

**FELLOWS SYLLABUS  
- SPRING 2010**

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**OVERVIEW** The purpose is to highlight information and expectations that are specific to the Spring Quarter.

Areas covered include:

- I. Course Overview
  - II. Course Schedule & Weekly Details
  - III. Attendance
  - IV. Grading
  - V. Deliverables and special activities
  - VI. Other Leadership Opportunities within the Fellows Program
  - VII. Enjoying the Journey
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**SPRING FOCUS** **Spring = Self-Development**

In Spring quarter, we focus on your development as a leader and collectively as a Fellows team. We focus on improving your skills in:

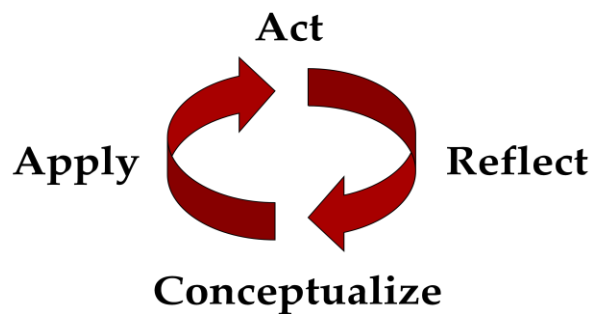
- Building Strong Teams
  - Shaping Culture
  - Developing Others
  - Managing Self
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**I. COURSE OVERVIEW**

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**A LEADERSHIP  
JOURNEY LIKE  
NO OTHER**

The Fellows class in the Spring quarter has a structure that supports you in multiple ways through your Leadership Journey. While you will work in your specialty teams and squad to prepare for delivery of the Spring Labs (ACT), we also want to use your meetings and class time as an opportunity for REFLECTION, introduce concepts that are applicable in the moment (CONCEPTUALIZE), and help you think through and APPLY your learning. In this way, the Fellows class models the experiential learning cycle that you facilitate and experience with your first-year students. To this end, we have a definitive structure for our ten weeks of the Fellows course in Spring. See the following sections for details.



**Fellows General Responsibilities**

Each Fellow is responsible for:

- Creating productive relationships with the rest of the Fellows team, Leadership Coaches, and the first-years in your cohort.
- Mastering the material for one assigned Specialty.
- Completing all tasks as assigned within your squad and specialty team.
- Actively supporting your squad mates in all programming runs for your sections (your Non-Specialist role) and providing constructive feedback for individual or Lab development.
- Securing data on your own skills by soliciting feedback from your squad mates, your Specialist team and the Leadership Coaches.
- Designing and proactively managing your own development plan.
- Communicating directly what is working for you and what is not working for you in a constructive manner to the individual(s) concerned. Being open and honest with your Leadership Coaches and Fellows teams.
- Going above and beyond what is expected or asked of you.
- Having a “glass-half-full” mentality – looking for positives in situations/people, giving the benefit of the doubt, and assuming the best of intentions.
- Being equitable and fair in recommending grades for peers.

In addition to these responsibilities, please reference the section on the grading policy for more information about specific requirements you need to complete. If you assume all these responsibilities, you will undoubtedly reap the rewards of a rich Fellows experience.

**Profile of 5 Key Attributes**

Over the years, five key attributes have surfaced that differentiate the most successful Fellows from the significantly less so:

Outstanding Fellows	Less Effective Fellows
Form meaningful relationships with Coaches, other Fellows and their first-year students.	For whatever reason, do not make the time to build trust and strong relationships with the Coaches, Fellows, and first-years.
Look for the positive from setbacks and ask what I/we can learn from this. Work harder when not as successful at something.	Focus on downside from setbacks; disengage or stop trying, look to attribute blame to others or external reasons for failure.
Welcome feedback as essential to improve.	Resist, become defensive or shut down when being given improvement feedback.
Do whatever it takes to make the classroom material come alive for your students – own making learning happen!	Assume it is the specialist’s role to create a great Lab; are not active participants in each and every Lab.
Look to have fun, be flexible and determined to enjoy the unfolding journey of being a Leadership Fellow.	See Leadership Fellows Program as a chore, at best it is good medicine, at worst it is drudgery that has to be done.

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**Flexibility**

Flexibility is so vital to our success that it deserves special mention. The Leadership Fellows Program takes 384 graduate students through more than 30 hours of programming. In any large-scale programming event of this kind, things do not always happen as planned. Even with the most committed preparation and meticulous planning, sometimes things run amok.

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**Making sure that the first-years' experience is the best that it can be ultimately rests on how well we are able to execute in spite of the mistakes that may happen behind the scenes.**

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The true test of a high-performing team is not when things are running well, but is how they handle the problems that come their way and turn them to their advantage. This is not to give us an excuse for sloppy work; it is however, meant to give us a dose of reality and to prepare us for challenges that may be ahead of us.

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**Class Schedule**

As a general rule, we use the following schedule for class in weeks 2-6. However please note that given our focus on experiential learning during this journey, we reserve the right to make some adjustments along the way as needed:

**Weeks 2-6**

Day	Time	Hours	Topic	Responsible
Mon.	6:00-7:25 p.m.	1.5	Class "Conceptual Learning" Session – usually in Squads	Evelyn/Squad Coaches
	7:35-9:30 p.m.	2	Specialty Team Meeting	Specialty Team & Coach
	<b>Total</b>	<b>3.5</b>		

**Weeks 7-10**

During the Spring Labs in weeks 7\*-10, our class sessions provide deeper reflection time and opportunities for mid-course corrections as needed:

Day	Time	Hours	Topic	Responsible
Mon.	6:00-7:30 p.m.	1.50	Announcements & Non-Specialist Prep for both Labs (40 min. each)	Specialty Coach
	7:40-8:55 p.m.*	1.25	Squad "Clinic" Session & Squad Meeting*	Squad Specialists
	9:00-9:30 p.m.*	.50	Specialty Meeting*	Specialty Team & Coach
Wed.	1:30-4:30 p.m.	3	Lab Session One	Squads
	4:30-5:30 p.m.	1	Dinner – meet with participants/prep for next Lab	Squads
	5:30-8:30 p.m.	3	Lab Session Two	Squads
	<b>Total</b>	<b>10.5</b>		

\*Note: Our first class session on Monday May 10<sup>th</sup> (Week 7) has a different schedule. There is ½ hour conceptual session before Squad Clinic Session and the Specialty Teams will only meet for 30 minutes. We end with the Specialty Team meeting so if needed, you can meet after class.

