing to compromise for convenience or short-term gain.

2. Remind Fellows that as people learn, grow, and gain experience, it is often useful to reassess if their priorities, mindsets, and potentially values have shifted.

3. Have Fellows refer to page 34 in their LDAPs.

4. Thinking about personal values in the context of leadership skills development can be helpful, as good leaders typically adhere to their personal values and inspire their teams to do the same. Core values inform our mindset and approach to our personal and professional pursuits. They also serve as a foundation for our personal leadership.
5. Instruct Fellows to look at the list of personal values in their LDAPs. While not exhaustive, this list likely includes many values that are important to them.

   - First, have Fellows take a moment to read through the list quickly and note any values that are very important to them that are not included (2 minutes).

6. Pace out the following steps as Fellows complete the worksheet in the LDAP. *Estimate that the first two bullets will take about 3–5 minutes and the last bullet will take about 2 minutes. This isn’t a new activity, so Fellows should be able to move through these steps relatively quickly.*

   - Consider the columns on the worksheet marked non-negotiable and negotiable. The non-negotiable values are key to how you define yourself. Negotiable values are still important to you, but are less central to how you define yourself and how you would describe your beliefs to others.

   - Place each value in one of the categories, including any values that you added to the list. There are no right or wrong answers, and no specific number of values that needs to be listed in each category.

   - Now, take a moment to mark your top five from the values you listed as non-negotiable. Remember, there are no right or wrong answers.
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

• Pair & Share

Core Values Exercise (cont’d)

Pick one of your core values and reflect with your partner:

• What was that process like for you?
• What did you learn from it?

Facilitator Note: Set a timer and remind partners when it is time to switch (approximately 2 minutes per partner, 4–5 minutes total).

• Relating Core Values to Strengths

Provide Fellows with the following context:

An important way to understand yourself is through your values and Strengths. We may find ourselves comparing and contrasting the different dimensions of each, only to find the differences are barely noticeable.

Our values guide our thinking, actions, and decisions. They help us navigate the world in the face of difficult thoughts, feelings, and sensations – including when we are feeling frustrated or stuck in our personal or professional lives. Our values are unique to each of us and are always freely chosen. They are what we consciously and intentionally direct our lives toward.

Strengths are tied to our current capacities, skills, and/or personalities to date. As we have learned over the past two sessions, Strengths reflect a pre-existing capacity for a particular way of behaving, thinking, or feeling that is authentic and energizing for us and enables optimal functioning, development, and performance.
If we want purpose, meaning, and satisfaction in our professional lives, we need to operate from our Strengths and understand and commit to living according to our values.

**Values**

“Values are qualities of action and ‘show us the way we want to proceed in the world.’

A key question about your values is ‘**what do you choose to stand for in the world going forwards from here?**’

- Dr. Fiona Day

Dr. Fiona Day remarks that “values are qualities of action and ‘show us the way we want to proceed in the world.’” She goes on to note that a key question with respect to your personal values is what you choose to stand for in the world.

**IV. Break (10 minutes)**

**V. Workplace Norms & Values (55 minutes)**

- **Human Barometer Exercise** (20 minutes)

  **Setup:** Post the “Strongly Agree” and “Strongly Disagree” signs at the opposite ends of the room and have the PowerPoint holding slide open.

**Workplace Norms & Values**

Let’s consider a few statements…

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
ADA Considerations: Blind/low vision Fellows may need a guide, or they may feel comfortable navigating independently along a tactile guide such as a piece of webbing with knots to mark the extremes and the midpoints between each. Clearly describe in which direction Fellows should move from their starting point to demonstrate agreement or disagreement. Verbally describe how Fellows place themselves after each statement and note any changes if a large number of Fellows move to a new position based on others’ comments. Allow enough time for ASL interpreters to convey each statement so that deaf Fellows can position themselves.

Introduction:
In groups and workplaces, intentional practice is influenced by values and organizational culture. It is essential to be aware of and attuned to that influence.

Directions:
1. Have Fellows form a line between the signs, which represent a continuum of agreement.
2. Explain that you will read a series of statements (see following page). For each statement, Fellows will place themselves between the signs to reflect the level to which they personally agree or disagree. Remind Fellows to consider the statements in the context of a professional work environment. There are NO right or wrong answers.
3. Once Fellows have placed themselves, have them look around to see where others fall. Invite 1–3 Fellows per statement to discuss why they placed themselves where they did. Let Fellows know they may silently move to a new position if they wish to reconsider their stance based on someone’s explanation. If there is a large number of Fellows who move for a particular statement, you may want to ask someone to explain why (verbally noting the change for blind/low vision Fellows, if applicable).

Facilitator Note: Not all statements must be read; you may select only those you feel are most relevant or adjust based on time. However, all statements do correspond to general workplace norms and values.
### Human Barometer Statements

1. People should not question the boss.
2. Freedom of thought is vital in the workplace.
3. The chain of command is mainly for convenience.
4. Workers should receive precise instructions from superiors.
5. Punctuality is a sign of respect.
6. Supervisors appreciate professionals who take initiative in their work.
7. It is normal to change jobs with frequency.
8. Personal emotions have no place in professional settings.
9. The chain of command should never be bypassed.
10. Conflict in organizations is natural and nothing to be afraid of.
11. Conflict in organizations should be eliminated.
12. Rules can be broken if it makes sense for pragmatic reasons.
13. Risks should be avoided.
14. Technical skills are the most valuable asset a worker can offer.
15. What matters most in a worker is the ability to work well with others.
16. Status is earned through achievements and merits.
17. Work is simply a means to paying bills and doesn’t have to be satisfying.
18. Harmony in the workplace will ensure success.
19. Personal matters should not be brought to work.
20. Learning, getting ahead, and moving up in one’s profession are the primary motivators for working hard.
21. In-person work brings higher-quality outcomes than remote work.

*Created for use in collaboration with “Workplace Norms and Values” from Culture Matters, Peace Corps Cross-Cultural Workbook.*
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

• Values Congruence in the Workplace (20 minutes)

Cultures & Congruence

• As leaders, what are some characteristics and values you want to cultivate in the culture of your team/organization?

• How do you do so in a way that attracts people with Strengths who can thrive in those environments?

After Fellows resume their seats, ask these general questions to guide initial group discussion (5 minutes):

• As leaders, what are some characteristics and values you want to cultivate in the culture of your teams/organizations?

• How do you do so in a way that attracts people with Strengths and values who can thrive in those environments?

Organizational Cultures & Congruence with Personal Values

What if you are passionate about an organization’s mission, but its culture contradicts your personal values/norms?

Directions:

What if you are passionate about an organization’s mission, but its culture contradicts your personal values/norms? We’re going to examine at a few scenarios where differences in cultural values can cause conflict in the workplace.

• Break Fellows into several small groups (four to five per group) and ask them to turn to page 36 in their LDAPs.

• Each group should be assigned one of the scenarios below to review and discuss together.

• Give groups 5 minutes to discuss before bringing the whole group back together to debrief.
Scenario Debrief (7–10 minutes):

- Ask each group to share 1–2 key points of their discussion.

- The debrief should focus less on the “what” and the specifics of each scenario and more on the challenges that arise when a leader is faced with an ethical dilemma (i.e., when their individual values conflict with those of another individual and/or the organization).

- Fellows can also be prompted to consider ways some of their Strengths may help them navigate these situations.

**Organizational Cultures & Congruence with Personal Values**

Leaders are bound to encounter situations where their personal values come into conflict with others **OR** they are challenged by the organizational cultures in which they must operate.

**In organizations, it’s critical to consider how cultural norms develop and change AND how you as a leader either reinforce existing norms or begin to shift them.**

**THE BOTTOM LINE:**

- Leaders are bound to encounter situations where their personal values come into conflict with others or they are challenged by the organizational cultures in which they must operate. It is vital to be able to step back and consider what may be motivating others so you can better understand where you may find alignment in views/values.

- Within organizations, it is critical to consider how cultural norms develop and change, and how you as a leader either reinforce existing norms or begin to shift them.

- Don’t be discouraged by the challenge — changing cultural norms is not easy!
Inclusive Leadership (15 minutes)

Directions:
- Inclusion is an active state of being that happens when structures, policies, and practices enhance organizational effectiveness.
- It doesn’t mean that “everyone must love everyone” or “we’re all happy” or “we’re all the same.” It is not the absence of conflict or change; rather, it often illustrates how we address and work through conflict and change.
- Inclusive behavior is a commitment to behave in ways that do not demean others. It is demonstrating an openness to notice and change when our behavior is demeaning, even if unintentionally so.

ADA Consideration: If you have blind/low vision Fellows, remember to provide a brief description of the slide. Note that there are four grids with different combinations of gray and colored squares, then describe how the colored squares are distributed within each grid.

- Consider the pictures on the slide. If we think of each square as a team member, those in gray represent individuals who are in “majority” identity groups – for example, based on particular ethnic, gender, or ability identities. The colored squares represent individuals who identify as “minorities” because one or more elements of their identity fall outside the majority or dominant identity in the workplace, team, or larger culture.

Inclusion is...
- Encouraging your team and colleagues to bring their unique differences, voices, and perspectives into problem solving, decision-making, and creativity.
  - Contributions are valued
- Removing barriers in your work environment that uphold exclusion from opportunities, interaction, communication, information sharing, and decision-making.
  - Access is intentional
- Cultivating a work environment that encourages collaboration and learning from differences, flexibility, fairness, and equal opportunity.
  - Standard practice
• When you think about inclusion and your work with others, think about cultivating a work environment that opens communication, asks team members to use a growth mindset, and asks each person to hold themselves and others accountable in advancing equity and inclusion.

• Instruct Fellows to turn to page 39 in their LDAPs. Have them take 5–6 minutes to answer the questions on the worksheet.

In Practice, This is Asking…

- Are all stakeholders in the room?
- Have everyone’s ideas been heard?
- Whose ideas are not being taken seriously, and why not?

As we’ve discussed in the session today, one challenge of leadership is shaping and changing the organizational cultures in which we work. This is especially challenging if they lack an ethical framework we believe in OR if they promote systems and practices that divide rather than bridge differences in our workforce.

• Our Strengths and values can guide us in undertaking this work with an eye toward inclusion and inclusive leadership.

• So, what does inclusive leadership look like in practice? You will know you are “there” when you regularly get feedback from everyone on your team about how to address needs and implement changes in your work.

This Shows That You…

- Solicit and welcome multiple viewpoints
- Involve people equally
- Promote and sustain a cultural norm that this engagement is welcomed and expected

• This practice builds trust and allows you to sustain that trust over time.

• This practice is important for both in-person and remote teams. For example:
  - In a remote or scattered team, are you attempting to schedule meetings during hours that work for everyone who needs to be involved?
• Are you mindful of the circumstances that may impact team members at odd times of the day?

• Since video meetings have become a norm, are they accessible for and inclusive of team members who may have hearing or visual impairments?

• If some team members work together on-site and others are remote, are all people involved equally, or are those who are “visible” because they are on-site included more often?

• **THE BOTTOM LINE**: Keep considering how your Strengths and values can help you build the trust and environment that allows you to reinforce inclusion with your team. This is work – it isn’t easy and it’s ongoing, but the long-lasting impacts are worth the effort.

• As you begin to deliberately take an inclusive approach, build in time for reflection on your own gaps in knowledge and skills. This can help you expand your understanding of how structures, policies, and practices make a difference for the range of people with whom you work and how you can best cultivate an environment that is truly inclusive.

VI. Break (10 minutes)
VII. Envisioning the Future, Part I (55 minutes)

Introduction:
After the break, Fellows will be shifting their focus from values to visions.

To discuss the importance of envisioning the future as a leader, use the following quote to initially ask the group if (and why) it is important to have a leadership vision.

- A leader’s values and strengths can help them make their vision a reality. But first, a good leader needs a well-thought-out and clearly articulated vision.

Envisioning the Future

“Vision is absolutely necessary to guide and motivate action. … vision, when widely shared and firmly kept in sight, brings into being new systems.”

- Donella Meadows (Meadows et al., 1992)

- Let Fellows know you will now walk them through an exercise to help them draft a personal leadership vision.

- Kernels of Wisdom (30 minutes)

Description/Purpose: This exercise asks Fellows to consider their individual leadership journeys, including what aspects of their experiences continue to hold value as well as what they envision for the future.

Setup: Provide each Fellow with a marker and two sheets of paper — one white and one yellow. After the initial step at their desks/tables, Fellows will need to come together in a circle with nothing in the center. Fellows will then break into three small groups, each of which will need its own flipchart paper.

ADA Considerations: Fellows who are blind/low vision or unable to handwrite will need assistance with some or all of the following components: writing individual responses on each sheet of paper, “popping” the kernels, selecting kernels from the pile, reading responses, and writing responses on the flipcharts.
Activity: Kernels of Wisdom

WHITE PAPER

• **Step 1: Think about…**
  - Your leadership journey thus far
  - Where you started

• **Step 2: Write…**
  - 2-3 descriptive words OR a short phrase

Note: This slide includes animation. Click to reveal the Step 1 bullets when you begin the introduction. After you’ve allowed Fellows to think for a few moments, click again to reveal the Step 2 bullets.

Directions and Coaching:

1. Introduce the first prompt by reading the following while Fellows are seated at their desks/tables (5–7 minutes):
   - Take a moment to think about your leadership journey thus far, closing your eyes if you need to. Think back to where you started, how you felt, what you encountered from others, and what you did and didn’t know. What worked? What didn’t? Think about this journey you’ve been on that brought you here, to this place, this moment, with these people. Picture in your mind vividly the ups and downs of that journey.
   - What stands out most significantly? It could be a high or a low, a struggle or a win, or a particular feeling (good or bad). Whatever it is, hold it in your mind. Pick two or three descriptive words or a short phrase to describe that moment or feeling. There are no right or wrong responses. Write down those two to three words or short phrase (it should not be a complete sentence) on the white paper.

   Fellows should write clearly so that others can decipher what they wrote.

Activity: Kernels of Wisdom (cont’d)

YELLOW PAPER

• **Step 1: Envision…**
  - Where you are headed
  - Your purpose
  - Your leadership legacy

• **Step 2: Write…**
  - 2-3 descriptive words OR a short phrase

Note: This slide includes animation. Click to reveal the Step 1 bullets when you begin the introduction. After you’ve allowed Fellows to think for a few moments, click again to reveal the Step 2 bullets.
2. Continue with the second prompt (5–7 minutes):

- Now, envision where you are headed. Where do you see your leadership journey taking you? Rather than thinking of a specific role, title, or position, envision your purpose and your leadership legacy. What does that look like a year from now, three years from now, 10 years from now? What does that journey feel like? What traits do you model, what are your skills, what are you accomplishing as part of your leadership legacy?

- Identify two to three descriptive words or a short phrase to describe the part of your future journey that stands out most significantly in your mind. Write down those two or three words or short phrase (it should not be a complete sentence) on the yellow paper.

Again, Fellows should write clearly so that others can decipher what they wrote.

3. Once they have finished, ask Fellows to come together in a circle with their papers (moving aside tables/desks if needed). *(5 minutes to gather the group, toss the kernels, and get into small groups with their collected pages)*

4. Explain that you’re going to make a big bowl of popcorn, and you need their help.

- Ask Fellows to crumple up each piece of paper into a ball (one white and one yellow ball — or a kernel of popcorn and some butter).

- On your signal, Fellows should gently toss their paper into the air like an “air popper.” To ensure the papers are well mixed, Fellows should pick up papers as they fall (or catch them while they are in the air) and throw them back in to keep the kernels “popping.” Try to keep papers inside the circle.

- When a good bit of “popping” has happened, have Fellows push all the kernels into a mound in the middle of the circle.

5. Explain that the group will enjoy the popcorn one kernel at a time, asking each Fellow to pick up one white and one yellow kernel from the pile. They should not try to find their own, and should not open their papers until directed to do so.

6. Once each Fellow has one white and one yellow kernel, ask the group to break into three small groups (two groups of eight and one group of nine for a cohort of 25 Fellows). Each group should have its own flipchart. These three groups will go through the next part of the activity in parallel, so the facilitator should circulate among the groups — giving instructions to all so they move simultaneously through the rest of the exercise. *(Allow small groups 5–7 minutes to share their “Past” statements and record what they are “keeping,” and approximately 3–5 minutes for the “Future” statements to be read and added to the chart)*.

7. **THE PAST:** Ask Fellows to quietly read what is on their white paper. Remind them that these words come from the wisdom around the room based on past experiences, feelings, etc. Even though the responses they read are not their own, ask them to think about ways they resonate with their own journeys.

- Ask each Fellow to read aloud the response they are holding to their small group. Next, ask Fellows to decide what, if any, aspects of the response are things that they want for themselves or their peers as they pursue their future goals as leaders, and what they will leave behind/in the past.

- For example, if someone wrote: “risky, non-believers, and up-hill climb,” they might decide to leave ALL or SOME of that behind — e.g., keeping “risk” or “believers” (dropping the “non”).

- Guide Fellows to decide quickly what to keep (if anything) and what to leave behind. Direct them to note words or phrases they choose to keep on their group flipchart, repeating the same process with each Fellow.

- Each word or short phrase Fellows “keep” gets recorded on its own line and written large enough that these chart pages can be seen from a short distance away.
8. **THE FUTURE:** Ask each Fellow to read what is on their yellow paper. This time, they are looking at the hopeful visions or glimpses of the future. ALL of these responses will be coming into the future, so each should be recorded on the flipchart in writing OR by taping the yellow sheet to the flipchart pages.

- One by one, Fellows will go up to their group chart, read aloud the statement or words written on their sheet, and add them to the “vision” board that is forming.

**Facilitator Note:** Keep this exercise moving – no need to stop and analyze the statements. For now, the group should simply be taking in ideas and placing them up for all to see. Per the timing note above, allow Fellows approximately 10 minutes to get through both past and future statements in their small groups.

- **Creating Personal Vision Leadership Statements** (20 minutes):

  Move the three flipcharts to the front of the room so that they can easily be seen together.

  **Activity: Creating a Personal Leadership Vision Statement**

  Reviewing the collective wisdom from the group, consider what you have chosen to take into the future as you craft a **BOLD** personal leadership vision.

  Ask Fellows to take stock of the wisdom and experience represented by these charts. Somewhere in that mix is what EACH of them wants, and what they envision for themselves as leaders.

