



FINAL REPORT

MODERN LEADERSHIP INAUGURAL COURSE

W&M WASHINGTON CENTER

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INTRODUCTION

A new initiative for the Washington Center this year was the creation of our continuing studies leadership course titled *Modern Leadership: Reflections and Tools for the Values-Based Leader*. Taught by Professor Pamela Eddy from the School of Education and featuring alumnus Michael K Powell '85, D.P.S. '02, 66 participants from W&M and beyond spent five weeks exploring leadership topics, practice strategies to engage others in change, and reflecting on their personal approach to leadership.

An incredible lineup of guest speakers allowed participants to learn from W&M leaders, alumni, and friends of the program. A distinguished lineup pushed participants to consider how they too can create inclusive environments where courage and compassion lead to a sense of belonging. This successful initiative will continue and be offered annually starting in 2022.

This program was built on the success of three William & Mary webinars that were held in September/October of 2020 through the W&M Washington Center. Those webinars helped to gauge interest in a pilot continuing studies course on leadership and served as the jumping off point for the eventual creation and execution of our program. The Modern Leadership program used feedback from the 2020 webinars to create content and identify learning outcomes.

The following report outlines the program details, specific curriculum choices and feedback received from the inaugural group of participants. Finally, recommendations for adjustments to improve future offers are made.

PROGRAM OVERVIEW



- 10 Sessions, 2 Hours each
- Session occurred twice a week on Tuesdays and Thursdays
- Dates: 4/27/21- 5/27/21
- All classes occurred 5:00pm-7:00pm EST via Zoom
- 66 total Participants

ENROLLMENT BREAKDOWN



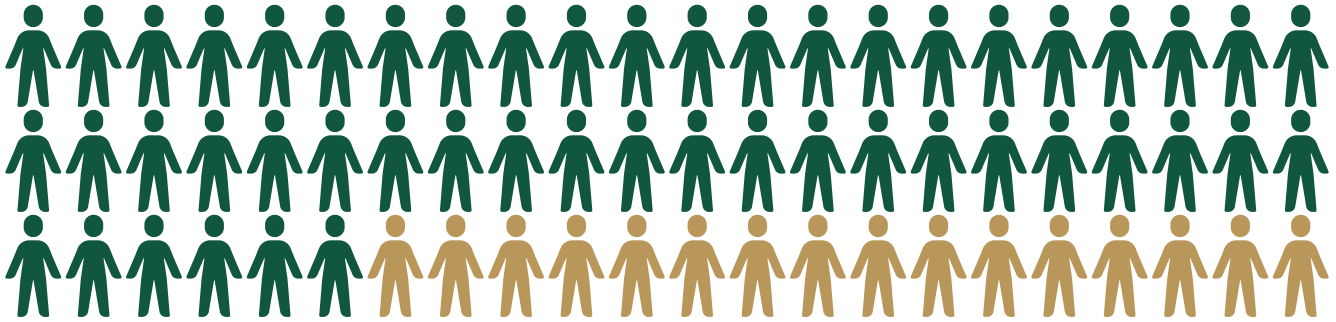
- W&M Students - 8
- W&M Employees - 35
- W&M Young Guard - 5
- W&M Alumni - 12
- General Registration - 6
 - Total - 66

REGISTRATION FEES

- W&M Students - \$25/student
- W&M Employees - \$125/employee
- W&M Young Guard - \$525/member*
 - Two, 90% scholarships awarded
- W&M Alumni - \$775/alumni
- General Registration - \$1,525/participant



50 CERTIFICATES EARNED:



ADVERTISING

A grassroots marketing campaign was designed with significant help and guidance from partners in University Advancement. No money was spent on advertising for this pilot course, but might be considered for future iterations to more intentionally draw in non-W&M-affiliated participants.

Advertising efforts began in early March 2021 and included considerable email outreach – both to broad W&M groups and to anyone who had registered for the previous leadership webinars – newsletters, Staff Digests, Microsoft Teams announcements, W&M magazines, and social media efforts. Social media efforts involved Instagram, Facebook, Twitter, and especially LinkedIn.

Some targeted populations included: W&M Alumni & Friends, Washington Center Individuals, W&M Current Parents, and W&M Faculty & Staff.