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**Class  
Conceptual  
Learning  
Sessions**

Over the six weeks of class before the Spring Labs begin, we cover the following topics during the general conceptual sessions:

Week	Date	Topic	Development Goal
2	4/5	Leading Experiential Learning + Specialty Team Decision	Develop Others/Build Strong Teams
2	4/10-4/11	Immersion Weekend: <ul style="list-style-type: none"> <li>• Leader as Storyteller; Captivating an Audience</li> <li>• Team Formation &amp; Analysis</li> <li>• Leveraging Team Diversity</li> <li>• Creating a Safe Learning Environment</li> <li>• Debriefing Skills</li> </ul>	Manage Self/Develop Others/Build Strong Teams/Shape Culture
3	4/12	Framing & Influence	Manage Self/Shape Culture
4	4/19	Assessing Team Performance	Build Strong Teams
5	4/26	Experiential Coaching	Develop Others
6	5/3	Capturing Learning through Debriefs	Develop Others/Build Strong Teams
7	5/10*	Owning the Experience*	Shape Culture

\*Note – this is a Monday night session right before we go live with the Spring Labs!

**Squad  
Clinic/Meeting  
Sessions**

Clinic sessions have two overarching experiential learning goals, to provide an opportunity to:

- practice running coaching sessions
- give behavioral feedback to Specialists and Non-Specialists on **how** the Spring Labs were implemented
- provide feedback **on the Lab** to Specialists for potential changes for the MBA1 Labs in the Fall.
- Coordinate any last-minute logistics for our Labs – note: this meeting time should be no longer than 15-20 min. as most logistics are covered in the larger class session.

In addition, clinic sessions also provide an opportunity for deeper reflection about creating a supportive and challenging learning environment, calibrating your exercises/debriefs, and working together as a squad (TPR). To take this deeper dive, and to spread out these topics across the quarter, here are some suggested reflection topics for each clinic.

Week	Date	Conceptual Topic	Clinic Topic/Activity
8	5/17	Creating a Supportive & Challenging Learning Environment	What is our section environment like? Who are our most challenging students and what is our plan?
9	5/24	Maximizing Our High-Performing Team	Mid-Course Check-In (TPR)
10	5/31	No Class due to Memorial Day Holiday	

## II. COURSE SCHEDULE & WEEKLY DETAILS

Date	Class	Deliverables	
Week 2 April 5-11	Monday Class: 4/5 6-9:30 p.m.	Class topic:	<b>Leading Experiential Learning</b> Note: Specialty Teams do not meet during this class; their first meeting is at Training Immersion.
		Read BEFORE Class:	<input type="checkbox"/> The Cycle of Change; The Experiential Learning Cycle, J. William Pfeiffer. <input type="checkbox"/> Understanding Facilitation, Ingrid Bens – pp 7-11; 16-17; 19-21.
		Assignments due:	<input type="checkbox"/> Complete your personal data and be prepared to share in squad discussion (sent in Fellows Notes). <input type="checkbox"/> Review your squad video clips on the J Drive/Leadership Fellows/Share/Squad Folders to get to know your squad mates better. <input type="checkbox"/> Review the Specialty Overview document distributed at Orientation (also posted on Coursework).
		Preparation Questions:	<input type="checkbox"/> If you were facilitating the specialty decision discussion in your squad, what are some key skill sets you would want to remember to use? What would you want to avoid?
	Immersion Weekend 4/10-11	Weekend topics:	<b>Leader as Story Teller – Audience Captivation</b> <b>Team Formation &amp; Analysis</b> <b>Leveraging Team Diversity</b> <b>Creating Safe Learning Environment</b> <b>Debriefing Skills</b>
		Read BEFORE Immersion Weekend:	<input type="checkbox"/> How to Tell A Story, Annette Simmons <input type="checkbox"/> Making Differences Matter: A New Paradigm for Managing Diversity, David Thomas & Robin Ely <input type="checkbox"/> Review Presentation Checklist & Details
Assignments due:		<input type="checkbox"/> Come prepared to tell a Who Am I? Story about yourself to your squad – no more than 4-5 min.	
	Preparation Questions:	<input type="checkbox"/> How do you plan to leverage the diversity on your Fellows Squad? MBA1 squad?	
Week 3 April 12-17	Monday Class: 4/12 6-9:30 p.m.	Class topic:	<b>Framing and Influence</b>
		Read BEFORE Class:	<input type="checkbox"/> Ignite Your Enthusiasm, Carmine Gallo <input type="checkbox"/> How to Frame a Message: The Art of Persuasion and Negotiation, Lyle Sussman
		Assignments due:	<input type="checkbox"/> Confirm assignments with your Specialty Team Coach <input type="checkbox"/> Based upon the Sussman article, come to class ready to frame your Specialty Lab for an Admit or a curious member of the MBA1 class.
	Preparation Questions:	<input type="checkbox"/> What one/two suggestions will you implement from Gallo's article in your specialty presentation?	