  **Activity: Creating a Personal Leadership Vision Statement (cont’d)**

  Your statement should
  - Articulate what you stand for or strive to be
  - Be bold
  - Be strongly worded
  - Be action-oriented
  - Be vision-focused (a long-term look ahead)
PART II: COMMON LEADERSHIP CURRICULUM SESSIONS

1. Tell Fellows to use a mix of the words or phrases on the boards/charts as a starting point for creating Personal Leadership Vision Statements for themselves (5 minutes).
   - Personal Leadership Vision Statements should be strongly-worded statements of what Fellows stand for, strive to be, etc. They should be action-oriented and vision-focused (i.e., focused on the long term rather than specific, tangible items), and should articulate what Fellows are about and where they are headed.
   - Statements gathered from the Kernels of Wisdom exercise should provide useful words or phrases that can help get Fellows started.

2. Ask Fellows to get into pairs or triads and share their initial drafts. Each Fellow should have 1–2 minutes to give feedback or recommendations to make the statement stronger and more action-oriented (allow about 5 minutes in their pairs or triads for initial feedback.)

3. Give Fellows 5 minutes to make any edits or adjustments to their individual statements based on the feedback they received, and to log these draft statements on page 40 in their LDAPs.

4. Let Fellows know that just as it is vital for organizations/companies to have visions, it is equally important for them to have clearly articulated and bold visions for themselves as leaders. They may continue to work on their draft statements so they are ready to share them with the group in the next session.

VIII. Accountability Partners (5 minutes)

Directions: Each Fellow will be asked to identify an Accountability Partner before the next CLC session.

Selecting an Accountability Partner

Helpful resources
- Page 41 in your LDAP
- “6 Ways an Accountability Partner Will Make Both People More Successful” https://everydaypowerblog.com/accountability-partner-make-people-successful/

1. Provide the following guidance to Fellows in selecting their Accountability Partners:
   - It is key to surround ourselves with people who force us to do better
   - Accountability Partners should be someone the Fellow trusts and ideally someone who possesses different, yet complementary, Strengths
   - Accountability Partners can be from either the Fellow’s Institute cohort or from their country cohort
   - Further guidance can be found on page 41 of the LDAP and at the link provided
IX. Wrap-Up (3 minutes)

<table>
<thead>
<tr>
<th>Wrap-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Leadership Vision</td>
</tr>
<tr>
<td>• LDAP worksheets and reflections</td>
</tr>
<tr>
<td>• Accountability Partner feedback</td>
</tr>
<tr>
<td>• Near-final draft for Session 5</td>
</tr>
</tbody>
</table>

“Accountability is the glue that ties commitment to results.”
- Bob Proctor

- Point out the worksheets on pages 42–43 in the LDAP that Fellows can complete before Session Five.
- Prompt Fellows to work with their Accountability Partner to give/receive feedback on their draft Personal Leadership Vision Statements before the next session.
X.  **Facilitator Reference Materials**

This resource can be found on page 33 of the LDAP.

**Verifying Your Signature Themes**

As you reflect on the meaning of your Signature Themes, work with a partner to interview each other using the following questions as your guide. Each of you will take turns asking these questions and recording answers as you interview.

For each of your five Signature Themes, ask:

1. Do you see this theme in me? Please give an example.

2. Which one of the five themes have you noticed most in me?

3. What surprises you about my Signature Themes?

4. Are there any additional themes or talents that you see in me?
This resource can be found on pages 34–35 of the LDAP.

Core Values

The following list does not include all possible personal values, but it likely includes many that are important to you. Take a minute to read through the following list and consider what values are important to you. Space is provided at the bottom of the page if a value you find personally significant is not on this list.

<table>
<thead>
<tr>
<th>Achievement/Success</th>
<th>Diversity</th>
<th>Humility</th>
<th>Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty</td>
<td>Effectiveness</td>
<td>Humor</td>
<td>Prosperity/Wealth</td>
</tr>
<tr>
<td>Challenge</td>
<td>Empathy</td>
<td>Independence</td>
<td>Quality</td>
</tr>
<tr>
<td>Communication</td>
<td>Equality</td>
<td>Innovation</td>
<td>Recognition</td>
</tr>
<tr>
<td>Community</td>
<td>Family</td>
<td>Intelligence</td>
<td>Respect</td>
</tr>
<tr>
<td>Competence/Skill</td>
<td>Flexibility</td>
<td>Justice</td>
<td>Risk-Taking</td>
</tr>
<tr>
<td>Competition</td>
<td>Friendship</td>
<td>Knowledge/Wisdom</td>
<td>Security</td>
</tr>
<tr>
<td>Courage</td>
<td>Growth</td>
<td>Loyalty</td>
<td>Service</td>
</tr>
<tr>
<td>Creativity</td>
<td>Happiness</td>
<td>Love/Affection</td>
<td>Simplicity</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Harmony</td>
<td>Open-Mindedness</td>
<td>Spirituality/Faith</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Health</td>
<td>Passion</td>
<td>Strength</td>
</tr>
<tr>
<td>Dependability</td>
<td>Honesty/Integrity</td>
<td>Patience</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Discipline</td>
<td>Hope</td>
<td>Power/Control</td>
<td>Trust</td>
</tr>
</tbody>
</table>

Write down any values that are very important to you that are not included in this list:
Next, you will decide whether each value is non-negotiable or negotiable:

**Non-negotiable** values are key to how you define yourself.

**Negotiable** values are still important to you, but are less central to how you define yourself and how you would describe yourself to others.

Read through the full list again and take a couple of minutes to write each value in one of the two categories below (including any values you added). There are no right or wrong answers, and no specific number that should be in each category.

<table>
<thead>
<tr>
<th>NON-NEGOTIABLE VALUES</th>
<th>NEGOTIABLE VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now, take a minute to write down your top five from your list of non-negotiable values. Remember, there are no right or wrong answers.

<table>
<thead>
<tr>
<th>TOP FIVE VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>
VALUES CONGRUENCE IN THE WORKPLACE

While being an authentic person may seem easy, being an authentic manager or leader is a different challenge entirely. An effective manager or leader must be flexible, rather than operating solely from individual desires.

In small groups, you will be asked to consider one of the following scenarios:

Scenario 1

You are the new managing director for a city government office. You inherited a team of employees who maintain regular contact with your community constituents, and as such are often with whom community members first interact when they need help from your office and their elected officials.

You chose to work in public service because you want to see your city and its residents prosper. Your values of community, diversity, and respect brought you to this work. You know your city has its challenges — like many other growing economies — but you want to contribute to changing things for the better.

Since starting your position, you have noticed several of your employees seem to disregard issues brought forward by residents of poorer parts of the city. At times, your employees make these residents wait longer than necessary, and sometimes simply tell them the office can’t assist and send them away without passing on their requests or inquiries. You’ve even overheard some of these staff members speaking negatively about such individuals during their breaks or in the hallways. This overall approach seems to be the norm both in your office and other offices throughout the building.

*What options do you have for addressing this behavior in a way that allows you to stand by your values? What consequences might you face if you challenge the office’s normative culture?*

Scenario 2

Over the past three years you have risen in the ranks of a large non-governmental organization in your home country. Six months ago, you were promoted to a management position. You feel ready to step into this larger leadership role, and have numerous ideas to help the organization innovate and more significantly impact those it serves.

Try as you might to bring your ideas forward, however, they always get shut down. You value communication, yet the organization’s founders don’t seem to want input. They always have the final word on decisions and seem to take new ideas as a challenge to their authority.

You are growing frustrated because you value the work, but you also know so much more could be done. Now that you are leading a team, you are also feeling added pressure to implement your team members’ great ideas and integrate their perspectives into the way things are done.

*What are some of the ways that personal values (both yours and the founders’) are at odds in this situation? How might the founders’ values be defining cultural norms in the workplace? As a leader, what approach would you take in this situation?*
**Scenario 3**

You started a clean water delivery service four years ago with just a small amount of savings and a lot of independent hard work. The business has steadily grown since and you are now turning a reasonable profit. Over time, you’ve had to expand your workforce to include a set of managers who oversee teams of field-based sales and delivery staff.

When you founded the company, you promised yourself that honesty and fairness would drive the business. You had seen too many examples of families in your community who were taken advantage of or cheated into buying services or goods that were not to standard. This was not your way. In fact, these same members of your community were some of your very first customers when you started your own business.

You recently learned that the latest shipment of large plastic containers you use for water delivery in one district was contaminated. The only way to remedy the situation as quickly as possible seems to be sending funds directly to the sales team members in the district, who can then purchase smaller, locally available containers and swap out deliveries to their local customers. You are sure to lose money, but you do not want your customers falling ill or losing trust in your business.

A few weeks later, you notice that one particular region in that district has significantly increased their sales numbers. Initially, you take this as a good sign that customers were pleased with the quick swap of containers and spread the word to new clients. Passing through one of these villages, however, you notice that the large contaminated containers are still being used by several customers. When you inquire with the local sales team, they are enthusiastic about their increased sales and share that they decided there was no harm in leaving the large containers in place with existing customers. They had simply assured these customers there were no issues to be concerned about, assuming that all would be remedied by the next delivery. The team then sold the smaller containers at a discount to new customers.

The intention of your sales team was to perform well by increasing sales. However, they clearly missed the reasoning behind your decision and why in this instance you put people over profit.

*How do you respond, knowing their intentions were good but their decision was still out of alignment with your (and your organization’s) values?*
Scenario 4

You serve as a senior leader in a mission-driven company that takes pride in its social impact work. You joined the team several years ago because you believed in its vision and wanted to be part of its growth.

Originally out of necessity, your office shifted its workforce to online/remote work earlier this year. You now manage a sizeable team of home-based employees.

Over the last several months, you have been feeling increased pressure from the company owners and investors who want to make sure that profit margins hold despite the change in how and where the work gets done. In fact, you just found out that the board voted to continue remote work indefinitely. Part of their decision is based on efforts to decrease infrastructure costs so they can continue to provide employees with full salary and benefits packages as the company grows. To your knowledge, the board did not seek feedback on this plan from employees before making this decision.

You have been asked to announce the news of the long-term remote work arrangement to all employees next week. On the one hand, you are grateful that demand for the company’s services remains high, and you truly believe in the impact of the work. However, you are sensing that some of your employees are struggling and this shift to long-term remote work may be a tipping point for team members you cannot afford to lose.

You are not sure how to balance the pressure from management while continuing to support your struggling workers. You believe in the mission of the company and appreciate the efforts to pay workers what they are worth, but you know you have a bright and talented team that is not getting the support it needs to do its day-to-day work.

How might you go about addressing this challenge? What are some of the ways that the company’s values may be out of alignment with yours and/or your team members? How can your support of the company’s mission and vision help you address this challenge with both the board and your employees?
Inclusive Leadership

INCLUSION IS...

- Encouraging your team and colleagues to bring their unique differences, voices, and perspectives into problem solving, decision-making, and creativity (contributions are valued)
- Removing barriers in your work environment that uphold exclusion from opportunities, interaction, communication, information-sharing, and decision-making (access is intentional)
- Cultivating a work environment that encourages collaboration and learning from differences, flexibility, fairness, and equal opportunity (standard practice)

Which of my Strengths help me support these three elements of inclusion?

Which of my core values are in alignment with these elements of inclusion?

What more can I do as a leader to make sure I am actively working toward all three of these elements of inclusion?

What complementary skills or Strengths might I look for in my colleagues to advance inclusion on our team/in our workplace?

REMEMBER...

As an inclusive leader, you should be asking:

- Are all stakeholders in the room?
- Have everyone’s ideas been heard?
- Whose ideas are not being taken seriously and why not?

When you actively practice inclusive leadership, your team will understand that you:

- Solicit and welcome multiple viewpoints
- Involve people equally
- Promote and sustain a cultural norm that this engagement is welcomed and expected
This resource can be found on page 40 of the LDAP.

**Drafting a Personal Leadership Vision, Part I**

Use this space to write down any of the words or phrases from the in-class exercise that you might use in phrasing your Personal Leadership Vision:

<table>
<thead>
<tr>
<th><strong>DRAFT 1:</strong></th>
</tr>
</thead>
</table>

**MY PERSONAL LEADERSHIP VISION**

You are attempting to create a brief and vivid statement describing your personal leadership vision. These should be action-oriented statements (i.e., “I strive to…”, “My impact will be…”, “My leadership motivation is…”, etc.).

You will share your drafted vision statement with a partner for feedback, and be given time to re-write additional drafts. *Use the spaces below to write out your draft statements and notes on feedback.*

<table>
<thead>
<tr>
<th><strong>DRAFT 1:</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>DRAFT 2:</strong></th>
</tr>
</thead>
</table>
Accountability Partners (APs): Purpose and Guidelines

As the Institute leadership sessions conclude, each of you will be asked to identify an Accountability Partner (AP) either from your Institute cohort OR from your country cohort. Your AP should be someone you can trust and ideally someone who possesses Strengths different from your own.

PURPOSE OF ACCOUNTABILITY PARTNERS

- Articulate and receive ongoing coaching related to your goals, transitions, and leadership journey once you return home
- Build a network of ongoing peer support

INTENDED OUTCOMES

- Receive feedback on and refine leadership vision learning goals as you begin to implement/practice new approaches or behaviors developed during the Fellowship
- Practice key principles (esteem, empathy, sharing, support, and involvement) and Emotional Intelligence competencies by sharing with and coaching one another
- Gain advice and coaching from others on pressing issues/challenges as they surface while pursuing work and leadership opportunities

PROCESS

- Identify your AP by the end of the last week at your Institute. This should be a mutual match, meaning you will each serve as the other’s AP going forward.
- Follow along in your LDAP for AP discussion prompts that align with continued leadership development and personal reflection work.
- Keep on top of this commitment and make sure to schedule time to connect (either in person or virtually).
- Make this relationship a priority in your accountability measures once you return home.

This resource can be found on page 41 of the LDAP.
Drafting a Personal Leadership Vision, Part II

You will be asked to share your Personal Leadership Vision with your cohort at the start of the next CLC session. Take some time to hone your draft before then. The questions below might help you think through WHAT you are working toward and WHY. See if new insights emerge by completing this reflection, and rework your vision statement accordingly before the next session.

What do you hope to help create and achieve in your organization, community, and/or country?

Write a few sentences describing your hopes and dreams for your organization, community, and country, and how your personal goals relate to these broader themes.

Write a sentence or two about your key learnings thus far from your Mandela Washington Fellowship experience and how these learnings contribute to your vision.
SESSION FIVE – PUTTING IT ALL TOGETHER: LEADING WITH PURPOSE & STRENGTH
Session Five
Putting It All Together: Leading with Purpose & Strength

This culminating on-campus leadership session bridges learning from prior sessions to Fellows' ongoing leadership journeys. Fellows will develop initial plans to overcome anticipated barriers to achieving their leadership visions upon returning home.

LEARNING OBJECTIVES
• Formalize personal leadership visions
• Apply learning to real-world challenges
• Begin drafting personal action plans
• Give and receive appreciation

SPACE/TECH/MATERIALS REQUIREMENTS
• Classroom space with tables or desks for Fellows, a chair for each Fellow, and the ability to move desks/tables to form a circle of chairs at the end of the session
• Session Five PowerPoint
• Whiteboard/blackboard and/or flipchart
• Blank paper for Fellows for reflection activities
• Marker for each Fellow
• Tape
• 5 flipchart pages to post around the room (plus several extra sheets in case Fellows need more space)
• 15 colored markers (5 colors, 3 of each) for use in the “Barriers” brainstorming activity (can reuse some from earlier exercise)
• Action Planning Template handout
  • Note: Blind/low vision Fellows will receive an electronic copy of this handout in advance of the session.
• Fellows bring their LDAPs

PRE-SESSION SETUP NOTES
• Make flipchart sheets for each of the five barriers below (numbered 1–5) with space left to record brainstorming (to be posted later in the session):
  • Governance
  • Exclusion and Limits
  • Apathy and Complacency
  • Resource Constraints
  • Other challenges to organizational effectiveness

Facilitator Note: The focus should be on the Fellows; however, if anyone on your team would like to participate in the “Touch Someone Who…” appreciation exercise, you can plan for a colleague to read the statements.
SESSION FIVE OUTLINE

I. Welcome (5 minutes)
   • Fellows write out and post their individual bold leadership vision statements.

II. Envisioning the Future, Part II (15 minutes)
   • Vision Statements Gallery Walk
   • Discussion

III. Putting It All Together (100 minutes)
   • Barriers Activity

   Short Break
   • Spheres of Control & Influence
   • Action Planning Process

IV. Summit Preparation (5 minutes)
   • Accountability Partner meeting
   • Your Leadership Vision LDAP exercise

V. Break (10 minutes)
   • Reset the room

VI. Fellow Appreciation (40 minutes)
   • “Touch Someone Who…” Exercise
   • Debrief

VII. Wrap-Up (5 minutes)

VIII. Facilitator Reference Materials
Common Leadership Curriculum
Session 5: Putting it All Together: Leading with Purpose & Strength

Informal start: As Fellows arrive, invite them to take a sheet of blank paper and a marker and clearly write out their bold Personal Leadership Vision Statement from the last session. They should post their statements around the room where they can be easily seen.

Formal start directions:
1. Share a brief overview of this session and what Fellows can expect to learn:
   • This session is the culminating on-campus CLC session, bridging the learning from prior sessions to Fellows’ future leadership journeys.
   • Fellows will revisit the vision statements they worked on last session as well as develop plans to overcome anticipated barriers to achieving these visions upon returning home.
2. Before beginning the curriculum for the day, briefly review the group expectations above. Remind Fellows that “full participation” includes unplugging from all tech devices and trying to engage fully in all activities.

II. Envisioning the Future, Part II (15 minutes)

Directions:
1. Have the group take a “Gallery Walk” for 3–4 minutes, going around the room to read the various vision statements.

2. Once Fellows are back in their seats, take about 5–8 minutes for them to discuss what they see around them. How do they feel about these visions? Does anything in particular stand out? Are there any themes that emerge or styles of vision statements they found especially compelling?

3. Before moving on to the next exercise, encourage Fellows to take 2–3 minutes to make any edits or adjustments to their statements on page 42 in their LDAPs. Some may wish to leave them just as they are, while others may wish to reframe or adjust post-discussion.
III. Putting It All Together (100 minutes)

**Setup:** Post the five barrier flipcharts around the room and bring out 15 colored markers. Individual vision statements may be left up as a reference during the rest of the session, so the barrier pages can be posted on easels or on the walls if there is enough space to do so without covering the vision statements.

