



MANDELA
WASHINGTON
FELLOWSHIP
FOR YOUNG AFRICAN LEADERS



LEADERSHIP DEVELOPMENT AND ACTION PLAN



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 4,400 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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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 acceptance to 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 working to deepen 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 nguntu 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 of them. 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.

TOP 5 STRENGTHS
1.
2.
3.
4.
5.

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 of them. 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 ✕ next to Strengths themes that rarely show up for you or take a lot of effort for you to access (lesser talents)



Achiever	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.
Activator	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.
Adaptability	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.
Analytical	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.
Arranger	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.
Belief	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.
Command	People especially talented in the Command theme have presence. They can take control of a situation and make decisions.
Communication	People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
Competition	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.
Connectedness	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.
Consistency	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.
Context	People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
Deliberative	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.

Developer	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.
Discipline	People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
Empathy	People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.
Focus	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.
Futuristic	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.
Harmony	People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
Ideation	People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Includer	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.
Individualization	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.
Input	People especially talented in the Input theme have a need to collect and archive. They may collect information, ideas, history, or even relationships.
Intellection	People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Learner	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.
Maximizer	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.
Positivity	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.
Relator	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.
Responsibility	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.
Restorative	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.
Self-Assurance	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.
Significance	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.
Strategic	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.
Woo	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.

“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?

A person wearing a Native American headdress with a single tall feather and a leopard-print tunic is speaking at a podium. The podium features a logo with the year 1769. The entire image has a blue color overlay.

**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?

FIVE CLUES TO TALENT

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®.

STRENGTH	WAYS TO PRACTICE *	SKILLS TO ADD	KNOWLEDGE TO ADD

* 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

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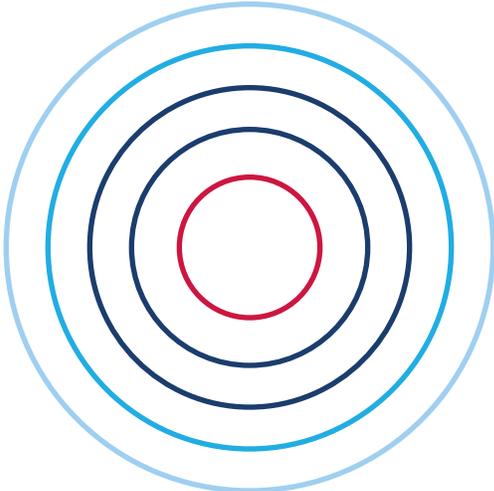
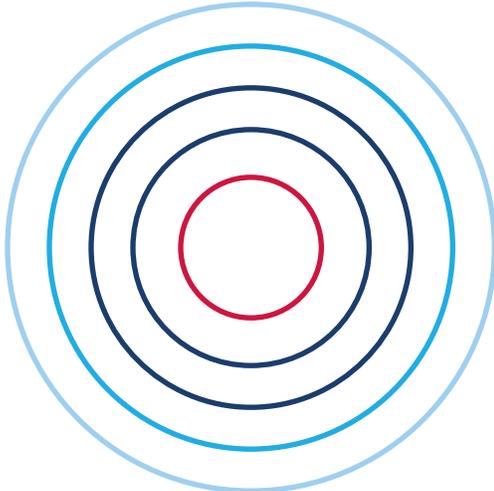
STRENGTH	CONTRIBUTIONS	NEEDS
Achiever	Work hard; clear goal/direction; setting the pace; finisher; diligence	Clear goal/direction; others who will also work hard
Activator	Catalyst; momentum; action	Opportunities to dive in; learn by doing; action; wants to start (not finish) projects
Adaptability	Go-with-the-flow; responsive; spontaneity	Variety; change; opportunity for newness
Analytical	Objectivity, ability to create simplicity out of complexity, root cause analysis	Time-lots of it! Facts and information
Arranger	Multi-tasking, organization, coordinating multiple things/events	A lot of different, fresh challenges; projects/ things to coordinate
Belief	Passion, values, service, sacrifice, clear purpose, steady	To know why; a cause to serve—something bigger than self; uncompromising commitment to values from others
Command	Decisive; direct; clarity; good at debate/exploring opposing views; taking control	Others to be clear, decisive and direct with them; opportunity to explore various views and to be heard; crises/challenges that they can lead the charge on
Communication	Storytelling, expressive, clarity of language	To be heard and appreciated; others who paint a compelling picture; to be communicated with clearly, verbal processing of problems
Competition	Winner, comparison, motivating others to succeed	Measurement; a challenge; comparison; to be acknowledged as the winner
Connectedness	Sees connections between everything; appreciation of beauty; us/we-attitude; warmth; spirituality	Connection with self/others; a need to see the bigger picture; balance; time for stillness; a window to see the outside (connect with nature)
Consistency	Rules, fairness, steadiness, uniformity, policies	Rules, fairness, predictability
Context	History, seeing the bigger picture	History, bigger picture; sharing the “context” of a problem/project before starting
Deliberative	Cautious, risk-manager; thorough, conscientious	Time to think and consider, facts; honoring their privacy
Developer	Patient; cheerleader; commitment to others’ growth; seeing potential	Patience; encouragement; celebrating small steps
Discipline	Plan carefully; detail-orientation; orderliness	Order; schedule; predictability; following rules
Empathy	Sensitive; tender; aware; compassionate; giving; good listener	To be listened to/seen/heard; gentleness; awareness of their needs