Week 4 April 18-24	Monday Class: 4/19 6-9:30 p.m.	Class topic:	<b>Assessing Team Performance</b>
		Read BEFORE Class:	<input type="checkbox"/> Note on Process Observation, John Gabarro & Anne Harlan <input type="checkbox"/> An Overview of the Model, Patrick Lencioni
		Assignments due:  Preparation Questions:	<input type="checkbox"/> Confirm assignments with your Specialty Team Coach. <input type="checkbox"/> Schedule 1:1 with Squad Coach for 6 <sup>th</sup> week <input type="checkbox"/> Select a representative from your squad for the Pilot Student Orientation on April 22 <sup>nd</sup> from 6:15-7:30 p.m. Fellows will be a part of a panel that discusses what students can expect in the Labs. Panelists should be prepared to share 1-2 min. on your lab experience and to answer questions – GREAT opportunity to practice framing/influencing. <input type="checkbox"/> How would you assess your Specialty Team on the basis of the Five Dysfunctions of a Team Model? What should you start/stop/continue doing? What midpoint corrections are necessary for you to maximize your remaining time together?
Week 5 April 25- May 1	Monday Class: 4/26 6-9:30 p.m.	Class topic:	<b>Experiential Coaching</b>
		Read BEFORE Class:	<input type="checkbox"/> The Executive As Coach, James Waldrop & Timothy Butler <input type="checkbox"/> Influencing the Unwilling, Unconcerned, and Unmotivated, Annette Simmons
		Assignments due: Preparation Questions:	<input type="checkbox"/> Confirm assignments with your Specialty Team Coach. <input type="checkbox"/> What are the issues you are finding most helpful/challenging in being a Fellow right now? Come prepared to coach and be coached by a squad member on your most pressing issues. <input type="checkbox"/> How are you going to influence the prisoners, the vacationers, and the undecided to get prepared for your Lab?
Week 6 May 2-8	Monday Class: 5/3 6-9:30 p.m.	Class topic:	<b>Capturing Learning Through Debriefs</b>
		Read BEFORE Class:	<input type="checkbox"/> Balancing the Roles of Leader and Facilitator, Ingrid Bens, pp. 23-25, 30-32.
		Assignments due:  Preparation Questions:	<input type="checkbox"/> Confirm assignments with your Specialty Team Coach. Complete your 1:1 with your Squad Coach this week <input type="checkbox"/> <b>Confidential</b> Peer Grading for Specialty Team is due – due 5/7, by 1 p.m. Complete via the GSB Feedback System <a href="http://gsbapps.stanford.edu/feedback">http://gsbapps.stanford.edu/feedback</a> or find the link on Coursework. <input type="checkbox"/> Duty Matrix will be discussed as homework and sign-ups made in prep for next week’s class. Squad’s matrix due to your Squad Coach Mon., 5/10, 1 p.m. <input type="checkbox"/> How are you going to prepare for the exercises that you are facilitating in the next few weeks? What are challenges you face in facilitating others?

<b>Week 7</b> <b>May 9-15</b>	<b>Monday Class:</b> 5/10 6-9:30 p.m.	<b>Class topic:</b> <b>Owning the Experience – Awareness &amp; MTE Coaches and Specialists conduct Non-Specialist preparation First Squad Meeting</b>
		<b>Read BEFORE Class:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How Leaders Embed and Transmit Culture, Edgar Schein</li> <li><input type="checkbox"/> Non-Specialist Packets for both Awareness and MTE Labs (Handed out last class, read and prepare roles.)</li> </ul>
		<b>Assignments due:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule final 1:1 with your Squad Coach for 10<sup>th</sup> week.</li> <li><input type="checkbox"/> Review the completed Duty Matrix and come prepared to accept/make changes.</li> <li><input type="checkbox"/> Review Spring Pilots Schedule and come prepared with questions.</li> <li><input type="checkbox"/> Prepare Non-Specialist roles for EAS and Conflict Labs.</li> <li><input type="checkbox"/> Decide how to collect data on your two assigned Spring Pilot students that you will be giving a 1:1 to during the Labs this Spring.</li> </ul>
	<b>Preparation Questions:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection: How are you going to create a supportive, intimate learning culture within your section in the Spring Pilots?</li> </ul>	
<b>Wednesday Class – SPRING LABS:</b> 5/12 1:30-8:30 p.m.	<b>Lab topics:</b> <b>Awareness and MTE Labs</b>	
	<b>Assignments due:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare your Non-Specialist Roles for Awareness &amp; MTE</li> <li><input type="checkbox"/> Review your Squad Duty Matrix and be ready to fulfill your roles</li> <li><input type="checkbox"/> Take notes on Fellows Squad mates for final peer feedback assignment via the GSB Feedback System <a href="https://gsbapps.stanford.edu/feedback">https://gsbapps.stanford.edu/feedback</a> or find the link on Coursework.</li> <li><input type="checkbox"/> Take notes on what you thought worked well/needs to change in each Lab for the MBA1 Labs in the Fall – this is your last chance to comment on changes to the Specialists!</li> <li><input type="checkbox"/> Introduce yourself to your Spring Pilot <b>coachees</b>.</li> </ul>	
<b>Week 8</b> <b>May 16-22</b>	<b>Monday Class:</b> 5/17 6-9:30 p.m.	<b>Class topic:</b> <b>EAS &amp; Conflict Coaches and Specialists conduct non-specialist preparation Squad Clinic &amp; Meeting</b>
		<b>Read BEFORE Class:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Non-Specialist Preparation Materials for EAS &amp; Conflict</li> <li><input type="checkbox"/> 1:1 Prep materials on Coursework</li> </ul>
		<b>Assignments due:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness &amp; MTE Specialists review participant evaluations from Spring Labs and prepare “FLOOP” for review with squad during clinic.</li> </ul>
	<b>Preparation Questions:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clinic Reflection Questions for discussion: What is our section environment like? Who are your most challenging students and what’s our plan?</li> </ul>	
<b>Wednesday Class – SPRING LABS:</b> 5/19 1:30-8:30 p.m.	<b>Lab topics:</b> <b>Executive Action Skills and Conflict</b>	
	<b>Read BEFORE Class:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare your Non-Specialist Roles for EAS &amp; Conflict</li> <li><input type="checkbox"/> Review your Squad Duty Matrix and be prepared to support your Specialists!</li> <li><input type="checkbox"/> Take notes on Fellows Squad mates for final peer feedback assignment via the GSB Feedback System <a href="https://gsbapps.stanford.edu/feedback">https://gsbapps.stanford.edu/feedback</a> or the link on Coursework.</li> <li><input type="checkbox"/> Take notes on what you thought worked well/needs to change in each Lab for the MBA1 Labs in the Fall – this is your last chance to comment on changes to the Specialists!</li> </ul>	