**Overcoming Adversity**

“You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it.”

- Maya Angelou

Read the quote aloud and use it as a transition into exploring potential barriers and challenges to Fellows’ visions for the future.

**Obstacles Identified by Fellowship Alumni**

- Governance
- Exclusion
- Apathy and Complacency
- Resource Constraints
- Other challenges to organizational effectiveness

**Barriers Activity** (25 minutes for brainstorming, 10 minutes for debrief)

**ADA Consideration:** For Fellows who are blind/low vision, ensure that group members read aloud and explain what is on each flipchart.
Directions:

1. The five flipcharts around the room list common re-entry barriers identified by Mandela Washington Fellowship Alumni. These are things that can get in the way of Fellows being the leaders they want to be or moving their visions forward.

2. Review the obstacles, noting relevant examples:
   - Governance (transparency, accountability and corruption)
   - Exclusion (limits to access due to gender, disability, religion, income, and other differences)
   - Apathy and Complacency (lack of incentives to perform and innovate)
   - Resource Constraints (limited monetary, human, and other resources)
   - Other challenges to organizational effectiveness

3. Have Fellows count off by five and gather at their corresponding numbered flipchart.

4. Provide each group with three markers of the same color that they will take with them as they move through all five stations. This will help later discussion by clarifying which group came up with or agreed with specific items.

5. Groups will have the opportunity to visit each of the five barrier stations. At each station, the group will brainstorm why/how that barrier might challenge their goals.

6. Rotation Notes:
   - Use a timer for each round to keep groups on track.
   - At the end of each round, ask groups to rotate to the next station and reset the time.
     - Round 1: Allow groups 4 minutes at the first sheet to brainstorm and record responses.
     - Rounds 2–5: Allow groups 3 minutes for the same process.
   - At each new station, each group should quickly review prior responses, drawing a checkmark next to items the group agrees with and adding any new ideas to the list.
   - Continue rotations until each group visits each station.

7. Debrief responses with the full group, noting items with several checkmarks. Use color coding to refer any questions or necessary clarifications to the appropriate group.

8. Use these lists to transition into a discussion of how Fellows might get control over the various challenges they may face.
   - Short Break (10 minutes)
• **Spheres of Control & Influence** (10 minutes)

1. Review slide and discuss with group.  
   **Note:** remember to describe the graphic first for Fellows who are blind/low vision.

2. Guide Fellows through the graphic, explaining the following:
   - Outer ring: Where we often focus and get stuck/overwhelmed by community or system challenges
   - Middle ring: Where we have influence (others)
   - Center ring: Where we have control (self)

3. Discuss characteristics of reactive and proactive individuals:
   - **Reactive** individuals focus their efforts on things they have little or no control over (weather, national issues, organizational priorities, etc.). Doing so can be frustrating and cause people to disengage when faced with barriers or challenges they feel helpless to combat.
   - **Proactive** individuals focus their efforts and energy on their own circle of influence and control. This Strengths-based approach helps these individuals embrace what is doable, enabling them to seek out and achieve small wins.
4. The Strengths-based approach focuses on the two centermost rings, where Fellows can build a foundation for achieving impact in the outer ring.

5. Successful Mandela Washington Fellowship Alumni focus on the things they are able to do something about, whether in their work, homes, or communities.

### Personal Leadership Vision

As Mandela Washington Fellows, be **proactive, intentional, and action-oriented**.

Take a moment and remind yourself of your Personal Leadership Vision.

6. Use this reminder to transition into the next Action Planning exercise.

- **Action Planning Process** (35 minutes)
  
  **Setup:** Action Planning Template handout
  
  **Directions:**
  1. Focus action planning on what you can do to influence change, rather than deflecting action or responsibility to what “they” (organizations, leaders, government, etc.) should do.
  2. Introduce the action planning process:
     - The goal of this exercise is to consider ideas, tools, resources and approaches that may assist in future challenges.
     - This process includes brainstorming together to further each other’s ideas.
     - Note the usefulness of this process in prioritizing issues and challenges one can influence.
  3. Give everyone an Action Planning handout. *A copy of the template can also be found on pages 45–47 of the LDAP for future use.*
Activity: Action Planning

- **ON YOUR OWN**, consider your sphere of influence, and brainstorm action steps to achieve impact in one of the barriers you identified earlier.

- **WITH A PARTNER**, share your thoughts and ideas and brainstorm together to explore further solutions.

**Note:** This slide has animation. Click to reveal the **ON YOUR OWN** prompt and then, after 5 minutes, click to reveal the **WITH A PARTNER** prompt.

4. Invite Fellows to take a moment to consider their spheres of influence, select one issue from earlier barrier brainstorming that they could address or impact, and note this issue in the Action Statement in Part I of the handout.

5. Give Fellows 5 minutes to brainstorm and make notes on action items in Part I of the handout.

6. Have Fellows share their ideas with a partner. Set a timer for partners to switch roles after 5 minutes.

**Facilitator Note:** Explain that Fellows should “pitch” their plans/ideas/strategies and “catch” feedback from their partner. If Fellows become frustrated with the brevity of the discussion, remind them that this exercise is merely about learning the process; conversations and exchanges with colleagues can, and should, continue far beyond this session.

7. After 10 minutes, call time and ask Fellows to now switch to a new partner. They should conduct the same “pitch” and “catch” feedback session to gather additional ideas or thoughts from their new partner.

- Again, note time at 5 minutes for partners to switch roles.
8. After 10 minutes, bring the group back together to debrief.

**Action Planning Debrief**

- What was the process like?
- Was this process valuable for you? Why or why not?
- How could you use this process within your own teams at home?

9. Debrief the action planning process using the following questions as a guide (15 minutes):
   - What was that process like?
   - What this process valuable for you? Why or why not?
   - How could you use this process within your own teams at home?


**IV. Summit Preparation (5 minutes)**

**Summit Preparation**

- Connect with your Accountability Partner
- Complete the “Your Leadership Vision” exercise on page 51 of your LDAP

- Refer Fellows to the Summit preparation information on page 51 in the LDAP:
  - Remind Fellows of the importance of Accountability Partners and to set a goal to connect with their Accountability Partner between this session and the Summit.
  - They should log their vision statements and be ready to share them as they are networking with other Fellows and attendees during the Summit.
Facilitator Note: Carefully consider the transition since there will be a big shift in the type of engagement with the group between activities from past sessions and the closing exercise. The break will help signal that the work to this point has come to a close and Fellows should be ready for a unique reflection and appreciation exercise when they come back.

V. Break (10 minutes)
Use this time to reset the room. Move furniture to the sides of the room and create a circle of chairs with a large open space in the middle. Chairs should be spaced far enough apart that Fellows won't be able to tell when the people next to them stand up or move from their space in the circle.

VI. Fellow Appreciation (40 minutes)
Setup: Ask Fellows put all backpacks, phones, computers, etc. away. If possible, play soft instrumental music from a phone or laptop during this exercise (the projector should be turned off). Start the music after Fellows are seated and instructions for the exercise are provided.

ADA Considerations: In a group with deaf Fellows, all Fellows should stand facing away from the middle of the circle so that deaf Fellows can see their interpreters without seeing who is touching them and be able to move into the circle during their turn without alerting others. Interpreters should move with Fellows into the middle of the circle.

Fellows who are blind or who cannot move their arms to tap someone can whisper the name of the Fellow they want to recognize to an assistant, who can tap for them.

Overall, allow extra time for Fellows with disabilities to listen to and respond to each prompt when recognizing others.

Cultural Consideration: Fellows who are not comfortable touching/being touched by someone of the opposite gender may choose an alternate option; for example, they can hold a ruler or large marker to both tap others and receive “touches” from other Fellows signaling their appreciation.
Directions:

1. Inform Fellows that you will read a series of statements and ask those in the center to reach out and tap/touch those for whom they personally feel the statement resonates. Those seated should remain so with their eyes closed as they receive taps/touches from those in the middle. Fellows may touch one or more individuals, as fitting.

2. Ask everyone to keep their eyes closed throughout the activity unless they are taking a turn in the middle of the circle.

3. Instruct Fellows to slowly open their eyes and move to the middle of the circle if they receive a tap on the shoulder from you as you select the groups for each round. Stress that they should move as quietly as possible so those with their eyes still closed don’t know who is in the center.

4. Begin by tapping a small group of individuals to move to the middle.

5. Slowly read the statements on the next page (or as edited for your group).

6. Once you have completed a series of statements, ask those in the middle to slowly and quietly return to their seats and close their eyes.

7. Once all are resettled, ask everyone to keep their eyes closed and those who haven’t yet come to the middle to raise their hands. Select a few more from these individuals to come to the center. When you have finished selecting, let the rest know they can lower their hands.

8. Repeat this sequence until everyone in the circle has had a chance to both recognize (in the middle) and be recognized (in the circle).

Facilitator Note: Select appropriate group numbers to allow for five rounds. 25 Fellows would mean 5 Fellows in the middle for each round, but your numbers will vary slightly if other members of the Institute team are participating.

9. At the end, allow all participants to sit for a moment with their eyes closed and the music running to take in the fullness of the activity and the people with whom they have shared this experience.

10. When you turn off the music and ask Fellows to open their eyes, allow time for the group to verbally process the experience — what it felt like to receive touches, to give touches, etc. There should be some time to process and openly share words of thanks and praise.

Facilitator Note: This activity can be very emotional for some Fellows, so there may be some tears and it may take several minutes for Fellows to process before moving on to the wrap-up.
**Appreciation Statements:** Read these statements for each round:

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch someone who…</td>
<td>Touch someone who…</td>
</tr>
<tr>
<td>Makes you laugh</td>
<td>Really lives out loud</td>
</tr>
<tr>
<td>Someone you wish you knew better</td>
<td>Someone who is a good listener</td>
</tr>
<tr>
<td>Someone you would be proud to follow</td>
<td>Someone who helped you when you needed it</td>
</tr>
<tr>
<td>Someone you admire</td>
<td>Someone who really brightens your day</td>
</tr>
<tr>
<td>Someone who has taught you something important</td>
<td>Someone you can depend on</td>
</tr>
<tr>
<td>Someone who has shared wisdom with you</td>
<td>Someone who carries the team</td>
</tr>
<tr>
<td>Someone you trust</td>
<td>Someone who taught you something new</td>
</tr>
<tr>
<td>Someone who is patient</td>
<td>Someone who pushed you to try harder</td>
</tr>
<tr>
<td>Someone you respect</td>
<td>Someone who has inspired you</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 3</th>
<th>GROUP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch someone who…</td>
<td>Touch someone who…</td>
</tr>
<tr>
<td>Is fun to be with</td>
<td>Challenges you</td>
</tr>
<tr>
<td>Someone you feel supported by</td>
<td>Someone you appreciate</td>
</tr>
<tr>
<td>Someone you want to thank</td>
<td>Someone you will stay in touch with</td>
</tr>
<tr>
<td>Someone you feel is a role model</td>
<td>Someone who has recently done something nice for you</td>
</tr>
<tr>
<td>Someone you feel is honest</td>
<td>Someone who is a good listener</td>
</tr>
<tr>
<td>Someone who goes above and beyond</td>
<td>Someone with a good sense of humor</td>
</tr>
<tr>
<td>Someone who has given you good advice</td>
<td>Someone who is creative</td>
</tr>
<tr>
<td>Someone who models strength</td>
<td>Someone with good ideas</td>
</tr>
<tr>
<td></td>
<td>Someone who is reliable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch someone who…</td>
</tr>
<tr>
<td>Is forgiving</td>
</tr>
<tr>
<td>Someone you think has a great future</td>
</tr>
<tr>
<td>Someone who is passionate</td>
</tr>
<tr>
<td>Someone who represents the group well</td>
</tr>
<tr>
<td>Someone with dreams and the ability to make them happen</td>
</tr>
<tr>
<td>Someone with values that you admire</td>
</tr>
<tr>
<td>Someone you believe in</td>
</tr>
<tr>
<td>Someone who shows compassion</td>
</tr>
<tr>
<td>Someone who has touched your life in a meaningful way</td>
</tr>
</tbody>
</table>
Facilitator Note: It is important to give time to debrief Fellows’ feelings after the “Touch Someone Who” exercise. Start by thanking Fellows for participating in an exercise that can make some people feel very vulnerable.

Debrief:
- How are they feeling in this moment?
- Is there anything they want to share with the group before you wrap up the session?

VII. Wrap-Up (5 minutes)
- Once Fellows have had a chance to share (which may take some time), thank them again for their work throughout the Common Leadership Curriculum and remind them of the wonderful support network around them — all with impressive visions (point to the vision statements on the walls, if they are still posted). Remind them also of the concept of Ubuntu — I am, because we are. Keep supporting each other, keep learning, and together you will go far!
VIII. Facilitator Reference Materials

This resource can be found on pages 45–47 of the LDAP.

Point of Reference

Following the classroom discussion of leadership vision statements, use this space to write down any updates you wish to make to your Personal Leadership Vision statement.

Action Planning, Part I

**ACTION STATEMENT**
State, in a few sentences, which barrier or issue you will address and what you are specifically attempting to accomplish.

**OTHERS TO INVOLVE**
Consider other stakeholders who may be interested in the changes or initiatives you are proposing. Who has knowledge that might be helpful? Are there others who should be aware of what’s happening?
INFORMATION NEEDS
What information do you need to inform your plan or make decisions? Where and/or how will you get this information? Is there data already available, or will you have to do additional research? Can you utilize any “best practices” to attain this information?

RESOURCE REQUIREMENTS
What are the budgetary needs (both short- and long-term) of your plan? Is there a budget cycle or grant cycle to consider? What are the personnel time commitments, and how will they be negotiated?

POTENTIAL BARRIERS
What could get in the way of achieving your objective? How will you overcome these barriers?

CRITERIA FOR SUCCESS
How will your group or team identify and measure success (in other words, how will the group know that the strategy has worked)?

Stop here and wait for further instructions.
Action Planning, Part II

**ACTION STRATEGY**

In sequential order, list the general steps that need to be followed to accomplish the objective.

1. 

2. 

3. 

4. 

5. 

**IMMEDIATE ACTIONS**

List the components of item #1 above that are required to get started.
Accountability Partner Pre-Summit Meeting

Meet with one another for the first time, either in person or virtually, in the final week of your Institute.

During this discussion,

1. Share:
   • Your Top 5 Strengths;
   • Your Personal Leadership Vision; and,
   • A barrier you anticipate encountering on your return home

2. Plan for each person to have a minimum of 20 minutes of focused time to discuss the above and any ways you could provide support for each other.

Suggested format for your AP meeting(s):

• 5–10 minutes for a quick initial check-in
• 20–30 minutes per person to check in on plans/vision/progress
• 5–10 minutes to wrap up, identify next steps, and schedule your next meeting

*Please complete your check-in prior to the Summit.*

Your Leadership Vision

Prepare for the Summit by memorizing your Personal Leadership Vision. Think of it like preparing for a business pitch. Imagine you meet one of your favorite leadership thinkers who has been invited to speak at the Summit. This speaker says, “Tell me what makes you a leader. What are you working toward?” What would you say? You only have 30-45 seconds to respond before the speaker has to move on. Those compelling, short few sentences of your leadership vision will help you articulate your leadership philosophy and practice, so make sure to have your statement ready to go!

Practice sharing this leadership vision with other Fellows during the Summit and encourage others to share their own revelations about leadership. The shared experience of the CLC invites these types of conversations to learn how your peers are deriving meaning from their personal leadership reflections!
PART III
Leading from Strengths
Pre-Fellowship
Online Module
PART III: LEADING FROM STRENGTHS PRE-FELLOWSHIP ONLINE MODULE

Narrator:
Thank you for completing the short quiz before beginning this module. If you have not already done so, please pause this video and complete the quiz before you proceed.

Also, please make sure you have a way to take notes during two exercises that are part of this video – you may use a pen and paper or any note-taking device you prefer.

With the quiz complete and your note-taking materials at hand, we welcome to the final module in this series designed to help you enrich and maximize your Mandela Washington Fellowship experience in the United States. This module will introduce you to the Common Leadership Curriculum that will be an important part of the agenda at each Institute regardless of track.

Narrator:
During this 30-minute module, we will discuss:

- A brief overview of the Common Leadership Curriculum
- The concept of Strengths-based leadership
- Your personal core values and how they impact your leadership

Narrator:
The Common Leadership Curriculum will be an important component of your Institute, whether you’re in the Business, Civic Engagement, or Public Management track.
Narrator:
The Common Leadership Curriculum – or CLC – provides a common leadership experience so that all Fellows have a shared language and a foundational knowledge to build upon as you return home. It’s based on feedback from Fellowship Alumni about the types of skills they use the most and it uses active learning methods to give you practical tools you can apply regardless of your professional sector or level of experience.

The Common Leadership Curriculum includes three components:

The first is this introductory Pre-Fellowship Online Module you’re completing now.

The second component will be Institute sessions. These sessions are the primary part of the curriculum and will be implemented by all Institutes. You will work through levels of leadership, starting from the perspective of self and moving through broader work in your home communities and across your networks. Your Institutes will also schedule additional leadership sessions, based on their unique resources, to provide other perspectives and approaches.

As the third component, the Leadership Development and Action Plan – the LDAP – is designed to complement your work during the dedicated leadership sessions and to link leadership concepts with the non-academic aspects of programming. This workbook will include exercises and resources to guide you to set short-term goals and will help you implement those goals as part of your three-month action plan when you return home.

Narrator:
For the purpose of the Fellowship Common Leadership Curriculum, we will be using a Strengths-based approach developed by Gallup. Decades of leadership research shows that effective leaders started their paths to great leadership by first working to deepen their understanding of the Strengths they bring to a situation. It is essential for leaders to know who they are, and what talents, skills, knowledge, and experiences form their Strengths as a leader.

A core element of the Strengths-based approach is Gallup’s CliftonStrengths assessment, which you will complete when you arrive at your Institute. The assessment results will be shared with you and Leadership staff who will help you explore and further build on your Strengths during the Common Leadership Curriculum sessions.
Narrator:

As you get ready to embark on this leadership experience, keep in mind three key principles from Gallup’s Strengths-based leadership approach:

1. The most effective leaders invest in Strengths. This investment increases the level of engagement by all involved, resulting in true gains for the organization or project while also amplifying the well-being of individuals.