STRENGTH	CONTRIBUTIONS	NEEDS
Focus	Single-mindedness; clarity; focus; destination-driven	An objective; clarity of direction; help in maintaining balance
Futuristic	Vision; big picture; possibilities; out-of-the box perspective; forecasting; dreaming	To be heard; space to dream and imagine
Harmony	Peacemaker; even-keeled; conflict-resistance; sacrificing for the group	Calm, respectful discussion; willingness to discuss rationally and evenly; an environment that is not conflict-ridden
Ideation	Innovation; fresh ideas/perspectives; creativity	Room to create; opportunity to have ideas heard and considered
Includer	Aware of outsiders; closing the gap between people; integration	To be included; to have others around them involved/ included
Individualization	Sees value in all; adjusts to the needs of the individual	To be valued; to have others value their uniqueness
Input	Questions; collects facts, ideas; curiosity	Facts; opportunity to explore and be curious; to ask question and to share information
Intellection	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.	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.
Learner	Inquisitive; excited to learn; open and willing to explore	To ask questions; to be exposed to new thoughts and ideas; continual growth
Maximizer	Excellence; high standards; focus on Strengths	Excellence; high standards; those who are focused on Strengths; knowing others' Strengths
Positivity	Optimism; excitement; energy; hopeful; fun; warmth	Optimism; energy; uplifting conversations
Relator	Personal; deep; loyal; authentic	Deep intimate conversation and relationships; genuineness; to be seen; others who will risk vulnerability; no game player
Responsibility	Ownership; keeping promises; dependability; trustworthiness; punctuality	Punctuality; responsibility of others; follow through on promises; to be trusted
Restorative	Fixer, problem-solver; creativity in solutions	Problems; to be given autonomy to fix and find solutions
Self-Assurance	Confidence; influencing others; independent	Independence; others to show up as confident
Significance	Legacy; motivated by bigger purpose; association with successful people	To be seen with successful people; to be seen as successful
Strategic	Road map; direction; exploring possibilities; vision; how-to	Problems; road map; clear direction; big picture; to have solutions trusted
Woo	Makes friends easily; social initiative; outgoing; fun	To be liked, to have opportunity to engage with a lot of people; create new relationships

