

The Leadership Institute (LI) 2011 – 2012: Description & Application

(The Office for Equity & Diversity Learning Communities)

What is the Leadership Institute (LI)?

The LI is a unique opportunity for **honing your personal leadership capacities** to support the University's strategic priorities and diversity goals by participating fully as a leader within your work or educational context. It is a nine month long initiative where participants engage weekly in a sustained dialogue within a learning community. The community setting is safe and respectful, yet challenging. Through facilitated small and large group dialogues, reflective writing, readings, DVDs, activities and exercises, participants develop their leadership capacities to effectively interact with members of our community across multiple social identities (Gender, Class, Race/Ethnicity, Ability, Age, Sexual Orientation, etc.), and to build open, dynamic, and respectful working and learning environments for all.

Who should attend?

LI represents all strata of the university and the greater Madison community, including **classified and unclassified staff, faculty, graduate and undergraduate students** from multiple departments and disciplines. **Graduate and undergraduate students may receive 2-3 credits for participating in the LI.**

LI Goals and Outcomes:

A primary goal of the LI is to help cultivate leadership capacities for individuals across campus and the larger Madison community. Our increasingly complex campus needs leaders who can create inclusive teaching, working, and learning climates in which any individual or group can feel welcomed, respected, supported, and valued. Such an inclusive and welcoming climate embraces differences and offers respect in both words and actions so that all people can fully participate in opportunities the university provides. Over the 9 months of LI, as a participant you can expect the following outcomes:

- To fully explore your, "spheres of influence" i.e. exploring how can you make a difference? ;
- To acquire tools and skills to help build inclusive working/teaching/living environments;
- To effectively interact and communicate across all human differences;
- To learn and practice ways of engaging with intercultural conflict;
- To build inclusive and equitable relationships across campus and the greater Madison community;
- And to develop confidence in your personal leadership style.

LI Participant Expectations:

- You can expect to be an integral and active participant in your group.
- When your small group meets, you are expected to read and come prepared for discussion, or participate in a small group activity, and/or prepare a few paragraphs of reflective writing, or a group agreed upon project.
- If you miss a Small Group meeting (we recognize that our life schedules are dynamic), you are expected to get in touch with your Small Group and come up with a solution as to how to "make-up" for what you missed.
- You can expect to be asked to consider new ways of thinking about what you do, who you are, your beliefs about others, and your vision of leadership.
- You are expected to participate in providing both verbal and written feedback (via an anonymous survey process) at the start, mid-point, and end of the institute. This will

encompass assessment/evaluation of your personal participant goals for LI, assessment of your LI experience, your Small and Large Group, your Participant-Facilitators, workshops (guest presenters) and texts (readings and DVDs). This feedback serves multiple-purposes: providing you with a "self-check-in" on meeting your personal LI Goals; providing LI Facilitators and OED Learning Communities Staff "in-the-moment" feedback to best meet participant needs; informing the university and other interested parties about LI and the LI participant experience.

LI meetings:

Orientation

The first meeting will be held on **Thursday, September 15, 2011, 10:30 to 1:30**. You will hear about the LI program and will meet with members of your small group and your group co-facilitators. Each group size has 8 to 10 participants, including facilitators who are also participants.

Small Group Meetings

You will be part of a group of approximately 8-10 participants, including group facilitators, from across campus that meets weekly for 2 hours on a Thursday, 10:30-12:30. The meeting location will be decided by the group.

Large Group Meetings

Periodically, all participants will gather as a large group for 3 hours. All large group meetings will be held on selected Thursdays from 10:30 - 1:30. During these large gatherings, we might hear a guest speaker, watch a video, or participate in an experiential activity. The dates and location for the large group meetings will be announced at the Orientation meeting.

LI Themes and Reading Samples:

The following selections are intended to give you a flavor of the topics considered throughout the academic year. The readings have been chosen to move discussions through four main themes: a journey together; a journey inward, our beliefs about ourselves and others, multiple perspectives on the meaning of work, and personal meanings of leadership.

Theme One ~ ~ A Journey Together; A Journey Inward

"The problem is that people rise to leadership in our society by a tendency toward extroversion, which too often means ignoring what is going on inside themselves... I have looked at some training programs for leaders, and I am discouraged by how often they focus on the development of skills to manipulate the external world rather than the skills necessary to go within and make the spiritual journey. I find that discouraging because it feeds a dangerous syndrome among leaders who already tend to deny their own inner world."