2. The most effective leaders surround themselves with the right people, and then maximize the composition of their team. Although the best leaders may not be well-rounded themselves, the best teams are well represented across the four key leadership domains: executing, influencing, relationship building, and strategic thinking.

3. The most effective leaders understand other people’s needs. People get involved and follow leaders for very specific reasons, and the best leaders are well aware of and respond to those core needs.

These three principles will be explored as part of the Common Leadership Curriculum sessions at your Institute this summer.

Narrator:

Your Institute will include five leadership sessions that delve further in the following themes:

- Setting the Foundation for Leadership Development
- Understanding Your Strengths & the Strengths-Based Approach
- Maximizing Strengths in Your Work with Others
- Connecting Values to Visions
- Putting It All Together: Leading with Purpose & Strength

As you work through these sessions, keep in mind that leadership is often characterized by position and authority. We want to dispel the notion that leadership has to be positional or assigned.
Narrator:
Leadership is a practice, an attitude, and mindset that can be strengthened over time, through critical reflection and feedback. Over the course of the Common Leadership Curriculum we will offer a guiding perspective to leadership and not a single, specific definition.

Your leadership journey will, of course, extend beyond your time in the United States. As noted, your Leadership Development and Action Plan workbook will include exercises, reflections, and prompts in addition to other resources that will be relevant to your continued growth.

Narrator:
What defines a leader?

[click for animation]

You can be the first.

Take, for example, a 2017 Fellow from Ghana who launched the first video game design company on the African continent and continues to push the frontiers of the industry. In 2019, he published a comic book whose female heroine has cerebral palsy.

[click for animation]

You can take the initiative and make it happen.

Despite Uganda’s cultural norms around gender and occupation, a 2015 Fellow took the initiative to create an education campaign that is training the country’s first female mechanics.

[click for animation]

You can start small – simple can be profound.

Consider a 2018 Fellow from Zimbabwe who used his interest in linguistics to start translating constitutional documents into tribal languages, which gave citizens access to information about their rights and privileges that had not previously been available.
PART III: LEADING FROM STRENGTHS PRE-FELLOWSHIP ONLINE MODULE

Narrator:
Each of the individuals highlighted on the previous slide began with an idea that came from their passion, talent, and strengths. They were not relying on titles, hierarchy, or resources when they launched their initiatives. They may not have considered themselves to be “leaders” at the time, but they were fully engaged in their leadership capacity.

We are often pushed to take a closer look at our values and strengths, especially when we are working on projects we are passionate about. Another invitation to look at our talents and strengths is when we find ourselves in situations of challenge or discomfort. Equally, we can consider experiences that have profoundly moved us or when we deeply feel the impact we have on (and with) others. This type of reflection can begin to point us toward some of the strengths and values we hold in our leadership practice.

Narrator:
Please be ready to take notes, either with your pen and paper or other device, for this exercise. [pause 10 seconds]

Think of a time when, in your opinion, you worked with a person or a group in such a way that you know it made a difference to them and you felt profoundly moved or affected by the experience. [pause 30 seconds]

First, write a one-sentence description of that time. [pause 45 seconds]

Narrator:
[click for animation]

Now, think about the example you wrote down and take a few minutes to summarize three things that made this experience stand out for you. Concentrate on how you felt about the experience and how you know you were working at your best. [pause 3 minutes]

[click for animation]

Finally, take about a minute and write down the 3–4 words that best describe the character (the tone, quality, personality, nature, etc.) of this experience. [pause 1 minute]

Keep these notes and bring them to your Institute. We will reflect back on them as you learn more about your Strengths during the Institute sessions.
**Narrator:**

As you progress through the Common Leadership Curriculum, and in other programming during your Institute, you will spend time talking about the link between values and leadership styles. Let’s take some time to talk about core values more broadly and to reflect on your own personal core values.

They will differ from person to person, but they describe who we are and how we operate so they:

- Are inherent to who you are as a person;
- Reflect what you want to be known for; and
- Represent what you are not willing to compromise for convenience or short-term gain.

Thinking about your personal values in the context of leadership skills development can be helpful because good leaders typically adhere to their personal values and inspire their team to do the same. Core values inform our mindset and our approach in what we do personally and professionally, and they also serve as a foundation for our personal leadership vision.

You will be guided through steps to create your leadership vision during the Common Leadership Curriculum programming. However, it is important that you start considering your core values now so that you are ready to engage in that process at your Institute.

Please make sure you are ready to take notes to complete this exercise.
PART III: LEADING FROM STRENGTHS PRE-FELLOWSHIP ONLINE MODULE

Narrator:
Here is a list of personal values. This list does NOT include all possible personal values, but includes many that are likely important to you. First, take about a minute to read through the list quickly and write down any values that are very important to you that are not included. [pause 1 minute]

Second, make two columns: non-negotiable and negotiable. Non-negotiable values are key to how you define yourself. The negotiable values are still important to you, but they are less central to how you define yourself and to how you would describe your beliefs to others. [pause 10 seconds]

Next, read through the full list again and take a couple of minutes to put each value in one of those two categories (make sure to include any of the values that you added). There are no right or wrong answers and there is not a specific number that should be in each category. [pause 2 minutes]

Now, take a minute to pick your top five from the values you listed as non-negotiable and mark them in some way – you can use a check mark, circle them, or underline them. Remember, there are no right or wrong answers. [pause 1 minute]

Narrator:
Finally, select one of your top five core values and reflect a bit more on it. Take several minutes and write down your answers to these two questions:

1. Why is this personal core value important to me?
2. How does it show up in my work?

[pause 3 minutes]

Keep your answers to these questions, along with your notes from the previous exercise, and bring them with you to your Institute. You will refer back to them and build on this information in your Leadership Development and Action Plan this summer.
Narrator:
As we said earlier, we don’t want you to consider a single, specific definition when we talk about leadership. Similarly, we want you to consider leadership as something fluid – as a set of skills that need to be learned and, equally as important, that need to be practiced. We encourage you to think about your own leadership development as a lifelong process rather than a fixed target.

Narrator:
When you consider leadership development as a continuous learning process, you will see many opportunities for growth regardless of your current level of experience. Leadership development requires humility to give you space for that growth.

It’s important to remember that you might see something immediately that others may initially miss. Or, someone else might already know something that may be new to you.

We encourage you to acknowledge that you don’t know everything. Neither do your peers.

There is likely going to be some content we explore that you have encountered before, but bringing humility and a desire for growth may open your eyes to new ways of seeing, thinking, or doing. We’re confident that the leadership journey that lies ahead of you will include unexpected turns and new perspectives.

Narrator:
As we said earlier, good leaders use their core values in both their work and personal lives and they encourage their teams to do the same. As you continue to develop your leadership capacity, we hope the Mandela Washington Fellowship will play a role in helping you to:

• Carefully consider your strengths as a leader;
• Reflect on the effectiveness of your leadership style across situations and contexts;
• Support your intentional leadership development; and
• Enhance your ability to positively influence others.
PART III: LEADING FROM STRENGTHS PRE-FELLOWSHIP ONLINE MODULE

Narrator:

We are excited to welcome you to the United States and your Institute staff are looking forward to engaging with you.

Please come ready to learn and to be present during your Institute. We hope that the Common Leadership Curriculum will offer a different perspective than the idea of deficit management and comparison that is common, and help you consider acknowledgement and collaboration instead.

Remember – as leaders, we all bring something, we also all have more to learn. We are all students and we are all teachers.

Narrator:

During your Institute, you’ll refer back to the concepts we have just reviewed and will incorporate some of your answers into your Leadership Development and Action Plan. Please keep your notes from the Defining Leadership and Core Values exercises and bring them with you. At the end of this module you will also have the opportunity to enter your notes into Canvas so that you can access them electronically during your Institute.

Narrator:

Thank you again for joining us for this module! We hope you found this information useful and encourage you to reach out with any questions.
PART IV
Leadership Development and Action Plan (LDAP)
This Leadership Development and Action Plan (LDAP) is a tool intended to support your continued professional growth as a leader and guide your efforts to create positive change throughout your home community, country, region, and continent.

“Leadership is behavioral, not positional. The capacity to integrate, motivate, and mobilize others to bring a common aspiration to life is what leadership is all about, not holding positions of formal authority.”

– Nelson Mandela
The Mandela Washington Fellowship for Young African Leaders is the flagship program of the U.S. Government’s Young African Leaders Initiative (YALI). Since 2014, nearly 5,100 young leaders from every country in Sub-Saharan Africa have participated in the Fellowship. The Fellows, between the ages of 25 and 35, are accomplished leaders and have established records of promoting innovation and positive impact in their communities and countries. For more information, please visit mandelawashingtonfellowship.org.

The Mandela Washington Fellowship is a program of the U.S. Department of State with funding provided by the U.S. Government and administered by IREX. The Leadership Development and Action Plan was created in collaboration with Dartmouth College and Compacity Partners LLC, sub-grantees of IREX.

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GOAL OF THE MANDELA WASHINGTON FELLOWSHIP

To provide the opportunity for Fellows to hone their skills at U.S. educational institutions and to provide continued support for professional development after their return home. Fellows form an invaluable network of Alumni who are spurring growth and prosperity, strengthening democratic governance, and enhancing peace and security across Africa.

The Common Leadership Curriculum

As acknowledged by your selection for the Mandela Washington Fellowship, you are a cohort of successful entrepreneurs, community organizers, and public servants who have already demonstrated noteworthy leadership in your spheres of influence. Your job during the Fellowship, however, is to let go of what you think you know and wholly embrace the learning opportunity in front of you. Leadership means different things to different people, is highly contextual, and takes practice. Above all, leadership requires humility and curiosity, and the willingness and ability to gain and give trust and to value difference.

The Common Leadership Curriculum (CLC) is intended to enhance your definition and understanding of “leadership.” You will be asked to consider the ways in which leadership plays a role in your self-development, your work with others, and your role in the community. The following core outcomes and concepts will guide the on-campus sessions and inform the self-guided work you will complete upon returning to your home countries:

OVERALL CLC LEARNING OUTCOMES

• Knowledge and awareness of one’s own leadership Strengths
• Appreciation of others’ Strengths and of differing perspectives
• Understanding of how to utilize a Strengths-based approach to leadership
• Development of a dynamic Personal Leadership Vision
• Understanding and application of leadership knowledge and skills to personal and organizational performance

CORE CONCEPTS

Strengths-Based Approach

Decades of Gallup Strengths-based leadership research shows that great leaders begin by deepening their understanding of their personal Strengths. Effective leaders must know who they are and what talents, skills, knowledge, and experiences they bring to opportunities and challenges. When considering your own Strengths, keep in mind three key findings from Gallup’s Strengths-based leadership approach that will be explored throughout the CLC:

• The most effective leaders invest in Strengths. This investment increases the engagement of all involved, simultaneously improving organizational and project outcomes while amplifying the well-being of the entire team.
• The most effective leaders surround themselves with teams that exhibit a diverse range of skills and seek to maximize those skills. Although the best leaders may not be well-rounded themselves, the best teams possess skillsets across all four Strengths domains: executing, influencing, relationship building, and strategic thinking.
• The most effective leaders understand other people’s needs. People get involved and follow leaders for very specific reasons, and the best leaders understand and respond to these core needs.

These three findings will be explored further as part of the CLC.
Reflective Practice

Reflective practice is a way of studying and learning from one’s own experiences to improve the way one works and leads. Beginning with an honest assessment of one’s own performance and a commitment to continuous improvement, reflection is practiced and intentionally incorporated throughout the CLC during in-session debriefings of exercises, specific homework assignments, and Leadership Development and Action Plan (LDAP) exercises to be completed after the Fellowship.

“Action without vision is only passing time, vision without action is merely daydreaming, but vision with action can change the world.”

– Nelson Mandela

Action-Based Learning

The fundamental principle of active learning is a learn-by-doing approach that encourages direct participation in the learning process. Experiential education is a powerful form of active learning which greatly increases participant engagement and leads to potentially significant shifts in mindset and performance. For Mandela Washington Fellows, we aim to facilitate greater understanding of self and others which will directly result in positive change for your communities and societies. Therefore, there will be times in this leadership curriculum that you will be asked to learn through challenges, risk-taking, and teamwork.

Ubuntu

The philosophy of Ubuntu derives from a Nguni Bantu word meaning “the quality of being human.” Embodied in the proverb: “Ubuntu ngumtu ngabanye abantu,” “A person is a person through other people,” this philosophy reinforces a worldview that we owe our selfhood to others. Throughout the CLC, we will refer to this concept as a way of grounding learning in a responsibility to our greater communities and collective humanity. This leadership framework emphasizes the Strengths of teams and identifies how your own Strengths can contribute to your communities. By blurring the lines between self and community, Ubuntu highlights this relationship between your need for others and your responsibility to others.

Leadership Development and Action Plan

The Leadership Development and Action Plan (LDAP) is a tool to support your professional growth throughout your Fellowship experience. Initially you will use the LDAP in connection with your on-campus leadership sessions, including optional exercises and relevant reflection prompts for each session. You are strongly encouraged to maximize use of this tool – not only in supporting your personal leadership development, but also for continued networking among your Mandela Washington Fellowship cohort and with other YALI colleagues.

Your LDAP is a living document. As you build your experience and networks, we hope you will build new skills, networks, contacts, and lessons learned into your LDAP, and use it to periodically reflect on your growth and the contributions you are making to your community, region, and country.
SETTING THE FOUNDATION FOR LEADERSHIP DEVELOPMENT
Why CliftonStrengths®?

This assessment can help you:

- Discover your greatest natural talents and how to best apply them at work;
- Improve your performance and increase your learning by making the most of your talents;
- Heighten your awareness of others' talents in the workplace;
- Strategically determine a rewarding career path based on your unique talents; and
- Maximize your potential by building on your talents rather than focusing on your weaknesses.

As you learn more about the 34 CliftonStrengths® themes over the next several weeks, remember that each of us has the potential to access all the themes. Our Top 5 Strengths come to us naturally given our talents, but we are able to access both supporting and broader Strengths through intentional practice and effort.

Throughout the Common Leadership Curriculum, we will focus on your Top 5 Strengths, those which give you the greatest chance of providing consistently high-quality performance. While you do have talents far beyond your Top 5, Gallup's research has shown that the top achievers focus on their most dominant areas of talent. We encourage you to take this approach as you begin your Strengths journey; attempting to focus on too many themes will dilute your attention and results.

Complete the boxes below with your Top 5 Strengths from your CliftonStrengths® “Your Signature Themes” report.

<table>
<thead>
<tr>
<th>TOP 5 STRENGTHS</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

After reading the “Your Signature Themes” report from your CliftonStrengths® assessment, please take a moment to reflect on the following:

What was your first reaction to the Signature Themes on your report?
What Signature Themes do you feel fit you best, and why?

Which of your Signature Themes reflects the talents you use most frequently?

Where do you use them?
Were you surprised by any of your Signature Themes?

Which talents do you most want to develop?
Strengths Themes and Talents: A Closer Look

As you read through this overview of the 34 Strengths themes, keep in mind that everyone has the potential to access all the themes. Some come to us naturally given our talents, some we need to intentionally practice, and some take real effort even if we choose to access them. Take some time to review this list and make notes:

- **Circle** the Top 5 Strengths identified in your report
- Place a * next to an additional five Strengths themes that show up frequently for you and are easy for you to access (combined, these 10 can be considered your dominant talents)
- Place a ✓ next to Strengths themes that sometimes show up for you (supporting talents)
- Place an X next to Strengths themes that rarely show up for you or take a lot of effort for you to access (lesser talents)

<table>
<thead>
<tr>
<th>Strengths Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.</td>
</tr>
<tr>
<td>Activator</td>
<td>People especially talented in the Activator theme can make things happen by turning thoughts into action. Once a decision is made, they want to act quickly.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>People especially talented in the Adaptability theme prefer to “go with the flow.” They tend to be “now” people who take things as they come and discover the future one day at a time.</td>
</tr>
<tr>
<td>Analytical</td>
<td>People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.</td>
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<tr>
<td>Arranger</td>
<td>People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.</td>
</tr>
<tr>
<td>Belief</td>
<td>People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.</td>
</tr>
<tr>
<td>Command</td>
<td>People especially talented in the Command theme have presence. They can take control of a situation and make decisions.</td>
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<tr>
<td>Communication</td>
<td>People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.</td>
</tr>
<tr>
<td>Competition</td>
<td>People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.</td>
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<tr>
<td>Connectedness</td>
<td>People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.</td>
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<tr>
<td>Consistency</td>
<td>People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear expectations and adhering to them.</td>
</tr>
<tr>
<td>Context</td>
<td>People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.</td>
</tr>
<tr>
<td>Deliberative</td>
<td>People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.</td>
</tr>
<tr>
<td>Developer</td>
<td>People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.</td>
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<tr>
<td>Discipline</td>
<td>People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.</td>
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<tr>
<td>Strength</td>
<td>Description</td>
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<tr>
<td>Empathy</td>
<td>People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.</td>
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<tr>
<td>Focus</td>
<td>People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.</td>
</tr>
<tr>
<td>Futuristic</td>
<td>People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.</td>
</tr>
<tr>
<td>Harmony</td>
<td>People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.</td>
</tr>
<tr>
<td>Ideation</td>
<td>People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.</td>
</tr>
<tr>
<td>Includer</td>
<td>People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.</td>
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<tr>
<td>Individualization</td>
<td>People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.</td>
</tr>
<tr>
<td>Input</td>
<td>People especially talented in the Input theme have a need to collect and archive. They may collect information, ideas, history, or even relationships.</td>
</tr>
<tr>
<td>Intellection</td>
<td>People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.</td>
</tr>
<tr>
<td>Learner</td>
<td>People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.</td>
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<tr>
<td>Maximizer</td>
<td>People especially talented in the Maximizer theme focus on Strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.</td>
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<tr>
<td>Positivity</td>
<td>People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.</td>
</tr>
<tr>
<td>Relator</td>
<td>People especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.</td>
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<tr>
<td>Responsibility</td>
<td>People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.</td>
</tr>
<tr>
<td>Restorative</td>
<td>People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.</td>
</tr>
<tr>
<td>Self-Assurance</td>
<td>People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.</td>
</tr>
<tr>
<td>Significance</td>
<td>People especially talented in the Significance theme want to make a big impact. They are independent and sort projects based on the level of influence it will have on their organization and others around them.</td>
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<tr>
<td>Strategic</td>
<td>People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.</td>
</tr>
<tr>
<td>Woo</td>
<td>People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.</td>
</tr>
</tbody>
</table>
“You might have much of the world’s riches, and you might hold a portion of authority, but if you have no ubuntu, you do not amount to much.”

