



SETH GYANIRAM BANSIDHAR PODAR COLLEGE

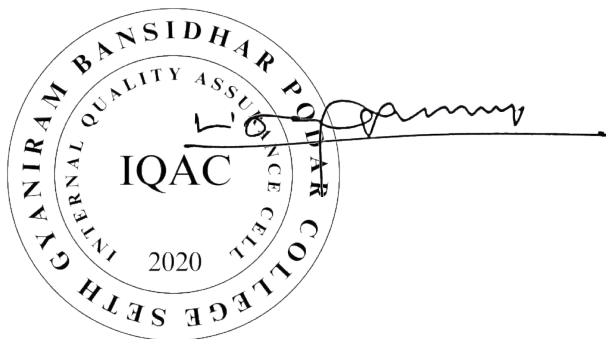
Accredited with 'A' Grade (3.04 CGPA) by NAAC-UGC

Recognition of *college* under Section 2(f)/12(B), UGC Act, 1956

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6.1 - Institutional Vision and Leadership

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.



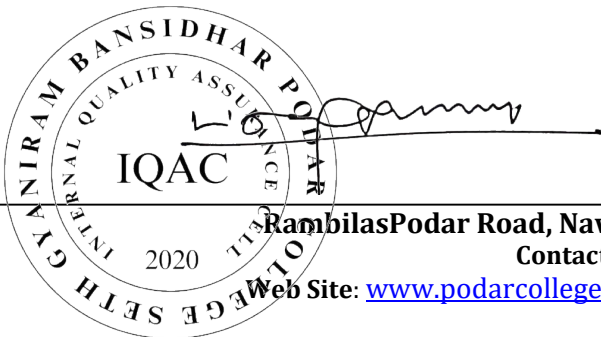


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RambilasPodar Road, Nawalgarh, Dist: Jhunjhunu - 333042

Contact No: 8619868884

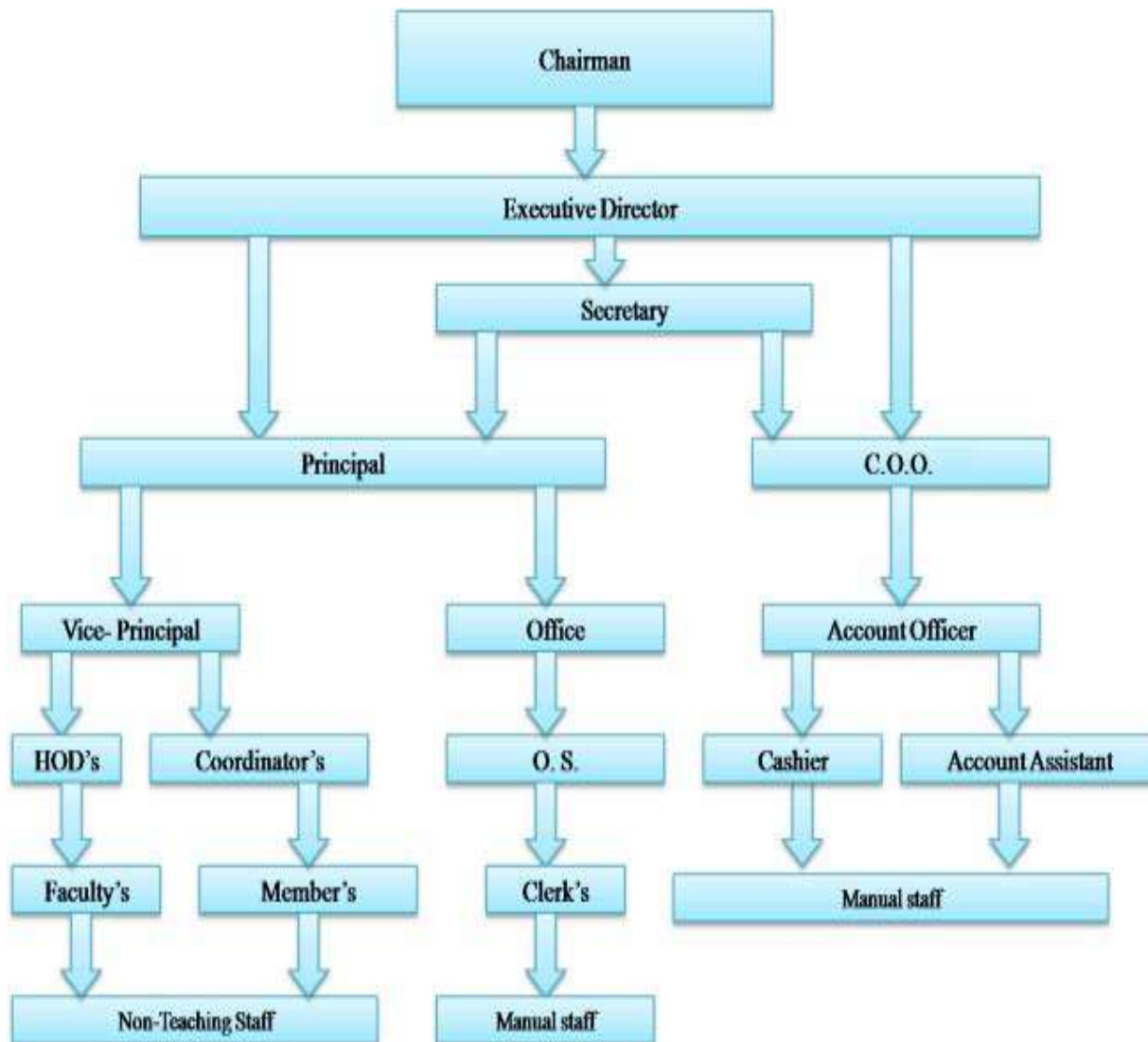
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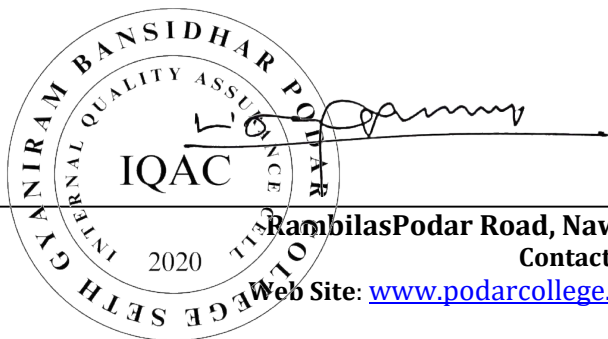
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1. Institutional Organogram of Seth Gyaniram Bansidhar Podar College



Structure of Governance body of Seth Gyaniram Bansidhar Podar College



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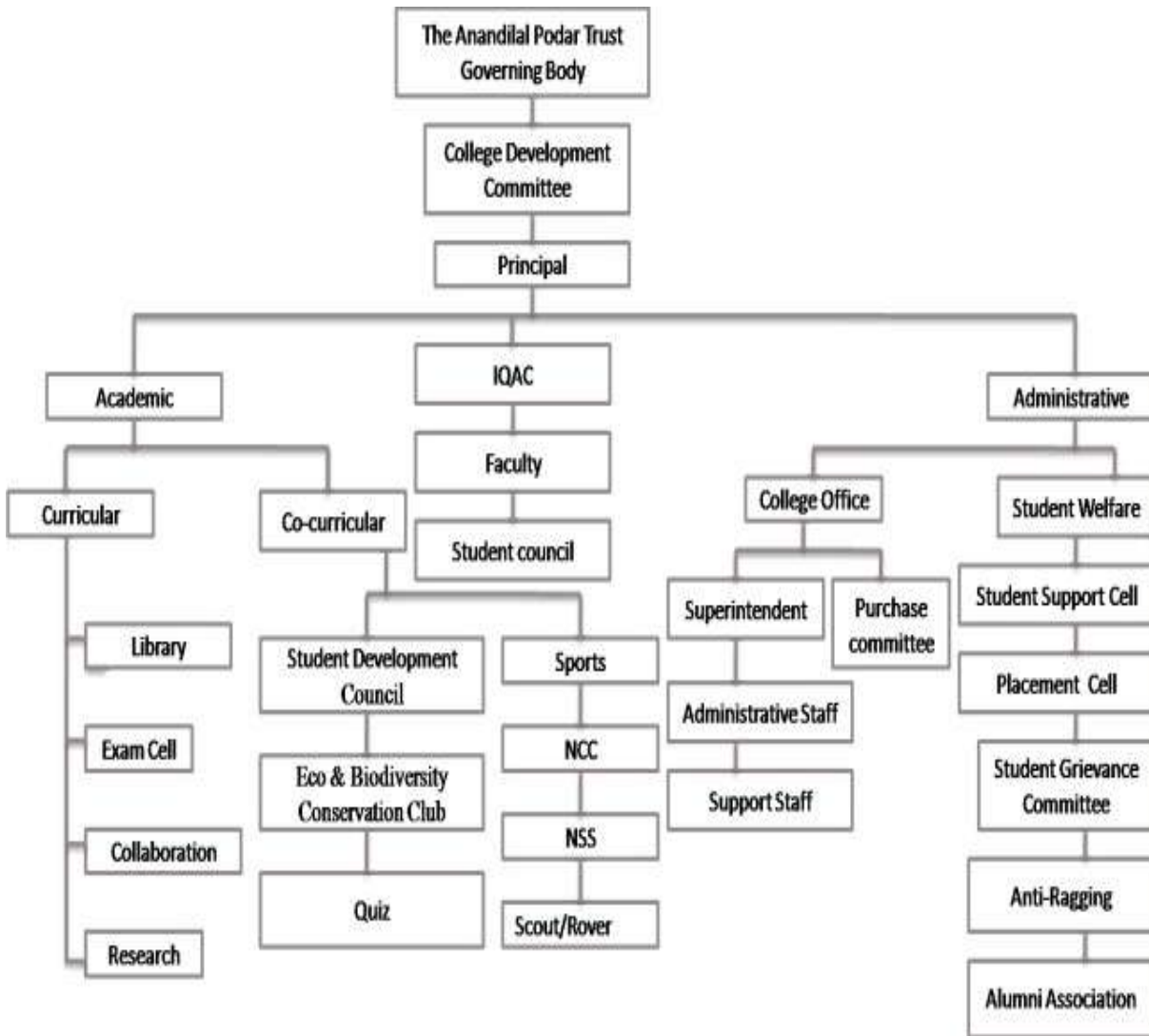
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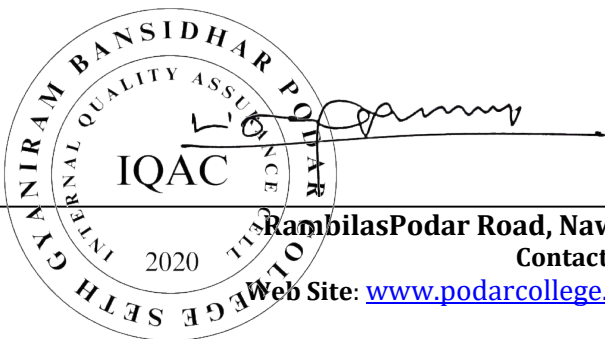


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Seth Gyanirm Bansidhar Podar College ,Nawalgarh Institutional Organogram



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2. Structure of Governance body of Seth Gyaniram Bansidhar Podar College

COLLEGE DEVELOPMENT COMMITTEE

YEAR 2023-24

**THE ANANDILAL PODAR TRUST, NAWALGARH**

APT/2024/ 90 Date: 30-01-2024

The Assistant Commissioner,
Dev Isthana Vibhag
Government of Rajasthan, Jaipur

Subject:- Formation of the Managing Committee for Seth Gyaniram Bansidhar Podar College, Nawalgarh run by The Anandilal Podar Trust, Nawalgarh.

Dear Sir,

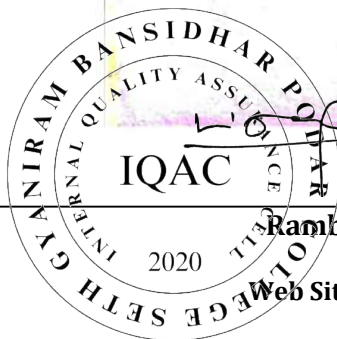
In compliance to the Section 9 and Rule 23 of Rajasthan Non Government Educational Institutions Act, 1989, the Managing Committee of the Seth Gyaniram Bansidhar Podar College, Nawalgarh run by The Anandilal Podar Trust, Nawalgarh is formed with the following members for a period of three years. The following Management Committee is approved by the Trust in its meeting held on 29th January, 2024

Managing Committee Seth Gyaniram Bansidhar Podar College, Nawalgarh

Sr. No	Name of the Member	Address	Gender	Occupation	Designation
1	Shri Rajiv K. Podar	Podar House, 10 Marine Drive, Mumbai 022- 223593 2811	M	Industrialist	Chairman
2	Miss Vedica Podar	Podar House, 10 Marine Drive, Mumbai 022- 223593 2811	F	Industrialist	Member
3	Dr. Akhil Shukla	Advocate, 1 H 63 Indira Gandhi, Nagar Jagatpura , Jaipur Mobile :- 09414072041	M	Lawyer	Member
4	Shri M.D. Shanbhag	Podar College Campus, Nawalgarh (Raj)333042 Mob:- 09820224589	M	Service	Member Treasurer
5	Prof. M.C. Maloo	3-4 Professor Colony Ward No.- 03, Nawalgarh Dist. Jhunjhunu (Raj.) 9462032599	M	Service	Member Secretary
6	Dr. Mamta Sharma Assistant Professor	1 H 63 Indira Gandhi, Nagar Jagatpura , Jaipur Mob.:- 8079072372	F	Service	Member
7	Dr. Durga Bhojak Aadhar No: 850888741674	Seth G.B. Podar T.T. College, Station Road, Nawalgarh Mob.:- 9351718399	F	Service	Member
8	Dr. Pooja Panwar Aadhar No: 913729115775	Derawali Dhani, Station Road, Nawalgarh Mob. :-6350165935	F	Service	Member

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जनसहायक आयुक्त (द्वितीय)
दयस्थान विभाग, जयपुर-302002



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Contact No: 8619868884

Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com



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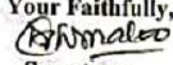


THE ANANDILAL PODAR TRUST, NAWALGARH

9	Ms. Suman Saini Assistant Professor Aadhar No: 905956706042	Badi Birodi. Podar Road, Nawalgarh Mob. 9667049094	F	Service	Member
10	Dr. Sradha Vyas Assistant Professor Aadhar No : 248537083363	Staff Quarters , Podar Educational Complex, Rambilas Podar Road, Nawalgarh	F	Service	Member
11	Government Nominee		M	Service	Government Nominee
12	University Nominee		M	Service	University Nominee
13	Shri Sita Ram Verma Old Students Representative	Ward No 33, Nawalgarh- 333042 Mobile No: 9322106571	M	Service	Old Students Representative
14	Mrs. Anju Kumari Parents Representative Aadhar No: 755090396189	W/o Ranjeet, Ward No04, Station Road , Near Mahamaya Mandir, Nawalgarh Mob: 9352178143	F	Service	Parents Representative
15	Principal Dr. Satyendra Singh	Principal Quarter, Seth G.B. Podar College, Nawalgarh Mob.8005707729	M	Service	Principal
16	Staff Representative Smt. Rachana Aadhar No :505448988053	D/o Balbeer Singh, Post office Kairu, Nawalgarh Mob. 9783176407	F	Service	Staff Representative

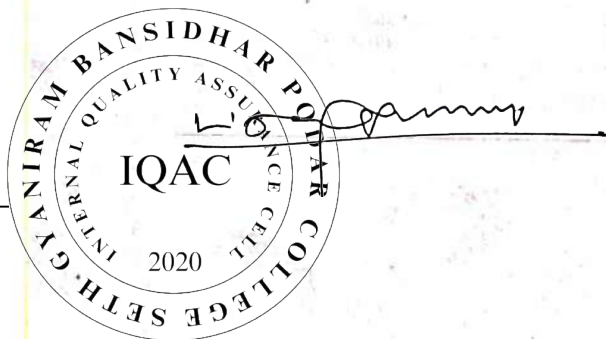
Submitted for your kind information and record. Kindly acknowledge the receipt of the same which is required as per Rajasthan Non-Government Educational Institution Rules 1993.

Thanking you,

Your Faithfully,

Secretary

Received
Office
5/6/24

प्रेषक लिपिक
नगरपालिका सहायक आयुक्त (द्वितीय)
विकास विभाग, जयपुर-302002





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Policy Document

POLICY TITLE: - E-Governance Policy

OBJECT:

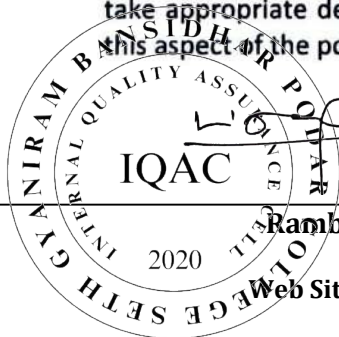
1. Implementation of E-governance in various functioning of the institution.
2. Achieving efficiency in our functioning.
3. Promoting transparency and accountability.
4. Achieving paperless administration of the institution.
5. Facilitating online internal and external communication between various entities of the institution.
6. Providing easy access to information.
7. Making the institution visible globally.

POLICY:

1. In order to provide simpler and efficient system of governance within the institution, it is decided to adopt and implement e-governance in maximum activities of our functioning.
2. The institution has already started with e-governance in some aspects of functioning like library, accounts, teaching and learning etc. But, now we have resolved to implement e-governance in many more areas and with this aim in view we have drafted this policy framework.

E-governance in following areas: For convenience purposes, the policy is divided into various areas of operation. These areas of operation are illustrative and the society reserves the right to implement e-governance even in the areas not enlisted herewith.

1. **Website:** The website of the college goes through updation from time to time when it needs an improvement. The website acts as a mirror of the college activities and information about all activities, important notices, etc. It makes easily available to the outsiders. For this purpose, a separate service provider/web designer has been appointed by the Executive Director of the Podar Trust. Alongwith it, training is given to the existing staff and persons. It is identified who will undertake the responsibility of website administration and updation at the college level.
2. **Student Admission:** The College processes admissions in both online and offline mode. This will cover admissions to all courses whether graduate, post graduate and autonomous courses. The Executive Director of the Podar Trust is given the authority to take appropriate decisions and identify the persons responsible for implementation of this aspect of the policy.



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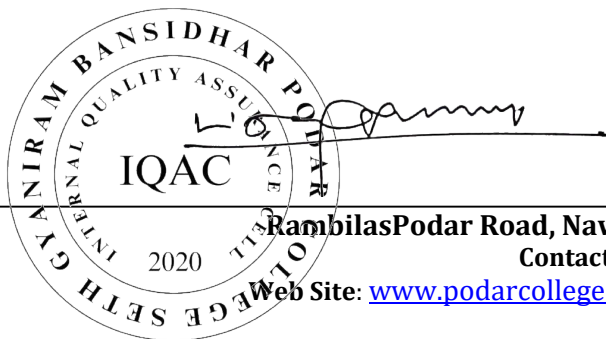
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3. **Accounts:** For ease of maintaining accounts, the trust is already using LINUX software. But, with new accounting methods and compliances, it has become necessary to procure other softwares as well. Accordingly, requirements are assessed by the Executive Director of the Podar Trust by discussion with accountant and other accounts staff and accordingly new softwares are purchased. Appropriate security measures are taken for maintaining confidentiality of the transactions. Training to the existing staff and updation of the existing softwares are done on timely basis.
4. **Library:** We have the privilege of having one of the best libraries in the country. To continue with this legacy, we add more and more e-learning resources for the benefit of the teachers and students. Library is presently using KOHA software for its internal working. It is updated timely. Similarly newer e-learning resources like journals, etc are identified. Appropriate training to the staff and the students for using the e-learning resources are provided.
5. **Administration:** To provide a hassle free, convenient and cheap process, maximum of the administration of the trust are handled with ICT based technology. Facilities are provided for online leave management of employees, e copy of salary certificates, internal communication between the employees interse, etc. Students are able to obtain services like transfer certificates, bonafide certificates, etc. in online mode.
6. **Examination:** As per the directions of the University, it is mandatory to handle examination in online manner. Filling of examination forms, revaluation forms, photocopy forms, obtaining hall tickets, receiving of examination papers, uploading of marks, etc. everything is done in online manner. Utmost secrecy and confidentiality is maintained while handling examinations and work is done utmost care and caution. College Examination Officer supervises the entire process of examination under the guidance of the Principal of the college.
7. **Alumni:** In order to strengthen alumni interaction, an alumni google form is used to provide facilities like registration, information of college activities, prominent alumni, milestones achieved by alumni, feedback and many other aspects.



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Minutes of the Meeting of the Managing Committee of Seth GyaniramBansidhar Podar College, Nawalgarh held on November 26, 2023 at 10.00 AM in Kantikumar R. Podar Conference Hall, Nawalgarh –

1. Shri Rajiv K. Podar chaired the meeting and the following members attended the meeting -

1. Shri Rajiv K. Podar
2. Miss Vedica R. Podar
3. Dr. DurgaBhojak
4. Smt. Rekha Sharma
5. Mrs. ShashiMaloo
6. Shri M.D. Shanbhag
7. Shri M.C. Maloo
8. ShriSita Ram Verma
9. Dr. Satyendra Singh
10. Dr. VikramJakkhal

2. The minutes of the previous meeting held on was read by the secretary Shri M.C. Maloo. It was approved by the members and the chairman signed the meeting.

3. INAUGURATION OF THE BUSTS OF SHRI KANTIKUMAR R. PODAR CHAIRMAN TRUSTEE AND SMT. SNEHALATA K PODAR, TRUSTEE OF THE ANANDILAL PODAR TRUST.

Shri Vedant R. Podar the grandson of ShriKantikumar R. Podar inaugurated the busts of Trustee Chairman Late ShriKantikumar R. Podar .

AUDIT OF THE ACCOUNT BOOKS OF THE COLLEGE FOR THE YEAR 2022-23 -

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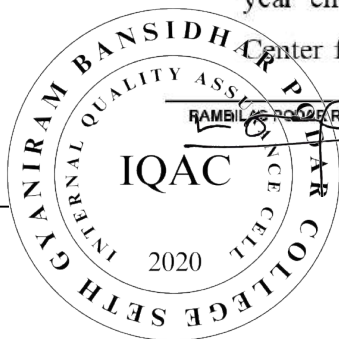


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Secretary Prof. M.C. Maloo informed the members that the accounts of the College for the year 2022-23 were audited by Shri S.K. Bhageria & Associates, Chartered Accountant, Mumbai and the audit report was submitted. The Secretary placed the copy of Audit report, Balance Sheet, Income & Expenditure Account, Receipt of Payment Account of the College for the information of the members. The Secretary informed that the college received the fees revenue amounting to Rs. 36892705/- and the other fees stood at Rs 1557019/- . The establishment expenditure of the College during the year 2022-23 were Rs 26865439/- and the general expenditure of the College for the year 2022-23 were Rs 9387676/- . The excess of income over the expenditure was Rs. 2196609/-. The copy of the Income and Expenditure Account containing head wise detail was placed in the meeting. The members noted the same. The copy of the Receipt and payment Account of Boys Fund Account and Miscellaneous Fund Account was placed in the meeting. The Income under the head subject development fund was Rs. 1286/- and the expenditure was Rs. 35/- only the income in the Miscellaneous Fund Account was Rs. 1923678/- and the receipt in library & Security Money was Rs. 424500/- . The payment in the Miscellaneous Fund Account Stood at Rs. 1442884.62/-. The balance in the Boys fund account was Rs. 9725/- and Miscellaneous Fund Account Was Rs. 55450.04/-.

5. AUDIT OF THE ACCOUNTS OF DR. RAMNATH A. PODAR IGNOU SPECIAL STUDY CENTER

The Accounts of Dr. Ramnath A. Podar IGNOU Special study Center for the year ending March 2023 was placed in the meeting. The income of the Center for the year ending March 2023 was Rs 356802/- and Bank Interest



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5708/- . The expenditure of the center for the year ending March 2023 was Rs. 418424/-. Thus the excess of Expenditure over the Income of the Center for the year 2022-23 was Rs. 55914/-.

6. ORGANISATION OF SEMINARS

The Principal of the College informed that the College held the seminar and Camp on philosophy of the life of Mahatma Gandhi in the College on First July 2023 and 318 students participated in the Training.

7. AWARD OF GRADE 'A' TO THE COLLEGE BY NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

The College was awarded grade A by the National Assessment and Accreditation Council. The members congratulated the Principal and his entire team of the college for the hard work done by them.

8. ADMISSIONS IN THE COLLEGE

The Principal inform that 1258 students have registered for admissions in various courses in the college for the session 2023-24 and eligible 949 students have deposited the fees. He placed the details of the admissions in the College.

9. STARTING OF NEW COURSES IN THE COLLEGE

The principal informed that the large number of students have requested to start MBA, MCA, B.Pharm, D. Pharm in the College from the session 2024-25. The members also requested the chairman to request the Governing Board of The Anandilal Podar Trust, Nawalgarh to consider the request and do the needful for starting the courses from the session 2024-25.

10. FELICITATION OF TOPPERS IN UNIVERSITY EXAMINATION



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He informed that the college felicitated the toppers in the University Examination in the month of July 2023.

11. SELECTION OF STUDENTS THROUGH CAMPUS PLACEMENT CELL

He also informed that 28 students of the college were selected through campus placement by Axis Bank. The Principal informed that the seminars on the various subjects were organized by the College during the current session. The subjects were new education policy, women empowerment, Capital Market.

12. TREE PLANTATION IN THE COLLEGE CAMPUS

The Principal informed that Tree Plantation program was conducted in the month of July 2023. The Independence Day, Birth day of Mahatma Gandhi father of Nation, LalBahadurShastri, Former Prime Minister of India was celebrated in the College.

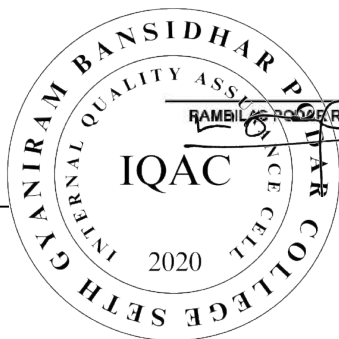
13. ORGANISATION OF BLOOD DONATION CAMP

The Principal informed that the Blood Donation camp was organized in the month of October 2023.

14. COLLEGE IN NEWS PAPERS

The principal informed that the college was in the news paper for all major events organized by college . He placed the details appeared in the News papers.

15. The meeting ended with vote of Thanks to the Chair.



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Minutes of the Meeting of the Managing Committee of Seth Gyaniram Bansidhar Podar College, Nawalgarh held on January 24, 2024 at 10.00 AM in Kantikumar R. Podar Conference Hall, Nawalgarh –

1. Shri Rajiv K. Podar chaired the meeting and the following members attended the meeting -
 1. Shri Rajiv K. Podar
 2. Miss Vedica R. Podar
 3. Dr. DurgaBhojak
 4. Shri M.D. Shanbhag
 5. Shri M.C. Maloo
 6. Dr. Satyendra Singh
 7. Dr. PoojaPanwar
 8. Ms. SumanSaini
 9. Dr. SradhaVyas
 10. Smt. Rachana

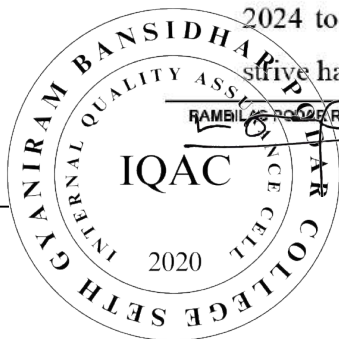
Special Invitee –

- 1 ShriSita Ram Verma
- 2 Ms. AnjuKumari

2. WELCOME OF THE NEW MEMBERS OF THE MANAGING COMMITTEE –

Shri Rajiv K. Podar welcomes the new members for participating in the meeting of the New Managing Committee which will work from 1st January 2024 to 31 December 2026. He hoped that the managing Committee will strive hard for the achievement of the objective of the Trust.

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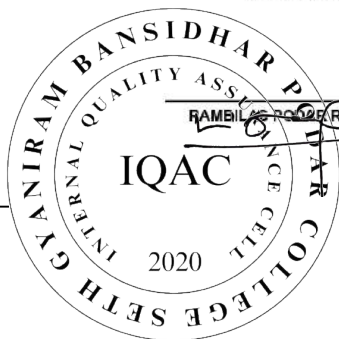
3. CO-OPTION OF PARENTS REPRESENTATIVE AND OLD STUDENTS REPRESENTATIVE

Shri M.D. Shanbhag proposed the name of ShriSita Ram Verma and Ms. AnjuKumari to be co-opted as member of the Managing Committee as the old student representative, Parents re-penetrative respectively. Shri M.C. Maloo seconded the proposal. No other name came up for consideration. Therefore, ShriSita Ram Verma and Ms. AnjuKumari have been co-opted as member of the Managing Committee.

4. ELECTION OF CHAIRMAN, SECRETARY, TREASURER OF THE MANAGING COMMITTEE OF THE COLLEGE FROM JANUARY 1ST 2024

Dr. Satyendra Singh, Principal proposed the name of Shri Rajiv K. Podar for the post of Chairman of the Managing Committee. Dr. DurgaBhojak, members seconded the name of Shri Rajiv K. Podar for the post of Chairman of the Managing Committee. No other name come up for the post. ShriSitaramVerma election officer declared Shri Rajiv K. Podar elected for the post of Chairman of the Managing Committee unanimously for a period of Three years starting from January 1st 2024.

Dr. Satyendra Singh, Principal proposed the name of Shri M.C. Maloo for the post of Secretary of the Managing Committee. Dr. DurgaBhojak, members seconded the name of Shri M.C. Maloo for the post of Secretary of the Managing Committee. No other name come up for the post. ShriSitaramVerma election officer declared Shri M.C. Maloo elected for the



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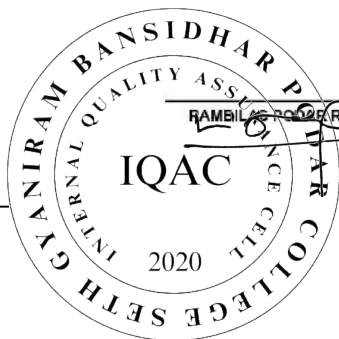
post of Secretary of the Managing Committee unanimously for a period of Three years starting from January 1st 2024.

Dr. Satyendra Singh, Principal proposed the name of Shri M.D. Shanbhag for the post of Treasurer of the Managing Committee. Dr. DurgaBhojak, members seconded the name of Shri M.D. Shanbhag for the post of Treasurer of the Managing Committee. No other name come up for the post. ShriSitaramVerma election officer declared Shri M.D. Shanbhag elected for the post of Treasurer of the Managing Committee unanimously for a period of Three years starting from January 1st 2024.

The members congratulated Shri Rajiv K. Podar, Shri M.C. Maloo, Shri M.D. Shanbhag for their election as Chairman, Secretary, Treasurer respectively and hoped that the college will run on the path of progress in the time to come.

5. VOTE OF THANKS

The meeting ended with vote of Thanks to the Chair.



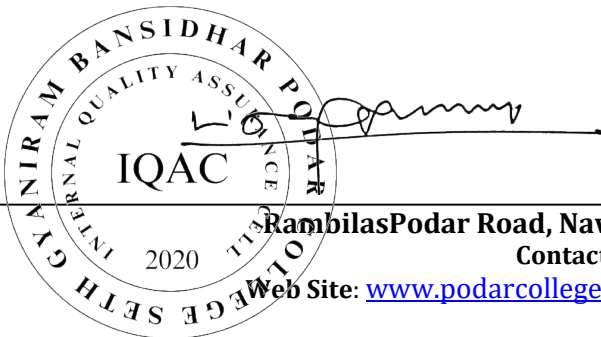
RAMBILAS ROAD, NAWALGARH - 337 042 PHONE : 222030 FAX: (01594) 223198 E-MAIL: aptrust@rediffmail.com



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3. College Committees



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Ref.NO./GBPC/2023-24/

Date-18/11/2023

College Committee

Various committees and cells have been formed for effective implementation of various activities and responsibilities from the academic year 2023-2024 till further orders. Committees and cells will continue to exist until the college administration issues an order to change or dissolve them.