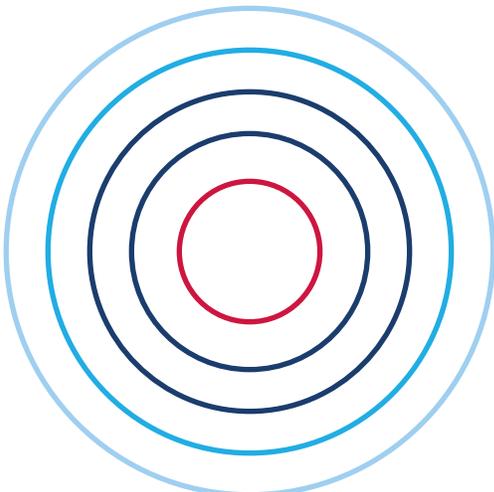
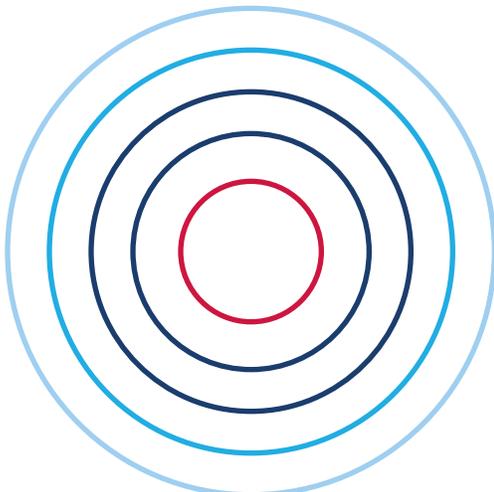
Targeting Your Domain Intensity

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:

<p>Executing: The Doers Achiever; Arranger; Belief; Consistency; Deliberative; Discipline; Focus; Responsibility; Restorative</p>	<p>Strategic Thinking: The Thinkers Analytical; Context; Futuristic; Ideation; Input; Intellection; Learner; Strategic</p>
 <p>A targeting diagram consisting of four concentric circles. The innermost circle is red, and the three outer circles are blue. The circles are centered within a white square.</p>	 <p>A targeting diagram consisting of four concentric circles. The innermost circle is red, and the three outer circles are blue. The circles are centered within a white square.</p>

THE RELATIONSHIPS YOU BUILD:

<p>Influencing: The Motivators Activator; Command; Communication; Competition; Maximizer; Self-Assurance; Significance; Woo</p>	<p>Relationship Building: The Feelers Adaptability; Connectedness; Developer; Empathy; Harmony; Includer; Individualization; Positivity; Relator</p>
 <p>A targeting diagram consisting of four concentric circles. The innermost circle is red, and the three outer circles are blue. The circles are centered within a white square.</p>	 <p>A targeting diagram consisting of four concentric circles. The innermost circle is red, and the three outer circles are blue. The circles are centered within a white square.</p>

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?

Optional Exercise: Collecting Stories of Strengths at Work

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 at work with another Fellow in your cohort. Discussing these observations together can help you come to deeper understanding of their impact.





**MAXIMIZING
STRENGTHS IN YOUR
WORK WITH OTHERS**

Becoming a Talent Scout Instructions/Grid

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.

DESCRIPTION	CLIFTONSTRENGTHS®
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