Because LinkedIn proved to be a valuable advertising resource, one of the deliverables for participants in the project was to write a LinkedIn article on leadership. This product served two purposes. First, the participants' LinkedIn articles included the #WMleader tag, which generated more attention on the program and tapped into the social networks of the participant. Second, the articles can be mined for marketing Modern Leadership workshops in the future.

PROGRAM SCHEDULE

DATE	TOPIC	SPEAKER
04/27/21	Discovering your Authentic Leadership	Michael Powell Kelly Crace
04/29/21	Courageous Leadership	Pamela Eddy Michael Powell
05/04/21	Framing the Vision for Others	Bob Gates Michael Powell
05/06/21	Designing Your Life as a Leader and as a Brand	Dawn Edmiston
05/11/21	Collaborative Leadership	Katherine Rowe Tatia Granger
05/13/21	Dealing with Uncertainty and Crisis	James Comey
05/18/21	Equity and Inclusion	Michelle Kang Dania Matos
05/20/21	Building Bridges	Martha Wescoat-Andes
05/25/21	Supporting an Innovative Culture	Cliff Fleet Graham Henshaw
05/27/21	Strategic Thinking	Chris Lee Michael Powell

All classes occurred 5:00pm-7:00pm EST via Zoom

MODERN LEADERSHIP CONTENT REVIEW

The Washington Center hosted a series of webinars in Fall of 2020. From feedback gathered through those webinars and the preliminary design of a 10-session spring leadership program, a set of topics were identified. The intention was to marry theory and practice in the series by using a faculty lead and tapping alumni experts as presenters for sessions. This premise helped in developing the course's speaker lineup.

An initial listing of suggested topics was built based on the participant feedback from the webinars. This listing included the following topics:

- Leadership Values
- Authentic Excellence
- Design Thinking
- Courageous Leadership
- Effective Communication
- Ethics in Leadership
- Emotional Intelligence
- Breaking down silos and celebrating differences
- Leadership in Crisis
- Courage, Compassion and Community
- Leadership Principles in an Era of Uncertainty
- Servant leadership
- The business of education
- Managing Up
- Leading when you're not the "Leader"
- Activism and leadership

From this listing, a set of 10 sessions were built. Michael Powell agreed to be an alumni co-lead of the series, and a listing of possible alumni and campus speakers provided the pool for selecting final session presenters.