		Assignments due:	<input type="checkbox"/> Begin 1:1s with assigned Spring Lab coaches. We encourage you to do one over dinner. You may complete the other after class, but must complete both before next week's Lab.
<b>Week 9</b> <b>May 23-29</b>	<b>Monday Class:</b> 5/24 6-9:30 p.m.	Class topic:	<b>Assertiveness &amp; Influence Coaches and Specialists conduct Non-Specialist preparation Squad Meeting</b>
		Read BEFORE Class:	<input type="checkbox"/> Non-Specialist Preparation Materials for Assertiveness & Influence Labs
		Assignments due: Preparation Questions:	<input type="checkbox"/> EAS & Conflict Specialists review participant evaluations and prepare "FLOOP" for review with squad during clinic. <input type="checkbox"/> Review final graded Fellows assignments (Development Paper, Peer Feedback) instructions and come with any questions you may have (see below in Section V for details). <input type="checkbox"/> Come prepared for Best Practices discussions in your Specialty Team meetings (Influence & Assertiveness discuss special plans for capturing best practices). <input type="checkbox"/> Clinic Reflection Questions – How can we maximize our High-Performing Fellows Squad? What are some mid-course corrections we should make (TPR) before we wrap up this week? How did the 1:1s go with our students?
	<b>Wednesday Class – SPRING LABS:</b> 5/26 1:30-11:00 p.m. <b>Note time change!</b>	Lab topic:	<b>Assertiveness and Influence</b>
		Read BEFORE Class:	<input type="checkbox"/> Prep for Non-Specialist Roles for Assertiveness & Influence Labs <input type="checkbox"/> Review your Squad Duty Matrix and be prepared to support your Specialists! <input type="checkbox"/> Take notes on Fellows Squad mates for peer feedback assignment via the GSB Feedback System <a href="https://gsbapps.stanford.edu/feedback">https://gsbapps.stanford.edu/feedback</a> or the link on Coursework. <input type="checkbox"/> Take notes on what you thought worked well/needs to change in each Lab for the MBA1 Labs in the Fall – this is your last chance to comment on changes to the Specialists!
		Assignments due:	<input type="checkbox"/> Return your camera, tripod, camera bag and other Fellow equipment to the CLDR Office, S323 by Friday 4 p.m. <input type="checkbox"/> Final Squad Clinic to provide feedback to Assertiveness & Influence Specialists from 8:30-9:30, location TBD <input type="checkbox"/> Spring Class Celebration, 9:30-11 p.m., location TBD, Official Fellows Photos taken during class☺.
<b>Week 10 &amp; Finals:</b> <b>May 30- June 9</b>	Class topic:	No class 10 <sup>th</sup> week or Finals Week	
	Read BEFORE Class:	N/A	
	Assignments due:	<input type="checkbox"/> Squad Written Peer Feedback due 5/28, 10 p.m. via the GSB Feedback System <a href="https://gsbapps.stanford.edu/feedback">https://gsbapps.stanford.edu/feedback</a> or the link on Coursework.. <b><i>This feedback is NOT Anonymous.</i></b> <input type="checkbox"/> <b>Confidential</b> Peer Grading for squad mates is due 6/1, 1 p.m. via the GSB Feedback System <a href="https://gsbapps.stanford.edu/feedback">https://gsbapps.stanford.edu/feedback</a> or the link on Coursework. <input type="checkbox"/> Final Development Paper due 6/1, 1 p.m. – to Squad Coach and Delilah Gallardo. <input type="checkbox"/> Complete final 1:1 with your Squad Coach 10 <sup>th</sup> week.	



### III. ATTENDANCE

#### ATTENDANCE

Since the Leadership Labs and the Fellows Program are about interpersonal and team skills, attendance is a critical part of the program. Attendance is expected at Immersion Weekend, Fellows classes, squad and specialty team meetings, and at least two 1:1 meetings with your Squad coach. Absences or frequent tardiness will impact your grade.

*Attendance at all Wednesday Spring Leadership Labs is required.* Failure to attend these sessions may result in a "U" grade. Exceptions may be granted for a documented medical illness or a death in the immediate family.