Power and Edge

STRENGTH	DOMAIN	POWER	EDGE
Achiever	Executing	Tireless, strong work ethic, leads by example, go-getter, hungry	Unbalanced, overcommitted, can't say no, burns the candle at both ends, too concentrated on work, work is more important than people
Activator	Influencing	Self-starter, fire-starter, energy course, fearless	"Ready-fire-aim", loose cannon, speaks before thinking, in left field because others haven't caught up
Adaptability	Relationship Building	Flexible, comfortable in times of change, easy to get along with, goes with the flow	Directionless, indecisive, sheep, inconclusive, whimsical
Analytical	Strategic Thinking	Thinks things through, smart, logical, deep, thorough, comfortable with numbers, figures, and charts	Rude, short, tough, never satisfied with the answer, asks too many questions
Arranger	Executing	Flexible, organizer, juggler, aligns and realigns tasks to find the most productive configuration possible, efficient, conductor	Lacks structure, too flexible, doesn't follow the existing rules or procedures, constantly changes priorities, lacks vision, difficult to follow because of frequent realignments
Belief	Executing	Passionate, steadfast, knows where he/she/they stand(s), altruistic, family-oriented, ethical, responsible	Stubborn, set in their ways, elitist, un-accepting of others' ideas, opinionated, goody-two-shoes
Command	Influencing	Charismatic, direct, driven, inspirational, easy to follow, clear, concise	Bossy, know it all, bulldozer, rude, abrupt, strong-willed, inflexible, stubborn
Communication	Influencing	Storyteller, great presence, easy to talk to, energizer, entertaining, charismatic	Blabbermouth, poor listener, self-absorbed, show-off, always needs attention
Competition	Influencing	Driven, motivated, number 1, measurement-oriented, winner	Sore loser, not a team player, puts down others, self-centered, confrontational
Connectedness	Relationship Building	Spiritual, "doesn't sweat the small stuff," strong faith, always looking at the big picture, helps others see purpose	Passive, naive, too idealistic, wishy-washy
Consistency	Executing	Just, problem-solver, policy-maker	By the book, inflexible, unwilling to customize/ individualize
Context	Strategic Thinking	Has a robust historical frame of reference, learns lessons from the past, knows how things came to be, institutional memory	Slow to move and react to change, closed-minded, lives in the past
Deliberative	Executing	Good judgment, identifies risk, makes solid decisions, can plan for the unexpected	Standoffish, aloof, cautious, slow, introverted, afraid to act, indecisive
Developer	Relationship Building	Grows talent in others, teacher, coach, enjoys helping others succeed, invest in others	Not an individual contributor, wastes time on low-potential people, spectator
Discipline	Executing	Highly productive and accurate because of ability to structure, breaks down the complex into steps, great planner, promotes efficiency	Overbearing, rigid, mechanized, can't handle change
Empathy	Relationship Building	Creates trust, brings healing, knows just what to say/do, customizes approach to others	"Soft," moody, over-involved

MAXIMIZING STRENGTHS IN YOUR WORK WITH OTHERS

STRENGTH	DOMAIN	POWER	EDGE
Focus	Executing	Point person, disciplined, purposeful, laser-like precision, identifies important areas quickly, goal setter and goal getter	Absorbed, tough to relax, intense, stressed, single-minded
Futuristic	Strategic Thinking	Imaginative, creative, visionary, even prophetic, inspiring	Dreamer, “Fantasy Island,” out in left field, unrealistic, lacks pragmatism
Harmony	Relationship Building	Negotiator, can see both sides of a situation, great at asking questions, able to arrive at consensus, great facilitator	Weak, indecisive, non-confrontational, avoids conflict
Ideation	Strategic Thinking	Improves on the existing, learns quickly, agile mind	Serendipitous, lacks follow-through, creates more work, always something new, never satisfied
Includer	Relationship Building	Invites others, caring, engages others, sensitive, takes up for others	Indiscriminate, unable to decide, generous to a fault
Individualization	Relationship Building	Sees the uniqueness in all individuals, intuitively knows that “one size doesn’t fit all,” appreciates the differences in others	Unable to synthesize when it comes to people, has difficulty placing group above the individual, difficulty in making people decisions
Input	Strategic Thinking	Great resource, knowledgeable, excellent memory, mind for detail, collects interesting things, excellent conversationalist	Knows a lot of worthless information, pack rat, cluttered house, cluttered mind, boring conversationalist
Intellection	Strategic Thinking	Excellent thinker, enjoys musing, capable of deep and philosophical thought, able to work alone	A loner, slow to act or wastes time thinking too much, isolated, doesn’t work well with others
Learner	Strategic Thinking	Always learning, catches on quickly, interested in many things, finds life intriguing	A know it all, lacks focus on results, learns a lot but produces little, bookish
Maximizer	Influencing	Mastery, success, excellence, enjoys working with the best	Perfectionist, picky, never good enough, always reworking
Positivity	Relationship Building	Enthusiastic, lighthearted, energetic, generous with praise, optimistic	Insincere, naïve, superficial, Pollyanna
Relator	Relationship Building	Caring, trusting, a great friend, forgiving, generous	Lives in a clique, crony, has an inner circle, plays favorites
Responsibility	Executing	Committed, accountable, independent, trusted, conscientious	Micromanager, obsessive, can’t say “no,” takes on too much
Restorative	Executing	Problem solver, trouble shooter, finds improvements and solutions	Focuses on weaknesses, punitive, negative, critical
Self-Assurance	Influencing	Self-confident, strong inner compass, risk taker	Arrogant, self-righteous, over confident, stubborn
Significance	Influencing	Seeks outstanding performance, does things of importance, independent	Recognition-hungry, self-focused, needy
Strategic	Strategic Thinking	Anticipates alternatives, intuitive, sees different paths	Jumps to quick decisions, difficult to understand their thinking, closed-minded
Woo	Influencing	Outgoing, people-oriented, networker, rapport builder	Fake, shallow, does not care about deep Relationships

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.