– Archbishop Desmond Tutu

Optional Reflection: Leadership & Ubuntu

As you consider the philosophy of Ubuntu and your participation in the activities during the “Setting the Foundation for Leadership Development” session, reflect upon the following:

When did you help another individual or contribute to your team? In other words, when did you find yourself practicing Ubuntu?

How might you re-orient your definition of success as a leader to reflect how you are influenced by others and the impact you have on those around you?
UNDERSTANDING YOUR STRENGTHS & THE STRENGTHS-BASED APPROACH
Yearning

To what kinds of activities are you naturally drawn?

Rapid Learning

What kinds of activities do you seem to pick up quickly?

Flow

In what activities did you automatically know the steps to be taken?

Glimpses of Excellence

During what activities have you had moments of subconscious excellence when you thought, “How did I do that?”

Satisfaction

What activities give you a kick, either while doing them or immediately after finishing them, and you think, “When can I do that again?”
Creating a Strengths Development Plan

Identify specific ways you can develop your Top 5 CliftonStrengths®.

<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>WAYS TO PRACTICE *</th>
<th>SKILLS TO ADD</th>
<th>KNOWLEDGE TO ADD</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

* For ideas on ways to practice, you may want to refer to the “Strengths Insight Report” based on your CliftonStrengths® results. Discuss your ideas with a partner.
## CliftonStrengths® 34 Strengths: Contributions and Needs

Used with permission from Strengths Strategy, Inc. 
*Note: The Strengths listed here come from Gallup's work, as described in the book *StrengthsFinder 2.0* by Tom Rath. They are all registered trademarks (*) in this context.*

<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>CONTRIBUTIONS</th>
<th>NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>Work hard; clear goal/direction; setting the pace; finisher; diligence</td>
<td>Clear goal/direction; others who will also work hard</td>
</tr>
<tr>
<td>Activator</td>
<td>Catalyst; momentum; action</td>
<td>Opportunities to dive in; learn by doing; action; wants to start (not finish) projects</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Go-with-the-flow; responsive; spontaneity</td>
<td>Variety; change; opportunity for newness</td>
</tr>
<tr>
<td>Analytical</td>
<td>Objectivity, ability to create simplicity out of complexity, root cause analysis</td>
<td>Time-lots of it! Facts and information</td>
</tr>
<tr>
<td>Arranger</td>
<td>Multi-tasking, organization, coordinating multiple things/events</td>
<td>A lot of different, fresh challenges; projects/things to coordinate</td>
</tr>
<tr>
<td>Belief</td>
<td>Passion, values, service, sacrifice, clear purpose, steady</td>
<td>To know why; a cause to serve — something bigger than self; uncompromising commitment to values from others</td>
</tr>
<tr>
<td>Command</td>
<td>Decisive; direct; clarity; good at debate/exploring opposing views; taking control</td>
<td>Others to be clear, decisive and direct with them; opportunity to explore various views and to be hear; crises/challenges that they can lead the charge on</td>
</tr>
<tr>
<td>Communication</td>
<td>Storytelling, expressive, clarity of language</td>
<td>To be heard and appreciated; others who paint a compelling picture; to be communicated with clearly, verbal processing of problems</td>
</tr>
<tr>
<td>Competition</td>
<td>Winner, comparison, motivating others to succeed</td>
<td>Measurement; a challenge; comparison; to be acknowledged as the winner</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Sees connections between everything; appreciation of beauty; us/we-attitude; warmth; spirituality</td>
<td>Connection with self/others; a need to see the bigger picture; balance; time for stillness; a window to see the outside (connect with nature)</td>
</tr>
<tr>
<td>Consistency</td>
<td>Rules, fairness, steadiness, uniformity, policies</td>
<td>Rules, fairness, predictability</td>
</tr>
<tr>
<td>Context</td>
<td>History, seeing the bigger picture</td>
<td>History, bigger picture; sharing the “context” of a problem/project before starting</td>
</tr>
<tr>
<td>Deliberative</td>
<td>Cautious, risk-manager; thorough, conscientious</td>
<td>Time to think and consider, facts; honoring their privacy</td>
</tr>
<tr>
<td>Developer</td>
<td>Patient; cheerleader; commitment to others’ growth; seeing potential</td>
<td>Patience; encouragement; celebrating small steps</td>
</tr>
<tr>
<td>Discipline</td>
<td>Plan carefully; detail-orientation; orderliness</td>
<td>Order; schedule; predictability; following rules</td>
</tr>
<tr>
<td>Empathy</td>
<td>Sensitive; tender; aware; compassionate; giving; good listener</td>
<td>To be listened to/seen/heard; gentleness; awareness of their needs</td>
</tr>
<tr>
<td>STRENGTH</td>
<td>CONTRIBUTIONS</td>
<td>NEEDS</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Focus</td>
<td>Single-mindedness; clarity; focus; destination-driven</td>
<td>An objective; clarity of direction; help in maintaining balance</td>
</tr>
<tr>
<td>Futuristic</td>
<td>Vision; big picture; possibilities; out-of-the box perspective; forecasting; dreaming</td>
<td>To be heard; space to dream and imagine</td>
</tr>
<tr>
<td>Harmony</td>
<td>Peacemaker; even-keeled; conflict-resistance; sacrificing for the group</td>
<td>Calm, respectful discussion; willingness to discuss rationally and evenly; an environment that is not conflict-ridden</td>
</tr>
<tr>
<td>Ideation</td>
<td>Innovation; fresh ideas/perspectives; creativity</td>
<td>Room to create; opportunity to have ideas heard and considered</td>
</tr>
<tr>
<td>Includer</td>
<td>Aware of outsiders; closing the gap between people; integration</td>
<td>To be included; to have others around them involved/included</td>
</tr>
<tr>
<td>Individualization</td>
<td>Sees value in all; adjusts to the needs of the individual</td>
<td>To be valued; to have others value their uniqueness</td>
</tr>
<tr>
<td>Input</td>
<td>Questions; collects facts, ideas; curiosity</td>
<td>Facts; opportunity to explore and be curious; to ask question and to share information</td>
</tr>
<tr>
<td>Intellec</td>
<td>Big thinkers, give wise scrutiny to both ideas and effort; deep, broad thinking improves the odds for success; problem solvers; can encourage other to use their full intellectual capital.</td>
<td>Pure thinking time to muse and reflect; needs to reflect before being put on the spot; may need a push to act on thoughts and ideas; needs to be mentally stimulated.</td>
</tr>
<tr>
<td>Learner</td>
<td>Inquisitive; excited to learn; open and willing to explore</td>
<td>To ask questions; to be exposed to new thoughts and ideas; continual growth</td>
</tr>
<tr>
<td>Maximizer</td>
<td>Excellence; high standards; focus on Strengths</td>
<td>Excellence; high standards; those who are focused on Strengths; knowing others’ Strengths</td>
</tr>
<tr>
<td>Positivity</td>
<td>Optimism; excitement; energy; hopeful; fun; warmth</td>
<td>Optimism; energy; uplifting conversations</td>
</tr>
<tr>
<td>Relator</td>
<td>Personal; deep; loyal; authentic</td>
<td>Deep intimate conversation and relationships; genuineness; to be seen; others who will risk vulnerability; no game player</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Ownership; keeping promises; dependability; trustworthiness; punctuality</td>
<td>Punctuality; responsibility of others; follow through on promises; to be trusted</td>
</tr>
<tr>
<td>Restorative</td>
<td>Fixer, problem-solver; creativity in solutions</td>
<td>Problems; to be given autonomy to fix and find solutions</td>
</tr>
<tr>
<td>Self-Assurance</td>
<td>Confidence; influencing others; independent</td>
<td>Independence; others to show up as confident</td>
</tr>
<tr>
<td>Significance</td>
<td>Legacy; motivated by bigger purpose; association with successful people</td>
<td>To be seen with successful people; to be seen as successful</td>
</tr>
<tr>
<td>Strategic</td>
<td>Road map; direction; exploring possibilities; vision; how-to</td>
<td>Problems; clear direction; grid map; to have solutions trusted</td>
</tr>
<tr>
<td>Woo</td>
<td>Makes friends easily; social initiative; outgoing; fun</td>
<td>To be liked, to have opportunity to engage with a lot of people; create new relationships</td>
</tr>
</tbody>
</table>
**Targeting Your Domain Intensity**

Start at the center of each circle and darken one ring for each of the Strengths you have in that domain OR count the number of Strengths you have in each domain and write that number in the corresponding box below.

**THE WORK YOU DO:**

<table>
<thead>
<tr>
<th>Executing: The Doers</th>
<th>Strategic Thinking: The Thinkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever; Arranger; Belief; Consistency; Deliberative; Discipline; Focus; Responsibility; Restorative</td>
<td>Analytical; Context; Futuristic; Ideation; Input; Intellection; Learner; Strategic</td>
</tr>
</tbody>
</table>

**THE RELATIONSHIPS YOU BUILD:**

<table>
<thead>
<tr>
<th>Influencing: The Motivators</th>
<th>Relationship Building: The Feelers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activator; Command; Communication; Competition; Maximizer; Self-Assurance; Significance; Woo</td>
<td>Adaptability; Connectedness; Developer; Empathy; Harmony; Includer; Individualization; Positivity; Relator</td>
</tr>
</tbody>
</table>
In which domain are you strongest?

Do others recognize your strongest domain?

How do you use your most intense domain in the work you do?

Can you spot the domains of your associates?

Adaptation from Gallup, 2009, 2014
Optional Exercise: Collecting Stories of Strengths in Practice

Over the coming weeks, pay close attention to how you respond and react to various situations and people. These interactions will help you understand how your Strengths impact your day-to-day activities, interactions, and opportunities for leadership.

In collecting stories, it will help if you:

- Note when you are consciously operating, reacting, or responding from one of your Strengths;
- Pay attention to when you are actively engaged in and energized by an activity;
- Notice when you are contributing to either work or interpersonal dynamics, and pay extra attention to which of your Strengths show up in those situations;
- Ask others to give you examples of when they have seen you demonstrate particular Strengths;
- Think about what Strengths show up when you are motivated (note what you are doing and who is with you); and
- Think about what Strengths are missing when you feel drained (note what you are doing and who is with you).

Consider sharing stories of Strengths in practice with another Fellow in your cohort. Discussing these observations can help you better understand your Strengths and how they manifest.
UNDERSTANDING YOUR STRENGTHS & THE STRENGTHS-BASED APPROACH

Mandela Washington Fellowship for Young African Leaders

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MAXIMIZING STRENGTHS IN YOUR WORK WITH OTHERS
Clues to Talent

Read the scenarios below and decide which Clue each individual expresses.

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>CLUE TO TALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever since Ife learned to read, she could always be found reading. One day she was lucky enough to visit a library, where she found so many wonderful things to read. When her friend said it was time to go, Ife couldn’t believe that she had been there for three hours — it felt like only 20 minutes! She wished she could stay all day long.</td>
<td>Yearning: We are naturally drawn to activities that use our talents.</td>
</tr>
<tr>
<td>Ted has always liked to draw. When he was six, his teacher asked the class to draw a picture of the ocean. Ted’s drawing included a ship, birds in the sky, fish in the water, and a sunset. His teacher had never seen such a beautiful drawing by a student his age. Ted’s drawings and paintings got better and better through study and practice, and he eventually decided to study fine arts in college.</td>
<td>Rapid Learning: We learn more quickly than our peers when using a talent.</td>
</tr>
<tr>
<td>Samuel has always been fascinated by mathematics and numbers, and able to pick up difficult concepts without any effort. At a very young age he could easily solve math problems far above his grade level; by Grade 6, he was doing advanced algebra.</td>
<td>Flow: We often lose track of time when we are participating in the activity.</td>
</tr>
<tr>
<td>Addi has always loved children. She had her tonsils removed when she was in second grade, and when bored one afternoon walked around the children’s ward. She was excited to find the nursery and was immediately drawn to a crying baby. A nurse noticed her interest and said she could come in. Addi picked up the baby, sat down in the rocking chair, and put him back to sleep. She went back to her room with a huge smile on her face and a newfound desire for serving others.</td>
<td>Glimpses of Excellence: We experience high performance and continual improvement. There doesn’t seem to be a ceiling on our potential.</td>
</tr>
<tr>
<td>Kaj started playing football when he was five years old. After each game he would ask his mom, “When do I get to play football again?” Today Kaj is a firefighter who still loves football. He is a fan of his town’s professional team and has never missed watching the World Cup, and eagerly awaits every chance to play in his adult football league.</td>
<td>Satisfaction: Using our talents gives us pleasure and energy.</td>
</tr>
</tbody>
</table>
### Becoming a Talent Scout

Read the descriptions below and see if you can identify which of the CliftonStrengths® theme(s) may be in each individual’s Top 5. You can refer to the CliftonStrengths® Theme Guide.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>CLIFTONSTRENGTHS®</th>
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<tbody>
<tr>
<td>Ife, the reader, does most of the team’s research. She comes up with multiple, unique solutions for problems, and seems to thrive on exploring various possibilities. Once she presents her ideas to the group, however, she is happy to sit back and let the group decide which direction to take.</td>
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</tr>
<tr>
<td>Ted, the artist, always knows who can be used as a resource for a specific project. He often becomes the mentor for new group members and applauds their successes. Ted is a good listener, willing to help those in need, and naturally sees the good in everything and everyone. He is also the creative one who always comes up with new ways to tackle any project.</td>
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</tr>
<tr>
<td>Samuel, the math whiz, often paces meetings by asking questions and gathering information. He rarely offers suggestions during initial meetings as he needs time to look at the data before reaching a solution. His ideas are sound and valuable, and he always has Plan B ready. His focus on rules and policies keeps the team compliant, and members look to him as an authority because of his confident manner and sound judgement.</td>
<td></td>
</tr>
<tr>
<td>Addi, the nurturer, is the glue that holds the team together. She is gentle, kind, and aware of each member’s positive attributes. Addi is also organized; her desk is always neat, and her agendas keep team meetings on track. The team marvels at her ability to handle multiple projects at once while still remembering every detail. Addi continually sees the impact the team can have in the company and in the world.</td>
<td></td>
</tr>
<tr>
<td>Kaj, the football lover, points everyone toward the team’s common goal. His zest for life and enthusiasm make him a beloved partner. He has a passion to succeed and encourages every member to contribute. He can be trusted to handle any assignment.</td>
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# Power and Edge