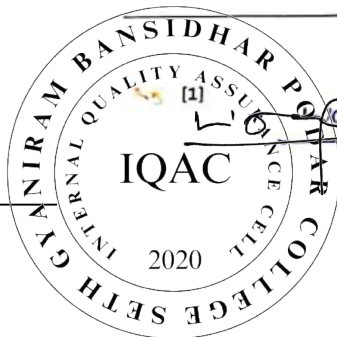
1.	Core Committee		Signature	Functions of working Committee
I	Dr. Satyendra Singh	Member		To observe all work of various committees.
II	Dr. Vinod Kumar Saini (Vice-Principal)	Member		

2.	Internal Quality Assurance Cell		Department	Functions of working Committee
1	Dr. Satyendra Singh	Chairman	Principal	<p>IQACs play a vital role in ensuring the quality of education in higher education institutions. By effectively performing their key functions, IQACs can help institutions to achieve their academic and quality goals.</p> <ul style="list-style-type: none">Develop and apply quality benchmarks/parameters for the various academic and administrative activities of the institution.Facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.Arrange for feedback response from students, parents, and other stakeholders on quality-related institutional processes.Disseminate information on various quality parameters of higher education.Organize inter and intra-institutional workshops, seminars on quality-related themes, and promotion of quality circles.Document the various
2	Dr. Vinod Kumar Saini	Coordinator	Vice-Principal	
3	Mr. Chetan Dadheech	Co-Coordinator	Chemistry	
4	Dr. Vidyadhar Sharma	Teacher Representative	Mathematics	
5	Dr. Dau Lal Bohra	Teacher Representative	Zoology	
6	Dr. Vikram Singh Jakhar	Teacher Representative	Sociology	
7	Dr. Bhupendra Singh Rathore	Teacher Representative	Physics	
8	Mr. Ambesh Kumar	Teacher Representative	Chemistry	
9	Mr. Sandeep Jangir	Teacher Representative	Commerce	
10	Ms. Suman Saini	Teacher Representative	Botany	
11	Ms. Mahima Soni	Teacher Representative	Zoology	
12	Mr. Pramod Kumar Saini	Teacher Representative	English	
13	Dr. Sunil Saxena	External Academic Expert		
14	Mr. M. D. Shanbhag	Management Representative	Executive Director	
15	Dr. Priyanka Bhambhu	Alumni and Community		

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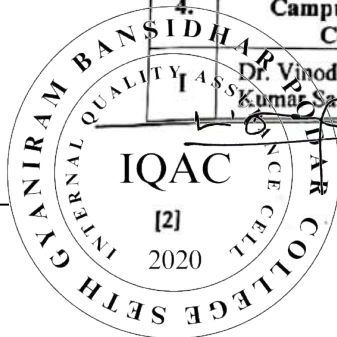
		Representative		<p>programmes/activities leading to quality improvement.</p> <ul style="list-style-type: none"> Act as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices. Promote research, innovation, and extension activities of the institution. Prepare annual quality assurance reports (AQARs) as per guidelines and parameters of National Assessment and Accreditation Council (NAAC).
16	Mr. Sundar Lal Saini	Industrialist Representative		
17	Mr. Rakesh Mahla	Alumni Representative	Rakesh	
18	Mr. Kripa Shankar	Account Representative	CAO	
19	Mr. Ankit Kumar	Student Representative	M.Sc. (Pre.) Zoology	
20	Ms. Lavlin	Student Representative	M. Sc. (Pre.) Zoology	

3.	Admission And Review Committee		Department	Signature	Functions of working Committee
I	Dr. Vinod Kumar Saini	Convener	Vice-Principal	[Signature]	<ul style="list-style-type: none"> To oversee screening of students seeking admission in the college. Distribute brochures, hand out stand display posters depicting salient features of the college. To consider and adopt all efforts to attract students, such as printing of brochures, handouts, advertisements, banners, written appeals, etc.
II	Mr. Sandeep Jangir	Member	commerce	[Signature]	
III	Mr. V. S. Jakhar	Member	Sociology	[Signature]	
IV	Mr. Mukesh Saini	Member	Commerce	[Signature]	
V	Dr. Vidyadhar Sharma	Member	Mathematics	[Signature]	
VI	Mr. Shantilal Joshi	Member	Geography	[Signature]	
VII	Mr. Pramod Kumar Saini	Member	English	[Signature]	
VIII	Dr. Sanjay Saini	Member	Commerce	[Signature]	
IX	Dr. Dau Lal Bohra	Member	Zoology	[Signature]	
X	Mr. Sunil Saini	Member	History	[Signature]	
XI	Lt. Kamlesh Kumar Saini	Member	NCC	[Signature]	

4.	Discipline, Cleanliness and Campus Supervision Committee		Department	Signature	Functions of working Committee
	Dr. Vinod Kumar Saini	Convener	Vice-Principal	[Signature]	<ul style="list-style-type: none"> The committee shall assure that discipline is adhered to in the

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[Signature]

[Signature]



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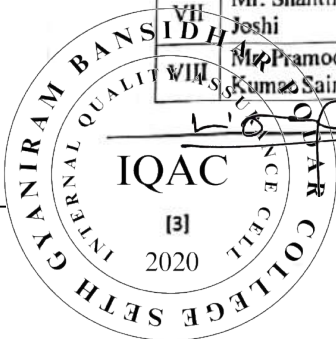
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II	Dr. V. S. Jakhar	Member	Sociology		<ul style="list-style-type: none"> college by the students. The committee shall lay down the college rules and regulations to be followed by the college community and shall enforce the same. The committee shall decide on disciplinary matters pertaining to students and staff. Set mechanism for prevention of ragging of students of the college. To maintain the overall discipline in the college campus. To prepare daily timetable for campus supervision. To look over any misconduct happenings in the college campus and report them to the principal.
III	Mr. Chetan Dadheech	Member	Chemistry		
IV	Dr. Vidyadhar Sharma	Member	Mathematics		
V	Mr. Sandeep Jangir	Member	Commerce		
VI	Dr. Daual Bohra	Member	Zoology		
VII	Ms. Shyama Deedwania	Member	Botany		
VIII	Ms. Suman Saini	Member	Botany		
IX	Mr. Kamlesh Kumar	Member	NCC, ANO		
X	Mr. Dinesh Dadwasara	Member	Security Officer		
XI	Mr. Rajpal Singh	Member	Sports Officer		

I: Co-curricular Committees

1.	Result Maintenance and Student Progression	Result of Class to be analyzed	Department	Signature	Functions of working Committee
I	Dr. B. S. Rathore	B.Sc. - II (Maths)	Physics		<ul style="list-style-type: none"> After result this committee will submit result analysis as per required by different ranking agencies Keeping records of students progression Provide support for progression
II	Mr. Ambesh Kumar	B.Sc. - III (Maths)	Chemistry		
III	Dr. Vidyadhar Sharma	B.Sc. - I (Maths)	Mathematics		
IV	Mr. Anil Jangir (Lab. Asst.)	B.Sc. - III (Bio)	Botany		
V	Ms. Neha Choudhary	B.Sc. - II (Bio)	Zoology		
VI	Ms. Shyama Deedwania	B.Sc. - I (Bio)	Botany		
VII	Mr. Shantilal Jeshi	B.A. - III	Geography		
VIII	Mr. Pramod Kumar Saini	B.A. - II	English		



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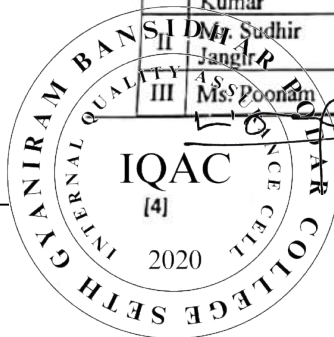
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IX	Mr. Sunil Kumar Saini	B.A. - I	Geography	<i>[Signature]</i>	
X	Mrs. Rachna	All BBA	Management	<i>[Signature]</i>	
XI	Ms. Kavita Jangir	B. Com (All)	Commerce	<i>Kavita Jangir</i>	
XII	Mr. Ashish Mathur	BCA(All)	Computer Science	<i>Ashish</i>	
XIII	All HOD's	PG Classes	All Department		

2.	Research Academic Growth and Publication Committee	Department	Signature	Functions of working Committee
I	Dr. Dau Lal Bohra Convener	Zoology	<i>[Signature]</i> <i>[Signature]</i> <i>[Signature]</i> <i>[Signature]</i> <i>[Signature]</i>	<ul style="list-style-type: none">Promoting and supporting research among faculty and students.Facilitating collaborations for research.Helps faculty to publish their research findings.Provide funding for research.organize workshops and seminars on research Methodology and Publications skill.Maintain database of college's research outputs.
II	Dr. B. S. Rathore Member	Physics		
III	Dr. Vidhyadhar Sharma Member	Mathematics		
IV	Dr. Sanjay Saini Member	Commerce		
V	Dr. V. S. Jakhar Member	Sociology		

3.	Debate and literary Events Committee	Department	Signature	Functions of working Committee
I	Dr. Anil Sharma Convener	Hindi	<i>[Signature]</i> <i>[Signature]</i> <i>[Signature]</i> 18/11/23	<ul style="list-style-type: none">Developing and honing the debating and literary skills of students.Select and Prepares teams/students to represent the college at outer debating and literary competitions.
II	Dr. Promod Kumar Saini Member	English		
III	Mr. Sudhir Jangir Member	English		

4.	Feedback Committee	Department	Signature	Functions of working Committee
I	Mr. Ambesh Kumar Convener	Chemistry	<i>[Signature]</i> <i>[Signature]</i> <i>[Signature]</i>	<ul style="list-style-type: none">To conduct the internal and external academic and administrative audit with the help of IQAC.To collect the feedback on
II	Mr. Sudhir Jangir Member	English		
III	Ms. Poonam Member	Physics		



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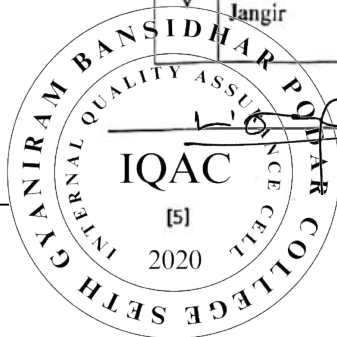
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	Choudhary				<ul style="list-style-type: none"> curriculum, teachers and college from all the stakeholders and analyses to take proper measures for improvement. To prepare the agenda and minutes of the meetings.
IV	Mr. Deepak Kumar	Member	Geography		
V	Ms. Kavita Jangir	Member	Commerce		
VI	Mr. Ashish Mathur	Member	Computer Science		

5.	Ecology and Biodiversity/Green and Energy Audit Committee		Department	Signature	Functions of working Committee
I	Ms. Suman Saini	Convener	Botany		<ul style="list-style-type: none"> To make students aware about Ecology and Biodiversity Conservation. To organize activities for the conservation of Eco System. To conduct Green audit.
II	Mr. Sunil Saini	Member	Geography		
III	Ms. Mahima Soni	Member	Zoology		
IV	Ms. Neha Choudhary	Member	Zoology		

II: Extra Curricular Committees

I.	Cultural Committee		Department	Signature	Functions of working Committee
I	Mr. Shantilal Joshi	Convener	Geography		<ul style="list-style-type: none"> Plane to and schedule extracurricular activities events for the academic year. (Tentative dates to be included in the academic calendar of the institute) by delegating various tasks. The extracurricular activities committee shall be responsible for all intra and inter collegiate Extra Curricular Activities events in the College. To do the necessary procedure to organize extracurricular activities events. To communicate about various festivals and events to be celebrated in the college and give a wide publicity. To prepare students for annual function of the college.
II	Ms. Vishakha Punkhiya	Co-Convener	Chemistry		
III	Mr. Pramod Kumar Saini	Member	English		
IV	Ms. Reena Saini	Member	Chemistry		
V	Ms. Suchita Jangir	Member	Mathematics		



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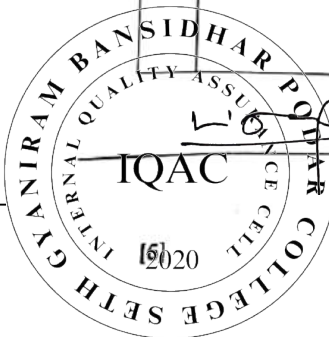


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2.	NSS, NCC, Sports, Scout Committee		Department	Signature	Functions of working Committee
I	Mr. Ramesh Kumar Pareek	NSS Unit -II	Management Studies		<ul style="list-style-type: none"> College NSS unit shall function according to the specified guidelines laid down by the NSS. To arrange discussions and workshops of group of students on regular basis on issues of social importance, ethical relevance and moral values.
II	Mr. Sudhir Jangir	NSS Unit-II Unit-I	English		<ul style="list-style-type: none"> To arrange social service groups and outdoor field activities. To support and involve students in social service activities.
III	Mr. Rajpal Singh	Sports Incharge	Sports		<ul style="list-style-type: none"> Create and Manage sports budget. Schedule Interclass games and Tournaments. Promote and Market the college's sports events. Monitor student athlete performance and identify areas of improvement. Select and Prepares teams/students to represent the college at outer sports tournaments.
IV	Lt. Kamlesh Kumar	NCC Officer	NCC		<ul style="list-style-type: none"> Recruiting and enrolling cadets. Organizing and conducting NCC activities. Preparing Cadets for NCC examination and related competition. Representing the college at related functions. Liaising with the NCC directorate and other NCC Units.



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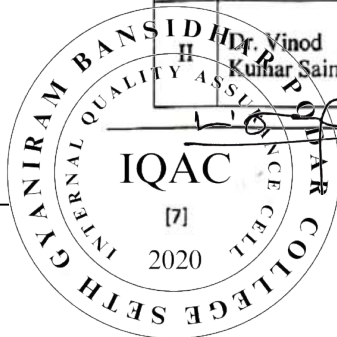
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V	Dr. Sanjay Saini	Rover Ranger	Commerce		<ul style="list-style-type: none"> Recruiting and enrolling rover scouts. Training and development of rover scouts. Organize conduct of rover scout activities. Liaison with the scout district and other rover crews. Prepare rover scouts for advancement and awards.
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3.	Science and Educational Fair Committee	Department	Signature	Functions of working Committee
I	Dr. Vinod Kumar Saini	Convener	Vice-Principal	<ul style="list-style-type: none"> The Science and Education Fair Committee play a crucial role in organizing and executing a successful science fair at the college level. Develop a comprehensive plan for the science fair, outlining the timeline, logistics, and budget.
II	Dr. Dau Lal Bohra	Science Project coordinator	Zoology	
III	Mr. Chetan Dadhech	Member Science Project	Chemistry	
IV	Dr. B. S. Rathore	Member Science Project	Physics	
V	Ms. Suman Saini	Member Science Project	Botany	
VI	Dr. Vidyadhar Sharma	Member Science Project	Mathematics	
VII	Mr. Mukesh Saini	Member Science Project	Computer Science	

III: Infrastructural committees

I.	Purchase Committee	Department	Signature	Functions of working Committee
I	Dr. Satyendra Singh	Convener	Principal	<ul style="list-style-type: none"> To deal with all matters pertaining to purchases of the college. To make necessary procurement when the need arise. To provide the necessary expertise, advice, information with regard to the best quality of material available in the market, suppliers capability
II	Dr. Vinod Kumar Saini	Co-Convener	Vice-Principal	



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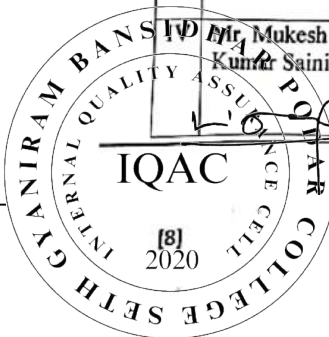
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III	Mr. Sandeep Jangir	Member	Commerce		and performance etc. <ul style="list-style-type: none"> To acquire materials economically at a cost reliable with the quality and service required and all purchases maybe attempted at the lowest cost.
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2.	Infrastructure Development & Maintenance Committee	Department	Signature	Functions of working Committee	
I	Dr. V. S. Jakhar	Convener	Sociology		<ul style="list-style-type: none"> To assess requirements of infrastructure of the institute. To identify the required infrastructure for branches of institute through branches as per the infrastructure policy approved by the council. To approve the infrastructure proposal for construction of building at institute offices as per the infrastructure policy guideline. To review the ongoing projects, if any, infrastructure issues are referred from time to time. To advise, assist and scrutinize the work of every department for infrastructure.
III	Mr. Ramesh Kumar Pareek	Member	Management Studies		
IV	Mr. Sandeep Jangir	Engineer	Commerce		

3.	Website/LMS Maintenance and Upgradation Committee	Department	Signature		
I	Mr. Ashish Sati	Convener	APT		<ul style="list-style-type: none"> Monitoring the website and LMS for performance issues and bugs. Performing regular security audits to identify and address any vulnerability. Installing security patches and updates. Working with other departments within the organization to ensure that the website and LMS meet their needs. Developing and implementing a website and LMS maintenance and support plan. Creating and managing a website and LMS content calendar.
II	Dr. Dau Lal Bohra	Member	Zoology		
III	Mr. Nand Kumar Mishra	Member	Dean (Computer Science)		
IV	Mr. Mukesh Kumar Saini	Member	Computer Science		



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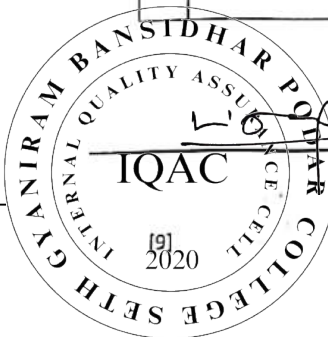
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V	Mr. Ashish Mathur	Member	Computer Science	Ashish	<ul style="list-style-type: none"> • Training staff on how to use the website and LMS. • Providing support to users who have problems with the website or LMS.
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4.	Online courses (NPTEL, MOOC'S) Committee		Department	Signature	<ul style="list-style-type: none"> • Raising awareness of NPTEL and MOOCs among students and faculty • Helping students and faculty to find and enroll in relevant courses • Providing support to students and faculty during their studies • Encouraging students and faculty to complete courses and earn certificates • Tracking and reporting on the participation of students and faculty in NPTEL and MOOC courses • Organizing workshops and seminars on NPTEL and MOOCs • Setting up learning centers or study groups for students taking NPTEL and MOOC courses
I	Mr. Ambrish Sharma	Convener	Management Studies	Ambrish	
II	Mr. Mukesh Saini	Member	Computer Science	Mukesh	
III	Mr. Ashish Mathur	Member	Computer Science	Ashish	
IV	Mrs. Rachana	Member	Management Studies	Rachana	

5.	Stock verification and scrap disposal Committee		Department	Signature	<ul style="list-style-type: none"> • Developing and implementing a stock verification and scrap disposal policy. • Performing regular physical inventory counts to verify the accuracy of the organization's inventory records. • Identifying obsolete or damaged stock.
I	Dr. V. S. Jakhar	Convener	Sociology	V. S. Jakhar	
II	Mr. Ramesh Kumar Pareek	Member	Management Studies	Ramesh Kumar Pareek	



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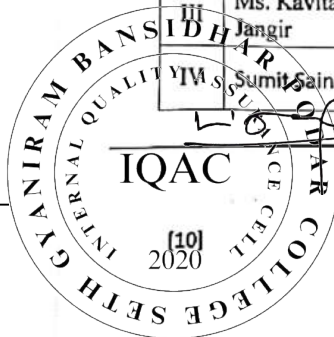
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III	Mr. Avdhesh Kumar Paliwal	Member	APT		<ul style="list-style-type: none">• Recommending the best course of action for disposing of obsolete or damaged stock, such as donation, recycling, or scrapping.• Overseeing the disposal of obsolete or damaged stock in a safe and environmentally responsible manner.
IV	Mr. Sandeep Vyas	Member	Stock, APT		

IV: Student Supportive Committee

I.	Mentor-Mentee Cell	Department	Signature	Functions of working Committee
I	Dr. Vidyadhar Sharma	Convener	Mathematics	<ul style="list-style-type: none">• Developing and implementing a mentoring program policy and procedures manual.• Creating and managing a mentor-mentee database.• Providing resources and support to mentors and mentees, such as access to online learning platforms, articles, and books.• Collect feedback from Parents and Students.
II	Dr. B. S. Rathore	Executive Member	Physics	
III	Dr. Sanjay Saini	Executive Member	Commerce	
IV	Mr. Deepak Kumar	Executive Member	Geography	
V	Mr. Ashish Mathur	Executive Member	Computer Science	
VI	All Faculty Members	Mentors		

2.	Student Grievance Committee	Department	Signature	Functions of working Committee
I	Dr. V.S. Jakhar	Convener	Sociology	<ul style="list-style-type: none">• The Committee shall assure that discipline is adhered in the College by the Students.• The Committee shall lay down the College rules and regulations to be followed by the College Community and shall enforce the same.
II	Mr. Sunil Saini	Member	Geography	
III	Ms. Kavita Jangir	Member	Commerce	
IV	Ms. Sumit Saini	Student Member	B.Sc.- II Bio.	



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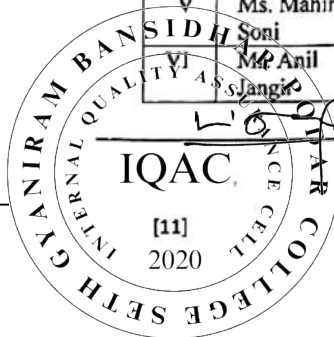
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V	Manisha Kumari	Student Member	M.Sc. (F) Chem.		<ul style="list-style-type: none"> The Committee shall decide on disciplinary matters pertaining to Students and Staff. Set mechanism for prevention of ragging of college students.
---	----------------	----------------	-----------------	--	---

3.	Anti-Ragging Committee		Department	Signature	Functions of working Committee
I	Dr. Sanjay Saini	Convener	Commerce		<ul style="list-style-type: none"> The Committee shall lay down the College rules and regulations to be followed by the College Community and shall enforce the same. The Committee shall decide on disciplinary matters pertaining to Students and Staff. Set mechanism for prevention of ragging of students of the college To look after any misconduct happening in the College campus and report to the principal. To establish a work culture that focuses on creating the healthiest and safest workplace possible.
II	Mr. Ramesh Pareek	Member	Management Studies		
III	Mr. Sunil Kumar Saini	Member	History		
IV	Mrs. Reena Saini	Member	Chemistry		
V	Mr. Mukesh Saini	Member	Computer Science		
VI	Sumit Saini	Student Member	B.Sc. -II Bio.		
VII	Manisha Kumari	Student Member	M.Sc. (F) Chem.		

4.	Internal Complaint Committee		Department	Signature	Functions of working Committee
I	Ms. Suman Saini	Presiding Officer	Botany		<ul style="list-style-type: none"> To treat sexual harassment as misconduct and initiate disciplinary action for the misconduct. To support the distressed women's to place their complaint. To provide safety and security for women at workplace.
II	Ms. Suchita Jangir	Member	Mathematics		
III	Mrs. Kavita Jangir	Member	Commerce		
IV	Ms. Vishaskha Poonkhiya	Member	Chemistry		
V	Ms. Mahima Soni	Member	Zoology		
VI	Mr. Anil Jangir	Member	Office Assistant		



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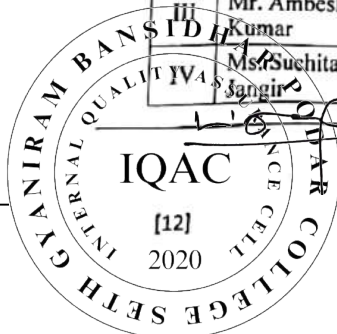
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VII	Ms. Swati Sharma	UG Student Member	Student (B. Sc. II Bio)	Swati	
VIII	Ms. Arti Jangir	PG Student Member	Student (M. Sc. Prev. Botany)	Arti	

5.	Student Welfare/Scholarship Committee		Department	Signature	Functions of working Committee
I	Mr. Sandeep Jangir	Convener	Commerce	[Signature]	<ul style="list-style-type: none"> To develop students as a versatile personality with academic excellence and commitment to a democratic society. To bridge the gap between rural and urban India. To help economically weak students; they are selected and allotted jobs in the college campus and paid are paid honorarium.
II	Mr. Krishan Jangir	Member	Physics	[Signature]	
III	Ms. Suchita Jangir	Member	Mathematics	[Signature]	
IV	Dr. Anil Sharma	Member	Hindi	[Signature]	
V	Mr. Pramod Saini	Member	English	[Signature]	
VI	Mr. Sudhir Jangir	Member	English	[Signature]	

6.	Competitive Coaching Cell		Department	Signature	Functions of working Committee
I	Mr. Shantilal Joshi	Convener	Geography	[Signature]	<ul style="list-style-type: none"> To provide special training and coaching for competitive examinations to students such as RPSC/UPSC/Other. To organize expert lectures on competitive examination for students.
II	Mr. Pramod Kumar Saini	Member	English	[Signature]	
III	Mr. Sudhir Jangir	Member	English	[Signature]	
IV	Mr. Sunil Kumar Saini	Member	History	[Signature]	

7.	Alumni Association Committee		Department	Signature	Functions of working Committee
I	Dr. Vinod Kumar Saini	Convener	Vice-Principal	[Signature]	<ul style="list-style-type: none"> To maintain an up-to-date and detailed database of the alumni. To highlight the success of alumni to improve the credibility and reputation of the college. To promote the interest and welfare of alumni association. To plan on bringing together the former students and make efforts to
II	Mr. Chetan Dadhech	Member	Chemistry	[Signature]	
III	Mr. Ambesh Kumar	Member	Chemistry	[Signature]	
IV	Ms. Suchita Jangir	Member	Mathematics	[Signature]	



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[Signature]

[Signature]



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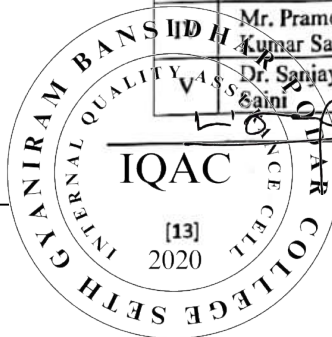
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V	Mr. Anil Jangir	Member	Botany	<i>Anil</i>	contribute to the college on various aspects.
VI	Ms. Mahima Soni	Member	Zoology	<i>Mahi</i>	
VII	Mr. Pramod Kumar Saini	Member	English	<i>Pr</i>	
VIII	Mr. Sandeep Jangir	Member	B-Ad	<i>Sandeep</i>	

8.	Placement Cell		Department	Signature	Functions of working Committee
I	Mr. Rajesh Verma	Convener	Management Studies	<i>Rajesh</i>	Organizing recruitment events: The committee organizes a variety of recruitment events, such as career fairs, guest lectures, pre-placement talks, and on-campus interviews. These events provide students with the opportunity to learn about different companies and meet with recruiters.
II	Dr. Sanjay Saini	Co-Convener	Commerce	<i>Sanjay</i>	
III	Mr. Chetan Dadheech	Member	Chemistry	<i>Chetan</i>	
IV	Dr. Dau Lal Bohra	Member	Zoology	<i>Dau</i>	
V	Dr. Vidyadhar Sharma	Member	Mathematics	<i>Vidya</i>	
VI	Dr. B. S. Rathore	Member	Physics	<i>B.S.</i>	
VII	Mr. Mukesh Kumar Saini	Member	Computer Science	<i>Mukesh</i>	
VIII	Mr. Shantilal Joshi	Member	Geography	<i>Shanti</i>	
IX	Mr. Pramod Kumar Saini	Member	English	<i>Pr</i>	
X	Mr. Ramesh Pareek	Member	Management Studies	<i>Ramesh</i>	
XI	Ms. Suman Saini	Member	Botany	<i>Suman</i>	

V: Other Committee

I.	Time Table Committee		Department	Signature	Functions of working Committee
I	Mr. Chetan Dadheech	Convener	Chemistry	<i>Chetan</i>	<ul style="list-style-type: none"> The Committee shall plan and prepare time tables for regular classes, practicals and shall see to it that all departments are allocated equal number of classes during the academic session/semester.
II	Mr. Sudarshan Sharma	Member	Chemistry	<i>Sudarshan</i>	
III	Mr. Shantilal Joshi	Member	Geography	<i>Shanti</i>	
	Mr. Pramod Kumar Saini	Member	English	<i>Pr</i>	
	Dr. Sanjay Saini	Member	Commerce	<i>Sanjay</i>	



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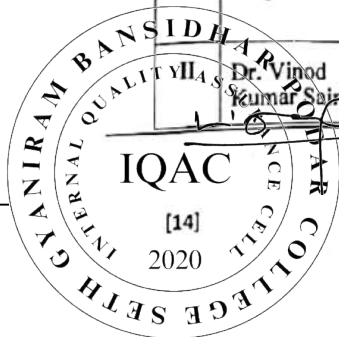
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VI	Mr. Ramesh Pareek	Member	Computer Science	
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2.	Class Tests and Pre-University Exam Committee		Department	Signature	Functions of working Committee
I	Dr. Vidyadhar Sharma	Convener	Mathematics		<ul style="list-style-type: none"> To plan and schedule Class Tests and Pre-University Examination for the academic year. (Tentative dates to be included in the academic calendar of the institute) by delegating various tasks. To prepare question papers, time table, seating arrangement and roll number provided to the students. Keeping record of each and every issue related to the Pre-University examinations for the improvement of the examination system To ensure that after examination within one week evaluation are completed. After Class Tests/Pre-University Exam result published in notice board as well as College Website.
II	Mr. Ambesh Kumar	Member	Chemistry		
III	Mr. Mukesh Kumar Saini	Member	Commerce		
IV	Mr. Sunil Saini	Member	History		
V	Dr. Anil Sharma	Member	Hindi		
VI	Mr. Ramesh Pareek	Member	Management Studies		
VII	Ms. Neha Choudhary	Member	Zoology		

3.	University Practical Committee		Department	Signature	Functions of working Committee
I	Dr. B. S. Rathore	Convener	Physics		<ul style="list-style-type: none"> To look after the work of practical examination. To Coordinator with COE of PDDSU for conducting practical examination.
II	Dr. Dau Lal Bohra	Member	Zoology		

4.	UGC, NIRF, AISHE and PNOG/College Statistics University Affiliation Committee		Department	Signature	Functions of working Committee
I	Dr. Satyendra Singh		Principal		<ul style="list-style-type: none"> To prepare proposals for grants and take necessary steps to receive grants. To work as bridge between UGC, NIRF, AISHE and PNOG/College Statistics University Affiliation and Respective College.
	Dr. Vinod Kumar Saini		Vice-Principal		



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					<ul style="list-style-type: none"> To implement the policies which are Recommended by UGC, NIRF, AISHE and PNOG/College Statics University Affiliation.
III	Dr. Dau Lal Bohra	Convener	Zoology		
IV	Mr. Ashish Mathur	Member	Computer Science		
V	Mr. Deepak Kumar	Member	Geography		

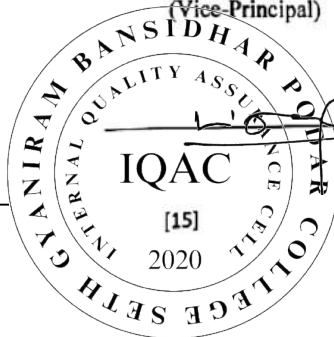
5.	Press Note committee		Department	Signature	Functions of working Committee
I	Mr. Shanti Lal Joshi	Convener	Geography		<ul style="list-style-type: none"> Make a Press report after every event and submit to the Principal Sir in same day. After checking the report by Principal Sir, then this report is sent to the News Papers with photographs.
II	Dr. Anil Sharma	Member	Hindi		
III	Mr. Awadhesh Kumar Paliwal	Member	APT		

Note:

1. Normal working of the Faculty members will not be affected while working in these committees.
2. Concerned committee Convener can include some members as per the requirements at department level. When the convener of the concerned committee is not available the as next person will work as Convener.
3. It is the responsibility of the convener/co-convener/members to collect the relevant information independently and verify at their end before final submission of records/reports to the concerned authority.
4. Departmental Committees will be formed by concerned HOD's.
5. Every Committee will conduct minimum three events where student's participation is involved. Monthly Progress Report of the committee should be submitted to IQAC for Performance appraisal.

18/11/23
Dr. Vinod Kumar Saini
(Vice-Principal)

18/11/23
Dr. Satyendra Singh
(Principal)



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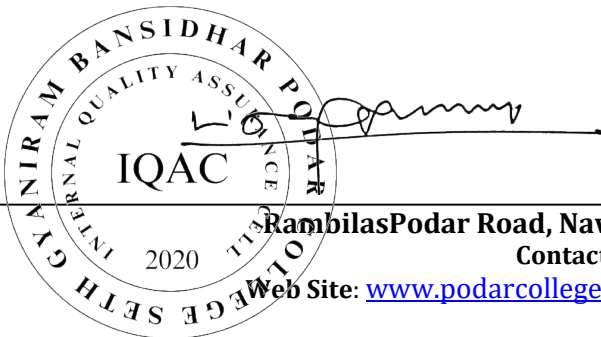
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4. Harvard Business School (HBS) Leadership Management and Disruptive Management



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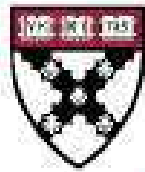
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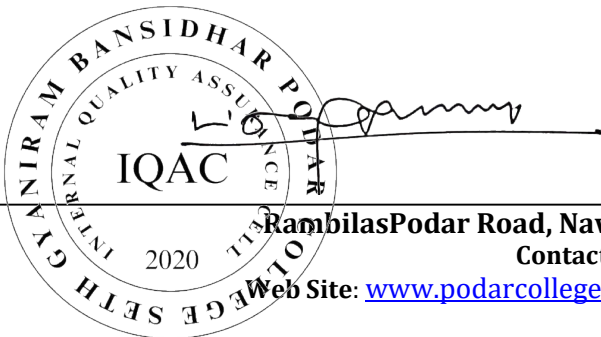
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To:

Staff Members of The Anandilal Podar Trust,
Nawalgarh (Jhunjhunu) (as listed)

Subject: Certificate Courses in Leadership Management and Disruptive Management by Harvard Business School

Dear sir,

The Anandilal Podar Trust, Nawalgarh (Jhunjhunu), is committed to the professional development of its staff. In this regard, we are pleased to announce an opportunity for eligible staff members to participate in certificate courses offered by Harvard Business School in the following areas:

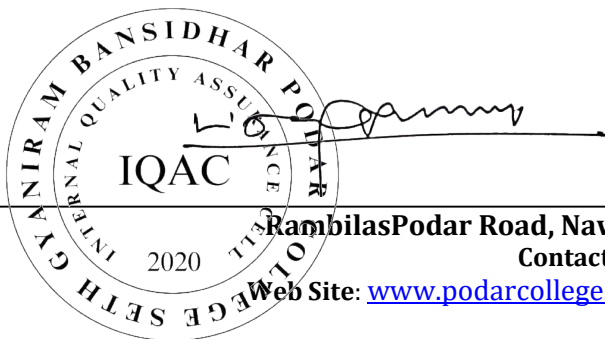
- **Leadership Management**
- **Disruptive Management**

These courses are designed to enhance leadership skills and provide insights into navigating and leading in a rapidly changing business environment. The Trust recognizes the value of these programs and encourages interested staff members to apply. Interested and eligible staff members are requested to express their interest. The Trust believes that investing in the development of its staff is crucial for its continued success. We encourage eligible staff members to take advantage of this valuable opportunity.