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

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 Exercises: 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 is 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.”

² Full Book Synopsis can be found online at: <http://highpointjourney.com/wp-content/uploads/2016/04/Synopsis%E2%80%9494Senior-Leadership-Teams.pdf>

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. Can you remember a time where a “derailer” was on your team and how their behavior impacted the attitude and outcome of the team?

Strength-Based Leadership in Teams

When working with a group or team, 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:

YOUR TALENTS & STRENGTHS	GROUP/TEAM MEMBER’S TALENTS & STRENGTHS

What Strengths do you have that are similar?

TEAM MEMBER	NOTES

How do your differences complement each other?

TEAM MEMBER	NOTES

Does this team member have the opportunity to do what they do best every day?

TEAM MEMBER	NOTES

What adjustments, if any, can you make to fully utilize this team member’s Strengths?

TEAM MEMBER	NOTES

How can you best motivate and develop this team member?

TEAM MEMBER	NOTES

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 can count on me to...
- You get the worst of me when...
- 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.

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

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.

NON-NEGOTIABLE VALUES	NEGOTIABLE VALUES

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.

TOP FIVE VALUES				
1.	2.	3.	4.	5.

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 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?

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 come to an end, 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 different Strengths 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, your community, and/or your 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 plan's objective.

- 1.
- 2.
- 3.
- 4.
- 5.

IMMEDIATE ACTIONS

List the components of item #1 above that are required to get started on the overall strategy.

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 or shifted 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 Growth³

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!

³ Adapted excerpt from “Becoming A Person of Influence” by Maxwell, John, and Dornan, Jim. Nashville, TN. Thomas Nelson Publishers.

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 arriving at 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 are riding in the elevator with one of your favorite leadership thinkers who has been invited to speak at the Summit. This speaker looks in your direction and says, “Tell me what makes you a leader. What are you working toward?” What would you say? Remember, you only have 30–45 seconds before the elevator moves to the next floor and the speaker exits. 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 at 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

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 phrase?
 - in one picture?
 - in one physical object?
 - in one story?
 - 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.

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.

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 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. Take turns to listen to each other’s reflections even if you are on different timelines.*

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 (*).

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.

FIVE PRIORITY TASKS	STRENGTHS YOU CAN LEVERAGE
1.	
2.	
3.	
4.	
5.	

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 7 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.

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Three Tips for Failing Brilliantly⁴

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.

⁴ 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.

Importance: Why is the problem important to you and/or the team/organization/department?

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):

	ANTICIPATED IMPACT
Organization	
Programs	
Service Levels	
Business Process	
Systems/IT	
Other	

Outcomes

What will success look like? How will you recognize progress?

Briefly articulate outcomes for success in goal format. Be as specific as possible.

GOALS	EXPECTED DATE

Process

What are the proposed key action steps and timeline for achieving the stated outcomes?

Note: the project should be achievable within a year.

ACTION STEP	EXPECTED DATE

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*)

Resources/Support

What kind of support do you need for your success (financial, supervisory, mentoring, expertise, time, etc.)? How will you secure this support?

RESOURCES/SUPPORT NEEDED	HOW WILL I SECURE THIS SUPPORT? WHO DO I NEED TO SPEAK WITH?

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 throughout the Fellowship to work in 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*.⁵ 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.

⁵ Full Value Contract is a registered service mark of Project Adventure, Inc. and is used here with permission.

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?

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;
- Challenges you are encountering and strategies you are using to overcome them; and,
- 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 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?

In what ways would you like to continue reaching out to your community and/or sharing your knowledge with others?

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?

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, 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 can support one another to expand your spheres of influence and continued leadership development; and,
- 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 end of your third month back home.

Looking to the Future

Leadership development is a continual process which 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?

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?

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