### IV. FELLOWS GRADING

#### SPRING QUARTER EVALUATION

Spring Quarter grades are derived from the following sources:

<b>Squad Coaches</b>	Effectiveness at Delivering Program	4%
	Effectiveness at Supporting Fellows Squad	10%
	Quality of Written Peer Feedback to Fellows Squadmates	10%
	Quality of Development Paper	10%
	Attendance in Fellows Class and Pilot Labs	6%
	Attendance at 1:1 Coaching Sessions with Squad Coach	3%
<b><i>Squad Coach Subtotal:</i></b>		<b><i>43%</i></b>
<b>Specialty Coaches</b>	Effectiveness at Delivering Program	4%
	Effectiveness at Supporting Team	10%
<b><i>Specialty Coach Subtotal:</i></b>		<b><i>14%</i></b>
<b>Peers</b>	Fellows Squadmates: Effectiveness at Delivering Program	10%
	Fellows Squadmates: Effectiveness at Supporting Squad	10%
	Specialty Teammates: Effectiveness at Delivering Program	8%
	Specialty Teammates: Effectiveness at Supporting Team	8%
<b><i>Peers Subtotal:</i></b>		<b><i>36%</i></b>
<b>Self</b>	Timely Completion of Peer Grades	2%
	<b><i>Self Subtotal:</i></b>	
<b>Faculty</b>	Overall Involvement and Participation in Fellows Program	5%
	<b><i>Faculty Subtotal:</i></b>	
<b>TOTAL</b>		<b>100%</b>

#### CLASS G.P.A. REQUIREMENT

All GSB faculty are required to satisfy a "maximum average grade" constraint. This means that not everyone can earn an H or even an HP. (This is similar to many corporate talent management programs where only high performers are hired and then those high performers are further segmented with only a few receiving top rankings.) All students taking the class Pass/Fail are removed from the calculation of maximum average grade for the course.

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**GRADING STANDARDS**

Within the constraints of the "maximum average grade" requirement, below are general guidelines on key factors for each overall grade:

- U**
- Missing a Spring Leadership Lab without an excused absence
  - Missing a significant amount of deliverables
  - Unwillingness to share equally in squad or team responsibilities
- LP**
- Doing the bare minimum
- P**
- Meeting course expectations (And our expectations are high!)
- HP**
- High involvement
  - Can be counted on to consistently raise issues, take risks, and help the group be successful.
  - Thorough and timely job on all written assignments
  - Timely and high quality deliverables
  - Superior rankings from students, squad mates and CLDR faculty and staff
- H**
- Exceptional performance in all areas (in comparison to a group of extremely high performers).
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**V. DELIVERABLES AND ACTIVITIES**

**SPECIFIC ACTIVITIES & DELIVERABLES**

Following are descriptions of the primary activities and deliverables for Spring quarter:

- Leadership Immersion Weekend – April 10<sup>th</sup> & 11<sup>th</sup>
  - Spring Presentation Expectations
  - Optional MCP presentation skills session
  - Specialty Team Deliverables
  - Best Practices Specialty Meetings
  - Non-Specialist Roles
  - Squad Team Deliverables
  - Email Expectations
  - Completing Feedback Forms on Spring Pilot students
  - 1:1s with Spring Lab Participants
  - Written Squad Peer Feedback
  - Confidential Peer Grading (once for Squad and once for Specialty Team)
  - Two, One-on-One Meetings with Squad Coach
  - Development Paper – end of quarter
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**LEADERSHIP IMMERSION WEEKEND APRIL 10TH & 11TH**

Get ready for a leadership **immersion** experience! On Saturday and Sunday, April 10<sup>th</sup> & 11<sup>th</sup>, we meet at the Alumni Center for two days of team-building, skill development, and personal growth. All meals are covered by CLDR. Plan to get your homework done Friday night because we will work until close to midnight on Saturday and finish the program at 5:00 p.m. on Sunday; and past experience tells us you will be pretty tired by the end of the weekend☺. You'll get an agenda for the weekend in our first Monday class so stay tuned!

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**SPRING  
PRESENTATION  
EXPECTATIONS:  
THE "RUNS"**

During the Spring Lab course, you present your assigned specialty team presentations three or four times as determined by your Specialty Coach. Called the "Runs," these practice sessions have progressively higher expectations building up to the live presentation in the Spring Labs. Outlined below are the preparation/expectations for each run:

**First Run – Practiced**

- During this run you should present by only glancing at your notes occasionally.
  - You can use prepared stories and examples as noted in the script (if you have not created your own).
  - The Lab presentation material should be evenly divided up so that no partner has more than 8-10 minutes of "presenting time" at one standing.
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**SPRING  
PRESENTATION  
EXPECTATIONS:  
THE "RUNS"**

**Second Run--Personalized**

In general, for this session, you should add all of your own personal stories and customized elements. During this run you should present:

- Without notes.
- Using your own personal stories.
- With smooth transitions from slide to slide.
- With smooth transitions between partners.
- Clear instructions for all simulations and experiential exercises.

**Third Run – Polished**

Each specialty pair of Fellows within each specialty team needs to schedule at least one private coaching session with your Specialty Coach before the Spring Labs. **This private coaching session should take place outside of class, M-F, 9-5. Plan ahead for best availability.** For this session, we should focus on just fine-tuning and perfecting. During this run you should present:

- Concise personal stories using illustrative language.
- All material to the point that we are just fine-tuning
- With the ability to handle typical and challenging questions.
- With the ability to handle disruptive behavior in a constructive way.