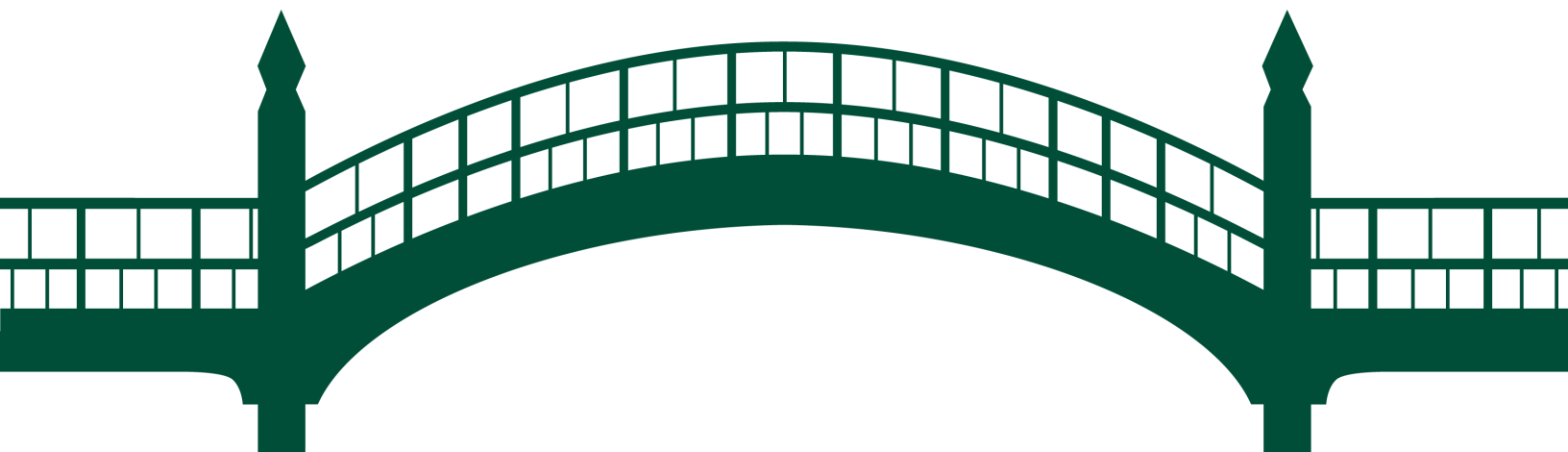
DETAILED PROGRAM LOGISTICS

The program was built to make use of collaborative learning and active learning strategies. A Blackboard course platform provided a set of resources to support the program. A module for each session provided an overview of the topic, links to readings and support videos, a recording of the session, and a link to a set of reflective prompts. The Blackboard site included a discussion prompt for the participants to introduce themselves prior to the start of the series. This forum allowed the group to get to know one another, and helped identify motivations for enrolling in the series, as well as what the participants hoped to gain from their involvement.

Break out rooms were employed to provide participants with a means to network with other participants and to have an opportunity to apply what they were learning to their own context and experiences. Polls were embedded into presentations to gain real-time feedback and to illustrate the range of perspectives of the participants. Each session had a set of learning outcomes established, and each presenter received this listing to help guide the preparation for their presentation.

A workbook for the series included the learning outcomes for each session and provided a place for individuals to take notes using either the hard copy version of the workbook or an electronic format of the workbook.

At the end of each session, participants received a link to an End of Session evaluation form, and they received a link to reflective prompts. Because reflective practice is a critical component of leadership, the continued reminder to the participants to think about what they were learning gave another opportunity to extend learning beyond the time in the sessions.



PARTICIPANT PRODUCTS

The series required two final products from participants. The first was an individualized professional development plan (PDP). This plan included a set of questions aligned for each of the 10 sessions. For example, the first session prompt asked participants to list the main values underlying their approach to leadership.

Participants were able to fill in their responses to these prompts after each session so that the plan was dynamic and provided a way to track the evolution of the participants' thinking over the course. At the beginning of the program, participants were asked to provide their definition of leadership. This initial definition was sent back to the participants at the end of the program, and the PDP prompted the participants to include an updated definitions of leadership and to indicate what contributed to their change in thinking. Next, the participants were asked to identify what they would like to further develop professionally, and to identify what they would do to achieve their goals. The PDP asked the participants to note what they hoped to remember 10 years after the leadership series. This area of the plan helped identify what the participants found most valuable to their own leadership development. Finally, the PDP prompted participants to identify who was currently in their professional network and who they would like to add to their network. The PDP can serve as a roadmap for further development and as a resource for the participants long after the series concluded.

The second product for the series was writing an article that could be posted on the participants' LinkedIn profile. Because of professional roles, not all participants posted these final articles. The intention of this program requirement was to give the participants practice in summarizing their key learning outcomes in a public facing format and to help bolster the viewing of the participants' LinkedIn profile, specifically through the inclusion of our unique hashtag [#WMleader](#). One of the sessions reviewed how to develop a personal brand, and how to leverage LinkedIn for professional connections.

A review of the PDP showcases elements of the Modern Leadership Series participants found most valuable. First, the knowledge of the speakers and their ability to distill complex thoughts on leadership to a few key points was noted. Several phrases uttered by the speakers made an impression on the participants, e.g. "don't get chalk on your shoes," "flatten the hill," "how might we?" Second, Michael Powell was acknowledged for his ability to synthesize information in ways the participants could apply to their own practice. Finally, the participants valued the network they were able to create with others in the series. The group varied in how much they knew about leadership theory and by position. The bulk of participants were mid-level leaders and this group found value in learning new strategies and in identifying the role they play in their units.

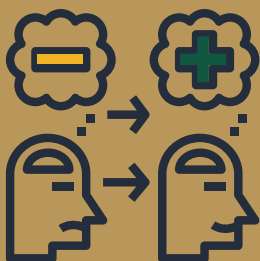
The cornerstone of being a values-driven leader resonated with the group. The use of self-assessment instruments helped the participants understand their values and leadership approaches better and contributed to their plans for the future. Hearing from notable alumni was an important component, as most of the mid-level leaders would not have had access to this audience otherwise. The session on appreciative inquiry was one of the sessions signaled out for its impact on the participants thinking. None of the session topics was identified as extraneous.