Palmer, P.J. (1994). *Leading from within: out of the shadow, into the light*. In J. A. Conger, *Spirit at Work: Discovering the Spirituality in Leadership*, (pp. 19-40). San Francisco, CA: Jossey-Bass.

Theme Two ~ ~ Our Beliefs About Ourselves & Others

"Personal and interpersonal change involves, then, acknowledging and valuing one's own cultural background and recognizing the particular dynamics found within different cultural groups. This process includes working through cognitive and affective misinformation about other cultural groups as well as about one's group. It is facilitated by regular contact with persons from and information about different groups as well as on-going contact with the members of one's own group as mentors. Willingness to try on new behaviors, to make mistakes, and to disagree is a necessary part of that process." (pp.13)

Batts, Valerie (1998). Modern Racism: New Melody for the Same Old Tunes. Unpublished manuscript.

Theme Three ~ ~ Multiple Perspectives on the Meaning of Work

"The learning organization cannot support personal mastery without supporting personal mastery in all aspects of life. It cannot foster shared vision without calling forth personal visions, and personal visions are always multifaceted—they always include deeply felt desires for our personal professional, organizational, and family lives....There is a natural connection between a person's work and all aspects of life...organizations have operated as if this simple fact could be ignored, as if we had two separate lives."

Senge, P. M. (1990). The Fifth Discipline. Chapter 16.

Ending The War Between Work and Family, pp. 306-312.

Theme Four ~ ~ Personal Meanings of Leadership

"In a culture where the prevailing view of leadership is doing, acting, and performing, it is not surprising to discover that the majority of leadership studies, and our translation of them, focus primarily on the external, on visible results and concrete outcomes. ...Whether we believe that leadership is a complex configuration of individual traits, a series of actions or activities, a process of transactions, or some combination of these, the selfhood of the leader is a critical variable in what happens. The overemphasis in our culture has contributed to a devaluing of the internal life of the leader. Self-reflection, exploration, or analysis in any depth is frequently and derisively referred to as "touchy-feely," a characterization that colludes in the continuation of the separation between public and private, and in my view dismisses a discipline that powerfully forms and informs the nature of leadership." (pp. 69-70).

Scott, K.T. (1994). Leadership and Spirituality: A quest for reconciliation. In J. A. Conger, Spirit at Work: Discovering the Spirituality in Leadership, (pp. 63-99). San Francisco, CA: Jossey-Bass.

What are LI participants saying?

LI (as we call the Leadership Institute) had a surprising impact on me personally: I thought that I would go through the nine months inspired to blaze trails and [quote] "make a difference." What happened instead was a long and strange period of deep looking, accompanied by grief, anger and agitation. It was the opposite of what I expected. When I read the assigned Parker Palmer material in our last month together (a piece entitled "Leading from Within"), I began to understand how the process was working in me. Palmer said:

The problem is that people rise to leadership in our society by a tendency toward extroversion, which too often means ignoring what is going on inside. [And] while inner work is a deeply personal matter, it is not necessarily a private matter. [T]he essence of being together in inner work...avoids the invasive and violent notion that we have in our culture of...‘fixing each other.’ [T]his is education for leadership that is not simply about the skills to manipulate the external world but also the personal and corporate disciplines of the inner world.

This is the very thing that the UW's learning communities are about.

(Staff, Wisconsin Public Radio, University of Wisconsin – Extension)

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Experiences with the Leadership Institute have enabled direct changes in my teaching style and content. These changes have led to classroom realities that more fully engage all students, where all students feel comfortable sharing their perspectives and understandings, where all students benefit from the broader, more diverse and more inclusive insights that are synthesized.

The personal impact extends far beyond the classroom, to behavioral changes with my wife, children, friends and faculty, and enables attitudes and mechanisms to better recognize and address both individual and group behavior that systematically excludes others and removes opportunities for learning and growth . . .

I strongly and without reservation recommend that every person at the University of Wisconsin participate in group learning experiences with the Leadership Institute. I believe those experiences can create the important and too often ignore fundamental changes that are needed in the campus and community climate.

(Associate Professor, School of Business)

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My experience in LI has given me great insight into the power of intentional dialogue and inclusive community building. The time we spent together has taught me the power of personal life stories and experiences and how we can each be a transformative agent of change in our work places and communities. Personally the impact of LI has reaffirmed my passion to continue doing social justice work and that dialogue is always an essential part of that work. As a community member I think it is important to have members of the Greater Madison community involved with LI because there are so many stories we don't hear and share by being in the "University bubble" or the "Community bubble." I think it also helps build bridges across the University and community while also working to enhance inclusive leadership skills for everyone.