For any queries, please feel free to contact my office.

Sincerely,

Shri Rajendra Kumar
COO, The Anandilal Podar Trust
Nawalgarh (Jhunjhunu)
Attachment: List of Staff Members



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Contact No: 8619868884

Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com

Subject **Fwd: Updated list of Faculty members for HMM programs**
From <mds@aptrust.in>
To Vedant Podar <gmved101@gmail.com>
Cc md podarenterprise.com <md@podarenterprise.com>
Date 2023-10-06 17:04



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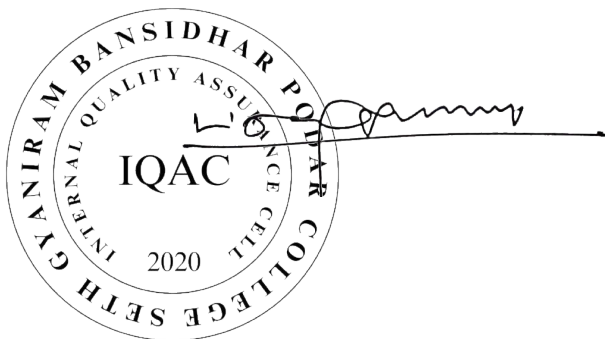
Respected Sir
Warm Greetings of the day

In continuation of the previous email, we sent 22 names of faculty and staff members for HMM (Harvard Manage Mentor) but some faculty are busy in Harvard Boot Camp, and others are busy with other assignments. Therefore they are requesting to remove their name from the list for the HMM program. We took the consent of the concerned person and prepared a new list for HMM where only 11 staff members are ready to do it.

I am sharing the updated sheet for your kind information and approval.

Thanks & Regards
Yours Sincerely

Dr. Rajendra Kumar
Chief Operating Officer (COO)
Podar Educational Institutions, Nawalgarh
(Run by The Anandilal Podar Trust, established in 1921)
Mob-9917716618
Rambilas Podar Road, Nawalgarh, Jhunjhunu
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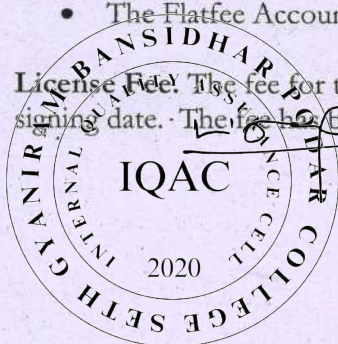
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 - June 1, 2024
 - September 1, 2024

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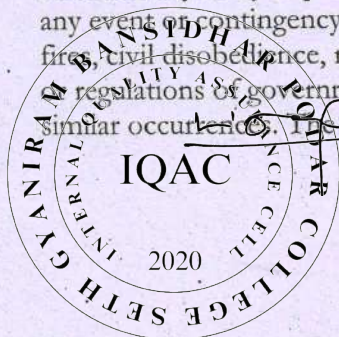


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modules per student for 120 students. Reconciliation of actual usage to be done in Q3 and any excess usage to be invoiced accordingly.

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Agreed to on behalf of HBSP:

Brandon Hight

Printed Name

Global Sales & Business Solutions Director, Higher Education

Title

Brandon Hight

Signature

6/30/2023

Date

Agreed to on behalf of Anandilal Podar Trust, Seth Gyaniram Bansidhar Podar College:

Dr. Satyendra Singh

Printed Name

Principal

Title

Dr. Satyendra Singh
30/6/23

Signature

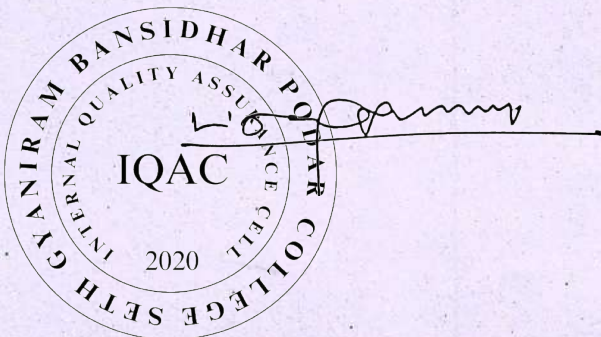
Principal

Seth G.B. Podar College

Nawalgarh - 333042

Date

30/06/2023



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2023-24

Schedule K

Programs	Type of Content	Fee per student	Number of Students	Total Fee Payable
Alumni of Podar College, Rajasthan	HMM Pack of 12	\$60	120	\$7,200
TOTAL FEE			120	\$7,200

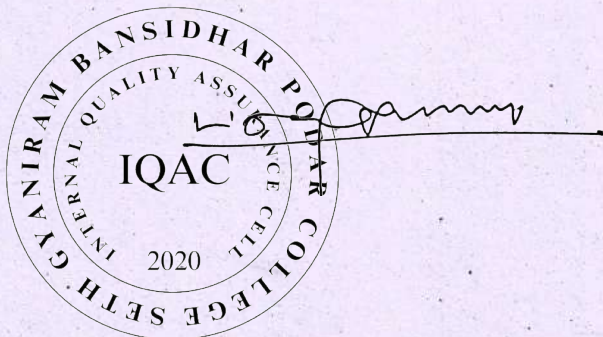
Note- Institute can choose from any 12 from the 42 listed HMM Modules mentioned in Schedule A and www.bbsp.harvard.edu/bmm. Total Licenses purchased under the contract are: -

- 12*120= 1440 HMM Licenses

Invoicing Schedule

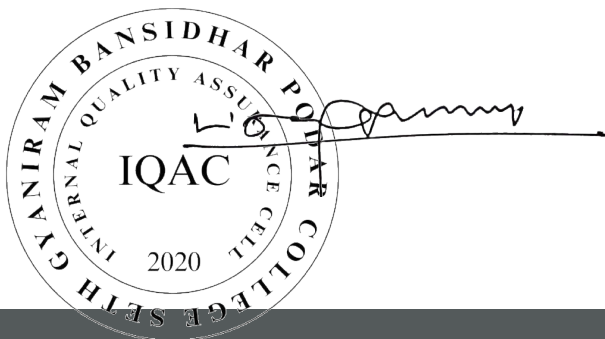
1st September 2023-

\$7,200





Leadership Principles





Leadership Principles Workbook

Taking Charge / Course Introduction / 1.1.2 Your Personal Path of Leadership Development

1.0.2 Rating: Rating Your Leadership Abilities

Taking Charge / The Work of Leadership is Different / 1.3.2 The Work Changes

1.2.2 Reflection Table: Leadership Actions of Your Best Leaders

Think about the two best leaders you have experienced throughout your life—someone from a professional experience and someone from another area of your life (athletics, a volunteer institution, recreational activity, or religious institution). Consider their leadership actions in light of the five types of tools and respond to the following questions in the table. Your responses to these questions will remain private.

Your Response

	Which tools did they use most effectively and how did they use them?	What do/did they do to bring out the best in you?
Professional Experience	athletics	Direction
Another Area of Your Life	volunteer	Process

Taking Charge / The Work of Leadership is Different / 1.3.3 Time Allocation Changes: Devoting Versus Spending Time





1.2.3 Graph: Hours Spent in a Week on each Activity

Completing my own deliverable tasks [Deliverable Tasks] : 1 Hours

Meetings with others to work on tasks or solve problems [Task Meetings] : 1 Hours

Meetings with multiple others to coordinate, discuss issues, and provide or receive guidance (for example, reviewing a Power Point presentation in advance of a client meeting) [Review Meetings] : 1 Hours

One-on-one meetings to update, provide or receive feedback, or to provide or receive guidance [One-on-One Meetings] : 1 Hours

Formulate what we need to accomplish, why, and by when [Create Plan] : 1 Hours

Communicating about plans and goals and progress on that plan and toward those goals [Communicating] : 1 Hours

Meeting with people outside my team on issues not directly relevant to the work or objectives for which I'm responsible [Meeting with Manager(s)] : 1 Hours

Activities dedicated to educating myself, whether through conversations, online, or more formal training [Learning] : 1 Hours

Taking Charge / The Work of Leadership is Different / 1.3.3 Time Allocation Changes: Devoting Versus Spending Time

1.2.3 Reflection Table: How You Devote Your Time

We mentioned above how being intentional is central to leadership. We would like you to apply this way of thinking to how you devote your time. Think of time as something you devote yourself to, not just something you happen to spend. For the eight areas above indicate whether you would like to spend more or less time on each on a weekly basis (“Increase” for more time, “Decrease” for less time, and “No Change” for any area you’d like to stay the same). Then, identify one action step for each that you will take to facilitate this change.

Your Response

	Change In Amount Of Time	Action Step
Deliverable Tasks	110	120



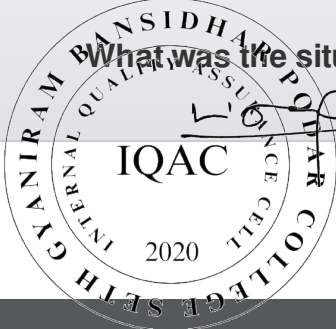
	Change In Amount Of Time	Action Step
Task Meetings	40	50
Review Meetings	20	10
One-on-One Meetings	15	20
Create Plan	20	10
Communicating	30	30
Meeting with Manager(s)	15	10
Learning	15	20

Taking Charge / The Necessary Change / 1.4.2 A Shift in Self-Perception

1.3.2 Reflection Table: Uncomfortable Learning

Think back to an experience, not necessarily in a leadership role, that required you to learn and grow in a way that was initially uncomfortable, a real stretch. Answer the following questions in the table:

Your Response

 <p>What was the situation?</p> <p><i>[Handwritten signature]</i></p>	<p>study local dynamics, and study how the things are done in the new country.</p>
--	--



What did you need to learn?	Ourselves and the impact we think we're having differs from how others actually experience us
What thoughts and emotions did you have?	To complet our task
How did you approach learning the necessary items?	From enviroment
What sort of support and encouragement did others give you?	Self-awareness is all about grasping that discrepancy and learning how to close it
What would you do differently the next time you face a similar situation?	To get sings facts

Taking Charge / The Necessary Change / 1.4.3 The Learning Path of the Internal Shift: Worse Before Better

1.3.3 Reflection: Activity You Need to Develop

Question

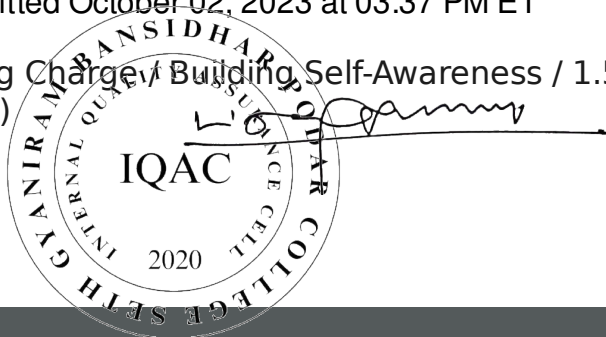
Now, please pick one of these activities where you most need to develop. Based on your current location on the learning path, what do you need to learn to progress? Your response to this question will remain private.

Your Response

How to develop an effective leadership style

Submitted October 02, 2023 at 03:37 PM ET

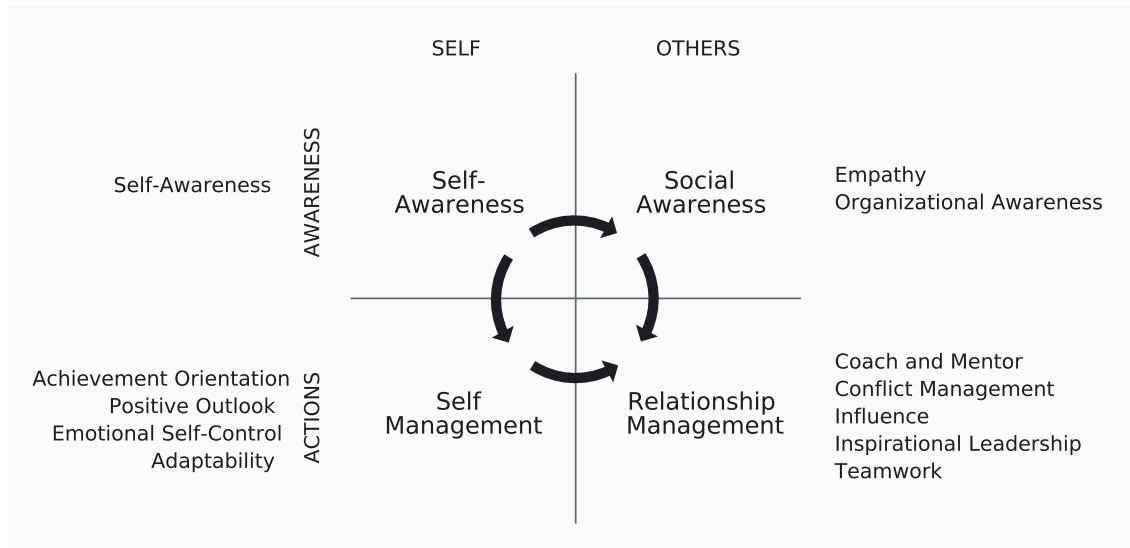
Taking Charge / Building Self-Awareness / 1.5.2 Emotional and Social Competency Inventory (ESCI)





1.4.2 Poll: Competencies You Need for Your Position

Question



Access image details

The ESCI model is made up of the 4 major facets and 12 specific competencies of emotional intelligence.

<p>Self-Awareness</p> <ul style="list-style-type: none"> • Self-Awareness 	<p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy • Organizational Awareness
<p>Self-Management</p> <ul style="list-style-type: none"> • Achievement Orientation • Positive Outlook • Emotional Self-Control • Adaptability 	<p>Relationship Management</p> <ul style="list-style-type: none"> • Coach and Mentor • Conflict Management • Influence • Inspirational Leadership • Teamwork

Self-awareness is shown as the most important facet which impacts the success of the other three facets.



**Answer**

Self-awareness Achievement orientation Positive outlook Emotional self-control Adaptability Coach and mentor Inspirational leadership Teamwork

Reflection Question

None

Reflection Response

For the analysis of Emotional and Social Competency Inventory

Submitted October 04, 2023 at 05:26 AM ET

Results

Competency	Number
Adaptability	248
Self-awareness	250
Teamwork	242
Emotional self-control	218
Coach and mentor	207
Organizational awareness	210
Achievement orientation	191
Inspirational leadership	190
Influence	180
Conflict management	145
Empathy	142
Positive outlook	136

Taking Charge Building Self-Awareness / 1.5.3 ESCI Results





1.4.3 Poll: Highest-Rated Competencies

Question

Answer

Self-awareness Achievement orientation Positive outlook Emotional self-control Adaptability Empathy
Organizational awareness Inspirational leadership Teamwork

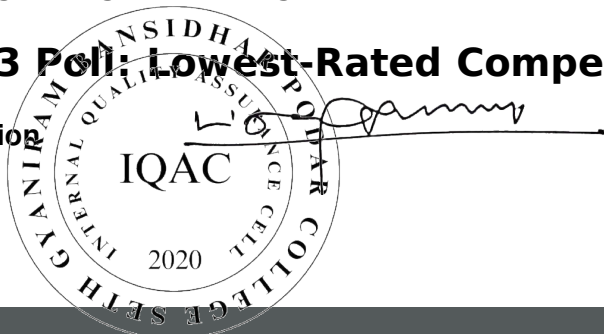
Results

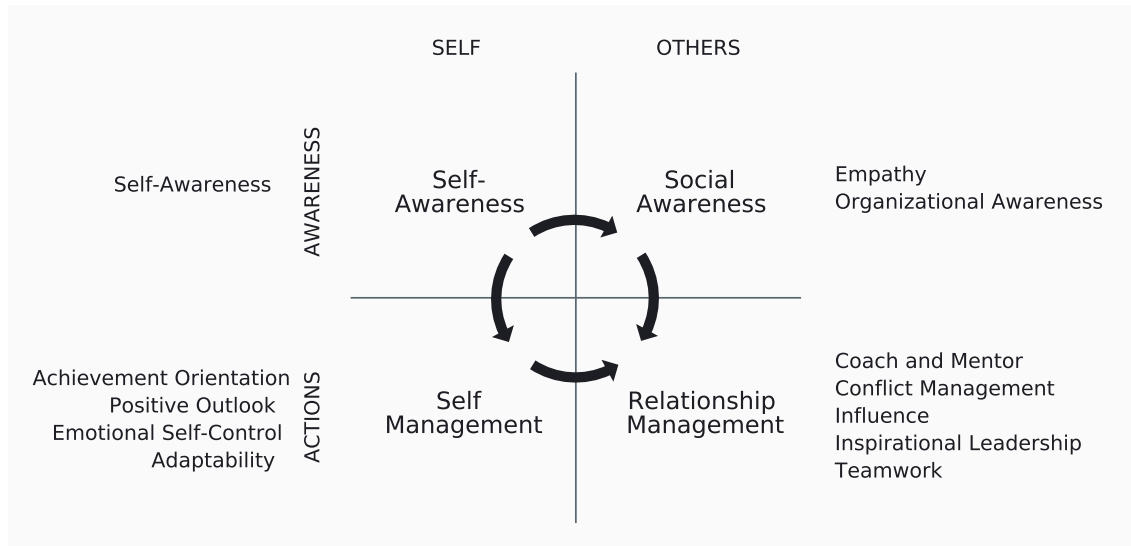
Competency	Number
Teamwork	343
Achievement orientation	267
Adaptability	183
Organizational awareness	179
Emotional self-control	163
Coach and mentor	125
Conflict management	120
Positive outlook	121
Empathy	78
Self-awareness	72
Inspirational leadership	61
Influence	47

Taking Charge / Building Self-Awareness / 1.5.3 ESCI Results

1.4.3 Poll: Lowest-Rated Competencies

Question





Access image details

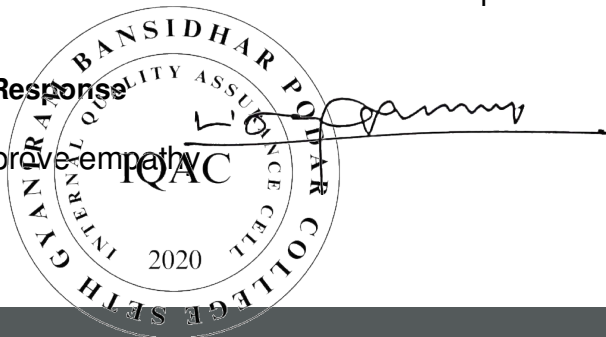
The ESCI model is made up of the 4 major facets and 12 specific competencies of emotional intelligence.

<p>Self-Awareness</p> <ul style="list-style-type: none"> • Self-Awareness 	<p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy • Organizational Awareness
<p>Self-Management</p> <ul style="list-style-type: none"> • Achievement Orientation • Positive Outlook • Emotional Self-Control • Adaptability 	<p>Relationship Management</p> <ul style="list-style-type: none"> • Coach and Mentor • Conflict Management • Influence • Inspirational Leadership • Teamwork

Self-awareness is shown as the most important facet which impacts the success of the other three facets.

Your Response

To improve empathy





Submitted October 04, 2023 at 05:39 AM ET

Taking Charge / Building Self-Awareness / 1.5.3 ESCI Results

1.4.3 Reflection Table: Concrete Actions to Accomplish the Change

Think about the specific, concrete actions you will take to accomplish this change. Your response to this question will remain private.

Your Response

	Things I Will Do Less Of	Things I Will Do More Of
Concrete Action 1	integrity	Write down your goal
Concrete Action 2	directing	Set a deadline
Concrete Action 3	Indication	Develop skillset

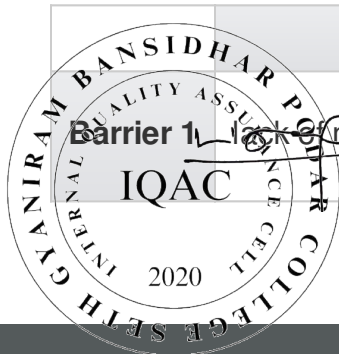
Taking Charge / Building Self-Awareness / 1.5.3 ESCI Results

1.4.3 Reflection Table: Obstacles in Pursuing Change

The best intentions often fail in the implementation phase. Take a few minutes to think about what obstacles will arise as you pursue change. List these barriers and your plan for overcoming each one. Your response to this question will remain private.

Your Response

	Potential Barrier	My Plan to Overcome
	Barrier 1: Lack of management support for the change	To minimise all of





	Potential Barrier	My Plan to Overcome
Barrier 2	lack of commitment to change.	Start with lower
Barrier 3	past experience of failed change initiatives.	Modified earlier experience

Leading Your Team / Setting Up Your Team for Success / 2.1.2 Dashboard of Team Effectiveness

2.1.2 Reflection Table: Assessing Team Effectiveness

Answer the questions in the following table.

Your Response

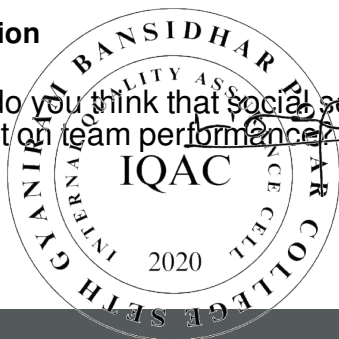
<p>Why do you think measures of team strength and flexibility, as well as individual learning and growth, are on the leader's dashboard of team effectiveness?</p>	<p>Team strength and flexibility, in addition to individual learning and growth, are vitally important to team effectiveness. The only way to sustain ongoing results and output, especially in a dynamic context, is by ensuring that these criteria are present.</p>
<p>Have you been on a team that fell short on team strength and flexibility or individual learning and growth? What was that experience like?</p>	<p>No, I have never been in this type of team. Yes, but there is a lot to learn about flexibility.</p>

Leading Your Team / Model of Team Effectiveness / 2.2.2 The Lever of Process

2.2.2 Reflection: Why Certain Drivers Impact Team Performance

Question

Why do you think that social sensitivity and team members taking turns speaking would have such an impact on team performance?



**Your Response**

The impact will be on moral and time constraints.

Submitted October 08, 2023 at 10:23 AM ET

Leading Your Team / Model of Team Effectiveness / 2.2.6 The Model of Team Effectiveness

2.2.6 Poll: Lever Most Critical to Success of Best Team**Question**

Think back to the first exercise in which we asked you to consider the best and worst teams that you have been a part of.

Answer

Design

Reflection Question

None

Reflection Response

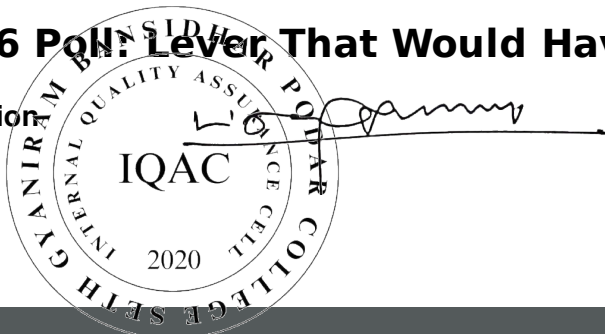
About team purpose, the composition of the team suited to its purpose and the work it needs to get done. Including system are placed to facilitate collaboration and forward process.

Submitted October 08, 2023 at 11:19 AM ET

Results

Culture: 68 %
Design: 13 %
Process: 12 %
Launch: 7 %

Leading Your Team / Model of Team Effectiveness / 2.2.6 The Model of Team Effectiveness

2.2.6 Poll: Lever That Would Have Improved Worst Team**Question**

**Answer**

Culture

Reflection Question

None

Reflection Response

About work intensity

Submitted October 08, 2023 at 11:20 AM ET

Results

Culture: 46 %
Process: 24 %
Launch: 16 %
Design: 14 %

Leading Your Team / Key Challenges to Teams / 2.3.2 Resolving Conflict

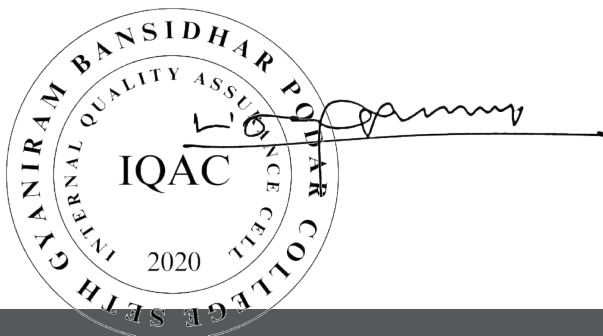
2.3.2 Poll: Conflict Dynamic of Current Team**Question****Answer**

They suffer(ed) from too little conflict

Results

They have (or had) the right amount of conflict: 47 %
They suffer(ed) from too little conflict: 30 %
They suffer(ed) from too much conflict: 23 %

Leading Your Team / Key Challenges to Teams / 2.3.3 Diverse Teams





2.3.3 Reflection: Sources of Diversity You Bring to a Team

Question

Think about yourself. What sources of diversity do you bring to a team? For each source, explain how the diversity you bring helps the team.

Your response to this question will remain private.

Your Response

A diverse team is a group of individuals with different backgrounds and skills who work together as a team to achieve company goals.

Submitted October 09, 2023 at 06:11 AM ET

Leading Your Team / Key Challenges to Teams / 2.3.3 Diverse Teams

2.3.3 Rating: Self-Assessment on Working on Diverse Teams

Comfort Level

Your Response

Rating: 6 on a scale of 1 (1 (Very Low)) to 7 (7 (Very High)).

Cohort Average Response

Rating: 5 on a scale of 1 (1 (Very Low)) to 7 (7 (Very High)).

Capability

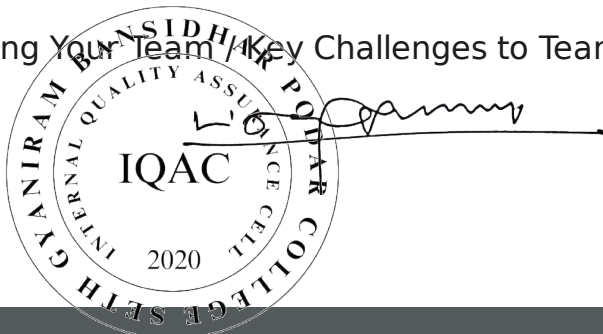
Your Response

Rating: 7 on a scale of 1 (1 (Very Low)) to 7 (7 (Very High)).

Cohort Average Response

Rating: 5 on a scale of 1 (1 (Very Low)) to 7 (7 (Very High)).

Leading Your Team / Key Challenges to Teams / 2.3.3 Diverse Teams





2.3.3 Reflection Table: Advice for Others on Working on Diverse Teams

What advice would you share about how to improve one's comfort level working with people different from oneself and how to enhance one's capability to do so?

Your Response

Increasing comfort level	Manage our emotions
Enhancing capability	Control your nonverbal behaviors

Leading Your Team / Key Challenges to Teams / 2.3.4 Dispersed Teams

2.3.4 Reflection: Challenges of Working on Geographically Dispersed Team

Question

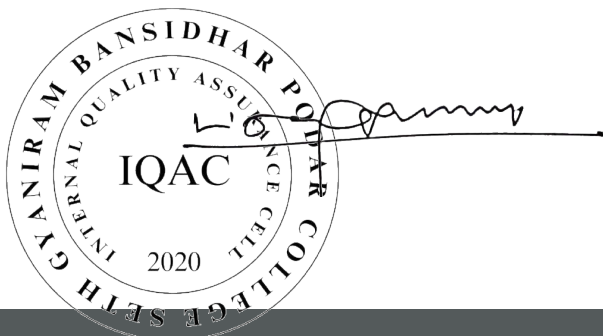
Have you worked on a geographically dispersed team? If so, what were some of the challenges the team faced? If you have only worked on teams where members are located in the same physical location, what would you predict some of the main issues would be when team members are dispersed across multiple locations throughout the world?

Your Response

Lack of in-person interaction and lack of trust. ...
Distracting environments for remote workers.

Submitted October 09, 2023 at 06:39 AM ET

Leading Your Team / Key Challenges to Teams / 2.3.4 Dispersed Teams





2.3.4 Reflection: Tactics and Practices of Successful Dispersed Teams

Question

Based on your experience, what have you seen work well in getting the best from dispersed teams? If you do not have experience working on a dispersed team, what tactics and practices do you think would help in a dispersed situation?

Your Response

There may be limited, or no, face-to-face contact, so workers should have strong communication skills and be tech literate. They must be results-driven. You want workers who like to set and achieve objectives.

Submitted October 09, 2023 at 06:49 AM ET

Leading Your Team / Key Challenges to Teams / 2.3.6 Psychological Safety

2.3.6 Reflection: Actions to Foster a Psychologically Safe Environment

Question

What have you seen leaders do to create conditions where there is open exchange, deep respect for others, such that people challenge one another and are willing to be challenged, and take the risk of trying things out, stumbling, and learning from mistakes?

Your Response

Offering remote work opportunities and flexible scheduling to promote a more positive workplace culture.

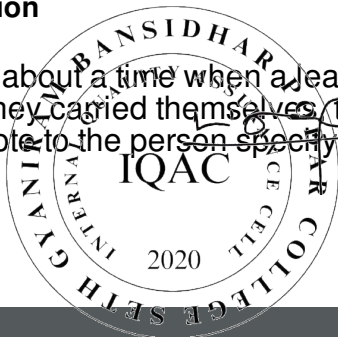
Submitted October 09, 2023 at 12:17 PM ET

Unleashing Potential in Yourself and Others / Developing Your Leadership Imprint / 3.1.1 Your Leadership Imprint

3.1.1 Reflection: Thank You Note to a Leader that Impacted You

Question

Think about a time when a leader brought out your absolute best. What was it about their presence, about how they carried themselves, that had that positive impact? To illuminate that impact, please write a thank you note to the person specifying what they did to bring out your best.





Your Response

As a leader, it is our responsibility to give people honest, positive feedback and to mentor and coach them through their mistakes and misjudgments. Feedback should never feel like criticism but should communicate empathy and caring.

Submitted October 17, 2023 at 01:27 PM ET

Unleashing Potential in Yourself and Others / Developing Your Leadership Imprint / 3.1.1 Your Leadership Imprint

3.1.1 Reflection: Qualities You Can Draw from to Lead

Question

Turn the focus inward for a moment. What are some distinctive qualities, like Mia's authenticity, that you have that you can personally draw upon as a leader?

Your response to this question will remain private.

Your Response

Authentic leaders are those who are true to themselves and the principles that guide them. Although they may be in charge, their principles ultimately govern them, and people ultimately matter.

Submitted October 17, 2023 at 01:32 PM ET

Unleashing Potential in Yourself and Others / Developing Your Leadership Imprint / 3.1.1 Your Leadership Imprint

3.1.1 Poll: The Leader's Imprint Dimension Most Important to Your Success

Question

The first note in the chord of three frameworks that we will use to explore leadership style is what we call your "leadership imprint." We use the term "imprint" to capture the way that you are experienced by those you are leading and working with. How you conduct yourself leaves an impression on those with whom you're working, like a footprint in the sand. That profile of how others experience you can be mapped along seven dimensions:

- Authenticity: the quality of being true to oneself and genuine in interactions with others
- Competence: the capacity to do the work of leadership and take the team where it needs to go





- Humility: making space for and acknowledging others' contributions, and recognizing your own areas of limitation
- Resolve: a steadfast commitment to see things through to completion
- Warmth: likeability and caring about team members as individuals
- Elevation: understanding how to set high expectations that others feel energized to pursue
- Faith: creating a sense of possibility and confidence in what can be achieved

Answer

Authenticity Competence Humility Resolve Warmth Elevation Faith

Reflection Question

None

Reflection Response

Leaders must be able to think strategically, build strong relationships, cultivate adaptability, develop resilience, and lead with emotional intelligence.

Submitted October 17, 2023 at 01:38 PM ET

Results

Authenticity: 54 %
 Competence: 54 %
 Humility: 35 %
 Resolve: 33 %
 Warmth: 33 %
 Elevation: 27 %
 Faith: 27 %

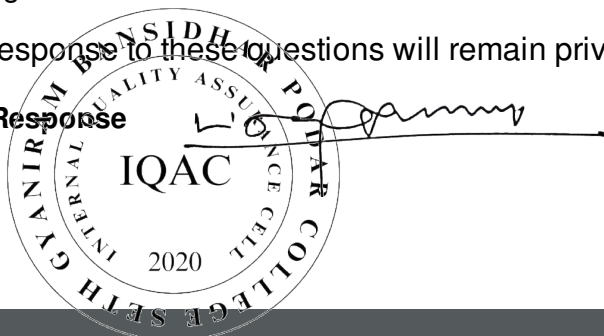
Unleashing Potential in Yourself and Others / Developing Your Leadership Imprint / 3.1.2
 Adjusting Your Leadership Imprint to the Needs of the Situation

3.1.2 Reflection Table: Applying Your Qualities to Various Scenarios

In looking through the following prototypical situations, type in how you might draw on your distinctive qualities to be effective—as well as how you would need to stretch yourself, as Mia is doing in learning to be tougher.

Your response to these questions will remain private.