THINGS TO KEEP

- End-of-Session Evaluations
- Small group time- participants value that time together
- Participant Workbook
- Learning Management System tutorials and help in getting our participants started
- Pre-program questionnaire
- Variety within the small groups- duration and size



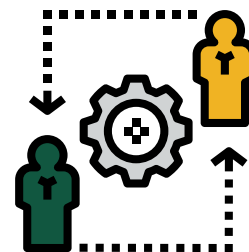
THINGS TO CHANGE



- Refine End-of-Session language to be more targeted.
- Allow for more depth in sessions by having more offerings with one speaker only.
- Evaluate program deliverable outcomes and embed more intentionally.
 - Contemplate a menu of assignments to choose from
 - Keep Professional Development Plan
- Tracking for the certification and LinkedIn badges

THINGS TO ADD

- Budget permitting, add in group facilitators who would carry through the program to help facilitate dialogue and debrief
- Expand the resources curated for participants
- Ask the presenters to provide real-life scenarios to explain the theory/ideas they are presenting on.



SESSION SPECIFIC FEEDBACK

Each session concluded with an assessment consisting of the following questions:

- What aspects about this session were the most valuable for you? And why?

"This session was my favorite session. I just love this topic and I feel that all leadership discussions are lacking something fundamental without an active conversation on DEI!" -4A

"I thought the exercise involving values/virtues were the most illuminating for me. It helped me uncover what was central in my life and what guides my decisions." -1A

"Identifying the key elements for creating successful a team and importance of leveraging individuals skills and knowledge to determine how best to utilize." -3A

- How do you anticipate applying one or two things from this session in your work?

"I plan on trying to incorporate these specific ideas in my personal mission statement and in my vision statement for the organization." -3A

"I have a tendency to just act when I get an idea. I think I will work to pause and examine ...particularly when something feels "off" about the decisions." -1B

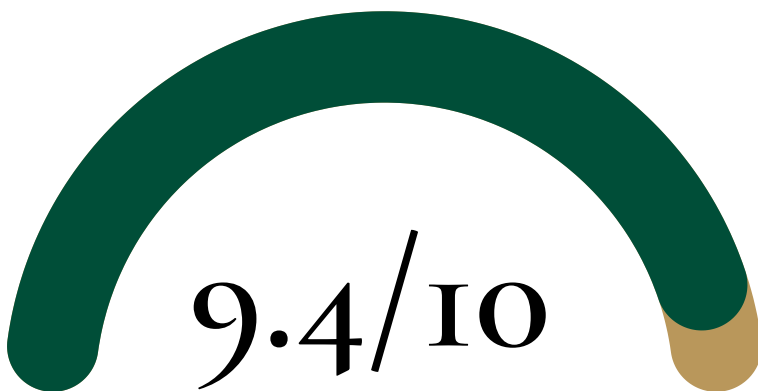
"I will definitely be more intentional about my social media presence. I am already taking steps to pivoting my career." -2B

- What questions, concerns, and/or suggestions do you have about the program to date?

"This was the first time I was introduced to framing which will have a great impact in the workplace." -2A

"I think I've said this in every end of session feedback form, but it bears saying again, I so appreciate how practically applicable these classes have been." -2B

"I do appreciate the larger and longer break-out sessions." -4B



Average Satisfaction Rating (x/10)

Individual Session Ratings

1A 9.5	1B 9.2	2A 9.3	2B 9.4	3A 9.5
3B 9.4	4A 9.3	4B 9.8	5A 9.1	5B 9.8

OVERALL PROGRAM FEEDBACK

Highlighted feedback from the End-of-Course Survey. The dials on the left show satisfaction ratings, out of ten. The quotes on the right are direct from participants about the course's impact. Keep in mind the final evaluation only had a 50% completion rate.