**Final Run – Perfected for Spring Pilot Labs**

In this final run, you deliver the entire Lab to a live group of participants in the Spring Pilots. In the Spring Leadership Labs, you should focus on:

- Educating your students.
  - Providing a low risk learning environment.
  - Having your Non-Specialists prepared to play their roles as needed, e.g. debriefing an exercise, running role-plays and feedback sessions.
  - Handling the unexpected crisis.
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**OPTIONAL  
PRESENTATION  
WORKSHOP  
WITH J.D.  
SCHRAMM**

Now that you have read the presentation expectations, we highly suggest that you and your Fellow squad mates sign up to do an optional presentation skills workshop. We are working with the J.D. Schramm to set aside some dates for you to schedule “Fellows Only” customized sessions – and thereby build some skills and have some fun to boot! We have set the following dates for these sessions and you can sign up through the Mastery in Communication registration system:

<https://mygsb.stanford.edu/mba/academics/programs/mastery/workshops/>

Tuesday, April 20th – 6-9 p.m. or  
Wednesday, April 21st – 2-5 p.m. or 6-9 p.m.

Please note this is an optional assignment but we highly recommend it and most Fellows took advantage of it last year!

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**SPECIALTY TEAM  
DELIVERABLES**

During Leadership Fellows Immersion Weekend, your Specialty Coach sets expectations and outline deliverables for your specialty team. In addition, your Specialty Coach outlines the structured developmental sessions they have planned for the rest of the quarter and provide specialty-specific required reading to help Specialists take a deeper conceptual dive into their Lab content. As noted in the Course Schedule and Weekly Details above, you need to confirm each week’s assignments with your specialty coach.

In addition to specialty-specific reading, your Specialty Team allocated Lab deliverables and it is part of your team learning to plan your project, maximize each member’s abilities, equitably share the work-load and manage your time constraints.

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**BEST PRACTICES  
SPECIALTY  
MEETING**

In the spirit of continuous improvement, this final Specialty Team meeting held during 9<sup>th</sup> week is intended to capture both your reflections on your own learning and best practices for the benefit of the Fall. The Leadership Coach responsible for your Specialty will facilitate this meeting as your Specialty Team discusses:

- Module revision suggestions
- Module script suggestions
- Facilitation tips for exercises
- Exercise revisions

For the Assertiveness and Influence Teams, you will devise a work-around plan since we do not have class after your Labs run 9<sup>th</sup> week.

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**NON-SPECIALIST  
ROLES**

You can think of your Specialty Lab as your Leadership Fellows Program “major.” All other programs and Labs are then your Leadership Fellows Program “minors.” Expect to play a small to significant role in every Specialty throughout both the Spring and Fall Labs.

Each Specialty Team defines Non-Specialist roles and responsibilities including logistics, role-plays and debriefs. The Specialists will brief the Non-Specialists throughout the Spring Quarter during class.

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**SQUAD TEAM  
DELIVERABLES  
IN SPRING**

Your Squad serves multiple purposes throughout the Fellows' Journey. In the Spring, your squad mates are your developmental partners. Together as a Fellows squad you will:

- Work together in class on interpersonal and team development activities.
  - Provide feedback regularly to each other on developmental goals.
  - Complete a Team Charter and Ground Rules for working together.
  - Prepare each other in Non-Specialist roles for the Spring Pilot Labs.
  - Create and own the learning experience of your Spring Pilot students.
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**E-MAIL  
EXPECTATIONS**

E-mail is our vital link to ensuring each of you keeps abreast of last minute schedule changes and deadline shifts. For this reason, we expect everyone to **check e-mail at least once a day**, even if you are out of town. We also expect a **24-hour turn-around** time on all Leadership Fellows Program related e-mails during the work week, Monday through Friday. Given past experience with Specialty Teams (and since Monday night is our class time), expect to check email Sunday night so you are prepared for your meetings on Monday.

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**COMPLETING  
FEEDBACK  
FORMS ON  
SPRING PILOT  
STUDENTS**

During the Spring pilots we ask you to evaluate your students and provide feedback in a variety of ways during the Lab sessions. These forms are submitted to your squad coach and used in your squad meetings to calibrate how you are evaluating your students. This will better prepare you for the feedback you will complete in the Fall for your MBA1 students to ensure the same measures and standards are being applied across the student body.

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**PROVIDING 1:1'S  
TO YOUR  
STUDENTS**

During the Spring Labs, you will provide individualized feedback to two of the assigned students in your section. This is practice for the Fall when you deliver eight 1:1's to your entire MBA1 squad. To prep for these 1:1's with your students, you will need to create a notebook for recording your behavioral assessments and impressions of your students throughout the Labs. Whether you choose to create a paper file or an electronic file, the goal is to take high IMPACT notes so that you can give specific, actionable and consequential feedback to your students in your 1:1 conversations. So set up your data collection system at the beginning of the Spring Labs to set yourself and your students up for some productive conversations! (During Fall you will receive a Squad Development Guide that includes pages for taking notes on your students each week.)

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**OVERVIEW--  
WRITTEN PEER  
FEEDBACK  
DUE 5/28 @  
10:00 P.M.**

At the end of Spring quarter, you will provide written feedback for each of your Squad mates via the GSB Feedback System <https://gsbapps.stanford.edu/feedback> or find the link on Coursework (similar to what you completed in the Leadership Labs last Fall). This feedback must be completed no later than Friday, May 28<sup>th</sup>, 10 p.m. **This feedback is NOT anonymous.**

This assignment requires you to provide balanced feedback to each of your Fellows Squad mates using the TPR model. Specifically, you will need to provide one plus and one delta for each of the three sections task, process, and relational.

NOTE: This assignment will be much easier if you make notes throughout the quarter. *This assignment also offers a significant opportunity for grade differentiation.*

The purpose of this assignment is two-fold:

1. to ensure that you master this skill (you will also do this in the Fall for each member of your MBA1 Squad), and
2. to provide valuable feedback for your Fellows Squad mates.