<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>DOMAIN</th>
<th>POWER</th>
<th>EDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>Executing</td>
<td>Tireless, strong work ethic, leads by example, go-getter, hungry</td>
<td>Unbalanced, overcommitted, can’t say no, burns the candle at both ends, too concentrated on work, work is more important than people</td>
</tr>
<tr>
<td>Activator</td>
<td>Influencing</td>
<td>Self-starter, fire-starter, energy course, fearless</td>
<td>&quot;Ready-fire-aim&quot;, loose cannon, speaks before thinking, in left field because others haven’t caught up</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Relationship Building</td>
<td>Flexible, comfortable in times of change, easy to get along with, goes with the flow</td>
<td>Directionless, indecisive, sheep, inconclusive, whimsical</td>
</tr>
<tr>
<td>Analytical</td>
<td>Strategic Thinking</td>
<td>Thinks things through, smart, logical, deep, thorough, comfortable with numbers, figures, and charts</td>
<td>Rude, short, tough, never satisfied with the answer, asks too many questions</td>
</tr>
<tr>
<td>Arranger</td>
<td>Executing</td>
<td>Flexible, organizer, juggler, aligns and realigns tasks to find the most productive configuration possible, efficient, conductor</td>
<td>Lacks structure, too flexible, doesn’t follow the existing rules or procedures, constantly changes priorities, lacks vision, difficult to follow because of frequent realignments</td>
</tr>
<tr>
<td>Belief</td>
<td>Executing</td>
<td>Passionate, steadfast, knows where he/she/they stand(s), altruistic, family-oriented, ethical, responsible</td>
<td>Stubborn, set in their ways, elitist, un-accepting of others’ ideas, opinionated, goody-two-shoes</td>
</tr>
<tr>
<td>Command</td>
<td>Influencing</td>
<td>Charismatic, direct, driven, inspirational, easy to follow, clear, concise</td>
<td>Bossy, know it all, bulldozer, rude, abrupt, strong-willed, inflexible, stubborn</td>
</tr>
<tr>
<td>Communication</td>
<td>Influencing</td>
<td>Storyteller, great presence, easy to talk to, energizer, entertaining, charismatic</td>
<td>Blabbermouth, poor listener, self-absorbed, show-off, always needs attention</td>
</tr>
<tr>
<td>Competition</td>
<td>Influencing</td>
<td>Driven, motivated, number 1, measurement-oriented, winner</td>
<td>Sore loser, not a team player, puts down others, self-centered, confrontational</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Relationship Building</td>
<td>Spiritual, “doesn’t sweat the small stuff,” strong faith, always looking at the big picture, helps others see purpose</td>
<td>Passive, naive, too idealistic, wishy-washy</td>
</tr>
<tr>
<td>Consistency</td>
<td>Executing</td>
<td>Just, problem-solver, policy-maker</td>
<td>By the book, inflexible, unwilling to customize/individualize</td>
</tr>
<tr>
<td>Context</td>
<td>Strategic Thinking</td>
<td>Has a robust historical frame of reference, learns lessons from the past, knows how things came to be, institutional memory</td>
<td>Slow to move and react to change, closed-minded, lives in the past</td>
</tr>
<tr>
<td>Deliberative</td>
<td>Executing</td>
<td>Good judgment, identifies risk, makes solid decisions, can plan for the unexpected</td>
<td>Standoffish, aloof, cautious, slow, introverted, afraid to act, indecisive</td>
</tr>
<tr>
<td>Developer</td>
<td>Relationship Building</td>
<td>Grows talent in others, teacher, coach, enjoys helping others succeed, invest in others</td>
<td>Not an individual contributor, wastes time on low-potential people, spectator</td>
</tr>
<tr>
<td>Discipline</td>
<td>Executing</td>
<td>Highly productive and accurate because of ability to structure, breaks down the complex into steps, great planner, promotes efficiency</td>
<td>Overbearing, rigid, mechanized, can’t handle change</td>
</tr>
<tr>
<td>Empathy</td>
<td>Relationship Building</td>
<td>Creates trust, brings healing, knows just what to say/do, customizes approach to others</td>
<td>“Soft,” moody, over-involved</td>
</tr>
<tr>
<td>STRENGTH</td>
<td>DOMAIN</td>
<td>POWER</td>
<td>EDGE</td>
</tr>
<tr>
<td>---------------</td>
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<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Focus</td>
<td>Executing</td>
<td>Point person, disciplined, purposeful, laser-like precision, identifies important areas quickly, goal setter and goal getter</td>
<td>Absorbed, tough to relax, intense, stressed, single-minded</td>
</tr>
<tr>
<td>Futuristic</td>
<td>Strategic Thinking</td>
<td>Imaginative, creative, visionary, even prophetic, inspiring</td>
<td>Dreamer, “Fantasy Island,” out in left field, unrealistic, lacks pragmatism</td>
</tr>
<tr>
<td>Harmony</td>
<td>Relationship Building</td>
<td>Negotiator, can see both sides of a situation, great at asking questions, able to arrive at consensus, great facilitator</td>
<td>Weak, indecisive, non-confrontational, avoids conflict</td>
</tr>
<tr>
<td>Ideation</td>
<td>Strategic Thinking</td>
<td>Improves on the existing, learns quickly, agile mind</td>
<td>Serene, but lacks strong structure, slow to adapt, creates confusion</td>
</tr>
<tr>
<td>Includer</td>
<td>Relationship Building</td>
<td>Invites others, caring, engages others, sensitive, takes up for others</td>
<td>Indiscriminate, unable to decide, generous to a fault</td>
</tr>
<tr>
<td>Individualization</td>
<td>Relationship Building</td>
<td>Sees the uniqueness in all individuals, intuitively knows that “one size doesn’t fit all,” appreciates the differences in others</td>
<td>Unable to synthesize when it comes to people, has difficulty placing group above the individual, difficulty in making people decisions</td>
</tr>
<tr>
<td>Input</td>
<td>Strategic Thinking</td>
<td>Great resource, knowledgeable, excellent memory, mind for detail, collects interesting things, excellent conversationalist</td>
<td>Knows a lot of worthless information, pack rat, cluttered house, cluttered mind, boring conversationalist</td>
</tr>
<tr>
<td>Intellecction</td>
<td>Strategic Thinking</td>
<td>Excellent thinker, enjoys musing, capable of deep and philosophical thought, able to work alone</td>
<td>A loner, slow to act or wastes time thinking too much, isolated, doesn’t work well with others</td>
</tr>
<tr>
<td>Learner</td>
<td>Strategic Thinking</td>
<td>Always learning, catches on quickly, interested in many things, finds life intriguing</td>
<td>A know it all, lacks focus on results, learns a lot but produces little, bookish</td>
</tr>
<tr>
<td>Maximizer</td>
<td>Influencing</td>
<td>Mastery, success, excellence, enjoys working with the best</td>
<td>Perfectionist, picky, never good enough, always reworking</td>
</tr>
<tr>
<td>Positivity</td>
<td>Relationship Building</td>
<td>Enthusiastic, light-hearted, energetic, generous with praise, optimistic</td>
<td>Insincere, naïve, superficial, Pollyanna</td>
</tr>
<tr>
<td>Relator</td>
<td>Relationship Building</td>
<td>Caring, trusting, a great friend, forgiving, generous</td>
<td>Lives in a clique, cron, has an inner circle, plays favorites</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Executing</td>
<td>Committed, accountable, independent, trusted, conscientious</td>
<td>Micromanager, obsessive, can’t say “no,” takes on too much</td>
</tr>
<tr>
<td>Restorative</td>
<td>Executing</td>
<td>Problem solver, trouble shooter, finds improvements and solutions</td>
<td>Focuses on weaknesses, punitive, negative, critical</td>
</tr>
<tr>
<td>Self-Assurance</td>
<td>Influencing</td>
<td>Self-confident, strong inner compass, risk taker</td>
<td>Arrogant, self-righteous, over confident, stubborn</td>
</tr>
<tr>
<td>Significance</td>
<td>Influencing</td>
<td>Seeks outstanding performance, does things of importance, independent</td>
<td>Recognition-hungry, self-focused, needy</td>
</tr>
<tr>
<td>Strategic</td>
<td>Strategic Thinking</td>
<td>Anticipates alternatives, intuitive, sees different paths</td>
<td>Jumps to quick decisions, difficult to understand their thinking, closed-minded</td>
</tr>
<tr>
<td>Woo</td>
<td>Influencing</td>
<td>Outgoing, people-oriented, networker, rapport builder</td>
<td>Fake, shallow, does not care about deep Relationships</td>
</tr>
</tbody>
</table>
### Design It! Build It! Rating Sheet

Answer the questions on your own and then compare answers with your group. Take note if others list you in their answers and consider that feedback during the debrief.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>NAME OF TEAM MEMBER</th>
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</thead>
<tbody>
<tr>
<td>Who took the lead during the discussion phase?</td>
<td></td>
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<tr>
<td>Who asked the most questions or raised the most concerns?</td>
<td></td>
</tr>
<tr>
<td>Who came up with the idea for the design?</td>
<td></td>
</tr>
<tr>
<td>Who acted as the mediator to help the team decide on the design?</td>
<td></td>
</tr>
<tr>
<td>Who took the lead during the building phase?</td>
<td></td>
</tr>
<tr>
<td>Did anyone act as the cheerleader for the team?</td>
<td></td>
</tr>
<tr>
<td>If there were problems that had to be overcome, who solved them?</td>
<td></td>
</tr>
<tr>
<td>Who did the bulk of the actual building?</td>
<td></td>
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</tbody>
</table>

**Questions:**

Was there anything you could have offered your team that you didn’t?

Why didn’t you step forward?

What role did you play and how did it relate to what you typically do best?
Optional Exercise: Power and Edge – My Top 5 Strengths

Think of a time when you were responding, reacting, or operating from the edge of one of your Top 5 Strengths and answer the following questions.

<table>
<thead>
<tr>
<th>STRENGTH 1:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTH 2:</th>
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<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
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<tr>
<th>STRENGTH 3:</th>
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</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
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<tr>
<th>STRENGTH 4:</th>
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<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
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<table>
<thead>
<tr>
<th>STRENGTH 5:</th>
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</thead>
<tbody>
<tr>
<td>What were your actions at the time?</td>
<td>How could you have managed that Strength differently so as not to be viewed as a weakness?</td>
</tr>
</tbody>
</table>
Optional Reading: Strengths in Practice (article excerpts)

Can a Strength Ever Be a Problem?¹
By Stephen Shields, Senior Practice Consultant, Gallup

What some find even more surprising is that a strength itself can sometimes be a stumbling block on the path to accomplishment! In fact, any strength used in an unhealthy manner can sometimes be a weakness. Let me explain.

Each one of the [CliftonStrengths®] themes has both [powers] and [edges]. The [powers] are the positive characteristics of a theme that we typically think about. A [power] for Adaptability, for example, is that it can rapidly change plans in the midst of new circumstances. The [edges] for a theme, however, are the potential vulnerabilities of a theme, when misapplied or managed in an unhealthy or disengaged manner. An [edge] for Adaptability can be the inability to stay the course due to being easily distracted by shifting circumstances that turn out to be inconsequential in light of the big picture. This then begs the question: How do we chase the [powers] and flee the [edges]?

The solution, happily, is quite simple. To avoid the [edge] of one theme, lean into another theme! Let’s say, for example, that Jason realizes that the [edge] of his Adaptability is having a negative effect on his productivity.

Jason thinks, “I’m feeling distracted right now because pending legislation could have a very significant impact on the profit margins for the product my team is developing for our client. What I want to do is to take some time to research this legislation to see how negative of an effect it could have.” The [edge] of Jason’s Adaptability is kicking in here; he’s wanting to over-adapt. For Jason, the solution is to lean into one of his other Top Five Strengths in order to bring the very best of his natural behavior. Jason’s top five are Belief, Maximizer, Adaptability, Empathy and Achiever. One strength Jason can lean on is Maximizer. When Jason’s in the middle of his Adaptability [edge], the most important thing for him to do is to pause and think. And so, Jason leans on his Maximizer, “But why sweat something that may not even happen. Right now, at this moment, the best use of my time is to continue preparing for Tuesday’s meeting with the department head.” Rather than living in the Adaptability [edge], Jason is making the most of both themes. He can naturally adapt to a changing circumstance (Adaptability), while making the very best use of the opportunity at hand (Maximizer).

Awareness of our non-talents in an important discovery, but just as we encourage Jason to capitalize on the [powers] of his themes, we also first consider the bountiful opportunities we have in our top five. After all, we get a lot further by focusing on what we do have rather than worrying about what is missing.

¹ Adapted to reflect current Gallup terminology where “power” replaces “balcony” and “edge” replaces “basement.” Full article available online: http://coaching.gallup.com/2015/01/can-strength-ever-be-problem.html
Senior Leadership Teams — What It Takes to Make Them Great2

By Ruth Wegman, Debra Nunes, James Burrus, and J. Richard Hackman

Once you know what you want your team to accomplish on behalf of the organization, it is time to address what may be the most emotionally challenging team leadership question of all: “Whom do I need on this team?”

The authors advise top leaders to look past seniority and formal positions to essential competencies. Senior team members must understand that their role requires them to represent the entire organization. But this does not mean that every department or division manager or leader must be given a place on this senior level team.

Essential competencies include:

1) An executive leader self-image: that is, seeing oneself as an executive leader over the whole enterprise. Look for individuals who, even within their departments or divisions, already see themselves — talk and act — like leaders who are committed to the success of the entire organization.

2) Individuals who demonstrate conceptual thinking ability: that is, the ability to “synthesize complex information from divergent sources and extract their implications for the enterprise.” These people can listen to a wide assortment of concerns and perspectives, see larger issues at work, recognize controlling patterns, and suggest fresh solutions that frame a bigger picture and bigger possibilities for the organization as a whole.

3) Demonstrations of empathy and integrity: that is, the ability to listen well, embrace other points of view, speak up for personal values and vision, enter into robust constructive conflict, invite counsel and even correction, keep confidences, and fully implement decisions that the team has made, even if they are not in full agreement. When people with these competencies are selected, they should be taken through a structured “on boarding” process that makes clear the expectations around their individual behavior, their role on the team, and their role as an enterprise leader over the whole organization.

However, there are individuals in every organization who should not be given a place at the table. These are derailers who do not respect the CEO’s leadership, may not agree with the organization’s chief strategies or its operating model, may not embrace the senior team’s stated purpose, or conform to the team’s behavioral norms. Keep in mind that open disagreement and constructive conflict are not dysfunctional behaviors; they are essential to healthy team leadership. Derailers are those who publicly appear to be working with the team but privately undermine the team. Among other patterns, watch out for people who display a victim mentality when called to account, who make blanket judgments about other people and circumstances, who vocalize dissent and criticism outside of team meetings, and who seem to bring out the worst in other team members. Derailers need to be confronted early and directly, as soon as their dysfunctional behavior surfaces. As one CEO put it, “Honest mistakes will not get you off the team. Foul play and a lack of commitment will.”

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Optional Exercise: Reflection

1. Consider a very effective team of which you were part. What elements discussed above come to mind when you consider that team?

2. In your own work, how do you tend to choose team leaders?

3. In what ways has virtual or hybrid work adjusted how you use your Strengths in the workplace? Consider power and edge manifestations of your Strengths.

4. Can you remember a time where a “derailer” was on your team and how their behavior impacted the team’s attitude and outcomes?
Strength-Based Leadership in Teams

When working with a group, it is important to intentionally take steps to assess and leverage each member’s talents and Strengths. While you cannot assume an individual’s Top 5 Strengths if they have not taken the assessment, it is possible to make an educated guess based on the behaviors/actions you have observed. By naming, claiming, and aiming what individuals bring to the table, a leader can effectively compare and contrast Strengths to maximize collective impact. This approach takes work, but allows leaders to manage to their team’s Strengths and ultimately improve organizational and/or project outcomes.

For each member of your team, complete the following:

<table>
<thead>
<tr>
<th>YOUR TALENTS &amp; STRENGTHS</th>
<th>GROUP/TEAM MEMBER’S TALENTS &amp; STRENGTHS</th>
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What Strengths do you have that are similar?

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<th>TEAM MEMBER</th>
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How do your differences complement each other?

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<th>TEAM MEMBER</th>
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Does this team member have the opportunity to do what they do best every day?

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<th>TEAM MEMBER</th>
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What adjustments, if any, can you make to fully utilize this team member’s Strengths?

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<tr>
<th>TEAM MEMBER</th>
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How can you best motivate and develop this team member?

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<th>TEAM MEMBER</th>
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Here are four themes to explore with your team that can help guide these discussions and foster Strengths-based leadership:

- You get the best of me when…
- You get the worst of me when…
- You can count on me to…
- This is what I need from you…
CONNECTING VALUES TO VISIONS
Verifying Your Signature Themes

As you reflect on the meaning of your Signature Themes, work with a partner to interview each other using the following questions as your guide. Each of you will take turns asking these questions and recording answers as you interview.

For each of your five Signature Themes, ask:

1. Do you see this theme in me? Please give an example.

2. Which one of the five themes have you noticed most in me?

3. What surprises you about my Signature Themes?

4. Are there any additional themes or talents that you see in me?
Core Values

The following list does not include all possible personal values, but it likely includes many that are important to you. Take a minute to read through the following list and consider what values are important to you. Space is provided at the bottom of the page if a value you find personally significant is not on this list.

<table>
<thead>
<tr>
<th>Achievement/Success</th>
<th>Diversity</th>
<th>Humility</th>
<th>Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty</td>
<td>Effectiveness</td>
<td>Humor</td>
<td>Prosperity/Wealth</td>
</tr>
<tr>
<td>Challenge</td>
<td>Empathy</td>
<td>Independence</td>
<td>Quality</td>
</tr>
<tr>
<td>Communication</td>
<td>Equality</td>
<td>Innovation</td>
<td>Recognition</td>
</tr>
<tr>
<td>Community</td>
<td>Family</td>
<td>Intelligence</td>
<td>Respect</td>
</tr>
<tr>
<td>Competence/Skill</td>
<td>Flexibility</td>
<td>Justice</td>
<td>Risk-Taking</td>
</tr>
<tr>
<td>Competition</td>
<td>Friendship</td>
<td>Knowledge/Wisdom</td>
<td>Security</td>
</tr>
<tr>
<td>Courage</td>
<td>Growth</td>
<td>Loyalty</td>
<td>Service</td>
</tr>
<tr>
<td>Creativity</td>
<td>Happiness</td>
<td>Love/Affection</td>
<td>Simplicity</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Harmony</td>
<td>Open-Mindedness</td>
<td>Spirituality/Faith</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Health</td>
<td>Passion</td>
<td>Strength</td>
</tr>
<tr>
<td>Dependability</td>
<td>Honesty/Integrity</td>
<td>Patience</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Discipline</td>
<td>Hope</td>
<td>Power/Control</td>
<td>Trust</td>
</tr>
</tbody>
</table>

Write down any values that are very important to you that are not included in this list:
Next, you will decide whether each value is non-negotiable or negotiable:

**Non-negotiable** values are key to how you define yourself.

**Negotiable** values are still important to you, but are less central to how you define yourself and how you would describe yourself to others.

Read through the full list again and take a couple of minutes to write each value in one of the two categories below (including any values you added). There are no right or wrong answers, and no specific number that should be in each category.

<table>
<thead>
<tr>
<th>NON-NEGOTIABLE VALUES</th>
<th>NEGOTIABLE VALUES</th>
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<tbody>
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</table>

Now, take a minute to write down your top five from your list of non-negotiable values. Remember, there are no right or wrong answers.

<table>
<thead>
<tr>
<th>TOP FIVE VALUES</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>
VALUES CONGRUENCE IN THE WORKPLACE

While being an authentic person may seem easy, being an authentic manager or leader is a different challenge entirely. An effective manager or leader must be flexible, rather than operating solely from individual desires.

In small groups, you will be asked to consider one of the following scenarios:

Scenario 1
You are the new managing director for a city government office. You inherited a team of employees who maintain regular contact with your community constituents, and as such are often with whom community members first interact when they need help from your office and their elected officials.

You chose to work in public service because you want to see your city and its residents prosper. Your values of community, diversity, and respect brought you to this work. You know your city has its challenges — like many other growing economies — but you want to contribute to changing things for the better.

Since starting your position, you have noticed several of your employees seem to disregard issues brought forward by residents of poorer parts of the city. At times, your employees make these residents wait longer than necessary, and sometimes simply tell them the office can’t assist and send them away without passing on their requests or inquiries. You’ve even overheard some of these staff members speaking negatively about such individuals during their breaks or in the hallways. This overall approach seems to be the norm both in your office and other offices throughout the building.

What options do you have for addressing this behavior in a way that allows you to stand by your values? What consequences might you face if you challenge the office’s normative culture?

Scenario 2
Over the past three years you have risen in the ranks of a large non-governmental organization in your home country. Six months ago, you were promoted to a management position. You feel ready to step into this larger leadership role, and have numerous ideas to help the organization innovate and more significantly impact those it serves.

Try as you might to bring your ideas forward, however, they always get shut down. You value communication, yet the organization’s founders don’t seem to want input. They always have the final word on decisions and seem to take new ideas as a challenge to their authority.

You are growing frustrated because you value the work, but you also know so much more could be done. Now that you are leading a team, you are also feeling added pressure to implement your team members’ great ideas and integrate their perspectives into the way things are done.

What are some of the ways that personal values (both yours and the founders’) are at odds in this situation? How might the founders’ values be defining cultural norms in the workplace? As a leader, what approach would you take in this situation?
Scenario 3

You started a clean water delivery service four years ago with just a small amount of savings and a lot of independent hard work. The business has steadily grown since and you are now turning a reasonable profit. Over time, you’ve had to expand your workforce to include a set of managers who oversee teams of field-based sales and delivery staff.