Take-aways from the course and the impact on participant's lives:

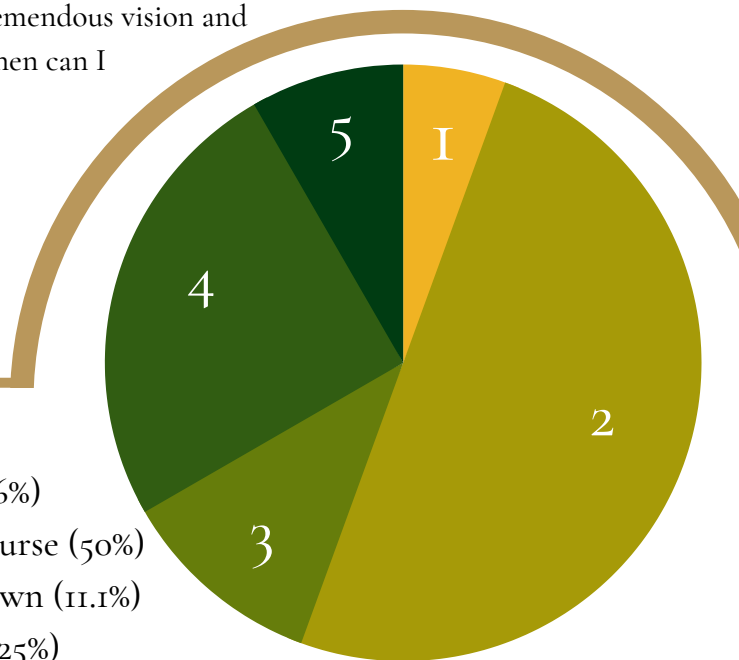
- "I've learned to assess myself and realign my values with what I do at work and on an everyday basis."
- "I would say making sure to have a diverse set of people (including mindsets) at the table and creating tiger teams that doesn't just include the top hierarchy of people."
- "I am now more self-aware as a leader and can identify areas of opportunity regarding my own professional trajectory/landscape."
- "Leadership takes serious introspection and boundary keeping Your work should reflect your brand which should reflect your values."

Key thoughts from participants:

- "Dr. Eddy and Krista, Roxanne and Mike Powell are amazing individuals. To give of their time during the busiest time of the year was champion. I have great admiration for them all."
- "The breakout groups were probably some of the most helpful parts of the class. I really appreciated being able to learn from others' experiences and discuss plans of action."
- "I loved the readings and guest speakers, and it was fantastic to be able to dig deeper in the smaller discussions. Krista and Roxane offered fantastic support, and Pam and Michael had tremendous vision and leadership for this course. When can I sign up again?!"
- "I would definitely take this course again!"

Desires for Future:

1. No wish to continue (5.6%)
2. Would consider a 2.0 course (50%)
3. Stay-in touch on their own (11.1%)
4. Follow-up Discussions (25%)
5. Other (8.3%)



*- Some individuals wanted more time in their breakout spaces, resulting in this deceptive metric

OVER THE HORIZON

Throughout this report, you have seen the results of this initial course offering. You have read the student responses to our efforts at gathering feedback. You have even seen the outstanding scores we have received around student satisfaction in nearly every component of this endeavor. We could not be prouder of the work we have done, the contributions of our speakers and guests, or the overall joy it has been to work with such engaged leaders from around the world.

Additionally, this report will help in moving us forward; refining future iterations of the series. Determining the value of the final products relative to the time commitment for review and feedback will be important. We will work to refine the session topics by continually scanning the body of research surrounding leadership, while constantly keeping diverse work environments in mind in order to keep the topics useful and relevant. Cultivating those relationships with our extensive community of speakers (both within W&M and outside) will allow us to build a substantial bench of speakers to call on for topics relative to their field of expertise. Each of these things are important to us as we round out this year and prepare for 2022.

Of course, we hope 2022 yields an even more enjoyable experience with the second iteration coming to fruition. This next iteration of this course is planned for the Spring of 2022 and will be even better thanks to the support of partners like yourself, the feedback from our inaugural group of students, and the ever-evolving world of leadership education. The William & Mary Washington Center, Dr. Pamela Eddy, Roxane Adler Hickey, Krista Schroth, and Tyler Wilson thank you for your generous support, encouragement, patience, and understanding while developing this course over the past year. It is our hope and sincere belief that this course will continue for years to come and will become the basis for extended/continuing education from William & Mary, based out of the Washington Center.

- Our Team