Your Response



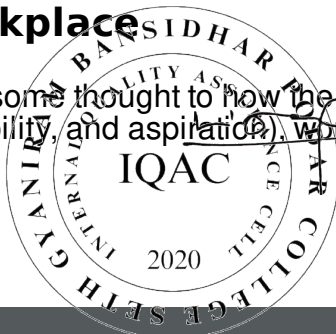


	Which of your distinctive qualities might you draw on and how?	How would this situation stretch you beyond your existing distinctive qualities—which qualities might you need to develop in yourself?
One of your direct reports sent a client a draft report with multiple errors and figures that were not correct. You are copied on the email.	Assuring the employee that you are focused on solving the underlying problem, not assigning blame.	Gathering all the facts you can by asking good questions and, above all, listening.
You observe one of your direct reports yelling at someone from another team at your organization about an unfinished assignment, and it's your responsibility to handle the situation.	Discuss with the team member in private	Consider the cause of the behavior.
Your team has been working very long hours as a critical deadline on a project approaches. You just discovered that, due to a new request from your bosses, the team will have to re-do a substantial chunk of work they have been laboring away on most of the past week. You have to deliver the news to your team and ensure they focus and deliver.	A plan and a timeline	Learn to prioritise

Unleashing Potential in Yourself and Others / Developing Your Leadership Imprint / 3.1.2
Adjusting Your Leadership Imprint to the Needs of the Situation

3.1.2 Reflection Table: Navigating Biases and Judgments in the Workplace

Give some thought to how the imprint framework, and the three master dimensions (approachability, credibility, and aspiration), would apply to your work environment with the following questions.





Your Response

<p>When have you (or leaders you have worked with) been experienced differently because of race, gender, nationality, language, or some other aspect of who you are (or who they are)?</p>	<p>Leaders must be able to think strategically, build strong relationships, cultivate adaptability, develop resilience, and lead with emotional intelligence.</p>
<p>How have you, or people you've worked with, handled these misinterpretations by others?</p>	<p>I am sure to maintain a positive attitude and be supportive, whether I am offering to assist someone who is overwhelmed or taking time to listen to someone who is having a challenging day.</p>
<p>When have you inadvertently judged a leader or co-worker based on such an attribute, only to discover your judgment was wrong and you adjusted accordingly?</p>	<p>Stay in your lane. Mind your business. Make yourself happy and nothing else will matter.</p>

Unleashing Potential in Yourself and Others / Developing Your Leadership Imprint / 3.1.3 Assessing Your Own Leadership Imprint


3.1.3 Reflection Table: How to Improve Your Video Delivery Across Dimensions

For each dimension, indicate what you should keep doing, stop doing and start doing.

Your response to this question will remain private.

Your Response

	Keep Doing	Stop Doing	Start Doing
Authenticity	Yes	No	Alrady Start





	Keep Doing	Stop Doing	Start Doing
Competence	Yes	No	Alrady Start
Humility	Yes	No	Alrady Start
Resolve	Yes	No	Alrady Start
Warmth	Yes	No	Alrady Start
Elevation	Yes	No	Alrady Start
Faith	Yes	No	Alrady Start

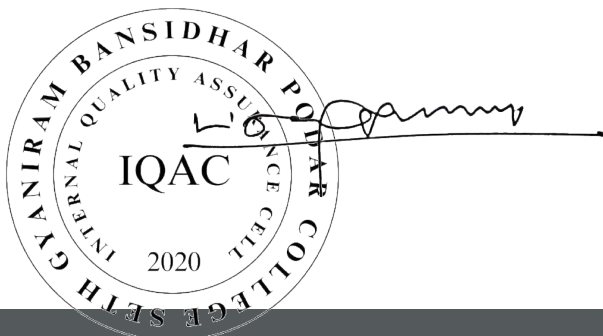
Unleashing Potential in Yourself and Others / Developing Your Leadership Imprint / 3.1.3
Assessing Your Own Leadership Imprint

3.1.3 Reflection: An Action Plan to Improve Your Video Delivery

Question

Make a plan for improvement that will translate into a different approach to your video, which you will be re-recording. Share which two dimensions of leadership imprint you wish to improve—either intensifying or reducing them—and how you aim to achieve this improvement.

Later in this section, you will have the opportunity to assess others' leadership imprint, in addition to having others assess the way you come across as a leader.





Your response to this question will remain private.

Your Response

- 1) Time management. Time management is crucial to your business's success.
- 2) Organization. Organization can make time management much easier.
- 3) Interpersonal communication
- 4) Customer service.
- 5) Cooperation.
- 6) Conflict resolution.
- 7) Listening.
- 8) Written communication.

Submitted October 17, 2023 at 02:12 PM ET

Unleashing Potential in Yourself and Others / Core Functions of Your Leadership Style / 3.2.3
Leadership Functions: Your Stylistic Range and Your Learning Frontier

3.2.3 List: Actions to Expand Your Range as a Leader

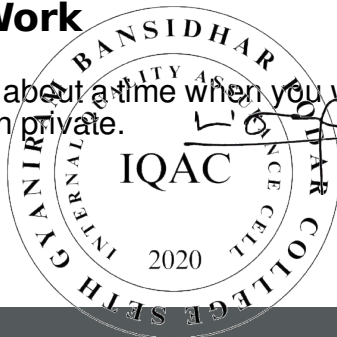
Your Response

LEARNING FRONTIER
<ul style="list-style-type: none"> • Sing with a tall posture
<ul style="list-style-type: none"> • Try vocal sirens
<ul style="list-style-type: none"> • Breathe from the diaphragm

Unleashing Potential in Yourself and Others / PVQ / 3.3.1 Introduction to Motivations as a Leader

3.3.1 Reflection Table: A Time When You Were Performing Your Best at Work

Think about a time when you were performing your best at work. Your response to these questions will remain private.





Your Response

<p>What was it about the situation or the work that enabled you to be at your best?</p>	<p>Be enthusiastic about your success, but stick to the facts.</p>
<p>What drove you to go above and beyond?</p>	<p>Mention the time when you stayed late or adjusted your schedule to help the organization, despite the fact that it was inconvenient for you.</p>
<p>What aspects of the job or situation generated the greatest level of satisfaction for you?</p>	<p>Engaging Work That Uses our Skills. One quality many satisfying and rewarding jobs have in common is engagement.</p>

Unleashing Potential in Yourself and Others / PVQ / 3.3.2 PVQ Results and Explanation

3.3.2 Rating: Your PVQ Results

Achievement

My PVQ Results

Rating: 100 on a scale of 1 (1) to 100 (100).

Cohort's PVQ Results

Rating: 79 on a scale of 1 (1) to 100 (100).

Affiliation

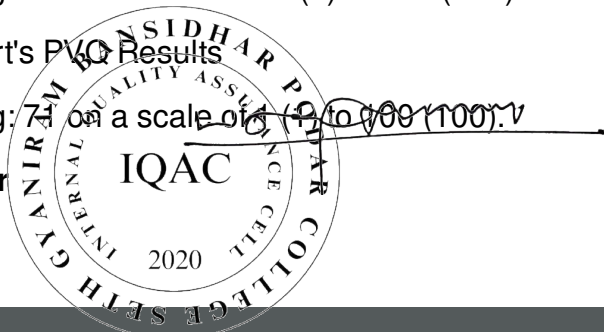
My PVQ Results

Rating: 100 on a scale of 1 (1) to 100 (100).

Cohort's PVQ Results

Rating: 74 on a scale of 1 (1) to 100 (100).

Power





My PVQ Results

Rating: 100 on a scale of 1 (1) to 100 (100).

Cohort's PVQ Results

Rating: 63 on a scale of 1 (1) to 100 (100).

Unleashing Potential in Yourself and Others / PVQ / 3.3.2 PVQ Results and Explanation

3.3.2 Reflection: Comparing Your PVQ Results to Your Peers' Results

Question

Take a look at how your results compare to those of your peers. What stands out in particular?

Your Response

Personal brand is not just about how you look or what you say, but how you act, think and feel and how you make others feel.

Submitted October 17, 2023 at 04:18 PM ET

Unleashing Potential in Yourself and Others / Motivating and Unleashing Capability / 3.4.1 Understanding Those You Want to Motivate & Equip: Inquiry and Advocacy

3.4.1 Reflection: Inquiry before Advocacy in Current Work Relationship

Question

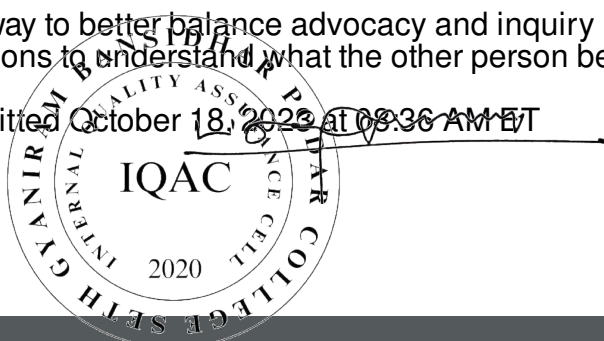
Which of your current work relationships would benefit from your practicing more inquiry before advocacy? How do you think that relationship would improve by doing so?

Your response to this question will remain private.

Your Response

One way to better balance advocacy and inquiry is to pause, suspend your own assumptions, and ask questions to understand what the other person believes.

Submitted October 18, 2023 at 09:36 AM ET





Unleashing Potential in Yourself and Others / Motivating and Unleashing Capability / 3.4.2
Mobilizing Your Team: Head, Hand, Heart

3.4.2 Poll: Focus on Strengthening Head, Hand or Heart

Question

Answer

Head

Reflection Question

None

Reflection Response

Adaptability, delegation, communication, trustworthiness, creativity, and decision making to your leaderAhip skill list.

Submitted October 18, 2023 at 08:43 AM ET

Results

Heart: 48 %

Hand: 28 %

Head: 25 %

Unleashing Potential in Yourself and Others / Motivating and Unleashing Capability / 3.4.6
Maintaining Your Team's Motivation

3.4.6 Poll: Top Three Motivators That Drive Your Work

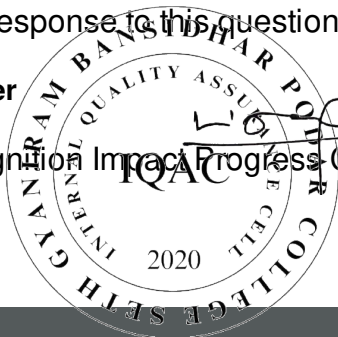
Question

Let's take a look at these motivators in terms of the way you work and operate. How do these seven motivators influence you?

Your response to this question will remain private.

Answer

Recognition Impact Progress Competence Autonomy Relatedness Common Purpose





None

Unleashing Potential in Yourself and Others / Motivating and Unleashing Capability / 3.4.6
Maintaining Your Team's Motivation

3.4.6 Rating: Using the Seven Motivators with Others

Now that you have completed your ranking, take a moment to compare two facets of yourself: How you are motivated and how do you motivate others? How are the results similar? How are they different?

Your Network / Your Network / 4.1.3 Assessing the Scope and Character of Your Network
(Network Assessment)

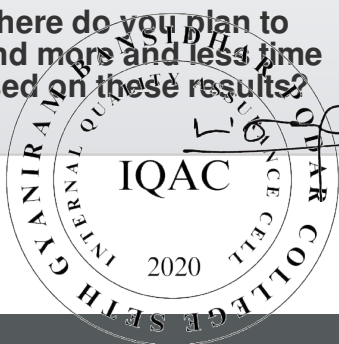
4.1.3 Reflection Table: Analyzing and Developing Your Network

Let's take a closer look at your network assessment results and use this information to map out where you can further develop.

Your responses to these questions will remain private.

Your Response

<p>What are the strengths and weaknesses of your network?</p>	<p>One of the strengths of a good networking group is that most of the members are friends. One of the weaknesses of a networking group is that most of the members are friends. It is potentially both a strength and a weakness. And it's a weakness because you have to have accountability.</p>
<p>What are some key relationships you would like to add to your network?</p>	<p>Mutual respect, Trust, Honesty and Compromise.</p>
<p>Where do you plan to spend more and less time based on these results?</p>	<p>At Workspace</p>





What relationships need to be cultivated and/or repaired?

The first step to improving any relationship is effective communication: Set regular time to time to talk about your concerns. State your thoughts in terms of behaviour, without judgement, attack, or blame. Be specific, constructive, and positive.

Your Network / Your Network / 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

4.1.3 Reflection: Goal for Filling a Network Gap

Question

Based on a gap you identified in your network, please write a specific goal for filling that gap. What steps will you take to develop this relationship or area of your network?

Your response to this question will remain private.

Your Response

The first stage of building our network is figuring out the makeup of the network we want to develop. Consider the outcomes that will be most exciting for us. From there, focus our networking efforts on activities, groups, and people that are most likely to bring us closer to our goals.

Submitted October 22, 2023 at 03:03 PM ET

Your Network / Managing Up and Down / 4.2.1 The Challenges of Managing Upward and Downward as a New Leader

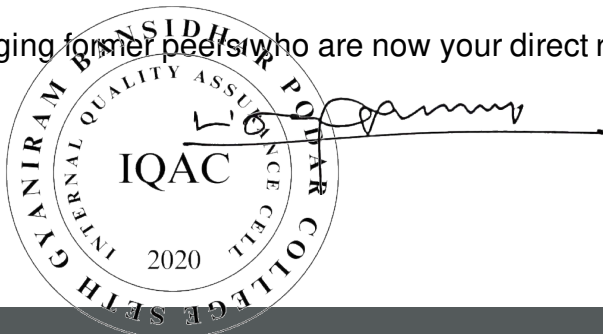
4.2.1 Poll: Most Difficult Management Challenge as a New Leader

Question

Mike's experience illustrates challenges he faced on two fronts: having to be a manager to co-workers who were formerly peers and having to manage up differently.

Answer

Managing former peers who are now your direct reports





Results

Managing up, given the different treatment he was receiving from VPs: 51 %
 Managing former peers who are now your direct reports: 49 %

Your Network / Managing Up and Down / 4.2.2 Leveraging Your Boss

4.2.2 Poll: Is Your Manager Hands-on or Hands-off

Question

Answer

Hands-on

None

Your Network / Managing Up and Down / 4.2.2 Leveraging Your Boss

4.2.2 Reflection Table: Assessing Your Manager

Your response to these questions will remain private.

Your Response

<p>What are the deliverables and performance pressures your manager faces?</p>	<p>Communicate effectively with our team to define performance expectations.</p>
<p>What constraints does your manager face?</p>	<p>Expectations, resources, technology, location, and policies and procedures.</p>
<p>What resources and capabilities does your manager have to offer?</p>	<p>Resources are finances, staff, physical space, equipment, technology, and time.</p>

Your Network / Managing Up and Down / 4.2.2 Leveraging Your Boss





4.2.2 Poll: Level of Trust and Transparency with Current Manager

Question

Answer

Very trusting and transparent

Reflection Question

What about that dynamic helped you establish trust and transparency? Please share the practices you maintain with your current manager that might benefit those who answered "Not Trusting or transparent" or "I'm unsure of how trusting or transparent."

Reflection Response

Initiative to setup every meetings and demonstrate Innovation and Initiative.

Submitted October 24, 2023 at 07:47 AM ET

None

Your Network / Managing Your Direct Reports (Coaching) / 4.3.1 Coaching Under Pressure

4.3.1 Reflection Table: Feedback Received after a Significant Mistake

Think about a time that **you received** feedback about a mistake that you made (a mistake that had negative and potentially significant consequences).

Your responses to these questions will remain private.

Your Response

<p>What was the experience like when you made the mistake? How did you handle it?</p>	<p>Forgive yourself for mistakes at work. After making a mistake on the job, you likely feel embarrassed, worried or frustrated.</p>
<p>How was the feedback delivered to you?</p>	<p>Concentrate on the behaviour, not the person.</p>





<p>How did you experience the feedback? What was your reaction?</p>	<p>I took this feedback to heart and worked with my team to come up with new ideas and approaches.</p>
<p>How would you like to deliver feedback to someone who made a similar mistake?</p>	<p>Start with the positive, be specific and objective, offer constructive criticism, end positively, and be open to feedback.</p>

Your Network / Managing Your Direct Reports (Coaching) / 4.3.4 The Process of Feedback and Coaching

4.3.4 Poll: Your Strongest Competency When Coaching Others

Question

Answer

Self-management to handle your own internal experience during intense encounters

Reflection Question

Let's take a minute to have you share best practices and learn from other participants. After submitting your response, review the answers of others in your cohort for the competency you rated your weakest.

Reflection Response

Take the Initiative

Submitted October 24, 2023 at 09:18 AM ET

Results

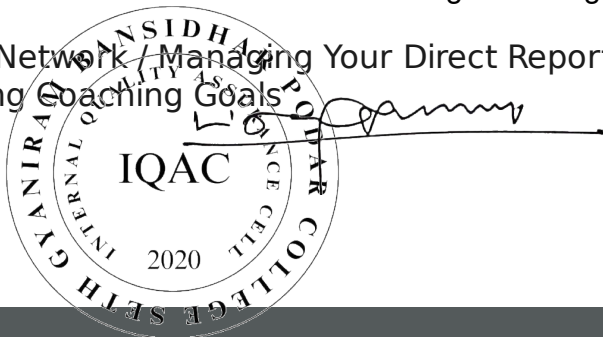
Observation of behavior to discern problematic conduct: 39 %

Analysis of behavior to understand potential root causes and ensuing consequences: 27 %

Self-management to handle your own internal experience during intense encounters: 23 %

Interpersonal interaction to deliver tough messages so they are heard: 12 %

Your Network / Managing Your Direct Reports (Coaching) / 4.3.6 Reviewing Peer Feedback and Setting Coaching Goals





4.3.6 Reflection: Goal for Developing Your Coaching Abilities

Question

Set a goal for how you want to develop your coaching abilities based on what you learned through this exercise. This should be something you can practice this week.

Write your goal in the format of the feedback process: "When I do X, it has Y impact on Z. So I will do A, which will have B impact on Z."

Your response to this question will remain private.

Your Response

leadership is a skill that involves motivating others to work toward a common objective.

Submitted October 24, 2023 at 02:09 PM ET

Your Network / Adversity and Stress / 4.4.1 Navigating the Stressors of Leadership

4.4.1 Reflection Table: Memorable Stressors

As we look at the different stressful conditions emerging leaders often face, it's helpful to examine what stressors characterize your professional and personal life. Think of all hassles, annoyances, frustrations, obstacles, setbacks, failures, negative events, and disappointment you experienced in the past month. Sort the most memorable stressors into the following table, placing them in the appropriate boxes according to the categories of personal or professional sources of adversity and stress, and then major incidents or routine day-to-day stressors and challenges. Provide three examples for each cell.

Your response to this question will remain private.

Your Response

	Personal	Professional
Major	Financial stressors	Job insecurity
Routine	Social stressors	Heavy workload





Your Network / Adversity and Stress / 4.4.2 Handling Adversity As It Comes

4.4.2 Reflection: Your Effective Approach to Managing Stress

Question

Share one effective approach to managing stress that you have used during adverse circumstances in your life.

Your Response

Keep a positive attitude and target to achieve the company goal being a top. after the compilation of a leadership a different manner, but target to become a one, achieve the goal.

Submitted October 24, 2023 at 02:33 PM ET

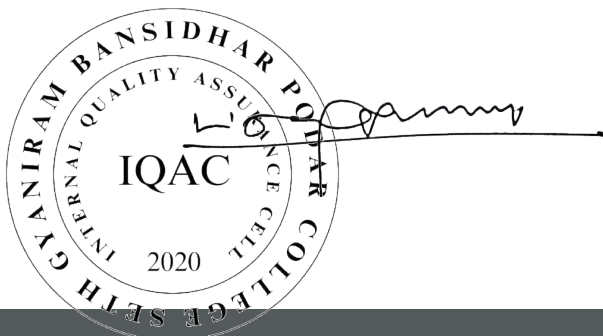
Your Network / Adversity and Stress / 4.4.3 Managing Emotions, Managing Thoughts, Coaching Self and Others for Resilience

4.4.3 Reflection Table: A Professional Issue That Was Difficult to Manage

- Step 1: Document the adversity: Describe just the facts.
 - When did it happen?
 - Where did it happen?
 - Who was involved?
 - What in fact happened (no interpretation)?
- Step 2: Now, list three to five emotions that you experienced.
- Step 3: Next, describe your behavior: How did you act?
- Step 4: Take stock of the costs of your reaction.
 - What were the costs to you of your emotional and behavioral reaction?
 - What were the costs to others of your reaction?

Your response to these questions will remain private.

Your Response





Steps	Your Response
Step 1: Document the adversity: Describe just the facts.	Name the emotion Hit the Pause button Give yourself a timeout
Step 2: Now, list three to five emotions that you experienced.	Happiness, fear, anger, surprise and disgust.
Step 3: Next, describe your behavior: How did you act?	Talk about your interpersonal skills, such as communication, emotional intelligence and empathy, dependability, leadership, motivation, or teamwork.
Step 4: Take stock of the costs of your reaction.	The behavioral response aspect of the emotional response is the actual expression of the emotion. Behavioral responses can include a smile, a grimace, a laugh or a sigh, along with many other reactions depending on societal norms and personality.

Your Network / Rising to Leadership Responsibility / 4.5.1 Rising to Leadership Responsibility

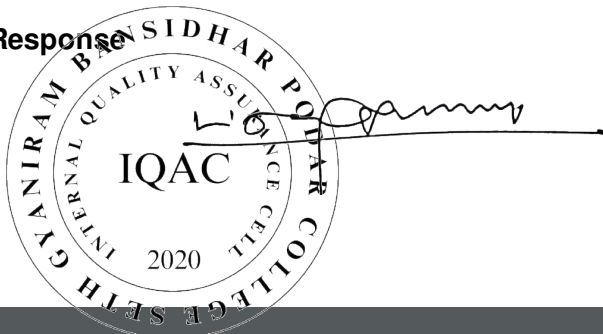
4.5.1 Reflection Table: Key Insight You Would Share from Each Module

HBS Online Leadership Principles Headlines

Imagine you had to present what you learned in this course to a loved one or a team you are working with. List one key insight from each module that you would consider a headline or banner that is especially important or meaningful to you and worth sharing with your family and/or co-workers.

Your responses to these and the remaining questions in the course will remain private.

Your Response





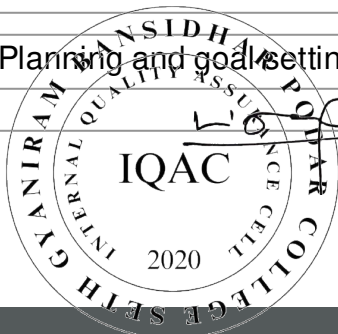
Module	Insight
Module 1: Taking Charge	What is insight in leadership? The managerial aspect of Insight leadership means bringing order and structure to activities, forecasting demand and planning the use of resources. It involves budgeting, recruiting, managing performance, quality control, processes and systems, etc.
Module 2: Leading Your Team	Communicate clearly and effectively. and Foster a culture of trust and respect.
Module 3: Unleashing Potential in Yourself and Others	Increases their capacity and skills as a leader and enables them to increasingly be more effective.
Module 4: Your Network	Strong network provides support, feedback, insight, information, and resources that help you deliver in your current role and foster your personal development towards future roles.

Your Network / Rising to Leadership Responsibility / 4.5.1 Rising to Leadership Responsibility

4.5.1 List: Unifying Themes to Apply to Your Own Leadership

Your Response

UNIFYING THEMES
1. Self-awareness and self-knowledge
2. Constructive thought and decision making
3. Planning and goal setting





Your Network / Rising to Leadership Responsibility / 4.5.1 Rising to Leadership Responsibility

4.5.1 List: Two Strengths and Two Areas of Growth

Your Response

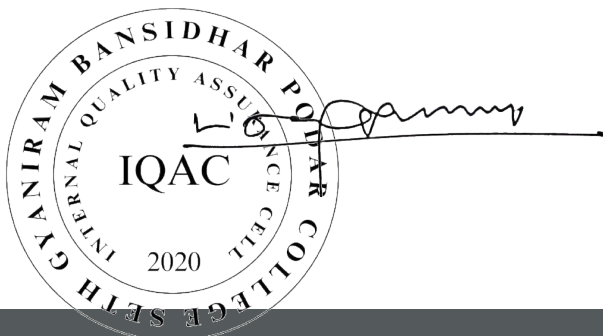
STRENGTHS	AREAS OF GROWTH
1. Willingness to take risks.	1. Communication
2. Confidence.	2. Flexibility

Your Network / Rising to Leadership Responsibility / 4.5.1 Rising to Leadership Responsibility

4.5.1 List: Three Leadership Principles That You Intend to Live

Your Response

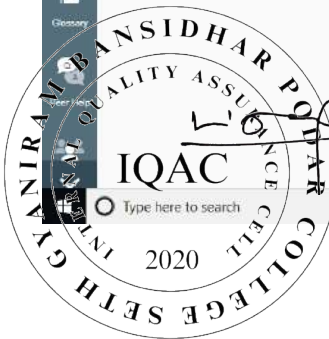
LEADERSHIP PRINCIPLES
1. Clarity
2. Empowerment
3. Accountability



LEADERSHIP PRINCIPALS

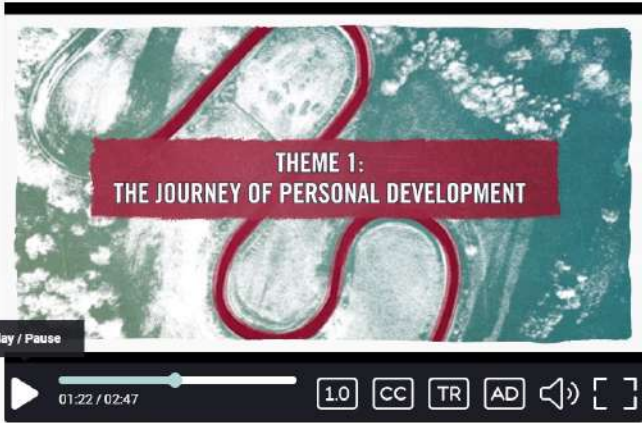
The screenshot shows a web browser window displaying a video player. The video player has a title card with the text "LEADERSHIP PRINCIPLES" in a red box. The background of the title card features a collage of people and a globe. The video player interface includes a progress bar at 00:04 / 02:47 and control buttons for volume, full screen, and other settings. The browser address bar shows the URL: courses.myhbx.org/student/concept/64f796aec2dab2a0261d560172ecd382e-f759-43ba-a334-bef18407491a/1778/1585/#/. The browser tabs include "New Tab", "APT off mail", and "proceedings sikar.cdr".

The screenshot shows a web browser window displaying a video player. The video player has a diagram titled "MODEL OF TEAM EFFECTIVENESS". The diagram illustrates the relationship between "LEADER'S USE OF SELF", "TEAM DESIGN", "TEAM PROCESS", "TEAM LAUNCH", "TEAM CULTURE", and "TEAM EFFECTIVENESS". The diagram shows a flow from "LEADER'S USE OF SELF" to "TEAM DESIGN", "TEAM PROCESS", and "TEAM LAUNCH", which then lead to "TEAM CULTURE" and finally "TEAM EFFECTIVENESS". There are feedback loops from "TEAM CULTURE" back to "TEAM DESIGN" and "TEAM PROCESS". The video player interface includes a progress bar and control buttons. The browser address bar shows the same URL as the first screenshot. The browser tabs include "New Tab", "APT off mail", and "proceedings sikar.cdr".



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Leadership Principles: 1.1.1 Welcome to Leadership Principles



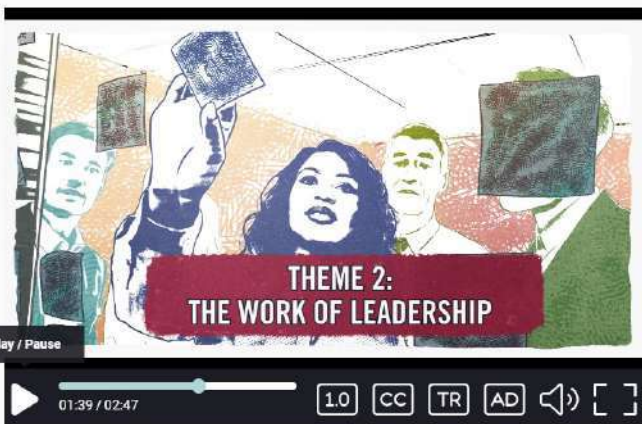
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ENG 5:10 PM
IN 10/1/2023

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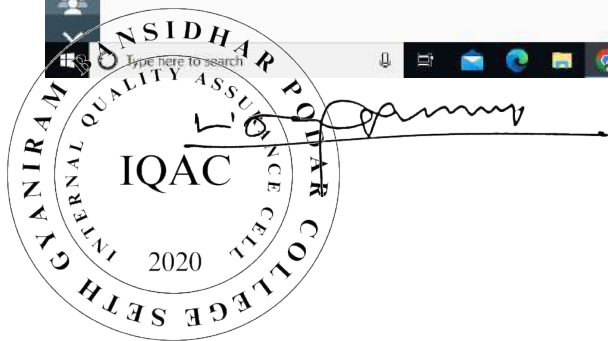
Leadership Principles: 1.1.1 Welcome to Leadership Principles



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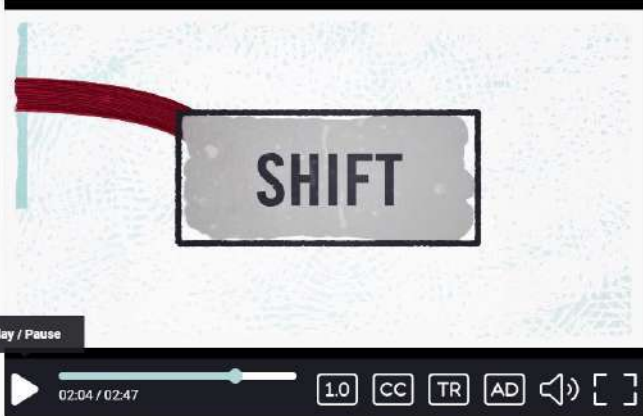
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Leadership Principles: 1.1.1 Welcome to Leadership Principles



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Leadership Principles: 1.1.1 Welcome to Leadership Principles



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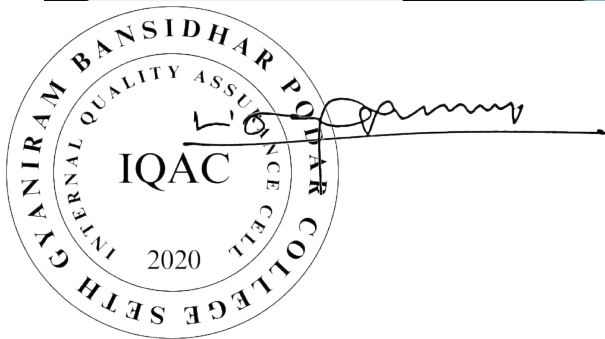
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Leadership Principles: 1.1.1 Welcome to Leadership Principles

Now that you've had the chance to meet our protagonists, let's learn more about their current roles, companies, and backgrounds.




Gonzalo Muñoz, Leadership Development Program, Amadeus

Gonzalo is part of the Leadership Development Program at Amadeus IT Group, a €4.85 billion global IT solutions firm with corporate headquarters in Madrid, Spain and global offices in India, Australia, and the United Arab Emirates, among other regional offices.

Amadeus develops and administers software systems that enable travel companies to operate, from airlines and railways, to hotels and cruise lines. Gonzalo was hired into the two-year Leadership Development Program and is on the fourth and final six-month rotation, each in a different part of Amadeus's business. He has had roles in the Strategic Management Office, Executive Office of the CEO, Product Management, and the People and Culture unit.


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Leadership Principles: 1.1.1 Welcome to Leadership Principles

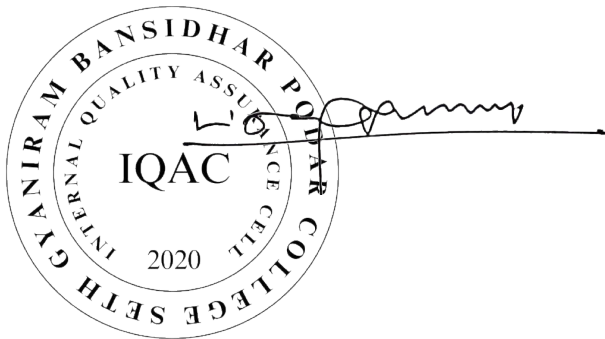


Yvonne Chen, VP of Marketing, Udemy for Business

Yvonne leads the marketing division of Udemy for Business, the business-to-business unit of the online learning platform, Udemy. The company is primarily consumer facing, with a portal that any individual can access, but Yvonne's team focuses on building corporate customers that want education and training for their employees. In this role, Yvonne leads a team that is responsible for marketing curated, subscription-based professional development and e-learning packages to Udemy's business customers. Before joining Udemy, Yvonne worked at Localytics, a mobile app marketing firm, and Facebook and Google.




Mike Anello, Managing Director/Co-Founder, M33 Growth



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Leadership Principles: 1.1.1 Welcome to Leadership Principles



Mike Anello, Managing Director/Co-Founder, M33 Growth

Mike is Managing Director and co-founder of M33 Growth, a venture investment group that invests in growth-stage health care, software, and technology-service businesses. At M33 Growth, Mike has a range of responsibilities, running the firm with his two co-founding partners. Among Mike's roles, he leads the sourcing team focused on searching for growing companies in M33's main target industries, orchestrating analysis of those companies and outreach to their CEOs and founders, and building relationships that culminate in deals—funding from M33 Growth in exchange for equity in the company.


Before launching M33, Mike was Director of Business Development at Axiom and served as Vice President of Valor Equity PartnersXDAQE. He started his career as an Associate at General Catalyst, a venture capital firm.