(Madison Community Member)

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I'm a senior level academic staff member. I've been here at UW-Madison 22 years. I'm an alumna of the leadership institute . . . I currently serve as the Information Technology Policy Consultant under the CIO's office. I help the CIO and others create and implement policies . . . [I think] the learning communities are highly effective because they seek to change the climate in the only way that really works here at UW-Madison: bottom-up, one heart and mind at a time. The learning communities . . . help the participants develop the skills needed to change the way they work with and relate to women and people of color . . .

People need to understand the need, understand their personal role in effecting change, and develop the necessary skills to create a "bubble" around themselves in which intolerance cannot exist, and in which diversity is not just accepted, it is celebrated.

(Academic Staff, Division of Information Technology)

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From my first meeting with my small group in the LI, my eyes began opening to parts of the campus community with which I previously had little or no knowledge of or contact with before. From that first meeting, I was also introduced to principles and practices of questioning and communicating across

differences. I was given immediate opportunities to speak openly about aspects of my position at the university and in society more broadly which grant me power, and about aspects of my gender and education that place me in a “one-down” role relative to some persons and in some situations . . . My understanding was challenged on each occasion that we gathered. These sessions invariably led to opening new ideas for listening, noticing and gently intervening. They provided scaffolding for me to use as I improvised new ways of being in multiple roles and social groups. Each week, I worked on the task of digesting and putting these transformative learning moments into practice between our meetings of my LI group . . .

The nine-month experience, including both the small group and the larger and extended workshops with internationally recognized trainers, transformed my thinking and my sense of community at UW and enriched my connections across social worlds on campus and beyond.

(Professor, College of Letters and Science)

I am happy to see that the Leadership Institute pool of participants always included represented classified staff. The inclusion of represented classified staff is in keeping with the Campus wide Climate initiatives. All University of Wisconsin-Madison staff have ideas and strengths to bring to the table. Personally, I have reconnected with members of my discussion group in several capacities. For me the Leadership Institute has cemented the idea of – our Campus as our Community.

(Program Assistant 2, Represented Classified Staff, Letters and Science)

My experience with LI has influenced several specific arenas of my life at UW-Madison. Having encountered some tension within my department, the insights I have gained from LI have assisted me in understanding the dynamics of the situation and provided me with knowledge, skills, and dispositions to negotiate those circumstances in a manner that has minimized escalation of drama and helped me act in a manner I am proud of. While I cannot claim full resolution of the conflict, I would have not been nearly as effective in those aspects which I can control had it not been for my time in LI.

(PhD Graduate Student, School of Education)

<<Please see attached LI Application below>>

LEADERSHIP INSTITUTE 2011 - 2012: APPLICATION
(The Office for Equity & Diversity, Learning Communities)

If you are interested in participating in the Leadership Institute this coming year, please send your application via campus, U.S. mail, or e-mail to:

Seema Kapani, LI Director
c/o Kate O'Connor
Office for Equity and Diversity
Room 179A Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
Phone: 608-263-2378
Email: koconnor@vc.wisc.edu

1. Please provide the following information:

A. Contact information:

Name
Position/Title
Position Classification (Classified/Unclassified, Faculty, Staff, Graduate/Undergraduate, etc.)
Department or Unit
Work Mailing Address
Telephone Number
Email Address

B. Contact information:

Name
Position/Title
Department or Unit
Work or Home Mailing Address
Telephone Number
Email Address

C. Biographic Information:

Years at the UW or Working in the Madison Community
Race/Ethnicity (*response is optional, but please see footnote below*)*
Gender (*response is optional, but please see footnote below*)*

2. Based upon the LI Description, Goals and Outcomes (above), please write a one-page (maximum) letter describing why you would like to participate in the Leadership Institute and how might you use your increased leadership capacities to benefit self, UW campus, and/or any other context.

* Please note: We are collecting self-disclosed *race/ethnicity* and *gender* data for two purposes: first, to ensure each small group is as diverse as possible across gender, race/ethnicity, and position classification; and second, to document representation of participants for service accountability and reporting purposes. ***For anonymity, this data will be aggregated in all presentations and reports.***