When you founded the company, you promised yourself that honesty and fairness would drive the business. You had seen too many examples of families in your community who were taken advantage of or cheated into buying services or goods that were not to standard. This was not your way. In fact, these same members of your community were some of your very first customers when you started your own business.

You recently learned that the latest shipment of large plastic containers you use for water delivery in one district was contaminated. The only way to remedy the situation as quickly as possible seems to be sending funds directly to the sales team members in the district, who can then purchase smaller, locally available containers and swap out deliveries to their local customers. You are sure to lose money, but you do not want your customers falling ill or losing trust in your business.

A few weeks later, you notice that one particular region in that district has significantly increased their sales numbers. Initially, you take this as a good sign that customers were pleased with the quick swap of containers and spread the word to new clients. Passing through one of these villages, however, you notice that the large contaminated containers are still being used by several customers. When you inquire with the local sales team, they are enthusiastic about their increased sales and share that they decided there was no harm in leaving the large containers in place with existing customers. They had simply assured these customers there were no issues to be concerned about, assuming that all would be remedied by the next delivery. The team then sold the smaller containers at a discount to new customers.

The intention of your sales team was to perform well by increasing sales. However, they clearly missed the reasoning behind your decision and why in this instance you put people over profit.

How do you respond, knowing their intentions were good but their decision was still out of alignment with your (and your organization’s) values?
**Scenario 4**

You serve as a senior leader in a mission-driven company that takes pride in its social impact work. You joined the team several years ago because you believed in its vision and wanted to be part of its growth.

Originally out of necessity, your office shifted its workforce to online/remote work earlier this year. You now manage a sizeable team of home-based employees.

Over the last several months, you have been feeling increased pressure from the company owners and investors who want to make sure that profit margins hold despite the change in how and where the work gets done. In fact, you just found out that the board voted to continue remote work indefinitely. Part of their decision is based on efforts to decrease infrastructure costs so they can continue to provide employees with full salary and benefits packages as the company grows. To your knowledge, the board did not seek feedback on this plan from employees before making this decision.

You have been asked to announce the news of the long-term remote work arrangement to all employees next week. On the one hand, you are grateful that demand for the company’s services remains high, and you truly believe in the impact of the work. However, you are sensing that some of your employees are struggling and this shift to long-term remote work may be a tipping point for team members you cannot afford to lose.

You are not sure how to balance the pressure from management while continuing to support your struggling workers. You believe in the mission of the company and appreciate the efforts to pay workers what they are worth, but you know you have a bright and talented team that is not getting the support it needs to do its day-to-day work.

*How might you go about addressing this challenge? What are some of the ways that the company’s values may be out of alignment with yours and/or your team members? How can your support of the company’s mission and vision help you address this challenge with both the board and your employees?*
Inclusive Leadership

INCLUSION IS...

- **Encouraging your team and colleagues** to bring their unique differences, voices, and perspectives into problem solving, decision-making, and creativity (*contributions are valued*)
- **Removing barriers** in your work environment that uphold exclusion from opportunities, interaction, communication, information-sharing, and decision-making (*access is intentional*)
- **Cultivating a work environment that encourages collaboration** and learning from differences, flexibility, fairness, and equal opportunity (*standard practice*)

Which of my Strengths help me support these three elements of inclusion?

Which of my core values are in alignment with these elements of inclusion?

What more can I do as a leader to make sure I am actively working toward all three of these elements of inclusion?

What complementary skills or Strengths might I look for in my colleagues to advance inclusion on our team/in our workplace?

REMEMBER...

As an inclusive leader, you should be asking:

- Are all stakeholders in the room?
- Have everyone’s ideas been heard?
- Whose ideas are not being taken seriously and why not?

When you actively practice inclusive leadership, your team will understand that you:

- **Solicit and welcome multiple viewpoints**
- **Involve people equally**
- **Promote and sustain a cultural norm that this engagement is welcomed and expected**
Drafting a Personal Leadership Vision, Part I

Use this space to write down any of the words or phrases from the in-class exercise that you might use in phrasing your Personal Leadership Vision:

MY PERSONAL LEADERSHIP VISION

You are attempting to create a brief and vivid statement describing your personal leadership vision. These should be action-oriented statements (i.e., “I strive to…”, “My impact will be…”, “My leadership motivation is…”, etc.).

You will share your drafted vision statement with a partner for feedback, and be given time to re-write additional drafts. Use the spaces below to write out your draft statements and notes on feedback.

DRAFT 1:

DRAFT 2:
Accountability Partners (APs): Purpose and Guidelines

As the Institute leadership sessions conclude, each of you will be asked to identify an Accountability Partner (AP) either from your institute cohort OR from your country cohort. Your AP should be someone you can trust and ideally someone who possesses Strengths different from your own.

PURPOSE OF ACCOUNTABILITY PARTNERS

• Articulate and receive ongoing coaching related to your goals, transitions, and leadership journey once you return home
• Build a network of ongoing peer support

INTENDED OUTCOMES

• Receive feedback on and refine leadership vision learning goals as you begin to implement/practice new approaches or behaviors developed during the Fellowship
• Practice key principles (esteem, empathy, sharing, support, and involvement) and Emotional Intelligence competencies by sharing with and coaching one another
• Gain advice and coaching from others on pressing issues/challenges as they surface while pursuing work and leadership opportunities

PROCESS

• Identify your AP by the end of the last week at your Institute. This should be a mutual match, meaning you will each serve as the other’s AP going forward.
• Follow along in your LDAP for AP discussion prompts that align with continued leadership development and personal reflection work.
• Keep on top of this commitment and make sure to schedule time to connect (either in person or virtually).
• Make this relationship a priority in your accountability measures once you return home.
Drafting a Personal Leadership Vision, Part II

You will be asked to share your Personal Leadership Vision with your cohort at the start of the next CLC session. Take some time to hone your draft before then. The questions below might help you think through WHAT you are working toward and WHY. See if new insights emerge by completing this reflection, and rework your vision statement accordingly before the next session.

What do you hope to help create and achieve in your organization, community, and/or country?

Write a few sentences describing your hopes and dreams for your organization, community, and country, and how your personal goals relate to these broader themes.

Write a sentence or two about your key learnings thus far from your Mandela Washington Fellowship experience and how these learnings contribute to your vision.
Additional Reflection Prompts

As a leader, how can I cultivate the culture of the organization I hope to build?

How can I do this in a way that attracts others who will thrive in this environment?

Use these notes to re-write your Personal Leadership Vision statement (which will be shared during CLC Session Five).

WE CHALLENGE YOU to re-visit your vision statement one year from now to check how much progress you have made and consider any changes or additions.
PUTTING IT ALL TOGETHER: LEADING WITH PURPOSE & STRENGTH
Point of Reference

Following the classroom discussion of leadership vision statements, use this space to write down any updates you wish to make to your Personal Leadership Vision statement.

Action Planning, Part I

**ACTION STATEMENT**

State, in a few sentences, which barrier or issue you will address and what you are specifically attempting to accomplish.

**OTHERS TO INVOLVE**

Consider other stakeholders who may be interested in the changes or initiatives you are proposing. Who has knowledge that might be helpful? Are there others who should be aware of what’s happening?
INFORMATION NEEDS

What information do you need to inform your plan or make decisions? Where and/or how will you get this information? Is there data already available, or will you have to do additional research? Can you utilize any “best practices” to attain this information?

RESOURCE REQUIREMENTS

What are the budgetary needs (both short- and long-term) of your plan? Is there a budget cycle or grant cycle to consider? What are the personnel time commitments, and how will they be negotiated?

POTENTIAL BARRIERS

What could get in the way of achieving your objective? How will you overcome these barriers?

CRITERIA FOR SUCCESS

How will your group or team identify and measure success (in other words, how will the group know that the strategy has worked)?

Stop here and wait for further instructions.
Action Planning, Part II

**ACTION STRATEGY**

In sequential order, list the general steps that need to be followed to accomplish the objective.

1. 

2. 

3. 

4. 

5. 

**IMMEDIATE ACTIONS**

List the components of item #1 above that are required to get started.
Personal Reflection

Reconsider the self-reflection you completed on page 5 after the “Setting the Foundation for Leadership Development” session.

As you reflect upon your Strengths today, consider the following:

How have your reactions or thoughts regarding your Strengths changed over the past weeks?

How has this experience helped you understand your Strengths differently?

What have you learned about your Strengths in relation to how you work with others?
Optional Reflection Exercise:

Increasing Capacity for Growth

When we take time to nurture ourselves, we increase our capacity to learn and grow. We could call this “influence” or an “enlargement” process that allows us to maximize the resources and opportunities we encounter to our greatest benefit and to enhance our personal development. The same thing happens when we take time to build that capacity in others. It’s not always easy for people to see their own areas of greatest potential, but as a leader who models self-development and growth, you can positively identify and influence this potential in others. Think about the impact this process could have on your family, your organization, your community, etc. If individuals in your organization improve themselves even slightly, the quality of your whole organization increases.

Steps for guiding yourself and others through the enlargement process:

- See potential. Try to discern what is possible. Look for things that spark interest. Watch and listen with your heart.
- Cast a vision for the future. Travel ahead in your mind’s eye and try to envision possibilities that motivate you.
- Tap into passion. Everybody, even the quietest person, is passionate about something.
- Focus on Strengths. Sharpen skills that already exist and nurture positive qualities.
- Take it one step at a time. Take growth steps that enlarge without overwhelming or discouraging.
- Seek exposure. Conferences, trainings, and seminars can provide bursts of energy for some, but remember this energy can diminish without action. Take time to reflect on learning, next steps, and action items while these experiences are still fresh.
- Teach others to be self-enlargers. Teach them to find resources, encourage them to act outside of their comfort zone, and point them to additional people who can help them learn and grow!

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Now consider…

1. Who has been one of your greatest influencers and why?

2. Do any of the steps above stand out to you as something your influencer/mentor was especially talented at cultivating?

3. What steps seem natural for you in supporting greater capacity among your team or within your organization?

4. Do you have the right influencers around you to take your personal vision and organizational capacity to the next level?
Accountability Partner Pre-Summit Meeting

Meet with one another for the first time, either in person or virtually, in the final week of your Institute.

During this discussion,

1. Share:
   - Your Top 5 Strengths;
   - Your Personal Leadership Vision; and,
   - A barrier you anticipate encountering on your return home

2. Plan for each person to have a minimum of 20 minutes of focused time to discuss the above and any ways you could provide support for each other.

Suggested format for your AP meeting(s):

- 5–10 minutes for a quick initial check-in
- 20–30 minutes per person to check in on plans/vision/progress
- 5–10 minutes to wrap up, identify next steps, and schedule your next meeting

*Please complete your check-in prior to the Summit.*

Your Leadership Vision

Prepare for the Summit by memorizing your Personal Leadership Vision. Think of it like preparing for a business pitch. Imagine you meet one of your favorite leadership thinkers who has been invited to speak at the Summit. This speaker says, “Tell me what makes you a leader. What are you working toward?” What would you say? You only have 30-45 seconds to respond before the speaker has to move on. Those compelling, short few sentences of your leadership vision will help you articulate your leadership philosophy and practice, so make sure to have your statement ready to go!

Practice sharing this leadership vision with other Fellows during the Summit and encourage others to share their own revelations about leadership. The shared experience of the CLC invites these types of conversations to learn how your peers are deriving meaning from their personal leadership reflections!
RETURNEE PHASE – MONTH ONE

Focus: Re-Entry
You’ve just wrapped up an intensive learning experience in the United States, and now you find yourself back home — in part energized from the Fellowship, in part exhausted from the frenzied schedule, yet hopefully ready to put everything you learned into practice in your own community.

However, this may be easier said than done. As many Fellow Alumni can tell you, re-entry is tough!

“Upon my return I really struggled to maintain the pace I had during the Fellowship. My body and mind were really overwhelmed and in return, I experienced a burn out. The mistake I made was coming home thinking I would still have the same energy and pace to proceed with things.

I learned that it is really important to take time out on return to rest, reflect, and re-energize for the long journey ahead!”

– 2018 Fellow from Botswana

“Returning home should usually be accompanied by a sense of comfort and relief, but the Fellowship so opened my eyes that ‘home’ seemed like a foreign country to me! With all the zeal I received from the Fellowship, I wanted to throw all my new ideas to my team, not realizing that they hadn’t lived the same experience I had. Reminding myself of their reality brought me back down to Earth very fast but it also helped me focus on what was most important. Now I’m sharing what I learned to bring them onboard and these small steps are leading to great changes.”

– 2018 Fellow from Madagascar

Before you rush to immediately build on all the energy and ideas sparked by your time in the United States, we encourage you to take a deep breath and focus some initial effort on reflection. The exercises in this section of the LDAP are intended to help you sort through the experience you’ve just completed and focus your energies on pursuing your personal leadership goals!
Re-Entry Reflection

A number of reflection prompts are provided below to help you sort through the cross-cultural and professional learning experience you just completed. While you do not need to answer every question listed, you should take time to contemplate, write, and discuss answers to questions in each of the three parts.

Take this reflection exercise in stages, approaching these questions over the course of your first month back as your mood, thoughts, schedule, and needs push you toward different prompts.

*Tip: these prompts are a good basis for connection with your Accountability Partner this month.*

**PART I: YOU** – an opportunity to consider how you have grown or been impacted by the Mandela Washington Fellowship experience.

- How would you sum up your experience (or changes in yourself):
  - in one word?  
  - in one physical object?
  - in one phrase?  
  - in one story?
  - in one picture?  
  - in one “aha!” moment where you had an important realization?

- In what ways did you personally grow or develop during the Mandela Washington Fellowship?

- Now that you have returned home, are there any elements of your “self” that are more prominent? Are there any elements that are less prominent? How does your current “self” compare with your “abroad self,” the “you” that you put forward during your time in the United States?

- What parts of your “abroad self” do you want to continue to nurture? What parts of your old self do you want to nurture? Where a significant difference exists, how might you bring these identities together?

- How might you articulate to significant others how you’ve changed or grown through this experience? What are some key elements that you want them to understand or know about the “new” you?

- How might you help others understand the important change or growth you experienced, while being mindful that they may have also changed and/or may not understand the changes/growth you’ve experienced while away? How can you shape and encourage useful dialogue?

- What have you learned professionally? Think about the four most significant things you’ve learned and list them out. Why did you choose these? How do they connect to your current work and to larger questions you are asking yourself (for example, how to best use your Strengths or identify/pursue your goals)?

Adapted from Engaging Study Abroad and used with permission from Jill S. Fischer.
PART II: YOUR WORLDVIEW – an opportunity to consider how the Mandela Washington Fellowship experience has impacted your understanding of/connection to other people, cultures, and approaches.

- How has your understanding of and/or your connection to the world changed through your participation in the Mandela Washington Fellowship? Has your sense of connectedness across the African continent changed? Why or why not?
- Post-Fellowship, how do you view yourself in relation to the rest of the continent? To the rest of the world? What are some new realizations for you in this regard?
- What are three common U.S. values that you appreciated, and why?
- What are three common U.S. values that you wish were different, and why?
- What are some significant differences between your home culture and U.S. culture? What are some significant similarities?
- Consider the ways in which the Mandela Washington Fellowship provided the opportunity to communicate across cultures (whether in your native language or not). What were some challenges you confronted in this cross-cultural communication?
- What are some key elements that you learned about communicating with and living with others from different cultures?
- How has the Mandela Washington Fellowship experience impacted your view/understanding of your home culture?
- How was your home culture viewed by your American hosts (and Fellows from other countries)? Give three examples. Why do you think they held these views?
- How has this experience impacted your empathy for others?
- How can you apply what you’ve learned about yourself to your career and your leadership development journey?
- Has this experience changed your sense of responsibility toward yourself? Toward others? Toward particular issues? If so, in what ways?

Adapted from Engaging Study Abroad and used with permission from Jill S. Fischer.
PART III: YOUR NEXT STEPS – an opportunity to consider what the Mandela Washington Fellowship experience meant for you and how you wish to move forward in your professional life, learning, and leadership.

- How has your sense of career or professional path been impacted through participation in the Fellowship?
- How has your perspective changed in terms of what you want for your future?
- How might you use the knowledge gained from the Mandela Washington Fellowship to make a difference in your community/the world? Do you feel you need to do so? Why or why not?
- What adjustments can you make in your work, community engagement, professional development, and/or other activities to better align both with the person you are today and who you want to be?
- How will you ensure that you stay true to your values and utilize your Strengths as you develop and practice leadership?
- How will you incorporate inclusive leadership moving forward in your work and professional life?

Adapted from Engaging Study Abroad and used with permission from Jill S. Fischer.
Accountability Partner Check-In

Aim to connect with your Accountability Partner at least once during your first month back home. You may find it useful to connect every two weeks as you re-adjust to life post-Fellowship, but you should not allow more than a six-week gap between check-ins. Identify a mutually-convenient time to meet either in person or virtually.

During this discussion, share some of your responses to the prompts in the Re-Entry Reflection exercise.

- Plan for a minimum of 20–30 minutes of focused time to discuss each person’s responses.
  - What has re-entry been like for you?
  - What steps are you taking to practice inclusive leadership within your team(s), and how can you increase representation on your team(s)?
  - What are your immediate goals, and how can your AP help you stay on track?

Suggested format for your AP meeting(s):

- 5–10 minutes for a quick initial check-in
- 20–30 minutes per person to check in on plans/vision/progress
- 5–10 minutes to wrap up, identify next steps, and schedule your next meeting

Please complete your check-in prior to the end of your first month of back home.

AP MEETING NOTES

*Note: Since Fellows return to their home countries on different timelines, you may find it best to connect twice in the first month if you return earlier than your AP. Schedule enough time to take turns listening to each other’s reflections, even if you need two meetings.*
Personal Learning Inventory

While the Fellowship experience is still fresh in your mind, take some time to brainstorm the many tips, tools, methods, contacts, etc. that you want to follow up on.

**CORE ACADEMIC & LEADERSHIP CONTENT**

*List specific content themes or modules that had a significant impact for you personally and/or professionally. Identify any specific content areas that you want to research or delve into further with an asterisk (*).*
ESSENTIAL RESOURCES

List any books, articles, online resources, etc. that you heard about or found during the Fellowship that you want to note for eventual follow-up.

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PEOPLE AND/OR NETWORKS FOR FOLLOW-UP

Among the many contacts you likely made during your Institute and the Summit, are there specific individuals with whom you want to stay connected or to whom you want to reach out as your plans move forward? Take a minute to note who they are, how/when you met them, and the relevance of the connection.