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Leadership Principles: 1.1.1 Welcome to Leadership Principles



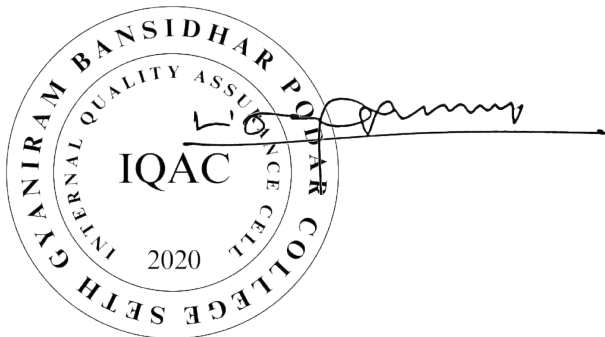
Mia Mends, CEO, Inspirus and Sodexo Benefits and Rewards Services, USA

Mia is CEO of Inspirus, a firm that offers employee engagement experiences to client companies, using Inspirus's proprietary technologies. She assumed this role when France-based Sodexo (€20.4 billion in revenue and 460,000 employees) acquired Inspirus. Mia previously led Sodexo's USA division of Benefits and Rewards Services. She began her career at Sodexo as Vice President of Sales for the Americas Region in Sao Paulo, Brazil where she oversaw the strategic growth of the company's services in eight countries throughout Latin America. Prior to Sodexo, Mia held senior level marketing positions at Noventis (formerly PreCash), a Houston-based financial services firm, United Airlines, and Citigroup.

Iz-Lynn Chan, CEO, BHG Retail REIT

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Leadership Principles: 1.1.1 Welcome to Leadership Principles

MOUSUN FUBOBU HINDI RUDRAI SERVICES INTL, UNITED MILITRES, and Citigroup.



Iz-Lynn Chan, CEO, BHG Retail REIT

Iz-Lynn is CEO at Beijing Hualian Group (BHG) Retail REIT, a Singapore-based real estate investment trust that operates retail properties in major Chinese metropolitan areas. Iz-Lynn became CEO after successfully running the mall operations at BHG's China properties from 2013 to 2015. Prior to BHG, Iz-Lynn spent eight years at Far East Organization, a prominent real estate developer in Singapore, where she oversaw operations and service quality at the group's portfolio of ten long-stay hotels, known as serviced residences. She started her career at Singapore Airlines, where she served as the first woman station manager, ultimately running operations in locations throughout the world, from Frankfurt and Copenhagen to Hong Kong and New York.


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Leadership Principles: 1.1.1 Welcome to Leadership Principles



Mark Ellis, CEO/Co-founder, Liftoff

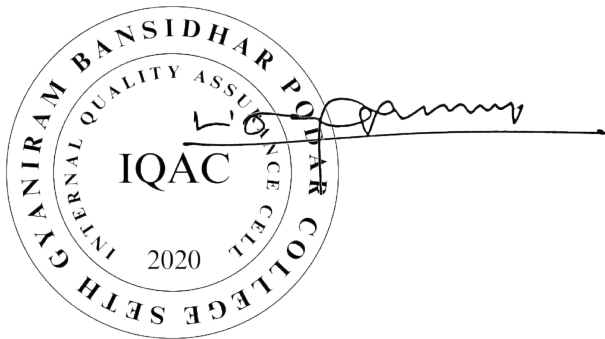
Mark Ellis is CEO and co-founder of Liftoff, a mobile performance marketing platform that helps companies with mobile apps find and acquire first-time users and re-engage mobile customers. Mark launched the firm with two other partners in August 2012 and has grown it to more than 125 people across its offices in Palo Alto, New York, London, Paris, Singapore, and Tokyo.

Before founding Liftoff, Mark worked at a smaller company called Ooyala, which develops technologies to optimize and monetize online video platforms. While working at Ooyala, Mark met his future business partners that would join him in founding Liftoff. Prior to Ooyala, Mark worked at Walt Disney Company, the Pentagon, and Google.

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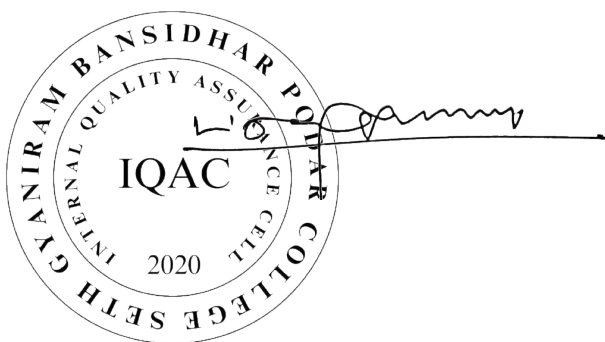


hear from them, take note of what surprises you most about their experiences as new leaders and what is common across all of their experiences.

Gonzalo Muñoz is a part of the Leadership Development Program at Amadeus North America, Inc., which develops and sells digital technology solutions to global tourism and travel companies. Amadeus North America is part of Amadeus IT group, a global powerhouse in travel and tourism information technology (IT) services with over 14,000 employees working in more than 190 countries. Over 1.5 billion people a year interact with Amadeus's products through travel providers who use Amadeus's solutions to run their operations smoothly and offer high quality travel experiences to their customers.

With a strategic vision to "shape the future of travel," the company's clients represent a diverse cross-section of industries, including airlines, hotels, travel agencies, rail operators, cruise and ferry lines, and other transportation and insurance companies.


The Leadership Development Program at Amadeus North America is a two-year program consisting of four six-month rotations for recent MBA graduates. On his third rotation, Gonzalo worked in the corporate strategy department at Amadeus's Madrid offices where he was tasked with creating a business unit from the ground up to develop a strategy for a new urban mobility initiative. As part of the strategy development process, Gonzalo is exploring how Amadeus can create a new customer experience through the development of a unique ecosystem that integrates different travel modes in urban areas, such as ride-hailing, bike-share and public transit.



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Leadership Principles: 1.2.1 Gonzalo's Story

1.2.1 Gonzalo's Story




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Leadership Principles: 1.2.1 Gonzalo's Story



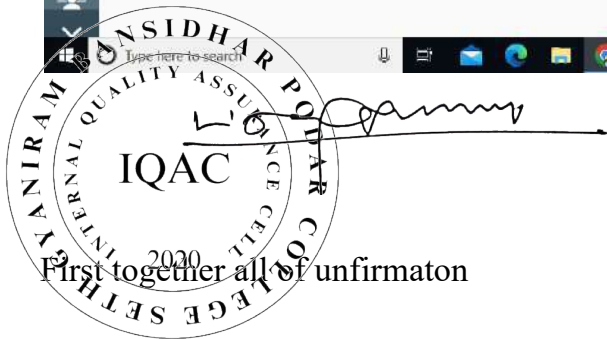
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Get of motivation one to one of each of team member

Strength?

Weaknesses

What you work on

Expected from the project

Motivated them with long time

Motivated daily bases

9 month road map

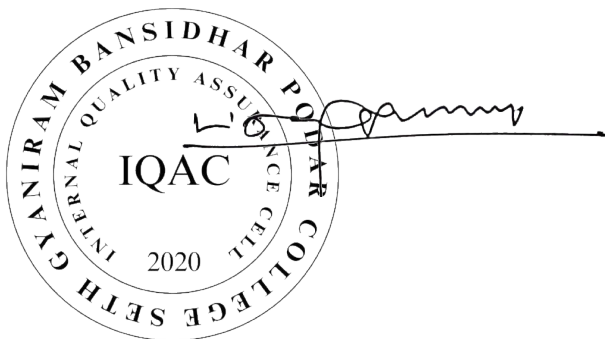
Identify Millstones

Work together and explain each other

Make team to lead of different aspects as a expatiation managements

If work together and need transparency

Truthiness in work




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Leadership Principles: 1.2.3 Stepping into the Role

In addition to what Gonzalo sought to accomplish, he also wanted the team to experience him and his leadership in a certain way.


Let's hear two of Gonzalo's colleagues share their experience of Gonzalo. Kristel Lataste is Head of Retail Global Strategy and Americas, Customer Solutions at Amadeus and is Gonzalo's former manager. Antoine Ligier, who works in Air Content Sourcing Strategy at Amadeus, is a colleague of Gonzalo's within the Leadership Development Program and has worked with Gonzalo on a number of projects.



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Leadership Principles: 1.2.3 Stepping into the Role




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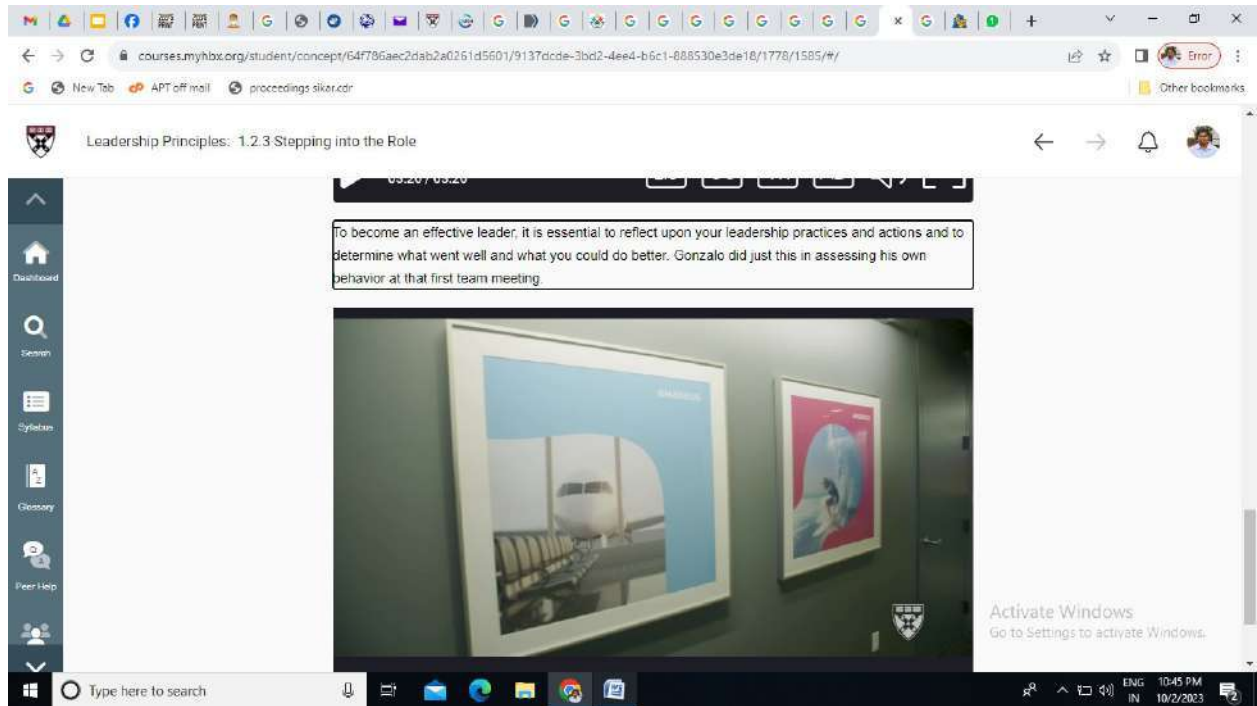
Adaptation of sound

Positive energy

Help to flat oriented attitude

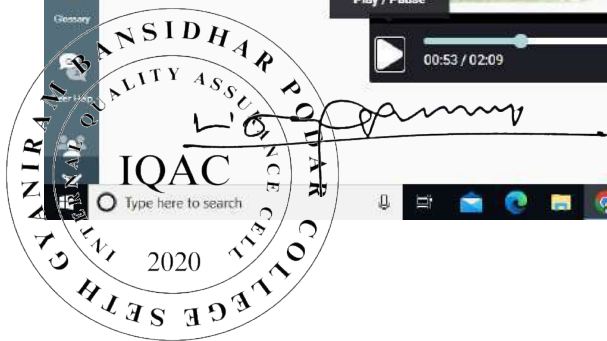
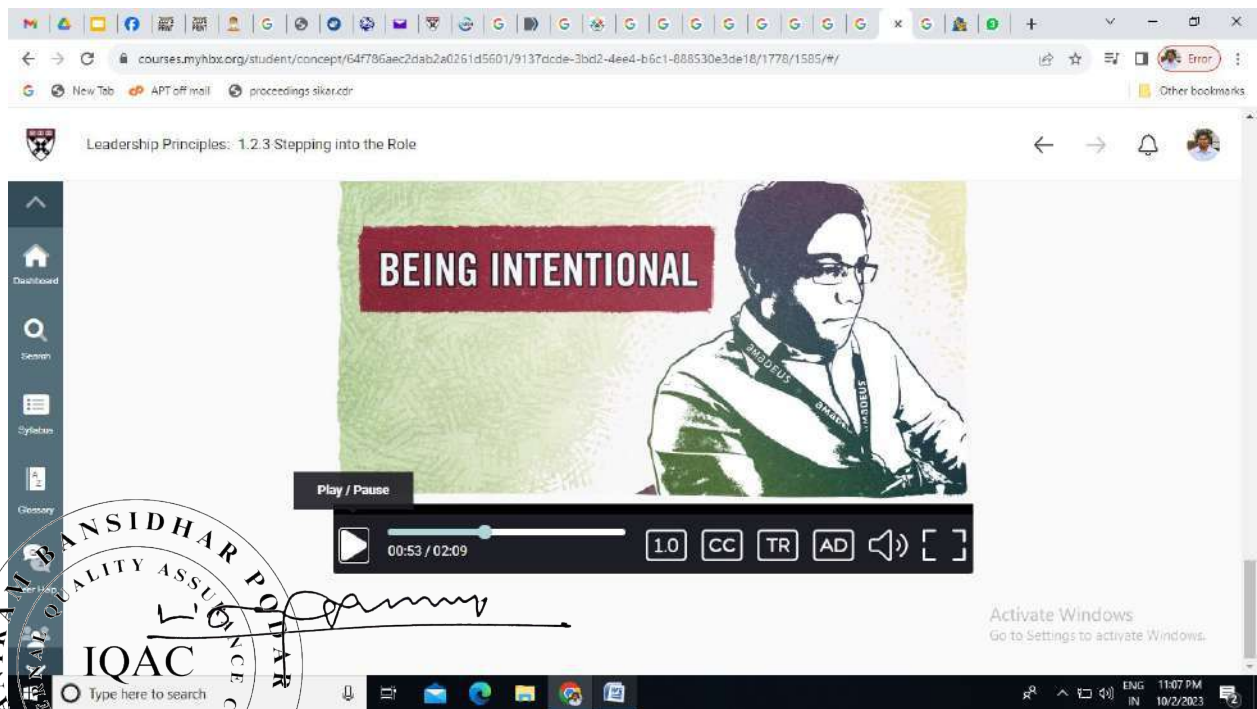


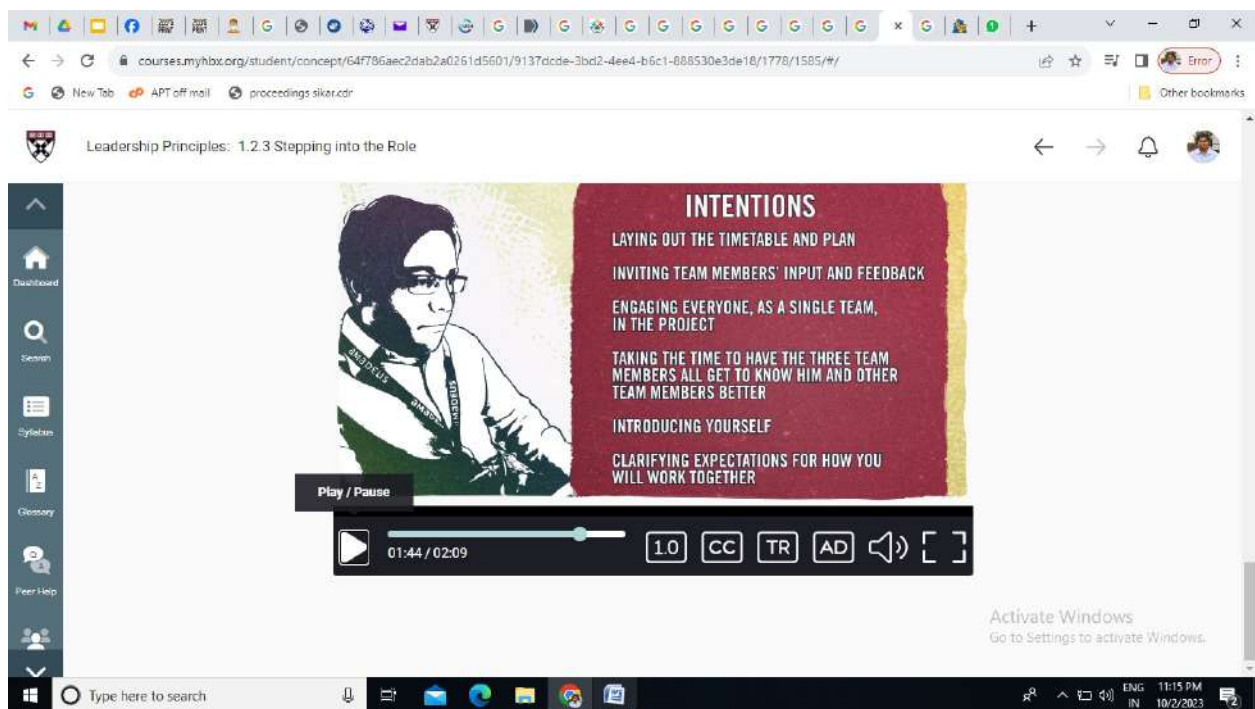
Easy going and smiling



Don't have a over promises

Set goal and long term vision





INTENTIONS

LAYING OUT THE TIMETABLE AND PLAN

INVITING TEAM MEMBERS' INPUT AND FEEDBACK

ENGAGING EVERYONE, AS A SINGLE TEAM, IN THE PROJECT



TAKING THE TIME TO HAVE THE THREE TEAM MEMBERS ALL GET TO KNOW HIM AND OTHER TEAM MEMBERS BETTER

INTRODUCING YOURSELF

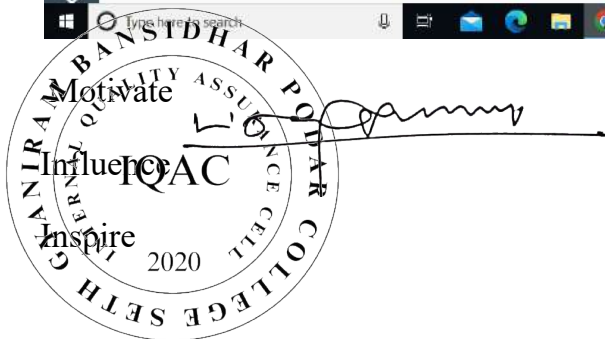
CLARIFYING EXPECTATIONS FOR HOW YOU WILL WORK TOGETHER

Morality of team spirit

Managing of genius environment

Team members much knowing

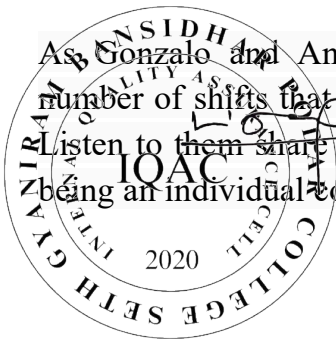
Motivate people from different environment for a single goal



A screenshot of a web browser displaying a video player. The browser's address bar shows the URL: courses.myhbx.org/student/concept/64f796aec2dab2a0261d56015f1bfc0e-880e-4453-8526-6acc82d2e8dd/1778/1585/#/. The page title is "Leadership Principles: 1.3.1 Welcome to the Reality of Leadership". The video player shows a title card with the text "TOOLS PRACTICES APPROACHES" in white on a red background. The video player controls show a play button, a progress bar at 02:25 / 02:30, and icons for 1.0, CC, TR, AD, and volume. A sidebar on the left contains navigation icons for Dashboard, Search, Syllabus, Glossary, and Peer Help. The Windows taskbar at the bottom shows the search bar and system tray with the date 10/2/2023 and time 11:38 PM.

A screenshot of a web browser displaying a video player. The browser's address bar shows the URL: courses.myhbx.org/student/concept/64f796aec2dab2a0261d56015f1bfc0e-880e-4453-8526-6acc82d2e8dd/1778/1585/#/. The page title is "Leadership Principles: 1.3.1 Welcome to the Reality of Leadership". The video player shows a man with glasses speaking. A text overlay at the top of the video reads: "As Gonzalo and Antoine learned at Amadeus, the transition to leadership entails a number of shifts that require considerable patience and a willingness to learn new skills. Listen to them share their experiences about the differences between being a leader and being an individual contributor." The video player controls show a play button, a progress bar at 00:00 / 04:20, and icons for 1.0, CC, TR, AD, and volume. A sidebar on the left contains navigation icons for Dashboard, Search, Syllabus, Glossary, and Peer Help. The Windows taskbar at the bottom shows the search bar and system tray with the date 10/2/2023 and time 11:38 PM.

As Gonzalo and Antoine learned at Amadeus, the transition to leadership entails a number of shifts that require considerable patience and a willingness to learn new skills. Listen to them share their experiences about the differences between being a leader and being an individual contributor.



Motivating people

Setting direction

Providing support to team


A screenshot of a web browser displaying a video player. The video title is "Leadership Principles: 1.3.2 The Work Changes". The video frame shows a stylized illustration of three people in a meeting, with the text "SETTING DIRECTION" overlaid in large white letters on a dark red background. The video player interface includes a play/pause button, a progress bar at 01:03 / 04:13, and control icons for volume, full screen, and subtitles. The browser's address bar shows the URL "courses.myhbx.org/student/concept/64796aec2dab2a0261d5601/38b3f3#-4767-46d9-aad2-15980415982b/1778/1585/#/".

A screenshot of a web browser displaying a video player. The video title is "Leadership Principles: 1.3.2 The Work Changes". The video frame shows a stylized illustration of three people in a meeting, with the text "BUILDING RELATIONSHIPS" overlaid in large white letters on a dark red background. The video player interface includes a play/pause button, a progress bar at 01:27 / 04:13, and control icons for volume, full screen, and subtitles. The browser's address bar shows the URL "courses.myhbx.org/student/concept/64796aec2dab2a0261d5601/38b3f3#-4767-46d9-aad2-15980415982b/1778/1585/#/".



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Leadership Principles: 1.3.2 The Work Changes



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Leadership Principles: 1.3.2 The Work Changes



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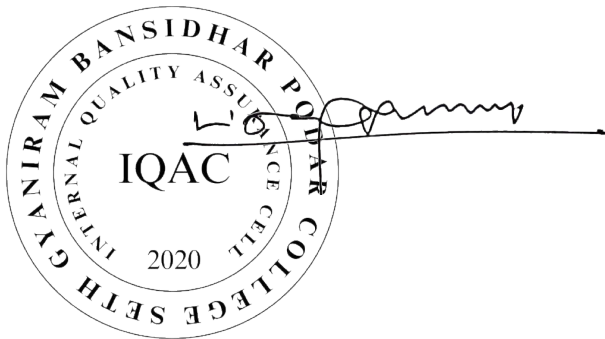
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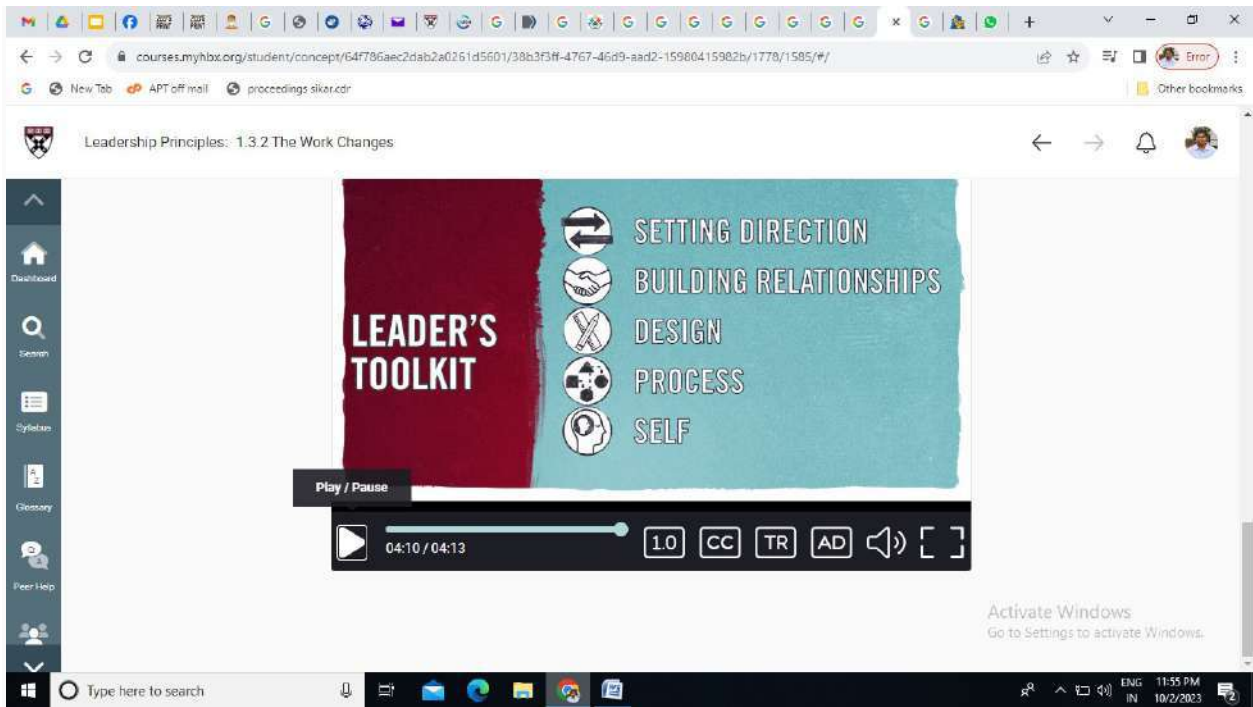
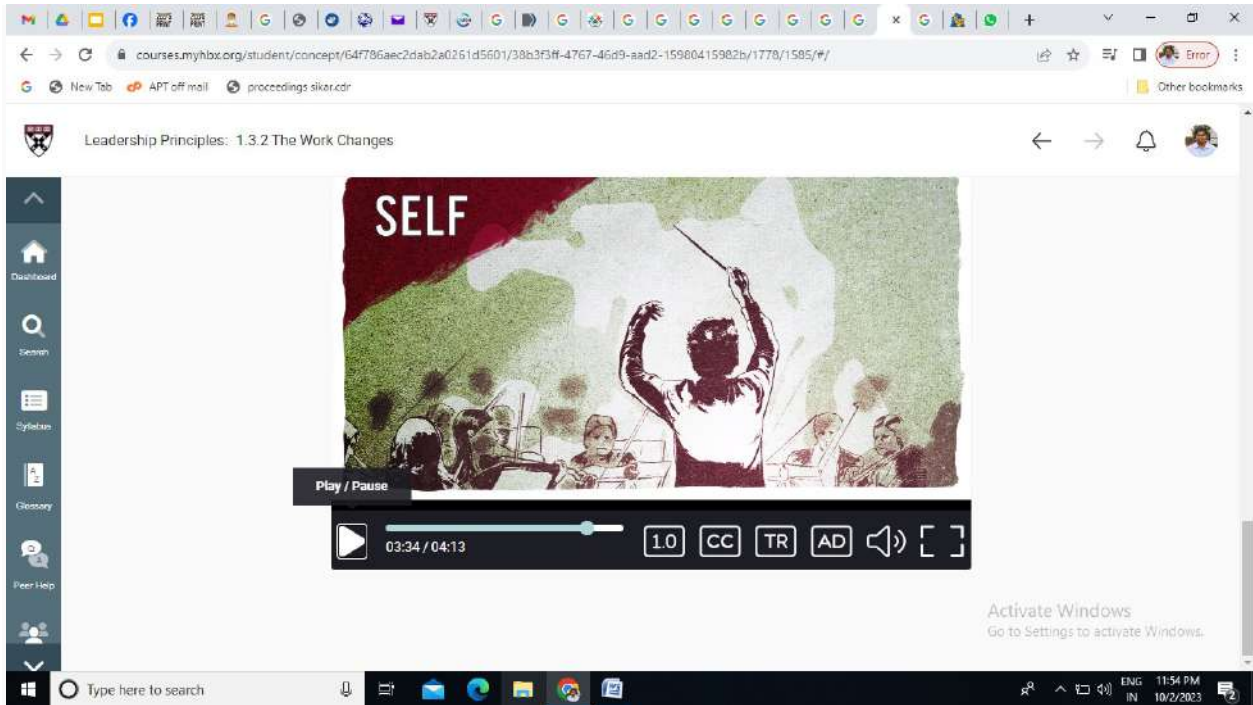
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We've briefly covered the different types of tools you can use as an emerging leader:

Direction: Providing people with a vivid and engaging vision of the destination where you are headed, along with a clear sense of purpose—why what you're doing together and where you're headed matters



- **Relationships:** Meeting people, establishing connections, and opening lines of exchange to remove obstacles and gather resources so your team can complete its work
- **Design:** The systems, structures, and practices you establish that enable performing units to function well
- **Process:** The practices you establish for how people interact to get their work done—for example, how you run meetings, how you share information, how you step people through plans and feedback
- **Self:** How you use yourself as an instrument for developing your people and for mobilizing them to get things done

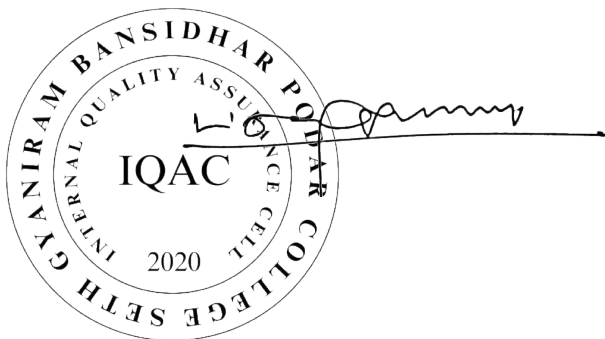
Time barrier

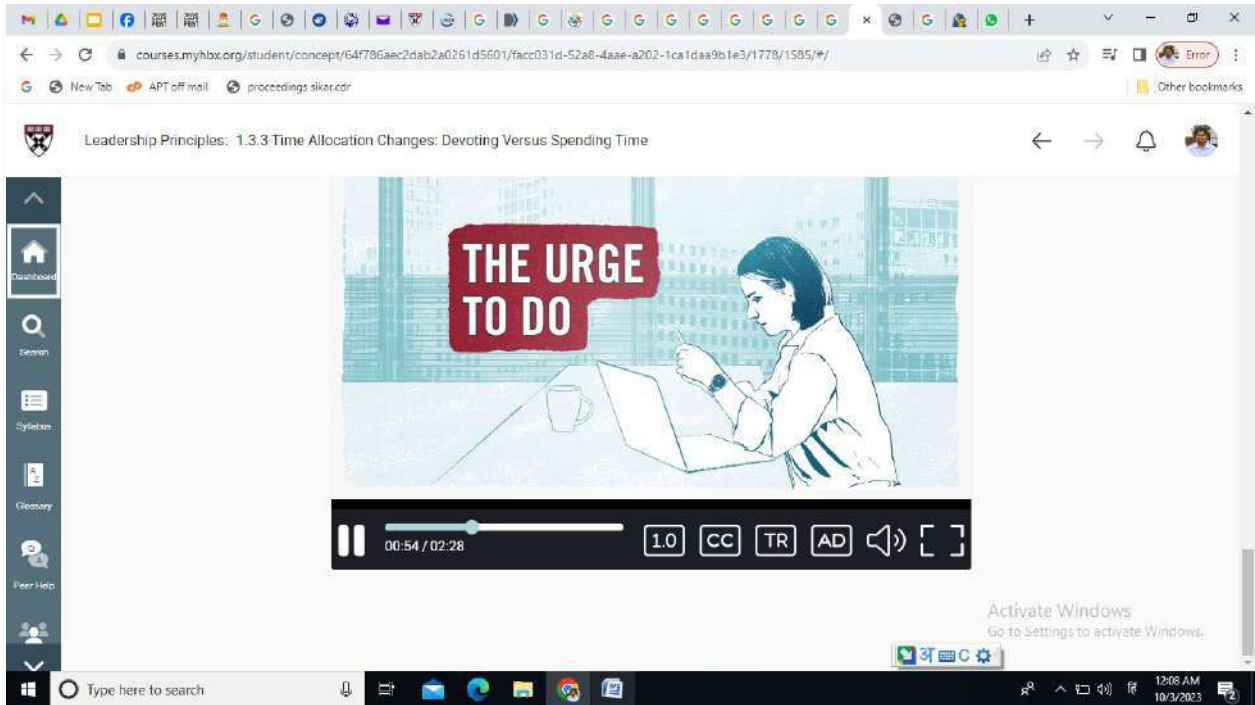
Time management

Leadership Principles: 1.3.3 Time Allocation Changes: Devoting Versus Spending Time

Many leaders do not do what Mike just described, but not because they're bad people. Put yourself in Mike's position and think of all the reasons and pressures that cause many leaders in his role to be tempted to just write the email or craft the financial model themselves—or leave the office while the team is reviewing the model.