To that end, you may be explicit about how to interpret your feedback. For example:

- You can note the part(s) of your feedback that are most significant (e.g., “This is the most crucial feedback I’m giving you – if you adapt in this area I think you will be dramatically more effective.”)
- You can say that a particular plus or delta is less significant (e.g., “You are so skilled in the Relational area that it’s hard for me to offer a significant delta. However, one small way you might improve your effectiveness is …”)

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**DETAILS--  
WRITTEN PEER  
FEEDBACK  
DUE 5/28 @ 10  
P.M.**

Details for the Written Peer Feedback assignment:

- **Opening & Closing Dates**--the online feedback tool opens no later than Friday, April 9<sup>th</sup> at 9:00 a.m. and closes on Friday, May 28<sup>th</sup> at *precisely* 10 p.m. Even if you are already in the system it will close and not allow you to enter remaining information.
  - **LATE Peer Feedback only receives partial credit**--once the system closes, incomplete assignments will only get partial credit.
  - **Accessing the System**--you can access the assignment via the GSB Feedback System <https://gsbapps.stanford.edu/feedback> or find the link on Coursework.
  - **Complete Seven Assessments**--you must complete one assessment for each of your seven Fellows squad mates.
  - **Schedule 45 minutes per squad mate (x7) to complete this assignment** – each individual feedback assessment will take about 30-45 minutes to complete.
  - **Reading your Individual Feedback** – You should be able to access your feedback by Friday, May 28<sup>th</sup>, at 10:01 p.m. You will need to incorporate the feedback provided by your peers into your final development paper.
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**CONFIDENTIAL  
PEER GRADING**

**SPECIALTY  
TEAMS = 5/7,  
1 P.M.**

**SQUADS = 6/1,  
1 P.M.**

Separate from the written IMPACT feedback entered into the Feedback system in CourseWork, you will also provide **CONFIDENTIAL** peer ranking and grading input on your Specialty Team mates and Squad mates once during the quarter – at the end of 6<sup>th</sup> week for Specialties and 10<sup>th</sup> week for Squads. You are asked to rate your team/squad mates in terms of how effective they were in completing program components and supporting the other members of the team on Task/Process/Relational matters. Grading is based upon your effectiveness at delivering the program and your support for this particular team. *Further details will be in the grading survey.* This peer ranking grading is due:

**Specialty Teams – May 7, by 1 p.m.**

**Fellows Squads-- June 1, by 1 p.m.**

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**TWO, 1:1  
COACHING  
SESSIONS WITH  
SQUAD COACH**

Your Squad Coach is your assigned mentor throughout the Fellows experience. Most Fellows set up regular developmental 1:1 sessions with their Squad Coach throughout the quarter – usually every two weeks or so. However, you are required to have two, one-hour sessions at midpoint and at the end of the quarter to discuss your progress and what grade you are tracking for in the course. These should be completed by the end of 6<sup>th</sup> and 10<sup>th</sup> weeks.

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**END OF  
QUARTER  
DEVELOPMENT  
PAPER**

**DUE 6/1<sup>ST</sup>  
@ 1 P.M.**

At the end of the Quarter, Fellows submit a final development paper, six to eight-pages in length. This paper encourages you to capture the insights you've had over the Spring, to note your evolution, and to set specific goals for how you will deliver the work in the Fall. We ask you to:

- Recap your goals for self-development and for your team(s).
- Honestly and thoughtfully evaluate your progress in completing your self-development and team goals.
- Develop an insightful improvement plan for yourself and your team for Fall Quarter based upon your evaluation.

**The paper is due by June 1st at 1 p.m. and it is graded by your Squad Coach.** Late papers receive only partial credit.

Papers should be submitted electronically to Delilah Gallardo ([gallardo\\_delilah@gsb.stanford.edu](mailto:gallardo_delilah@gsb.stanford.edu)) AND your Squad Coach. **You must include a cover page with your name, student ID number, squad number, Squad Coach name, and date, and the course number-- GSBGEN326.**

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**DEVELOPMENT  
PAPER DETAILS**

Papers should include three sections; each section should be double-spaced and between two and three pages. The paper walks you through a full experiential learning reflection – what, so what, now what – a technique you need to master before working with your MBA1s in the Fall.

**Section 1: Analysis of Self – two pages**

This section is a written insight and reflection assessment of **what** you have learned about your own strengths and areas for development throughout the quarter. It should also include an analysis and synthesis (the **so what**, if you will) of your peer and Coach feedback.

Details continued on next page...

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DEVELOPMENT  
PAPER DETAILS  
(CONTINUED)

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**Section 2: Analysis of Teams – two pages**

This section is a written insight and reflection assessment of **what** you see as strengths and development areas for your Squad and Specialty Teams throughout the quarter, and how you contributed to these. It should include an analysis of your observations (**so what**) and any interventions you or the team have attempted.

**Section 3: Self & Team Development Plan – two pages**

This section is the executive summary of your action plan for the rest of your time as a Fellow. It should focus on two areas – self development and team development. This is the final “**now what.**”

- Self--What specific skill areas will you continue strengthening and what skills do you need to acquire to reach your goals? How will you enhance these skills/behaviors over the summer, and during your Fall quarter (could be in a lab, another class, or as part of your GSB experience).
- Team--Offer your recommendations for moving your various teams further toward high performance on all levels of TPR. What do you want to remember to incorporate with your MBA1 squad that you have learned from your various team experiences? The focus should be on how **you** will influence the future development of your teams.