<table>
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<tr>
<th>CONTACT NAME</th>
<th>AFFILIATION/RELEVANCE</th>
<th>WHEN/HOW YOU MET THEM</th>
<th>CONTACT INFORMATION</th>
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Initial Goal-Setting

Now that you have been home for a month, it is time to consider how you can intentionally harness your Strengths and talents in your daily work and life.

1. What is the biggest challenge you currently face?

2. What are your goals for the next 90 days? For the next six months?

3. What goals are you being asked to achieve or need to accomplish in your role?
4. Which partners and stakeholders are important in achieving your goals?

5. Make a list of the top five priority tasks in your role. Attempt to identify at least one of your Top 5 Strengths that may help you achieve your goals for each task.

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<thead>
<tr>
<th>FIVE PRIORITY TASKS</th>
<th>STRENGTHS YOU CAN LEVERAGE</th>
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</table>
RETURNEE PHASE – MONTH TWO
Focus: Implementing Plans & Encountering Challenges
“For me, the biggest challenge was finding time to reflect on the experience and capitalizing on the energy and skills gained during the Fellowship. You develop a certain set of skills, then you return home and the challenge is finding ways to apply those lessons while negotiating macroeconomic and political challenges that aren’t covered in the coursework.”

– 2017 Fellow from Zimbabwe

Verifying Your Signature Themes – Revisiting & Reconfirming

As you continue to reflect on the meaning of your Signature Themes in your home context, we suggest talking with people who know and care deeply about you. While similar to the work you’ve done with your Institute cohort and your Accountability Partner, these discussions can provide new insights from those who haven’t completed the CliftonStrengths® assessment.

The objective of these conversations is to learn more about yourself through another’s experience with you. Whether in person or on the phone, tell these individuals about the CliftonStrengths® assessment and share your Signature Themes with them. Try to complete these interviews with at least three different people early in your second month back home.

After sharing the “Your Signature Themes” report, either in hard copy or electronically, let each individual read through the report and the list of all 34 themes found on page 8 before asking the following questions.

Record each person’s name and answers in case you’d like to follow up in the future.
INTERVIEW ONE

For each of your five Signature Themes, ask:

1. Do you see this theme in me? If so, please give an example.

2. Which one of the five themes have you noticed most in me?

3. What surprises you about my Signature Themes?

4. Are there any additional Strengths or talents from the full list that you see in me?
INTERVIEW TWO
For each of your five Signature Themes ask:

1. Do you see this theme in me? If so, please give an example.

2. Which one of the five themes have you noticed most in me?

3. What surprises you about my Signature Themes?

4. Are there any additional Strengths or talents from the full list that you see in me?
INTERVIEW THREE

For each of your five Signature Themes ask:

1. Do you see this theme in me? If so, please give an example.

2. Which one of the five themes have you noticed most in me?

3. What surprises you about my Signature Themes?

4. Are there any additional Strengths or talents from the full list that you see in me?
Three Tips for Failing Brilliantly*

*Excerpts reprinted from a blog post and interview with Brené Brown, by Howard Tullman*

Brené Brown is a well-known researcher in social work at the University of Houston; her groundbreaking studies on vulnerability and courage, and how they relate to our human need to be connected, have yielded two best-selling books, *The Gifts of Imperfection* and *Daring Greatly*, and a huge following. Some 24 million people have watched Brené’s TED Talk: The Power of Vulnerability. She also launched the online learning and sharing initiative entitled, “COURAGEworks.”

The whole basis for the research and her new book, *Rising Strong*, is an exploration by Brené to uncover the common qualities among those who had set out on a journey, failed once or twice, sometimes spectacularly, but who had then picked themselves up, started forward again, and ultimately succeeded. What did it take for them to make it and what attitudes and characteristics did they share? Here are 3 of the main things to consider (you’ll have to check out the book for the rest).

**(1) Failure is Just Another Word for Education**

Brené made a very interesting comment, she said that “failure is an imperfect word” because, if you take the time and have the patience to learn from your failures, then they aren’t failures any longer — they’re lessons. And once you’ve gone through the ringer, and learned your lessons — good and bad — it’s highly likely that you’re a better bet for the next time around. Not a sure thing, but a decent bet. What you learn finally is that, if you really own your own stories, you’re the one who gets to write the happy endings.

**(2) It’s Ultimately All Up to You, But You Can’t Do It Alone**

No one does anything important by themselves today. Having a team to support you and a community to surround you are both critical. And you’ll need someone in particular to connect and share with as well. Make sure that the relationship is truly reciprocal if you expect it, and want it, to last. It can’t be a one-way street and you can’t really open up to someone and share your feelings if the feeling is not truly mutual.

It’s equally critical to remember that, in the end, it’s still on you alone to get the process started and the right things done. The journey is hard and long. You need to own the entire process — all the ups and downs — and you need to do it without reservation, putting your whole self out there, because there are no guarantees and there’s no halfway way to do what needs to be done. You need to own it and own up to it. All the advice and wisdom in the world won’t help until you internalize and take on the task. You can explain things all day to people, but you can’t understand for them.

**(3) It’s Not Always Nice, But It’s Always Necessary**

Saying what people don’t want to hear is never easy. But clarity and directness is an essential step in the communication and sharing process. A leader needs to tell the team what he or she expects of them, what he is trying to accomplish, why it matters, and what sacrifices the journey will entail. Only then — with the requisite knowledge and understanding in place — can everyone sign up and engage wholeheartedly. People don’t necessarily care that they aren’t certain where things are going, but they know for sure that they don’t want to go there alone. They want people by their side who share their vision, their passion and their commitment.

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*The full article is available at: https://www.inc.com/howard-tullman-3-tips-from-brene-brown-about-failing-brilliantly.html
You can watch Brené Brown’s TED Talk on The Power of Vulnerability at: https://www.ted.com/talks/brene_brown_on_vulnerability*
But — at the same time — no one can climb the mountain for you and it’s critical to understand where you stop and where the others begin. Brené said that empathy is a valuable and important emotion, but it’s not an instance of feeling with someone else, it’s about your non-judgmental feelings for someone else and their circumstances or situation. As often as not, the right response is no response at all — it’s not about the response — it’s the connection that counts.

And it’s important to be very direct about boundaries (even with family) and, frankly, as Brené said: vulnerability without boundaries — without telling even those you’re closest to what’s okay and what’s not — isn’t vulnerability at all.

Considering Failure

Take a few moments after reading the excerpt to consider the concept of “failure” in your own life and work. Failure is a common problem; we’ve all experienced it in some form. As you roll out ambitious new projects, ideas, and strategies post-Fellowship, you’ve likely already encountered a few bumps along the way.

1. How do you personally view failure? In your work life? Home life?

2. What are the cultural norms surrounding failure where you live and work? How do these norms impact the risks you are willing to take as you start new initiatives or trigger change?

3. What points from Brown resonate with you the most, and why?
4. Are there specific roles or types of projects you try to avoid when working with others in an effort to avoid failure?

5. When you are in high-stress situations or under pressure, what causes you to give up? Do you know when to ask for help, and from whom? Are these supportive relationships mutual?

6. What was the least successful project you’ve worked on and what was your role in it? What was your reaction when the outcome didn’t meet your expectations?

7. What are three things you either currently do, or could do moving forward, to actively shift your mindset around failure to one of “failing brilliantly?”
Revisit Your Personal Leadership Vision and Goals

Are you making progress on your goals? What action-planning projects can you begin working on to serve as the building blocks of your broader vision and action plan? The template below can help you design next steps and intentional practices in pursuing these goals.

**ACTION-PLANNING PROJECTS: KEY QUESTIONS TO CONSIDER**

- Is the **project significant and important** to you and your department/team/organization?
- Does the project address an **urgent and important problem**?
- If applicable, does your **supervisor support** this project?
- Are you in a **position of influence and leadership** on the project?
- Can you complete the project (or a significant part of it) **over the next year**?
- Does the project provide **learning opportunities for you outside of your comfort zone or experience**?
- Are you **excited** about the problem and **eager** to solve it?
- Are you **able to discuss** this problem and think of potential solutions with members of your Fellowship cohort, your Accountability Partner, and/or your team at home?

**ACTION-PLANNING PROJECT WORKSHEET**

*Purpose and Impact: Why is this important?*

**Goal:** Briefly describe the overall project goal and the problem it will address.

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<thead>
<tr>
<th>Purpose and Impact: Why is this important?</th>
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<tr>
<td><strong>Goal:</strong> Briefly describe the overall project goal and the problem it will address.</td>
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*Importance: Why is the problem important to you and/or the team/organization/department?*

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<th>Importance: Why is the problem important to you and/or the team/organization/department?</th>
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<tr>
<td><strong>Importance:</strong> Why is the problem important to you and/or the team/organization/department?</td>
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</table>
**Impact:** Who is likely to be impacted by this project (clients, colleagues, peers, stakeholders, community, etc.)?

**Non-Financial Impact:** Describe the impact of the project in the following areas (write N/A if not applicable):

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<th>ANTICIPATED IMPACT</th>
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**Outcomes**

What will success look like? How will you recognize progress?

Briefly articulate outcomes for success in goal format. Be as specific as possible.

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Process
What are the proposed key action steps and timeline for achieving the stated outcomes?
*Note: the project should be achievable within a year.*

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<th>ACTION STEP</th>
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Leadership Development
Which of your dominant Strengths do you plan to leverage and which Strengths do you aim to develop through your work on this project? How will doing so benefit your overall leadership development?
### Potential Obstacles/Difficulties

What might get in the way of your success as you and/or the organization work on the problem?

- **External** *(people, processes, situations, events, etc.)*
- **Limiting Beliefs/Assumptions** *(belonging to you or others)*
- **Communication** *(in-person or remote)*

### Resources/Support

What kind of support do you need for your success (financial, supervisory, mentoring, expertise, time, etc.)? How will you secure this support?

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<th>HOW WILL I SECURE THIS SUPPORT? WHO DO I NEED TO SPEAK WITH?</th>
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An Exercise to Share with Your Team(s)

In his book *No Future Without Forgiveness*, Desmond Tutu wrote, “A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are.”

You were asked during the Fellowship to consider your work as part of and with teams — to not only consider your Strengths and contributions to tasks at hand, but to also nurture the learning and Strengths of others. As you move forward in your work at home, you can have significant impact by modeling the kind of openness and affirmation that Tutu speaks of in your own leadership.

Consider taking time this month to lead the following exercise with your professional team OR a community-based team with which you work closely. See what comes of these discussions and take advantage of the opportunity to invite others into the important work and goals set forth.

Creating a Team Charter

A “Team Charter” is a statement of principles that guides your team throughout your work. A good Team Charter will reflect the kind of experience you want to have working as a group and outline how your team can work together most effectively. Your Team Charter should be a document which you can refer back to and refine over time.

Carve out a designated time to facilitate this exercise with your team (whether for the organization as a whole OR a targeted group based on similar program focus, job roles/responsibilities, etc.).

**STEP ONE:**

Introduce the concept of a *Full Value Contract*. This is an agreement to value and respect each person’s potential contributions — physical, intellectual, and emotional. It is also the agreement to fully value one’s self and intentionally move beyond one’s perceived self-limitations; in other words, to practice what might not normally be personal Strengths. This contract does not mean that everyone will agree, but that at minimum everyone’s contribution will be respected. Participants should agree to be fully present, speak openly and honestly, pay attention to others, and be open to outcomes.

**STEP TWO:**

Consider the following questions with your team. You can either ask team members to submit answers (with or without their names) prior to the session OR facilitate a group discussion with someone capturing notes for reference.

*Remember that this process should value ALL contributions without judgement. As the leader of the exercise, be sure to model the Full Value Contract’s principles and guide group members back to that agreement if needed.*

As a leader, it is also essential for you to understand how others on the team would answer the questions below — their perspectives might be quite different from your own.

- As an organization (or project team), how are group goals formulated?
- How does the group and its members tend to manage time and human resources (skills and expertise)?
- How does your team currently prioritize processes and/or products?
- How are issues or ethical considerations currently managed?

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5 Full Value Contract is a registered service mark of Project Adventure, Inc. and is used here with permission.
STEP THREE:
Before moving on to this stage, ensure everyone on the team has had a chance to hear the responses and/or discussions based on the questions above.

As a group, answer the following questions:

- What do we already do well as a team? What practices do we want to continue?
- Where could our team improve? What should we do more of, and what should we do less of?

STEP FOUR:
Take some time now to write down, in whatever format works best for your team, a Team Charter that states the values, behaviors, and active commitments outlined in your previous discussion.

- Have each member sign the finished document and make it visible and available for all to see and revisit as you continue working together.
- Remember, this is a “living” document meant to be revisited and/or reworked over time. Use it to guide the team for as long as it is relevant and use this exercise to revise when necessary.

Accountability Partner Check-In

Aim to connect with your Accountability Partner once or twice this month. Identify mutually-convenient times to meet either in person or virtually.

During the discussions this month, share:

- Action plans you are beginning to outline and/or implement
  - Have these shifted given in-person or remote work expectations?
- Challenges you are encountering and strategies you are using to overcome them
- Strides made in intentionally practicing inclusive leadership
  - What gaps are you seeing in your own knowledge and skills?
- Questions that have come up for you in seeking to implement ideas and strategies learned during the Fellowship

Aim for each person to have a minimum of 20–30 minutes of focused time to discuss the above and any ways you could provide support for each other.

Suggested format for your AP meeting(s):

- 5–10 minutes for a quick initial check-in
- 20–30 minutes per person to check in on plans/vision/progress
- 5–10 minutes to wrap up, identify next steps, and schedule your next meeting

Please complete your check-in(s) prior to the end of your second month back home.
RETURNEE PHASE – MONTH THREE AND BEYOND

Focus: Long-Term Goals, Networks, & Continued Professional Development
As you embark on your third month home since the Fellowship, it’s time to do a bit of longer-term planning. The exercises in this section will help you consider what you’ve been able to implement thus far and spend some time drafting goals to guide your continued work and leadership development.

“The Fellowship stretched me to think from a place of abundance when problem solving, but the reality is that resources to scale our projects are still very limited back at home, which is a challenge that can leave one disheartened.

My strategy to overcoming this was to regularly review the Leadership Development and Action Plan. It helped me to constantly reflect back on my goals and how the Fellowship journey and networks are shaping those goals. That, in a way, encouraged me to nurture relations with other Fellows and hopefully we are all benefitting from helping each other along the way.”

– 2017 Fellow from South Africa

**Reaching Your Community**

In what ways have you been able to share your experience as a Mandela Washington Fellow with your community?

Have you been coaching, mentoring, or influencing (enlarging) others? In what ways?
What have you seen achieved through this work?

How have you shared with others what you’ve learned about being an inclusive leader?

What questions do you have and/or what knowledge and skills do you need to develop to effectively lead inclusive dialogues about power, agency, and equity?

How can you obtain that knowledge?
How would you like to continue reaching out to your community and/or sharing your knowledge with them?

12-Month Objectives
To take the first steps towards reaching my long-term goals, over the next 12 months I will...
List 2–4 objectives that are realistic, measurable, achievable, and within your control.

1.
2.
3.
4.

How can you utilize your Strengths to achieve these objectives?
Contacts and Networking

To achieve these objectives over the next 12 months, I plan to expand my network by initiating, building, or strengthening relationships with the following groups and individuals:

*Identify 4–10 new contacts that are relevant to helping you meet your objectives.*

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<tr>
<th>CONTACT NAME</th>
<th>AFFILIATION/RELEVANCE</th>
<th>WHEN/HOW YOU MET THEM</th>
<th>CONTACT INFORMATION</th>
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Professional Development

To achieve these objectives over the next 12 months, I would like to specifically build my knowledge and skills in the following areas:

*List specific skills/knowledge areas, such as negotiating, budgeting, persuading others, understanding the corporate landscape in Eastern Africa, facilitating equity discussions, etc.*

1. 

2. 

3. 

4. 

5. 

Place a check mark next to opportunities below that you hope to participate in and briefly explain what you hope to gain from your participation in each.

You may choose to include how you would like to grow as a leader and/or develop specific skills and experience.

Mentorship (having a mentor)

I hope to learn:
Community Service

I hope to learn:

Reciprocal Exchange

I hope to learn:

(Insert opportunity here)

I hope to learn:
Accountability Partner Check-In

Aim to connect with your Accountability Partner at least once this month. Identify mutually-convenient times to meet either in person or virtually.

During your discussions this month:

- Share 12-month objectives and networking contacts
- Discuss ways you are reaching your community and how you plan to continue sharing knowledge and learning (refer to the reflection on pages 79–81)
- Discuss ways you can support one another to expand your spheres of influence and continued leadership development
- Consider staying connected (perhaps every eight weeks) over the next year to listen, share ideas, resources, and support one another

Aim for each person to have a minimum of 20–30 minutes of focused time to discuss the above and any ways you could provide support for each other.

Suggested format for your AP meeting(s):

- 5–10 minutes for a quick initial check-in
- 20–30 minutes per person to check in on plans/vision/progress
- 5–10 minutes to wrap up, identify next steps, and schedule your next meeting

Please complete your check-in prior to the end of your third month back home.
Looking to the Future

*Leadership development is a continual process that benefits from frequent reflection and goal-setting. Several reflection points have been included here to support your ongoing leadership development.*

How have I stayed true to my core values? What else can I do to maintain my commitment to my values?

How have I used my Strengths as a leader to work toward my vision? How has this changed over the past year?

What progress have I made reaching my objectives?

After re-considering my Personal Leadership Vision statement, core values, and Strengths, what else do I want people to experience when working with me as a leader? How do I want to develop further moving forward?
What specific opportunities can I participate in to continue my own growth as an inclusive leader?

Updated 12-Month Objectives: To take the next steps toward reaching my long-term goals, I will…

*List 2–4 objectives that are realistic, measurable, achievable, and within your scope of influence.*

1. 

2. 

3. 

4. 

How can I continue to apply my Strengths to move these objectives forward?
The Mandela Washington Fellowship is a program of the U.S. Department of State with funding provided by the U.S. Government and administered by IREX. The Leadership Development and Action Plan was created in collaboration with Dartmouth College and Compacity Partners LLC, sub-grantees of IREX. For more information, please visit mandelawashingtonfellowship.org.
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