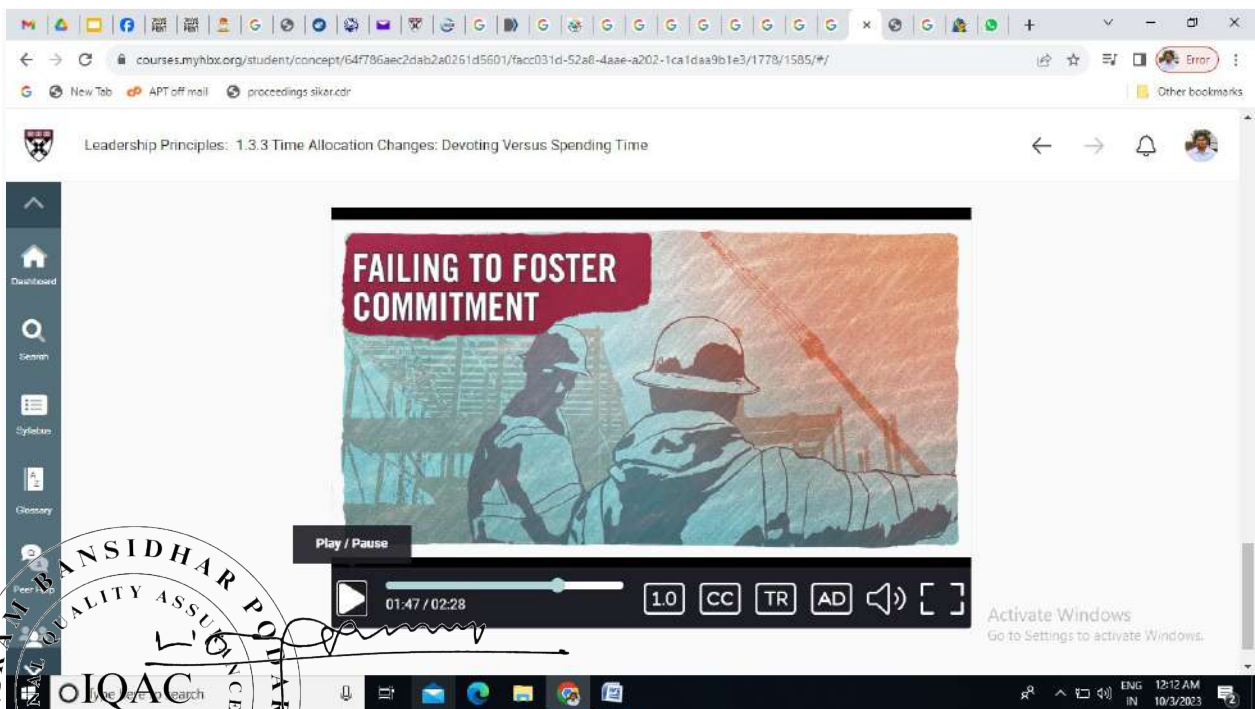
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Collectively teams have complete our goal

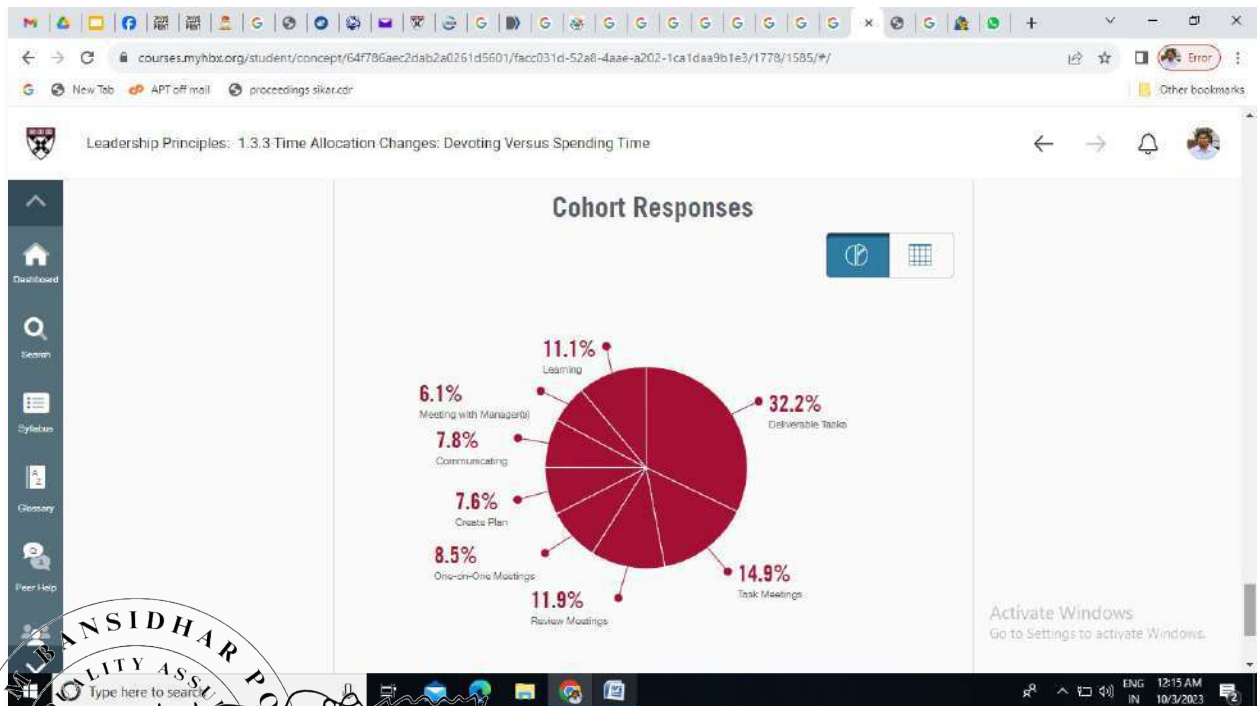
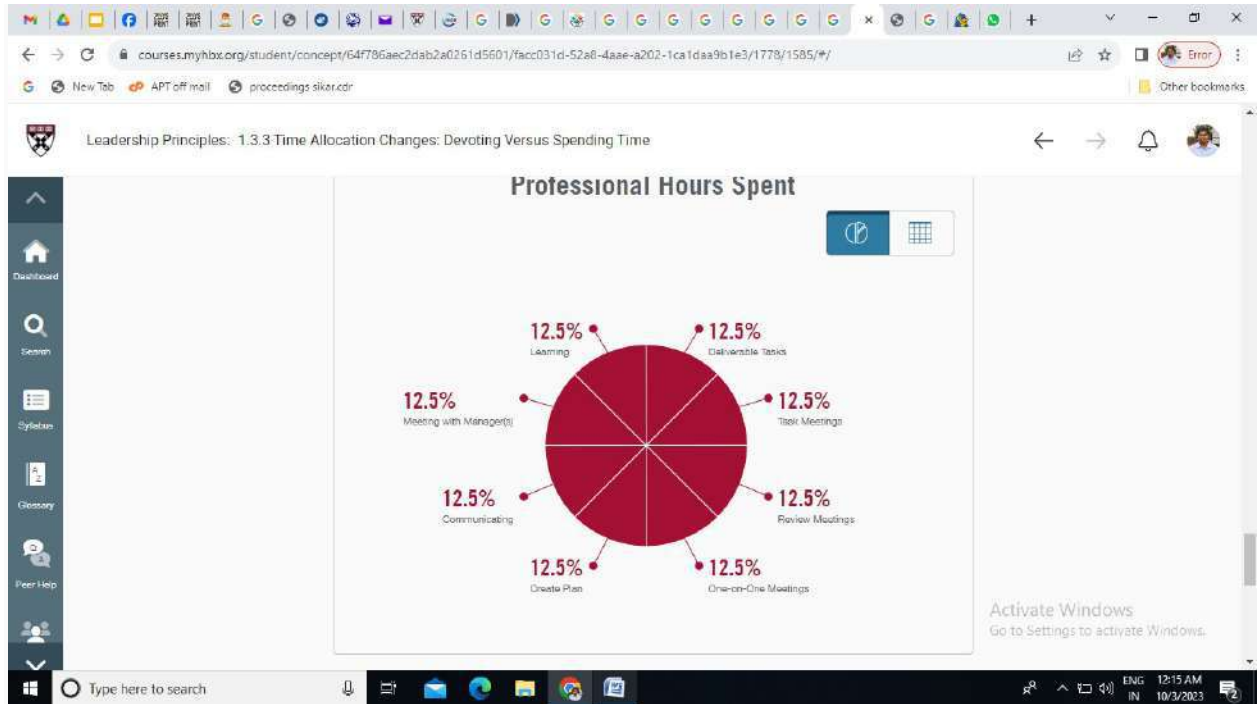
Strong tract of individual progress

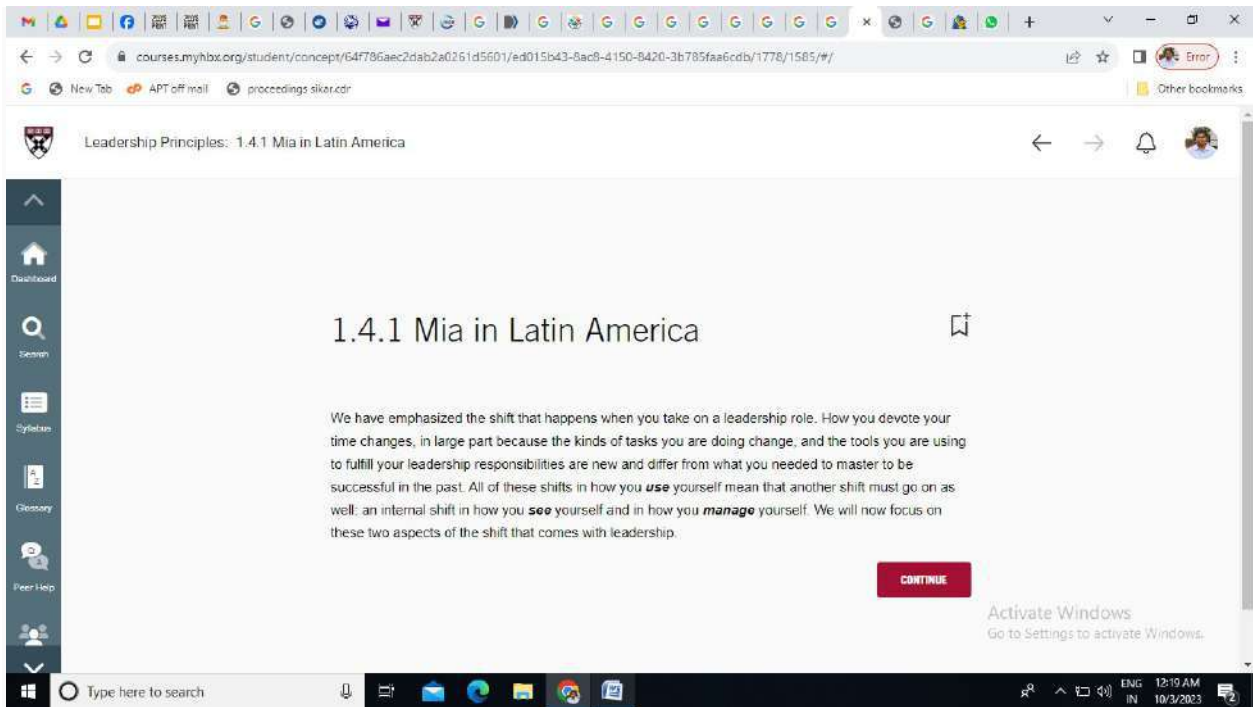


Let's recap the two stumbling blocks for individuals new to leadership roles:



1. The urge to do the work yourself
2. The urge to focus on compliance v. commitment



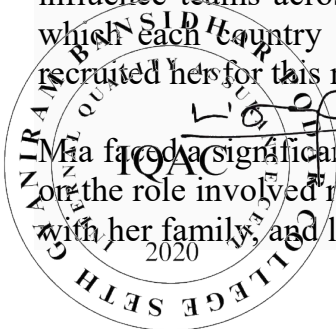


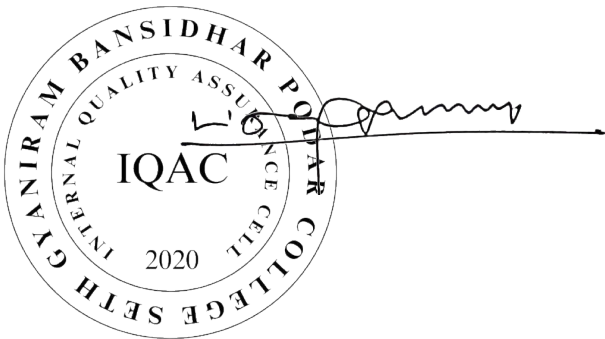
Our next leadership case is about Mia Mendis and her time in Brazil as the Vice President of Sales in the Latin American division of Sodexo's Benefits and Rewards Services. When Mia took over the Benefits and Rewards unit in 2012, that division managed employee benefits, delivering and administering services such as expense management, incentive and recognition programs, and gift and reward cards.

At the time, Latin America was a fast-growing market for Sodexo, with growth of 15 to 20 percent per year and intense competition from a number of non-traditional market entrants. Banks entering the market, specifically, galvanized Sodexo's management to pursue a training initiative to professionalize the sales division in the region. Didier Dumont, President of Sodexo Benefits and Rewards Services Americas at the time, oversaw the initiative and set up a sales training program to train more than 600 employees.

Didier recognized that the training program would not be enough to transform the sales division of the company, however, and he established a new leadership position to oversee the newly introduced sales processes. The role required a strong ability to influence teams across offices in different countries, and to navigate a work culture in which each country operated autonomously. Didier identified these traits in Mia, and recruited her for this new position.

Mia faced a significant transition leading a business division in Sao Paulo, Brazil. Taking on the role involved relocation to a new continent, embarking on an expatriate experience with her family, and learning two new languages.



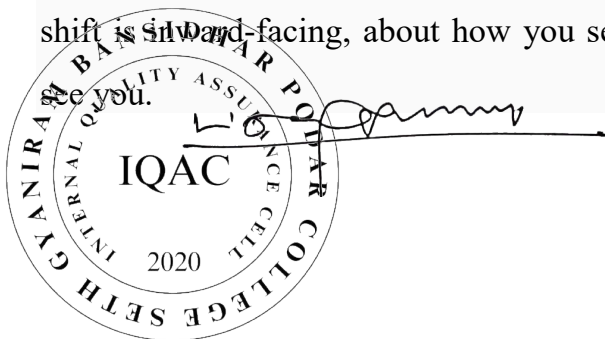


Mia’s excitement for what was ahead—specifically leading a business unit across several countries—is common for new leaders taking on a position managing others. Mia recognized the imperative of managing her expectations for her personal experience as well. She had to learn two new languages and the unique business cultures of the region, all while learning the dimensions of the sales unit across eight countries.

Mia’s experience illustrates the value of self-awareness in leadership contexts. Her experiences in Latin America gave her an opportunity to build a better understanding of herself as well as how others view her as a leader. Note the two shifts in the internal, psychological side of functioning as a leader.

First, you have to see yourself as a leader or, more precisely, grasp that the work you need to do is the work others need you to do as their leader. Perhaps you have typically rushed into your office in the morning to check email, with just a quick “hello” to your colleagues in the office. But as the leader, you are the tone-setter, so now you have to think about those first few minutes in terms of the tone you want to set and how your entry and time with your colleagues can shape the culture. Or consider what Mike Anello described about sitting with AJ as AJ crafted an email (rather than Mike’s just crafting it quickly himself). Mike is explicitly asking himself “What would a leader do to equip his people?” not just “What can M33 Growth do to get the email out?” We call this self-construal or self-perception: how you come to see yourself as a leader.

The second shift is about self-consciously considering the impact you want to have on others—the experience that you want them to have of you as a leader. If one side of the shift is inward-facing, about how you see yourself, the second side is about how others



Often, how we see ourselves and the impact we think we're having differs from how others actually experience us. Self-awareness is all about grasping that discrepancy and learning how to close it. We will turn to that later in this module.

What was the situation?

I moved from being an L&D manager (specializing in training) to that of an HR manager, managing a team of HR business partners who have been in their roles for a long period of time

What did you need to learn?

I needed to quickly learn all the different aspects of generic HR (coming from one specific field of specialty), as well as the business of the client.

What thoughts and emotions did you have?

I was excited to move out of L&D and into generic HR (as part of my career progression), but it was also daunting as I realized I knew very little compared to the team that I will be leading. This made me very anxious, but I was very naive.

How did you approach learning the necessary items?

I met with people in the centers of excellence of the various HR aspects, i.e. performance management, leadership development, employee relations, etc. to understand the models of the organization on these topics. Further to that, I spent time with each of the Exco members to understand their business better and what they would require of HR.

What sort of support and encouragement did others give you?

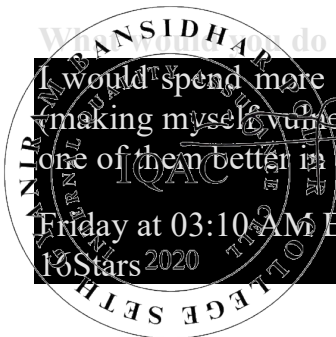
The People who appointed me into the role gave me their time to learn from them and to check-in whenever I was unsure. The centers of excellence (as mentioned above) was also very supportive.

What would you do differently the next time you face a similar situation?

I would spend more time building relationship with the new team - introducing myself (making myself vulnerable) and winning their confidence - and then getting to know each one of them better in terms of their competence and motivations to get their support.

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What was the situation?

I joined a new company, we were 8 employees and in 1 1/2 years we grew to 140 from 38 nations and my English wasn't that good.

What did you need to learn?

English and also that every culture is different than the German culture.

What thoughts and emotions did you have?

Sometimes I thought to myself where have I ended up here or why does he say it this way or that way, or why does he never come on time.

How did you approach learning the necessary items?

I openly communicated my impressions and feelings and at the same time asked them what they thought of certain situations and how they felt about them.

What sort of support and encouragement did others give you?

helping each other and find a way that both sides learn from each other.

What would you do differently the next time you face a similar situation?

stay more focus what could happen and don't let me surprise about these topics.

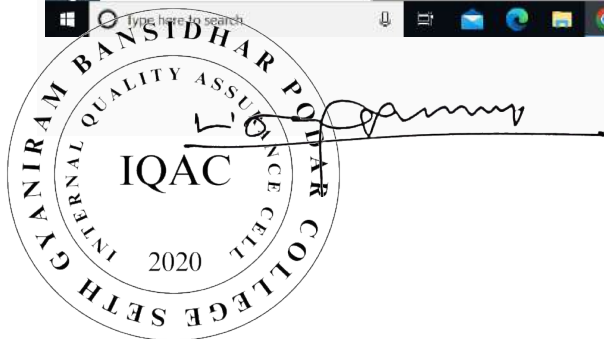
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Leadership Principles: 1.4.2.A Shift in Self-Perception

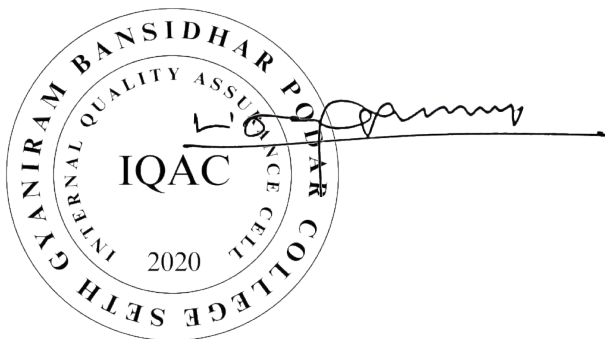
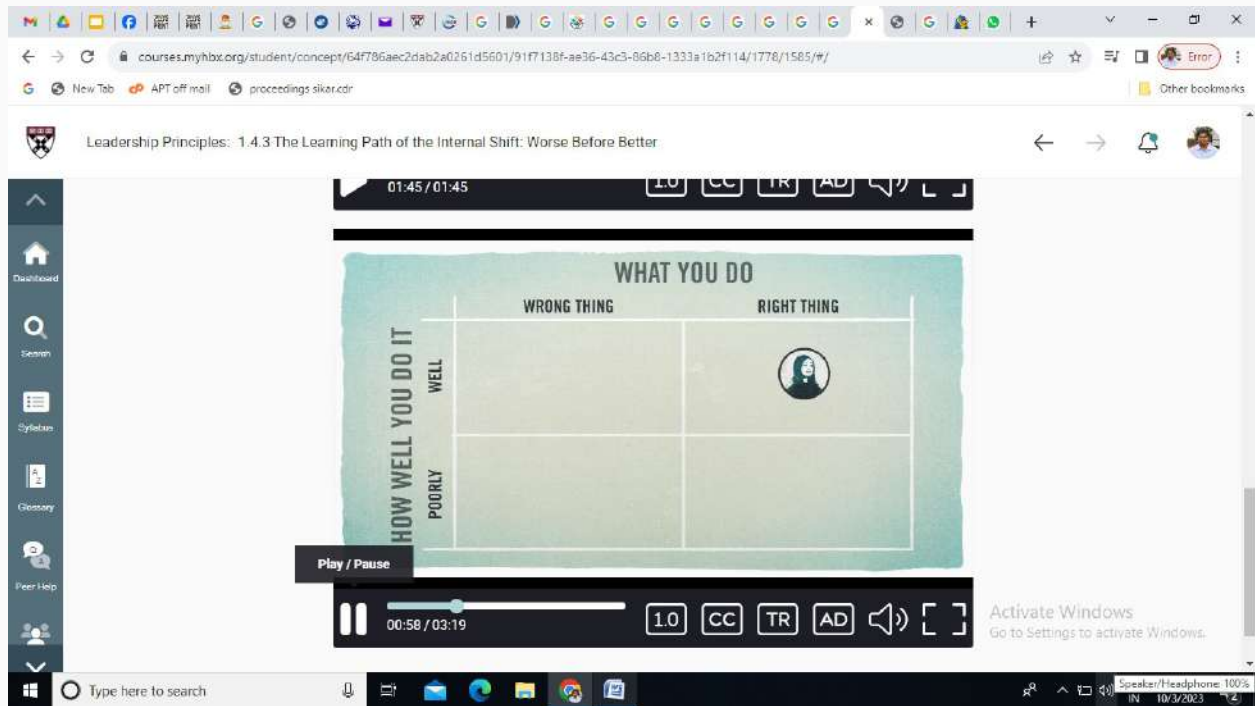
Options:

1. Leading people older than I am or those with more experience
2. Leading those who were formerly my peers
3. Influencing people who have different interests and viewpoints from mine
4. Having responsibility over domains where I'm not the expert
5. Delegating and standing back

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Learning a new language is a powerful metaphor for learning to lead. While Mia literally had to learn Spanish and Portuguese, her stepping into the leadership role was akin to learning a new language as well. Think of the inevitable stumbles and frustrations in being unable to find the words to communicate when learning a new language, or finally constructing a response just as the team's conversation has moved to a new topic. As a new leader, you will face similar pain points as you refine your skills in unfamiliar areas. Learning the skill of leadership redefines what you do and who you feel yourself to be, and when you first start, it can feel as awkward and imperfect as speaking a new language.



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Leadership Principles: 1.4.3 The Learning Path of the Internal Shift: Worse Before Better

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Leadership Principles: 1.4.3 The Learning Path of the Internal Shift: Worse Before Better

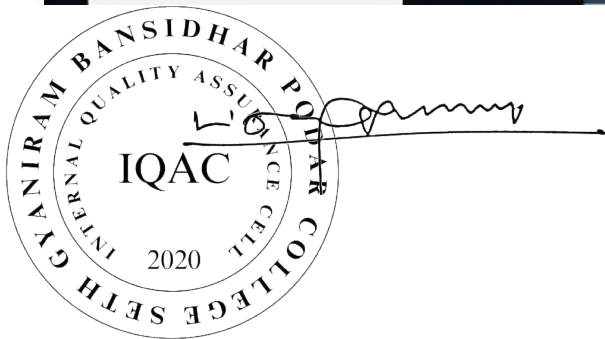
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Leadership Principles: 1.4.3 The Learning Path of the Internal Shift: Worse Before Better

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Leadership Principles: 1.4.3 The Learning Path of the Internal Shift: Worse Before Better

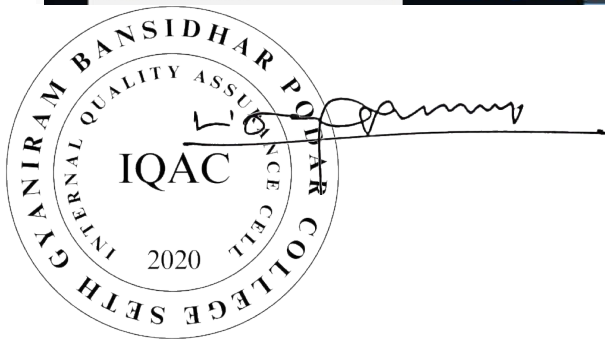
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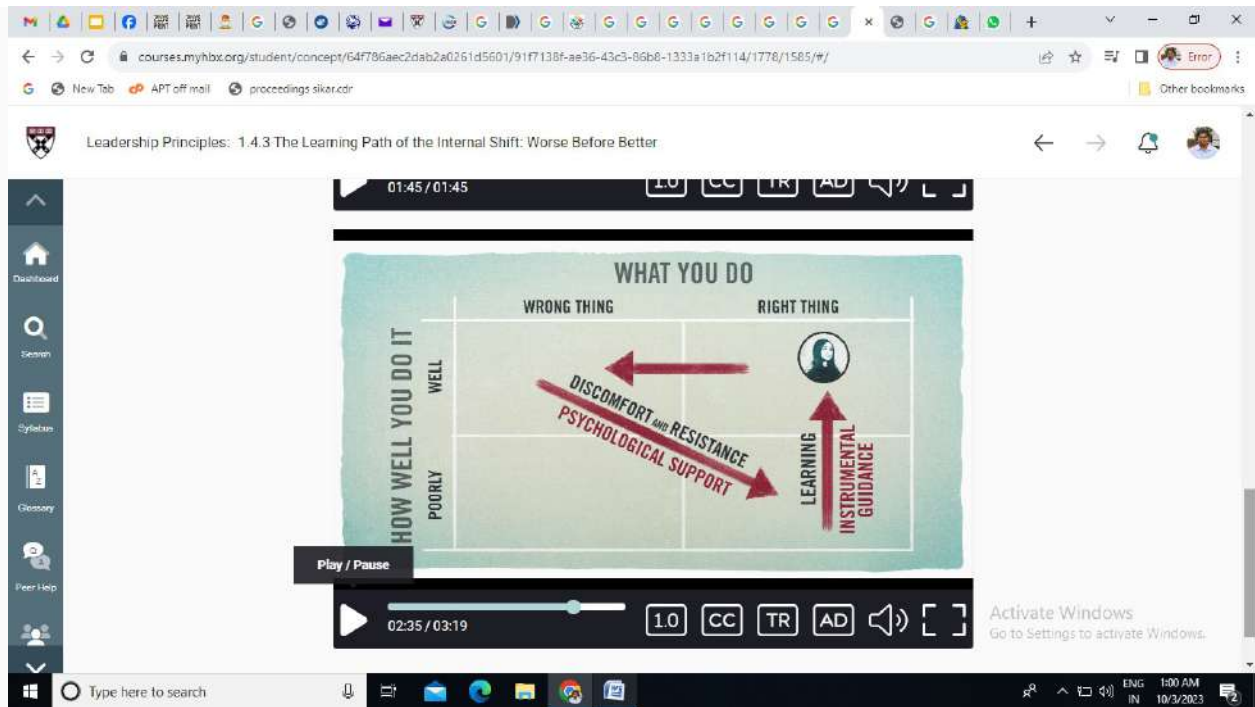
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The worse-before-better framework provides a helpful visualization of an important process for emerging leaders: the uncomfortable but necessary step of moving away from familiar activities that previously drove your success, but are no longer the center of what you need to do to bring out the best work in others. In the past you may have excelled at doing the right thing well in a particular context or environment. But what worked in the past may no longer work when you take on a leadership role for the first time. Having to shift from work you do exceptionally well to unfamiliar tasks that you do poorly at first—the learning path—is an uncomfortable but critical transition for individuals who are new to leadership.

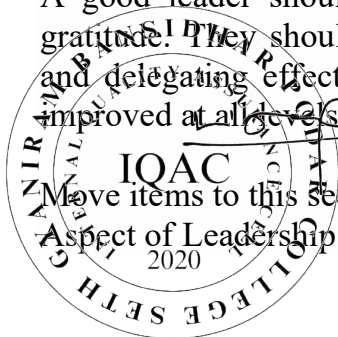
Aspects of Leadership

Assign these items to ranked slots in the section that follows. Selecting a location for an item will place it in the list at that spot. Focus will move along with the item.

A good leader should have integrity, self-awareness, courage, respect, empathy, and gratitude. They should be learning agile and flex their influence while communicating and delegating effectively. See how these key leadership qualities can be learned and improved at all levels of your organization.

Move items to this section and assign them the appropriate rank

Aspect of Leadership



1. 1.

- How to design a team for success

2. All team members must be committed to achieving the goals of the team. Team members who don't take responsibility for team activities will undermine the commitment of other team members. Also, a team will be weakened if its members bring their personal agendas into team activities.

2.

- How to motivate individuals

Place Item Here

3. 3.

- How to foster your own emotional intelligence

Place Item Here

4. 4.

- How to enhance your resilience

Place Item Here

5. 5.

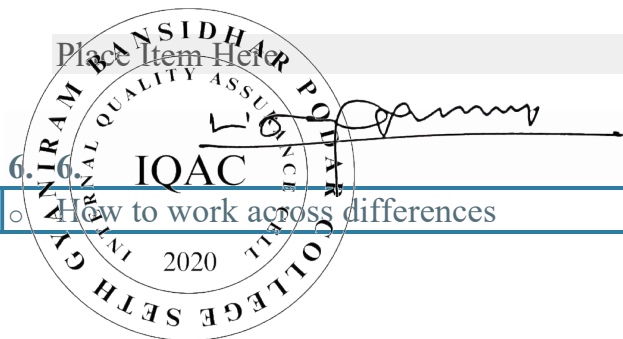
- How to develop an effective leadership style

Place Item Here

- How to work across differences

6. 16.

- How to work across differences



Place Item Here

7. 7.

- How to give feedback and coach those you are leading

Place Item Here

8. 8.

- How to receive feedback and act on it

Place Item Here

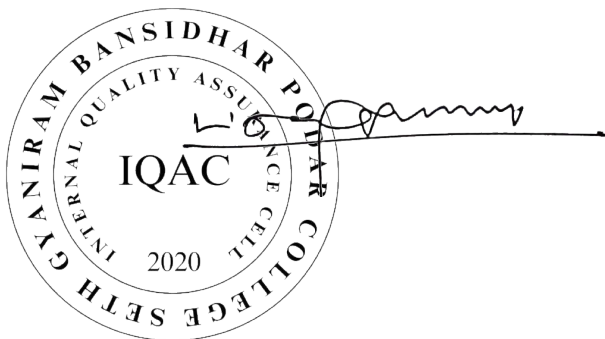
9. 9.

- How to manage yourself

Place Item Here

10.10.

- How to manage your boss



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Leadership Principles: 1.4.4 Learning at the Heart of Leading

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Syllabus
Library
Peer Help

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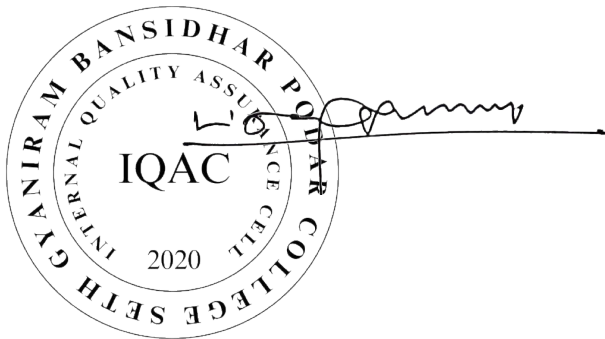
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Leadership Principles: 1.4.4 Learning at the Heart of Leading

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Syllabus
Library
Peer Help

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Leadership Principles: 1.4.4 Learning at the Heart of Leading

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Leadership Principles: 1.4.4 Learning at the Heart of Leading

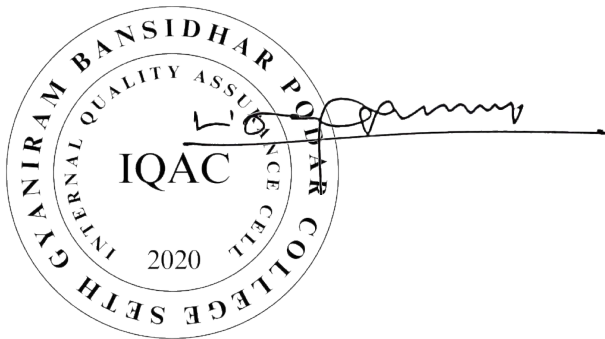
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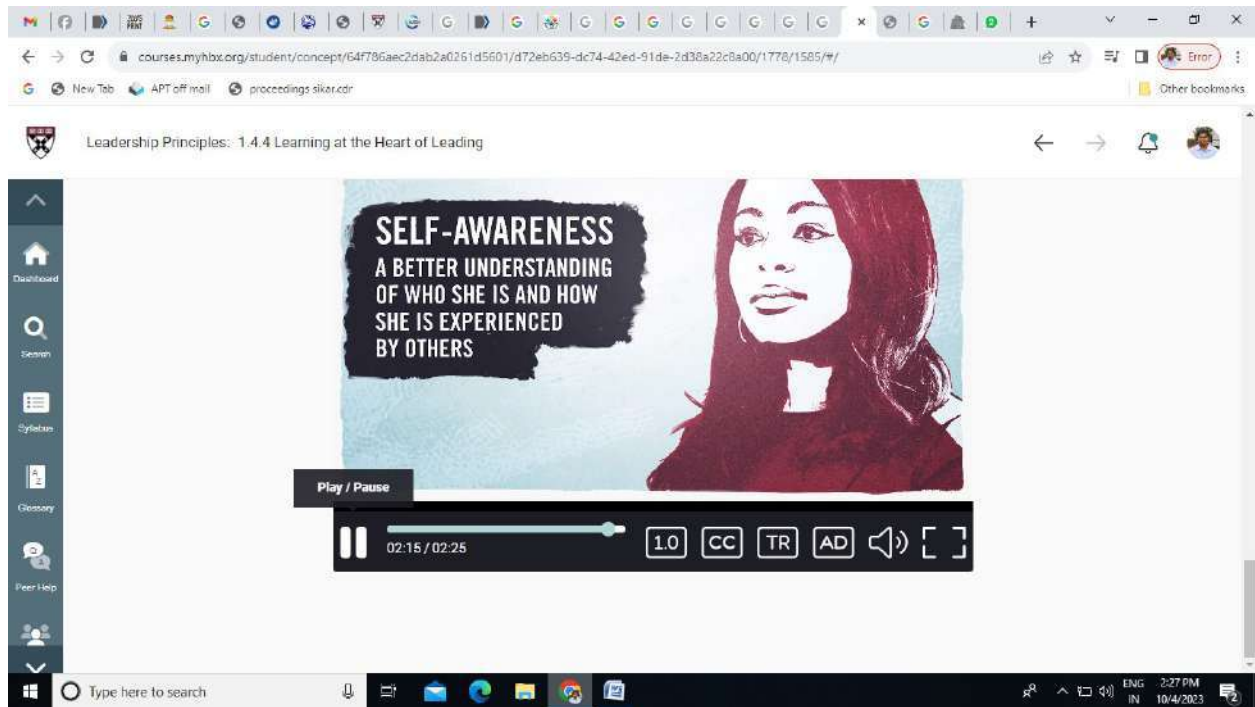
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WHAT ARE YOUR BIGGEST CONCERNS?