Again, papers should be submitted electronically to Delilah Gallardo ([gallardo\\_delilah@gsb.stanford.edu](mailto:gallardo_delilah@gsb.stanford.edu)) AND your Squad Coach. **You must include a cover page with your name, student ID number, squad number, Squad Coach name, and date, and the course number-- GSBGEN326.**

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VI. OTHER LEADERSHIP OPPORTUNITIES WITHIN THE FELLOWS PROGRAM

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SPECIALTY  
TEAM CAPTAIN  
ROLE

As we embark upon our specialty journeys in Immersion Weekend, we will have an opportunity to begin to assign tasks and roles amongst your specialty team members. There is one role that we have found integral to the functioning of specialty teams--the Team Captain (or Head Shepherd, Sr. Pragmatist, or Cat Herder-use the label that is most meaningful to you). Below, we've outlined the role of Team Captain and what he/she does and does not do.\* If your developmental goals fit the "do" part, I would encourage you to think about running for this elected position for your specialty team. If interested, come prepared to Training Immersion ready to tell your teammates “why” (in one minute or less) you feel being captain would be a benefit to both you and to your team.

<b>Team Captain Does*</b>	<b>Team Captain Does Not</b>
<ul style="list-style-type: none"><li>- Facilitate meetings.</li><li>- Communicate meeting decisions and action steps.</li><li>- Make sure deadlines are met and deliverables are accurate.</li><li>- Monitor team process and ground rules.</li><li>- Meet with coach periodically to assess own and team progress.</li><li>- Create and implement process interventions, if necessary.*</li></ul>	<ul style="list-style-type: none"><li>- Complete all of the deliverables.</li><li>- Come up with all of the ideas.</li><li>- Mandate the content of the Lab.</li></ul>

\*Note – this list is meant as a general guide and specific duties of the Captain role may differ according to the Specialty Team and the way that the Coach defines this role.

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**SQUAD LIAISON  
ROLE**

**Shape. Frame. Reflect.** These are the actions that the Squad Liaisons perform for the entire Fellows Community. Working closely with Evelyn, Liaisons are elected by their Fellows' squads to provide a unique leadership role within the Fellows' community. Liaisons represent Fellows' collective opinions for the duration of the Fellows' experience—they play a pivotal role in framing information for both Fellows/MBA1s, shaping the Fellows experience, and managing the feedback/reflection loop within the Fellows community. Liaisons meet every other week for approximately an hour with Evelyn and depending upon schedules, we can determine if we want to meet before/after class or over the lunch hour. Time commitment per week is estimated at approximately 1-2 hours depending upon the projects you handle for the Liaison team.

**Shape:** Probably the most creative part of the role, the Liaisons think about how they want to foster relationship building and community building activities within the Fellows community. They are specifically responsible for the adjournment activities for the Fellows class in Spring and Fall, and usually coordinate one other "relational" activity per quarter. Finally, Liaisons work together with the Leadership Coach responsible for running our Fellows recruitment activities in Fall & Spring.

**Frame:** Remember the announcements that were delivered at the end of every Lab? Liaisons coordinate with Evelyn on announcement content and framing and provide a consistent communication message across MBA1 sections in each Lab. This year we will look at how these segments can be leveraged to maximize MBA1 participation and engagement in every Lab. In addition, the Liaisons produce and deliver the introductions of the Managerial Skills faculty for the 2<sup>nd</sup> half of the Leadership Labs (this last year they produced a short video clip that introduced Joel Peterson, Jim Ellis, and Dick Allen).

**Reflect:** Just as in the MBA1 Labs, the Fellows program actively seeks feedback from Fellows and incorporates feedback into the program in an ongoing way. During our bi-weekly meeting you'll engage in two-way dialogue with Evelyn about how class is progressing and adjustments that need to be made. In addition, Squad Liaisons run a collective wisdom process at the end of the Fall term which incorporates all the feedback we have collected throughout the program and provides Fellows with an opportunity to provide feedback on the MBA1 Lab implementation and content.

We have found in the past that it is imperative for our Fellows community to create fast, efficient, and timely communication links between Fellows/Faculty/Coaches and MBA1s. The Fellows Squad Liaisons play an important role in this feedback and communication loop and in shaping the current and future Fellows program communities.

Finally, to those who have read this far, you should know that the Liaison team usually has a heck of a lot of fun together as another "team" experience within the Fellows program (granted I'm biased but it's been a real pleasure of mine to work with this group of "leaders among leaders" over the years☺).

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## VII. ENJOYING THE JOURNEY

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### A COMMITMENT TO YOURSELF

Now that you've come to the end of the Syllabus, I imagine that you need to take a nice deep relaxing breath. You don't need to learn all of this today, or tomorrow. We try to spell things out in advance so you can plan and think about how you can maximize your experience. The expectations and deliverables outlined are very similar to those you will encounter as an executive in a firm who has direct reports. Your "job" happens to be leadership development, but all the tasks and evaluations associated with this role mirror what you will face on a daily as an executive. You'll need to coach, evaluate, develop, support, and sometimes confront your employees. The difference in the Leadership Fellows program is that you have experienced Leadership Coaches, faculty, and each other to help you work through these challenges.

There will be no other journey quite like your Leadership Fellow experience and we hope you endeavor to make this one of the most adventurous and fulfilling of your lifetime. The Leadership Coaches and I are here to support you, guide you, encourage you, and help develop you into the Leaders you hope to become. The Fellows journey is a uniquely personal one, as each Fellow has different personal goals and challenges. Individuals thrive in this experience by using it as an opportunity to stretch themselves, to embrace the challenges of leading and developing others, to recognize no journey can ever be perfectly planned or executed but that we must strive to do our very best. And it is the personal nature of the challenge of the Leadership Fellows program that makes it so very rewarding to complete.

So take a deep breath and jump in with both feet – and know that we so look forward to working with you all on the wonderful adventure ahead!

Warmest regards,  
Evelyn and the Leadership Coaching Team

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### CONTACT INFORMATION

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