Work in different regions with perfection and handling different perspectives

WHAT ARE THE FIRST STEPS YOU WILL TAKE?

Believing you can be one being a leader is described as a contextually dependent identity that individuals can shift to conditional on any given situation that might warrant leadership. So start work with a perfect manner as pre set aim.

मिया के पहले कदमों के लिए अपनी सिफ़ारिशों की तुलना करें और तुलना करें कि मिया ने वास्तव में क्या किया। मिया अलग तरीके से क्या कर सकती थी? आप उसके दृष्टिकोण से क्या सबक ले सकते हैं? इस प्रश्न पर आपकी प्रतिक्रिया निजी रहेगी।



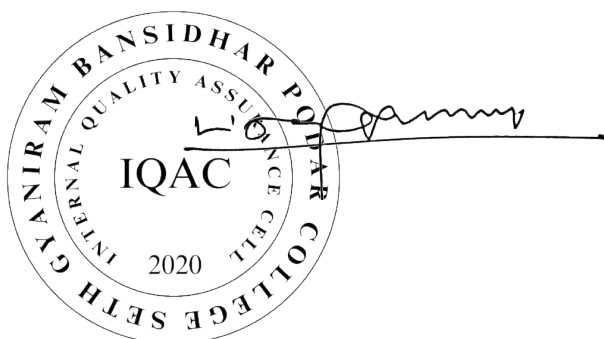
People respect those who are energizing and confidence inspiring, but also those who listen.

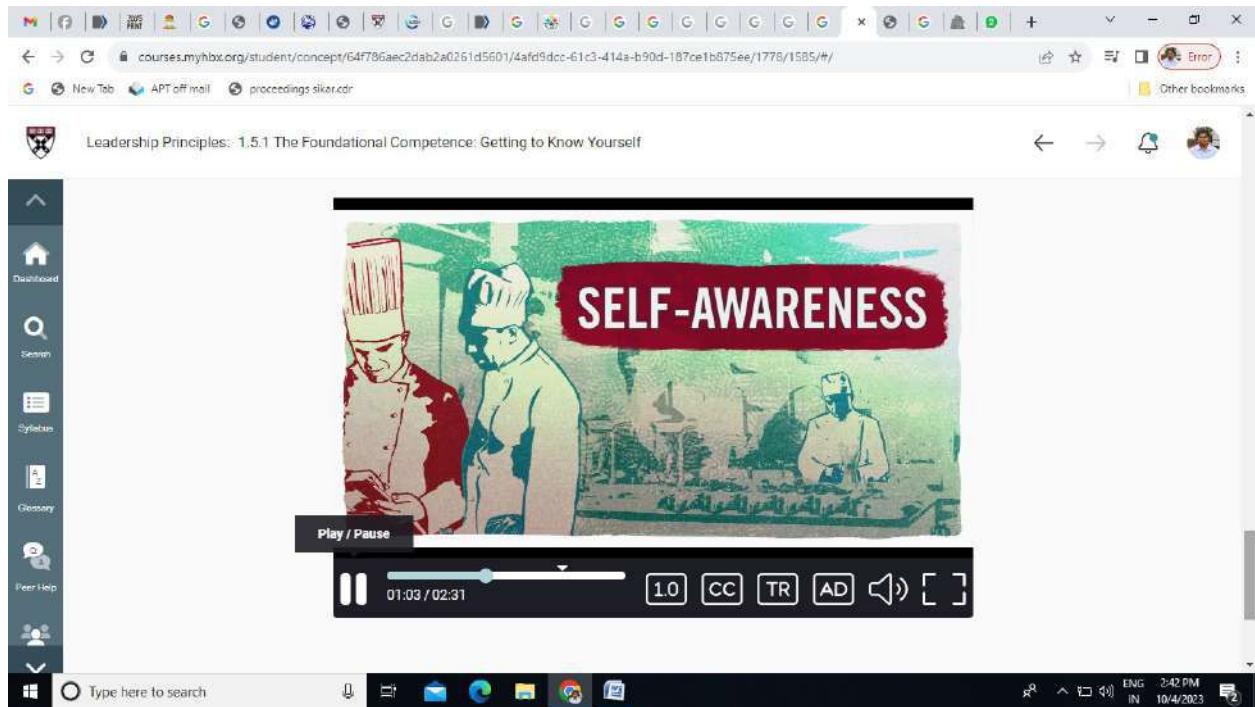
People do not like leaders who blame and micromanage.

I think this lends to what we all know to be true. We all want to know that someone is at the helm, putting us on the right path, that will make sure we have what we need and trust us to do our jobs.

When we think about the leaders for whom we have worked, we often think about the ways in which they made us feel. Did they support, encourage, and challenge us, or did they micromanage and constrain us? Did they provide constructive feedback, or did they constantly criticize? Were they open and accessible in their communication, or were they aloof and unresponsive? How did they relate to us and to others? In essence, did they bring out the best in us?

The words that you used to describe the best and worst leaders are mostly about interpersonal abilities. They are words that describe the nature of our relationships, rather than describing technical competence or intelligence. This quick exercise demonstrates the power of relationships—a fundamental facet of emotional intelligence.

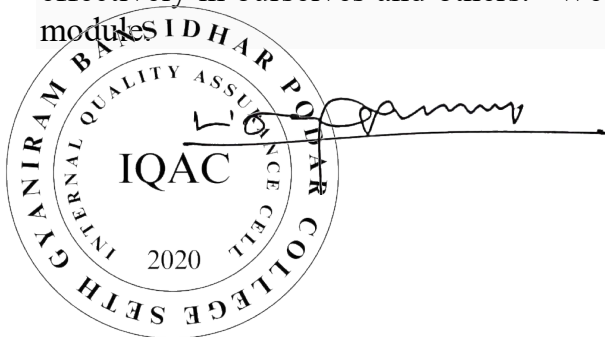




Awareness to which you have or not

Scholarship on emotional intelligence (referred to as EQ) as it relates to leadership can be traced back to a landmark study designed to uncover the difference between average and outstanding leaders, and the competencies that enabled outstanding performance. What the researchers found resonates with the words that you used to describe some of the best leaders for whom you worked. These leaders were effective in all aspects of communication, including listening. They were able to motivate and inspire their teams, and they fostered a spirit of cooperation and collaboration. They also had the ability to adapt and learn from challenges and obstacles. In summary, they had the ability to effectively manage themselves as well as others.

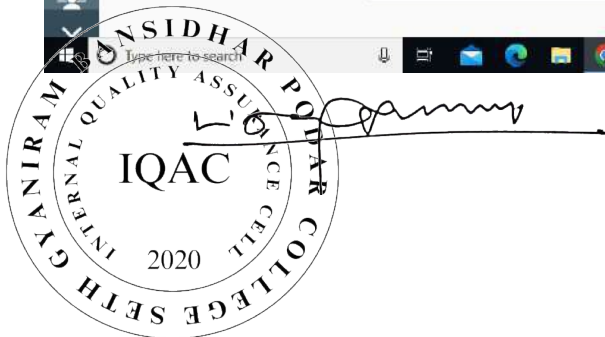
Daniel Goleman, one of the early researchers and leading authorities on emotional intelligence, defines emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others.” We will use that definition as we discuss EQ in this module.



Emotional and Social Competency Inventory (ESCI)

A screenshot of a web browser displaying a video player. The browser address bar shows the URL: courses.myhbz.org/student/concept/64f796aec2dab2a0261d5601/bf8d3f89-aa39-455e-8d9b-a5fe2b584e59/1778/1595/#/. The page title is "Leadership Principles: 1.5.2 Emotional and Social Competency Inventory (ESCI)". The video player shows a diagram of the ESCI model. The diagram is a 2x2 matrix with "SELF" on the top-left and "OTHERS" on the top-right. The vertical axis is labeled "AWARENESS" at the top and "ACTIONS" at the bottom. The horizontal axis is labeled "SELF-AWARENESS" on the left and "SOCIAL AWARENESS" on the right. The bottom-left quadrant is labeled "SELF MANAGEMENT" and the bottom-right quadrant is labeled "RELATIONSHIP MANAGEMENT". Red arrows in a circular path connect the four quadrants. The video player controls show a progress bar at 00:45 / 03:27, a volume icon, and a full screen icon.

A screenshot of a web browser displaying a video player. The browser address bar shows the URL: courses.myhbz.org/student/concept/64f796aec2dab2a0261d5601/bf8d3f89-aa39-455e-8d9b-a5fe2b584e59/1778/1595/#/. The page title is "Leadership Principles: 1.5.2 Emotional and Social Competency Inventory (ESCI)". The video player shows the same ESCI model diagram as in the first screenshot. The video player controls show a progress bar at 02:06 / 03:27, a volume icon, and a full screen icon.



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Leadership Principles: 1.5.2 Emotional and Social Competency Inventory (ESCI)

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Syllabus
Classroom
Peer Help

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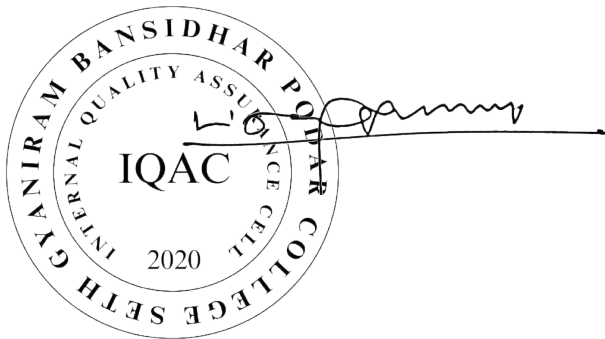
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Leadership Principles: 1.5.2 Emotional and Social Competency Inventory (ESCI)

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Classroom
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Leadership Principles: 1.5.2 Emotional and Social Competency Inventory (ESCI)

MENT RELATIONSHIP MANAGEMENT

Coach and Mentor
Conflict Management
Influence
Inspirational Leadership
Teamwork

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Leadership Principles: 1.5.2 Emotional and Social Competency Inventory (ESCI)

SELF OTHERS

SELF-AWARENESS SOCIAL AWARENESS

Empathy
Organizational Awareness

Achievement Orientation
Positive Outlook
Emotional Self-Control
Adaptability

AWARENESS ACTIONS

SELF-MANAGEMENT RELATIONSHIP MANAGEMENT

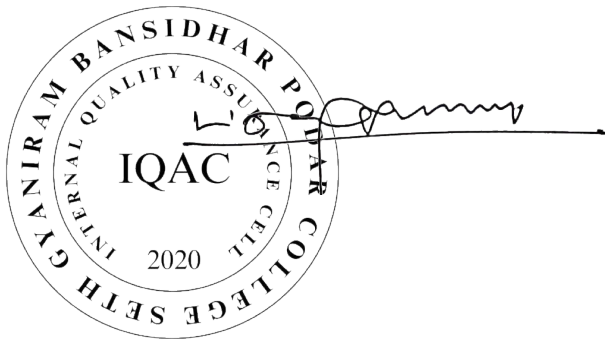
Coach and Mentor
Conflict Management
Influence
Inspirational Leadership
Teamwork

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Now we will discuss the results of the ESCI, which you should have completed at this point, including the review of external raters. You will find it useful to have your report available as you proceed through the next exercises.

1.5.3 ESCI Results

Thank you for completing the ESCI. As mentioned before, this assessment is a helpful way of enhancing your self-awareness. As a 360-degree assessment, the ESCI enables you to measure how aligned your intended behavior is with your actual impact. Your intent is measured by your self-assessment—that is, your view of yourself. Your impact is measured through the assessment of others. Are others experiencing you the way you assume you are being experienced?

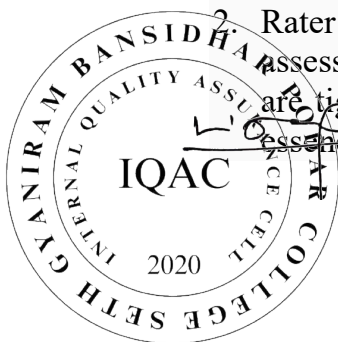
In reviewing your ESCI report, it is important to start with two summary pages: Data Validity and ESCI Summary.

The Data Validity Page

The Data Validity page includes the following important items that you should review:

1. Rater familiarity: How well do your assessors know your work style and approach? The more familiar the raters are, the more valid the data. This rating is based on your assessors' answers to a set of questions about their knowledge of you.

Rater agreement: This represents the range of responses from your assessors. If the agreement is high, it means that the assessors' responses are tightly clustered and they view you (the subject) in similar ways. In essence, it measures the standard deviation across raters.



You might notice that your report contains fewer processed assessments than expected. One reason for this discrepancy is that an assessor may have responded “I don’t know” to 25 percent or more of the questions. If that is the case, this assessment is not included.

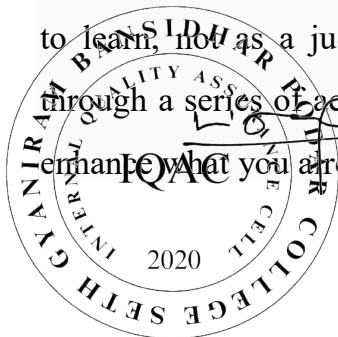
Note: There are two other cognitive competencies that are included in the version of the ESCI we used—system thinking and pattern recognition. These address issues of how individuals learn. They are not the focus of EQ but they may give you some insight into one aspect of your learning process.

The ESCI Summary Page

The ESCI Summary page provides a quick recap of your assessment. On this page, pay attention to three things in particular:

1. Consider where you rate yourself on each dimension relative to where others rate you. The white dot is your assessment of yourself and the blue bar is the average of how others assessed you on that dimension.
2. Review where you do or do not have red arrows. Red arrows signal an average score from other raters above 4.3 (that is 85 percent of total possible points on that dimension). These show that this is a relative strength of yours. (For those of you who are curious, Korn Ferry has created a normative data set based on 4,300 individuals in 283 organizations with an average of ten assessors. Of this group, 20 percent had zero red arrows, 32 percent had between one and three red arrows, 32 percent had between four and eight red arrows, and 16 percent had nine or more red arrows.)
3. Make note of your three highest and three lowest scores. These are your areas of overall strength and development, respectively.

As you review your ESCI report, it is important to enter the experience as an opportunity to learn, not as a judgment of your character or potential. We will ask you to work through a series of activities to reflect on your assessment and develop an action plan to enhance what you already do well and to address some developmental opportunities.



For empathy use Cultivate curiosity. and conflict management accept conflict. Remember that conflict is natural and happens in every ongoing relationship.

Leadership Principles: 2.1.1 Teams: A Necessary Feature of Today's Organization

- FAIR PARTICIPATION
- HEALTHY AND PRODUCTIVE DEBATE
- OPENNESS TO TAKE RISKS AND SHARE IDEAS AND PERSPECTIVES WITHOUT FEAR OF JUDGEMENT
- SHARED NORMS

00:24 / 03:12

Leadership Principles: 2.1.1 Teams: A Necessary Feature of Today's Organization

- COMPETING AGENDAS
- DOMINATING PERSONALITIES
- INCONSISTENT NORMS

00:47 / 03:12



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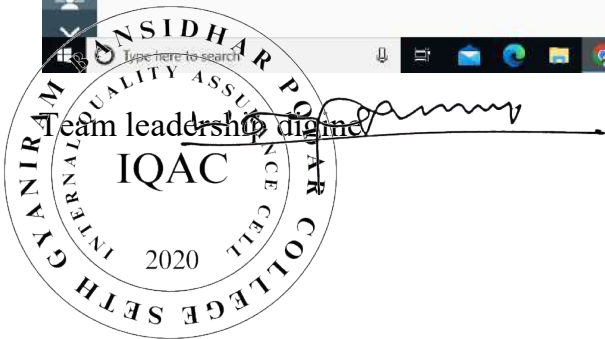
Leadership Principles: 2.1.1 Teams: A Necessary Feature of Today's Organization

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Leadership Principles: 2.1.1 Teams: A Necessary Feature of Today's Organization

02:10 / 03:12



All too often, teams are thrown at problems and opportunities as an impulsive reaction with the hope they will somehow magically come up with a solution. But the truth is that teams work best when they are well-suited to the situation.

Teams work better than individuals do under the following conditions:

- When the task is complex so that no one person has the expertise or time to figure it all out and get it all done
- When diverse views, knowledge, and functional experience are necessary in completing the task, and when those inputs are interdependent—when they build on one another in reciprocal ways to deliver insight and application
- When buy-in from multiple constituencies is necessary

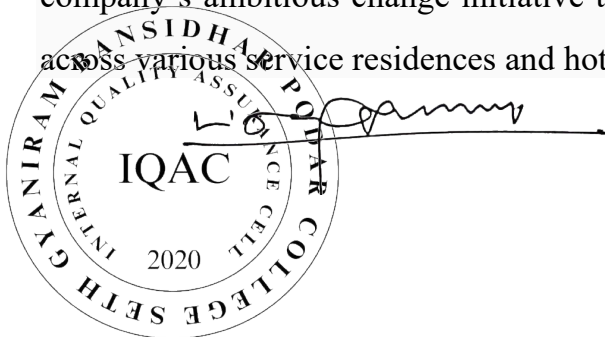
If those are the *circumstances* in which teams work best, what are the common *functions* that teams perform? Some of the common functions that teams serve include:

- Exchanging ideas, perspectives, and best practices
- Ideating and innovating potential new approaches, applications, or options
- Identifying core issues and problem solving
- Making recommendations from various options
- Implementing solutions or team recommendations
- Executing a multi-faceted plan

2.1.2 Dashboard of Team Effectiveness

Iz-Lynn at Far East Organization

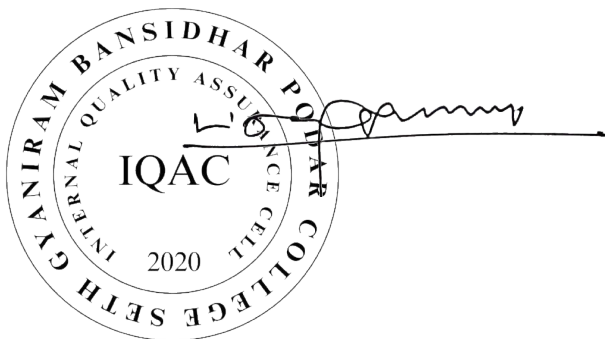
Before Iz-Lynn Chan joined BHG Retail REIT, she was an executive in the hospitality branch of the Singapore-based company, Far East Organization. At Far East, Iz-Lynn faced a unique set of challenges. She had to mobilize a team of people to achieve the company's ambitious change initiative to introduce higher service and quality standards across various service residences and hotels.



Iz-Lynn joined Far East Hospitality in 2005, after serving as Singapore Airlines' first female station manager. At Singapore Airlines, Iz-Lynn was lauded for achieving outstanding service and operational quality standards in the stations that she managed.

Iz-Lynn joined Far East at a unique time in its history. The company had come a long way from its establishment in 1960 and had played a significant role in shaping the urban landscape of modern Singapore. Far East quickly became a national leader in the development of housing and commercial properties, including the first shopping malls along Singapore's famous Orchard Road. In the early 2000s, however, the Singapore property market was facing a difficult time, and Far East responded by pursuing new sources of income. One such channel was building and acquiring hotels, extended-stay residences, and hospitality developments. As part of the company's new strategy, Far East leadership recruited Iz-Lynn to help in transforming the company's brand. In this new role, Iz-Lynn needed to apply her service and operations acumen to lift the service and operation standards in the properties currently owned by Far East, ultimately setting new standards in Singapore's market.

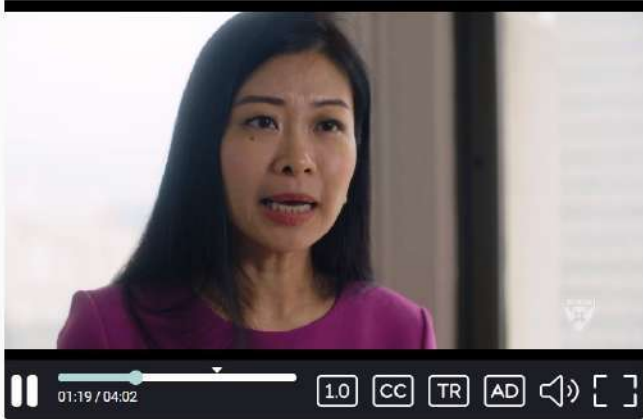
Iz-Lynn started with enthusiasm, visiting all the properties and becoming acquainted with the staff. She identified the key challenges and opportunities, and outlined her plan of action. Then she began to put the strategy in place—at Far East, they would aim to become industry leaders by offering five-star service in properties that were mostly three- or four-star entities. She could not change the physical property, but she could try to influence the guest experience.



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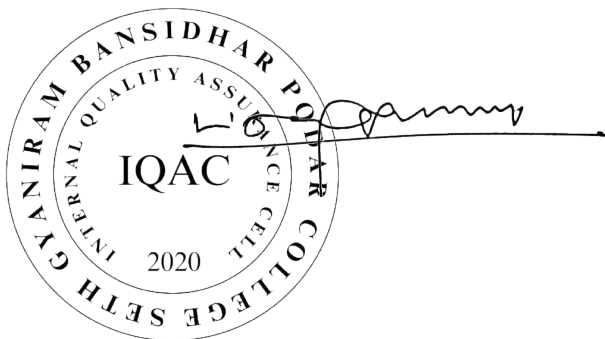
Leadership Principles: 2.1.2 Dashboard of Team Effectiveness

she could try to minimize the guest experience.



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IN 10/2/2023



How do you think you would have experienced her?

She is pro-active, looking at angle in applying the best practices, a hospitality industry should be. Transformation requires mindset change. Instill the appropriate culture would be her biggest challenge.

How would you have experienced the new service quality mandate?

An ongoing learning process to inculcate appropriate culture in service industry, All boils down to customer centric. An innovative and creative circle would bring a lot of change. Close engagement and collaboration too would uplift the quality service and operation standards.

What would excite you?

New way of doing things. Learning new skill with exposure in service industry. Creating alignment between service and revenue. Reward and recognition put in place to push the boundary to a higher quality standard.

What would concern you?

Mindset shift. Changing the norm to fulfill customer demand. Higher responsibility, taking ownership in every new task assigned to ensure 5-star services be materialized in shorter time possible. Adaptability to change require ongoing effort and understanding of the landscape we are in.

I'd set up weekly, monthly goals to see if they've been met, such as number of check-ins, service levels.
Set standards for the new quality levels required. Quality would had been the first indicator.
I'd meet to hear different team members in charge of different areas.
Wednesday at 05:39 PM ET(7)Comments

Had a meeting with my direct reports and listen to them to understand how thing are going before I start executing the new strategy. Then I will check the history of the guests feedback and see what was happening in a wrong way.

Meet with all my department heads and establish a checklist for the new standard.
Review with them what the team is feeling and how they are adapting to the new norm.



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Leadership Principles: 2.1.2 Dashboard of Team Effectiveness

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Leadership Principles: 2.1.2 Dashboard of Team Effectiveness

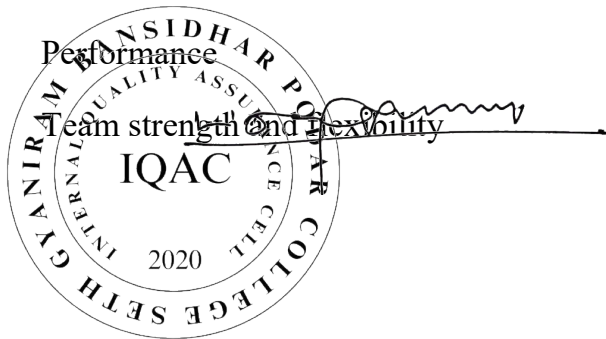
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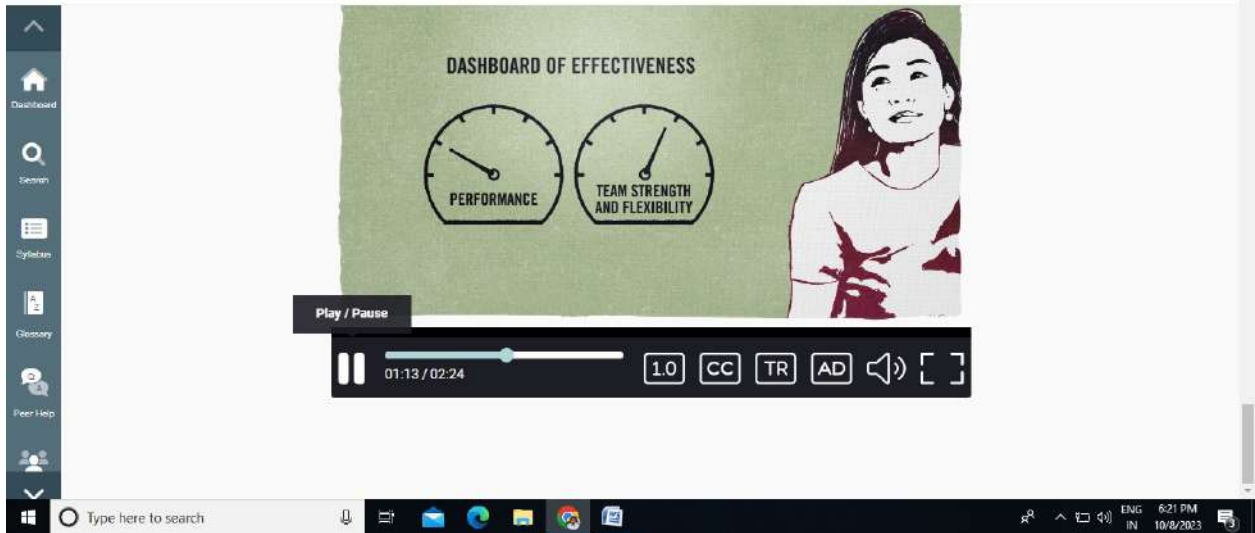
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Leadership Principles: 2.1.2 Dashboard of Team Effectiveness



Dashboard of Effectiveness

PERFORMANCE

TEAM STRENGTH AND FLEXIBILITY

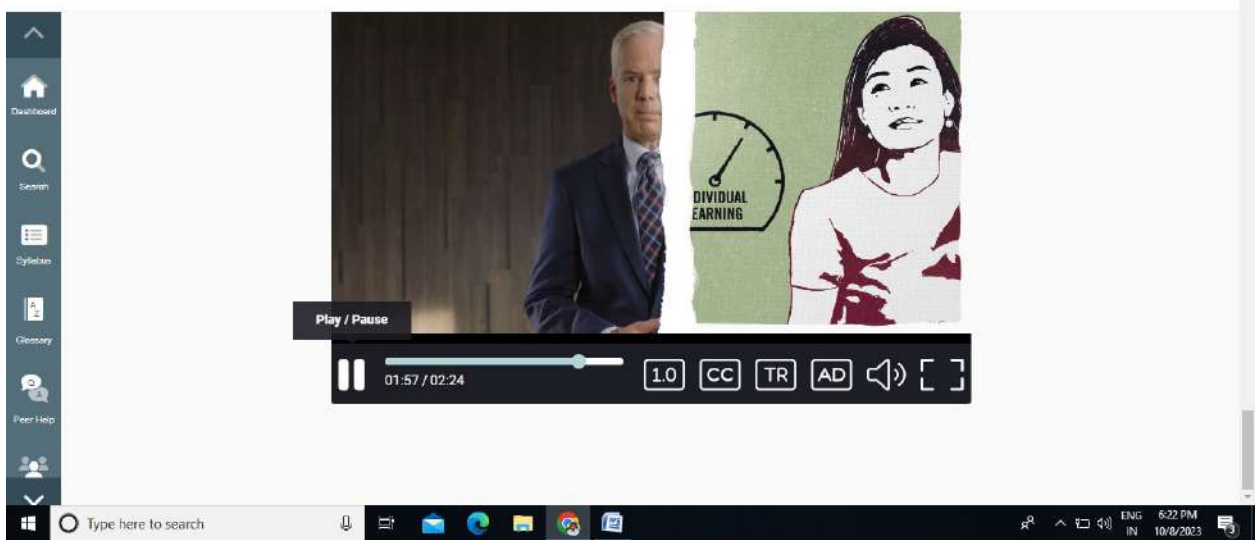
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Leadership Principles: 2.1.2 Dashboard of Team Effectiveness



Dashboard of Effectiveness

DIVIDUAL EARNING

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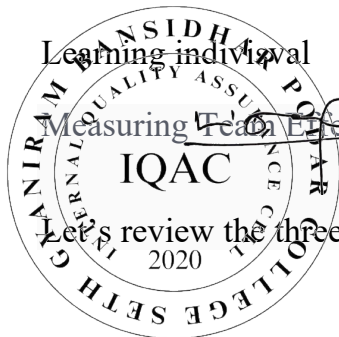
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Learning individual

Measuring Team Effectiveness

IQAC

Let's review the three criteria of team effectiveness:

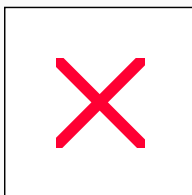


- **Performance or results:** The team successfully delivers in a manner that satisfies relevant audiences (such as bosses, customers, and/or investors).
- **Team strength and flexibility:** The team gets better and better at what it already does together (strength) and the team builds capacity to take on new work and respond to unexpected challenges (flexibility, sometimes referred to as adaptability).
- **Individual learning:** Individual team members learn and grow, so they are equipped to work in new ways and take on new tasks and responsibilities.

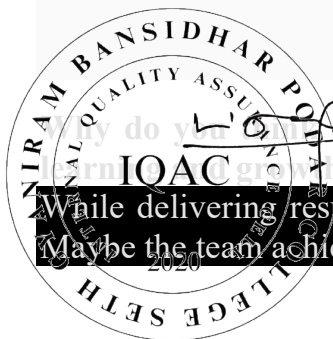
When thinking about how to assess effectiveness, many people immediately go to “delivering results” as the answer. Why are the second and third indicators on the dashboard of effectiveness at all? As long as you are delivering the final results, isn’t that enough?

Answer the questions in the following table.

WHY DO YOU THINK MEASURES OF TEAM STRENGTH AND FLEXIBILITY, AS WELL AS INDIVIDUAL LEARNING AND GROWTH, ARE ON THE LEADER’S DASHBOARD OF TEAM EFFECTIVENESS?



HAVE YOU BEEN ON A TEAM THAT FELL SHORT ON TEAM STRENGTH AND FLEXIBILITY OR INDIVIDUAL LEARNING AND GROWTH? WHAT WAS THAT EXPERIENCE LIKE?



Why do you think measures of team strength and flexibility, as well as individual learning and growth, are on the leader’s dashboard of team effectiveness?

While delivering results can be a good indicator of effectiveness, it can be misleading. Maybe the team achieved results in the short term but if they are not growing, learning, or

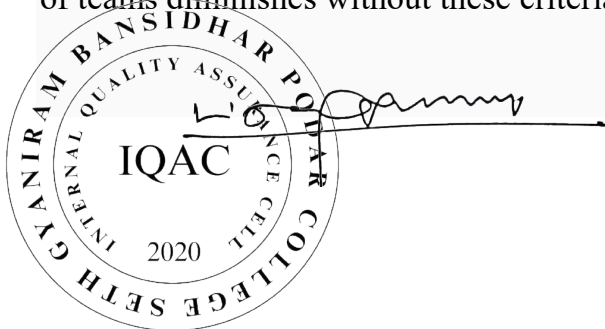
becoming a stronger team, it might not be sustainable performance. Strengthening the team and growing the individuals can help with longer term sustainment of the results.

Have you been on a team that fell short on team strength and flexibility or individual learning and growth? What was that experience like?

I have been on a team that was somewhat stagnant. You find that people tend to be much more individualistic and isolated making the experience much less fulfilling and collaborative. People that are not growing often become negative and disengaged.

Team strength and flexibility, in addition to individual learning and growth, are vitally important to team effectiveness. The only way to sustain ongoing results and output, especially in a dynamic context, is by ensuring that these criteria are present.

The originator of these criteria, Richard Hackman, who was a social and organizational psychologist and leading expert on teams, noted that each is important in its own right; we all want to be part of workplaces where teams are humming and individuals are learning. Can you imagine being in a workplace where you are not experiencing individual learning and growth? How much do you want to contribute toward team results in that circumstance? The answer is most likely “not very much.” Imagine, too, being in a workplace where the team is inflexible and resistant to shifting dynamics in the marketplace—or the team hasn’t learned how to use members’ individual strengths to work together. Maybe a personal experience you have had on a team springs to mind as you considered one of these examples in which the team might have been delivering results, but the second and third indicators of effectiveness were low. The effectiveness of teams diminishes without these criteria.

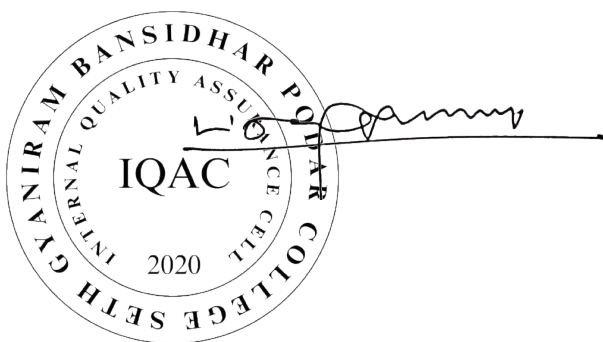


We will look at a leader in another industry now, Mike Anello, who has different aims and goals for his team than Iz-Lynn, but who must address these criteria of effectiveness as well.

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To recap what Mike shared, his team engages in deal sourcing through three main functions:

1. Market research and analysis in the three main industries M33 Growth covers (software, healthcare, and information technology)
2. Outbound outreach to those companies via email and phone
3. Assisting on deal execution and helping to determine what makes a potential partnering company unique and valuable enough to justify an investment



How would you define what constitutes delivering results or output?

By executing more deals that are beneficial

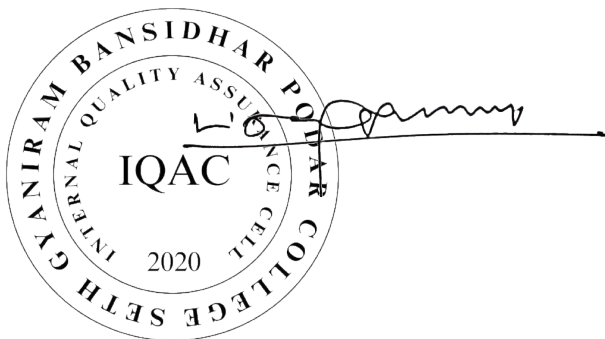
How would you know if the team is getting stronger and more flexible?

The more companies we are able to reach, the more high performance our team is. It also means the team is able to perform enough research and act on it

How would you know if the individuals are learning and growing?

By spending enough time with the team we can observe their extent of skill set expansion or knowledge

The screenshot displays a web browser window with the address bar showing a URL from [courses.myhbx.org](https://courses.myhbx.org/student/concept/64f796aec2dab2a0261d56016d066a96-323f-4d2d-a49b-5afe631a9cbf/1778/1585/#/). The page content includes a video player titled "Leadership Principles: 2.1.3 Seeing the Dashboard from a Different Perspective". The video player shows a man in a light blue shirt working at a computer. The video player controls indicate a duration of 00:00 / 00:56. The browser's taskbar at the bottom shows the system tray with the date 10/2/2023 and time 6:38 PM.



You were not selected to take this cold call. Please review other students' responses below.

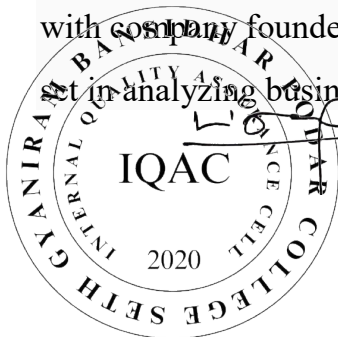
Think about the challenge Mike faces. It takes 18 months from when M33 Growth first interacts with a company in which it might invest until that investment is made and the deal is closed. The ratio of companies identified to consummated deals is hundreds to one.

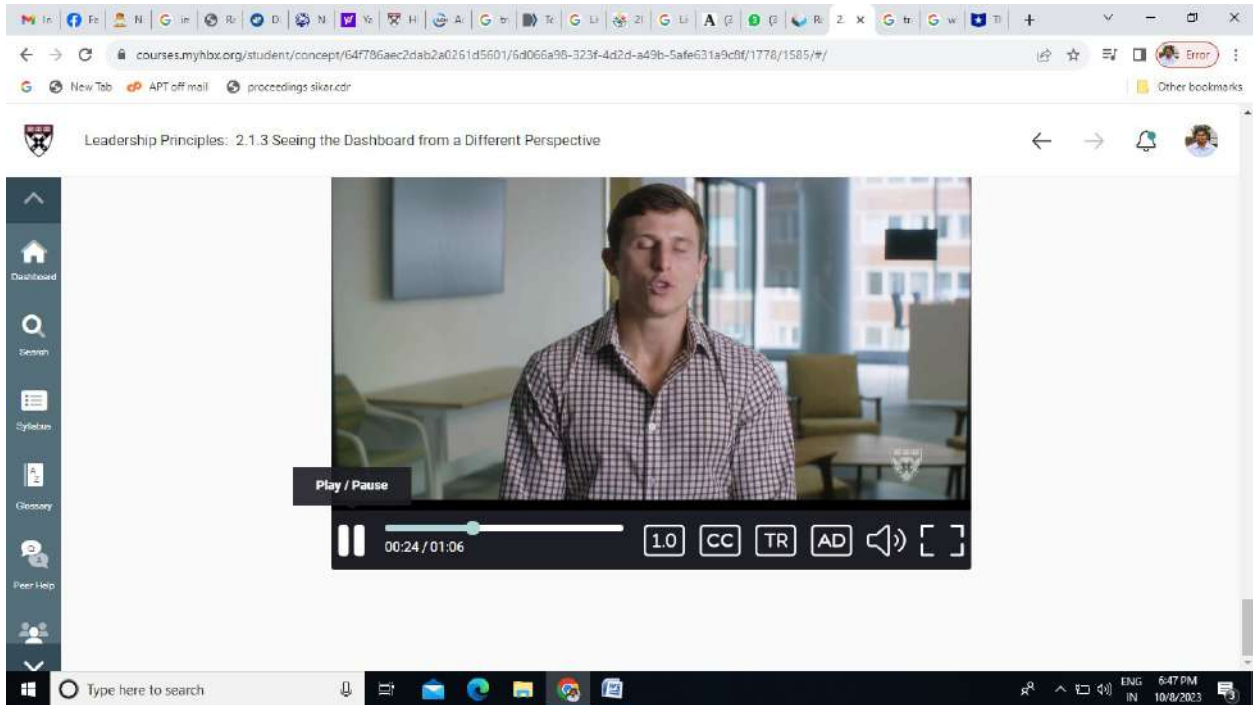
How do you create indicators of the first criterion of effectiveness—team output—for the team to aim for along the way?

1. identify What to Measure. ...
2. Step 2: Use the SMART Process to Develop High-Quality Indicators

Mike goes beyond setting an overarching yearly goal. He is considering what benchmarks the associate team needs along the way to ensure short- and long-term success. Those milestones or small wins along the way generate the reliable pipeline of potential investments to achieve the ultimate goal of having a company take an investment from M33 Growth. He is thoughtful and deliberate in assessing progress on the first criterion of effectiveness, which is delivering results. In this case, emails lead to calls, calls lead to meetings, and ultimately those meetings lead to deals.

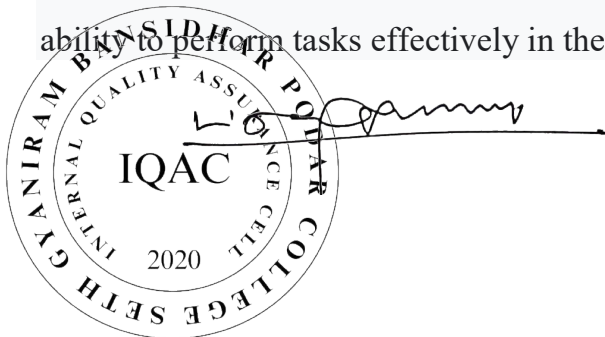
To generate these results, Mike looks a level deeper at team strength and flexibility, and individual learning. He wants to build his team's capability to advance conversations with company founders and executives, and for the M33 Growth team to augment its skill set in analyzing businesses. But he faces a challenge in the nature of the work they do.





From his own past experience in the role of those he is now leading, Mike realizes that the apprenticeship model of learning while you're right in the midst of working on a deal might short-change individual learning, not to mention team strength and flexibility. As Mike describes, there are many critical functions to learn as an associate, and learning those functions amid the high pressures of a deal is not optimal. At the same time, advancing along the second and third criteria of effectiveness would enable the M33 Growth team to deliver when a deal starts to take off.

Several steps that can be used to determine an effective team are the final output produced by the group; Group success results for each team member, and an increased ability to perform tasks effectively in the future



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Leadership Principles: 2.1.3 Seeing the Dashboard from a Different Perspective

Play / Pause
00:04 / 02:17

Imagine what it feels like for AJ to walk the team through his analysis and what is going on with the deal. What mixture of positive and negative emotions do you imagine he is experiencing? What benefit does AJ gain from going through this experience?

Positive Emotions Negative Emotions Benefits Gained

AJ'S EXPERIENCE

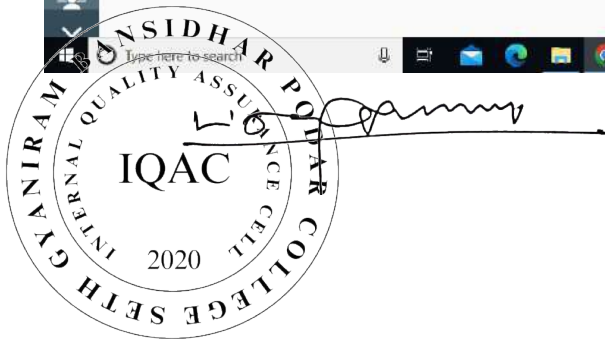
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Leadership Principles: 2.1.3 Seeing the Dashboard from a Different Perspective

DASHBOARD OF EFFECTIVENESS

PERFORMANCE TEAM STRENGTH AND FLEXIBILITY INDIVIDUAL LEARNING


Play / Pause
00:06 / 02:31



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Leadership Principles: 2.2.1 The Lever of Culture

2.2.1 The Lever of Culture




Dashboard
Search
Syllabus
Glossary
Peer Help

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ENG IN 7:25 PM 10/9/2023

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Leadership Principles: 2.2.1 The Lever of Culture



DASHBOARD OF EFFECTIVENESS

- PERFORMANCE
- TEAM STRENGTH AND FLEXIBILITY
- INDIVIDUAL LEARNING

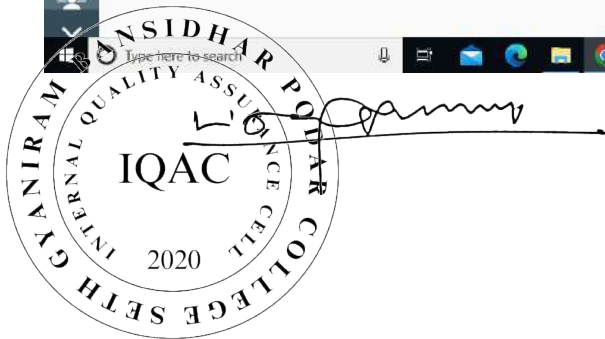
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Leadership Principles: 2.2.1 The Lever of Culture

MODEL OF TEAM EFFECTIVENESS

TEAM PROCESS
SHARES INFORMATION
MAKES DECISIONS

TEAM CULTURE

01:23 / 01:45

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Leadership Principles: 2.2.1 The Lever of Culture

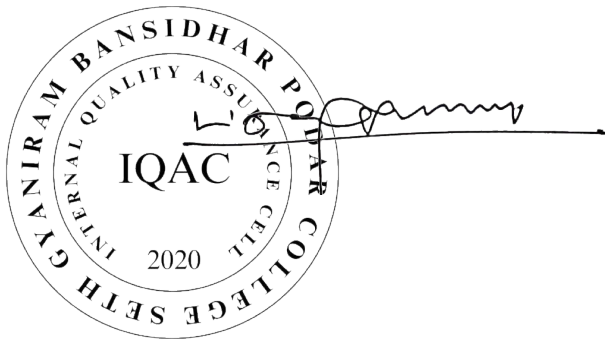
MODEL OF TEAM EFFECTIVENESS

TEAM DESIGN
PURPOSE
PROFILE

TEAM PROCESS

TEAM CULTURE

01:33 / 01:45



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Leadership Principles: 2.2.1 The Lever of Culture

MODEL OF TEAM EFFECTIVENESS

TEAM DESIGN
PURPOSE
PROFILE
SYSTEMS USED

TEAM PROCESS

TEAM CULTURE

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Leadership Principles: 2.2.1 The Lever of Culture

MODEL OF TEAM EFFECTIVENESS

TEAM LAUNCH

TEAM DESIGN

TEAM PROCESS

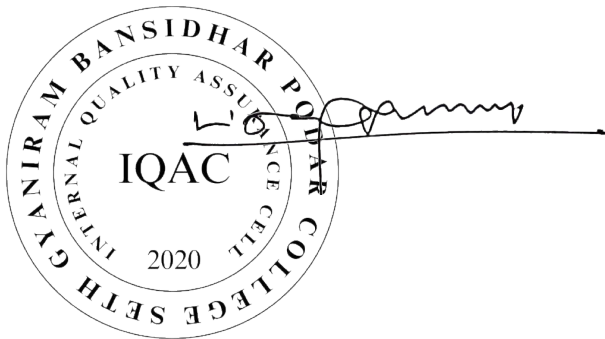
TEAM CULTURE

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Sodexo Acquires Inspirus

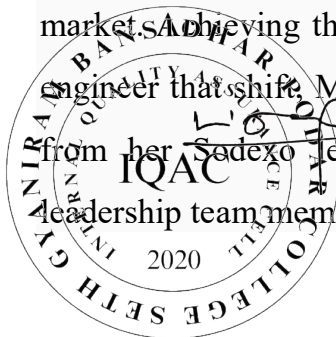
We are now going to return to Mia's story to explore how she used the levers as she sought to accomplish some ambitious goals at Sodexo.

After Mia's experiences leading multinational teams in Latin America, she took on a role leading a greenfield project for Sodexo. This role placed her in charge of a team she described as "determined, but they were not winning." In transitioning from this initiative, Mia played a critical role in Sodexo's search for an acquisition that would give them better positioning in US markets.

Through this process, Mia identified a company that she felt would be a good investment for Sodexo—Inspirus, which had strong product capabilities and expertise in the benefits and rewards business. Led by CEO Pete Chambers, Inspirus had been a long-term player in the employee recognition industry. Mia was drawn to the company as she recognized how their work aligned with Sodexo's mission to improve the quality of life of those they served. Mia saw potential for Sodexo to facilitate Inspirus's advancement with its employee-engagement platform.

After months of hard work and an arduous process in due diligence, Sodexo acquired Inspirus. After the acquisition, Mia assumed the role of CEO of Inspirus and Sodexo Benefits and Rewards Services, USA.

In bringing the two entities together, Mia needed to lead a new leadership team and position the company to be successful in an increasingly dynamic and competitive market. Achieving this goal would require a significant shift in culture and strategy. To engineer that shift, Mia relied heavily on her leadership team—composed of individuals from her Sodexo leadership team, the original Inspirus leadership team, and new leadership team members added after the acquisition.



Original Sodexo Team

Mia Mends, *Chief Executive Officer*

Alex Vertiz, *Senior Vice President of
Marketing and Product*

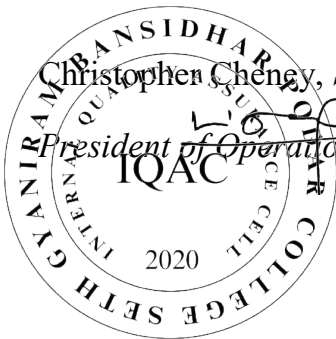
Original Inspirus Team

Christopher Cheng, *Senior Vice*

Kayvon Shahbaz, *CFO and Senior*

President of Operations

Vice President, Finance

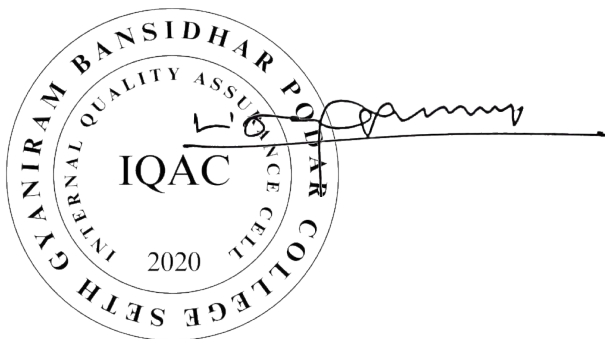


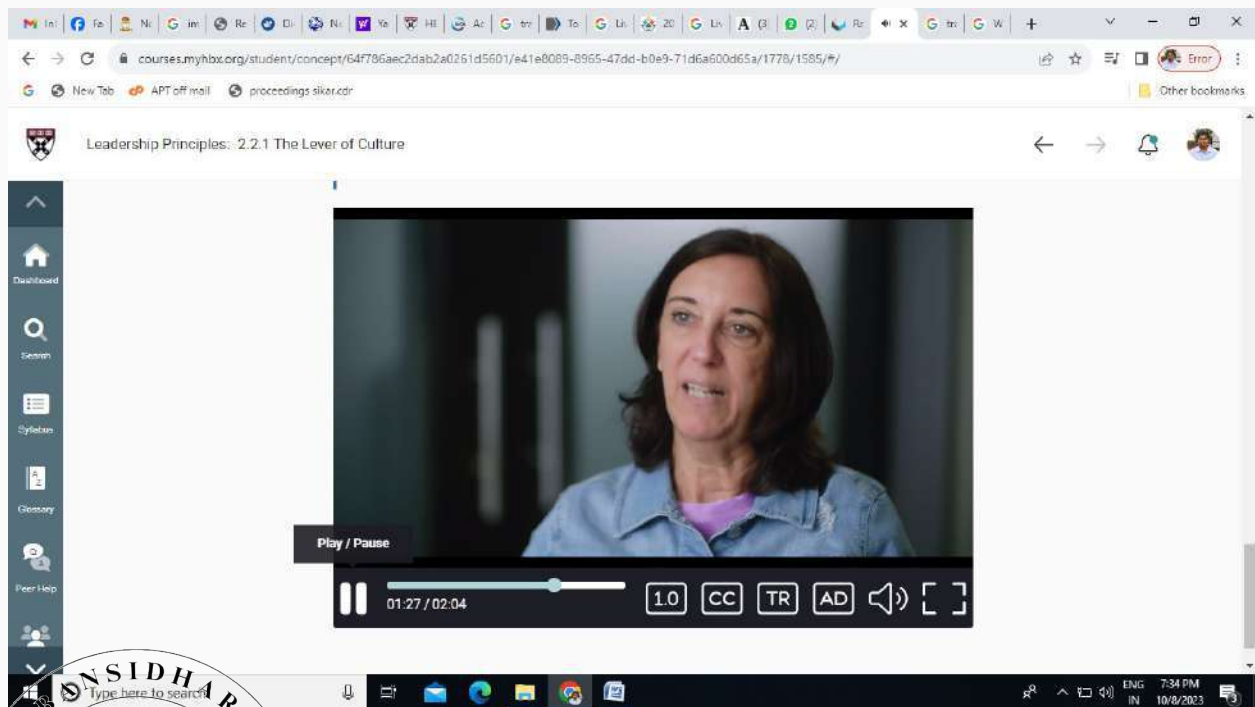
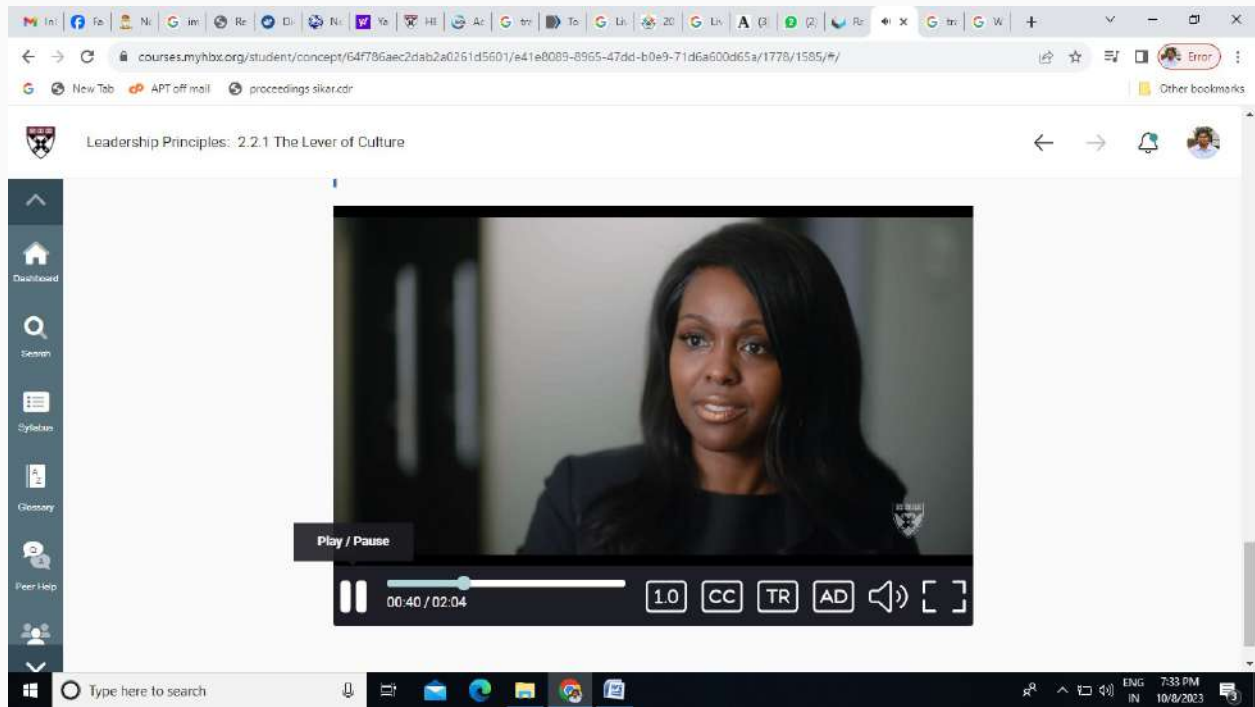
Not Pictured: Tim Hough, *CIO and Senior Vice President, IT*

New Leadership Team Members

Ryan Bott, *Senior Vice President of
Sales and Business Development*

Terri Moore, *Senior Vice President of
Human Resources and Culture*






The main differences include a shift towards decentralized decision-making, empowered teams, delegated responsibilities, cross-functional collaboration for problem-solving, and a strong emphasis on valuing employee input at all levels.



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Leadership Principles: 2.2.1 The Lever of Culture




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Leadership Principles: 2.2.1 The Lever of Culture



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Leadership Principles: 2.2.1 The Lever of Culture



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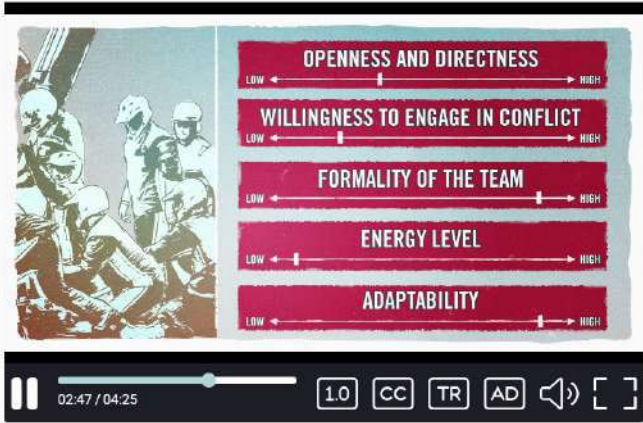
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Leadership Principles: 2.2.1 The Lever of Culture

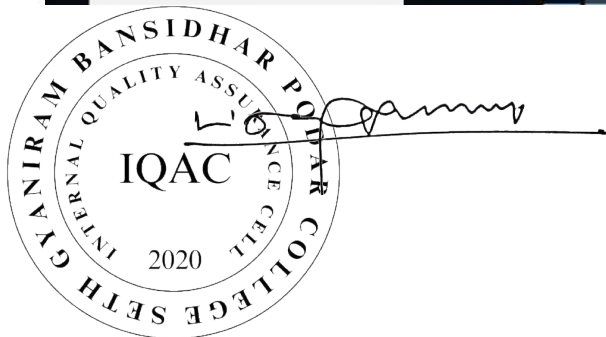


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Leadership Principles: 2.2.1 The Lever of Culture

MODEL OF TEAM EFFECTIVENESS

TEAM CULTURE

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Leadership Principles: 2.2.1 The Lever of Culture

MODEL OF TEAM EFFECTIVENESS

TEAM DESIGN

TEAM PROCESS

TEAM LAUNCH

TEAM CULTURE

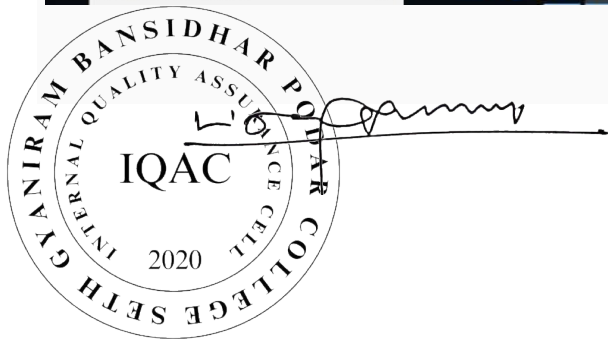
TEAM EFFECTIVENESS

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Leadership Principles: 2.2.1 The Lever of Culture

Culture is our starting place in looking at the levers you can use as a leader to make your team more effective. Next, we'll cover process, a tool that will help you, as a leader, shape the team's culture and effectiveness by determining how decisions are made and how information is circulated.

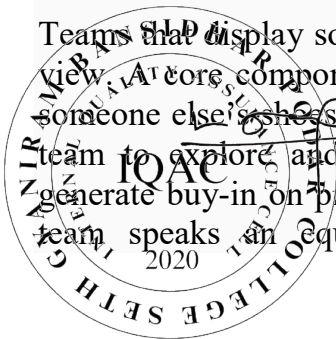
Model of Team Effectiveness

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Team design, team process, and team launch work together to shape team culture and determine team effectiveness, which recursively influence a team's design, process, and launch.

To be a member of a team, there must be inclusion. If a person is identified as a member of the team but overlooked or not permitted to contribute, then that member may not consider themselves part of the team and begin to withdraw.

Teams that display social sensitivity are able to see and benefit from divergent points of view. A core component of social sensitivity is empathy—the ability to put yourself in someone else's shoes. Teams that leverage empathy create the conditions that enable the team to explore and evaluate multiple perspectives, handle conflict effectively, and generate buy-in on proposed solutions. Turn taking does not mean that everyone on the team speaks an equal amount, but that the process of sharing information and



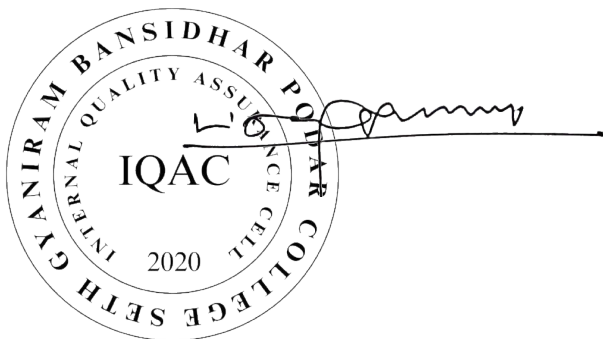
contributing to the team discourse is fair and equitable. No one gets to dominate discussion, and everyone has an opportunity to voice her/his perspective. As a result, team members feel that they have been heard, even if they disagree with the team's ultimate proposed solution or recommendation. These two elements serve as precursors for other elements of process. When they are in place, additional processes can be set into motion to bring about team effectiveness.

There are three pieces that make up the tool we call process:

1. How teams make decisions
2. How teams share information
3. How teams get work done

We are going to explore how the Inspirus leadership team defined their processes, and the relationship of those processes with the culture they described previously.

The screenshot shows a web browser window displaying a page titled "Leadership Principles: 2.2.2 The Lever of Process". The page content includes the text: "As you think about your own team or department's process, you can map two dimensions of process: decision making and information flow." Below this text is a 2x2 matrix diagram. The vertical axis is labeled "DECISION-MAKING" at the top, with "TOP DOWN" above it and "CONSENSUAL" below it. The horizontal axis is labeled "INFORMATION FLOW" on the left, with "CENTRALIZED ORCHESTRATION" to the left and "DISTRIBUTED ADAPTATION" to the right. The diagram is a simple cross with these labels at the ends.



Decision-Making

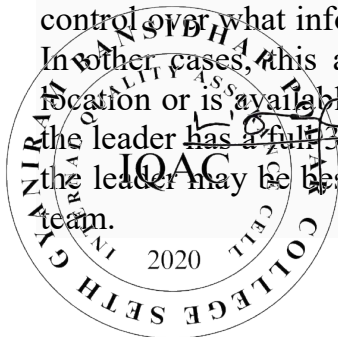
How are decisions made on the team? Is the approach to decision making a consensual one or does the leader make the decision? The goal with a consensus approach is to ensure that all members of the team are comfortable with the decision and feel that they can adequately support it. This process generally works best when all members of the team have an opportunity to express their perspectives and engage in a healthy discussion. The ultimate goal is to reach a decision that reflects the overall sentiment of the team. This approach is most appropriate when the buy-in and support of team members are critical to the success of whatever decision is made.

With a top-down approach, the decision rests with the leader. In some cases, the leader makes the decision based on their own knowledge of the situation. In other cases, the leader asks for advice and counsel from the team and uses this information to make the decision. The solicitation of advice presupposes that the team has relevant knowledge or perspectives that are important for the decision-making process. In situations where that is not the case, a leader may seek information from other sources outside the team, or may simply make a decision based on their own knowledge or experience. Top-down decision making is often best when the speed of a decision is critical and when there is likely to be agreement and buy-in from those affected by the decision. Examples might be a critical competitive threat or other unexpected and time-sensitive challenge. Of course, one possible downside of the top-down approach is a potential lack of full buy-in or commitment from the team—and the potential that the leader's own blind spots have left out key inputs.

Information Flow

A second key dimension is the manner in which information flows on the team. Does information flow to a central person, usually the leader, who then disseminates it to everyone else, or do team members figure out who they need to share and receive information from around each issue they face?

In a centrally controlled situation, the information available to the team is carefully curated and arranged in a pre-packaged manner. Information may still come from different sources, but it flows to a central entity, often the leader, who organizes and communicates it in a particular way. In some cases, this process ensures that there is control over what information is shared and what information is used to make a decision. In other cases, this approach is appropriate because the key data resides in a central location or is available to only a select group of individuals. In addition, sometimes only the leader has a full 360-degree view of what's going on in the company and industry, so the leader may be best positioned to evaluate the importance of data traveling within the team.



In the distributed process, information does not just flow to a single person, who then shares it with the whole team. Rather, individual members continually adjust their sense of who else needs the information or who else they need information from, and that information flows freely among team members.

Leadership Principles: 2.2.2 The Lever of Process

Decision Making

Very top down Slightly top down Slightly consensual Very consensual

Information Flow

Very orchestrated Slightly orchestrated Slightly distributed Very distributed

CONTINUE

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Leadership Principles: 2.2.2 The Lever of Process

INFORMATION FLOW

CENTRALIZED ORCHESTRATION

SYSTEMS
NORMS
PRACTICES

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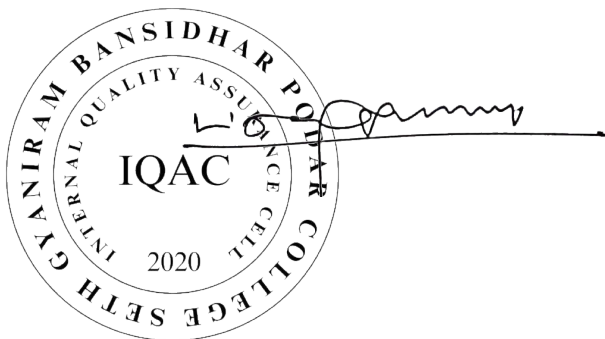
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It is not always easy to know what process is right for each circumstance. Here are some questions to consider when determining the right process for the situation at hand:

- **Context:** Is the context stable and known or is it more volatile? What are the key challenges faced? Are there new challenges emerging or is the challenge constant? A more stable context often lends itself to a more centrally orchestrated format, while a more volatile context necessitates an adaptive environment.
- **Team:** What is the level of experience of the individual members? What experience do they have working together as a unit? A more experienced team may be more at liberty to succeed in a mutually adaptive environment.
- **Task/objective:** What are you being called upon to do as a team?
- **Leader:** What experience do you have with different processes? What preferences do you have and what can you execute well?

Which process will work best for your team will depend on not only one, but all of these factors. You will want to consider them in relationship to each other as you are developing the ideal process structure for those you lead. For example, with a less experienced team, you may see a need for more centrally orchestrated processes, but if your objective centers on a need for innovation, the situation may require a more mutually adaptive environment. As a leader, you may have a natural inclination toward one side of the spectrum and may need to stretch based on the other factors present. Of course, your team and their abilities will factor into the equation as well.



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Leadership Principles: 2.2.2 The Lever of Process

Model of Team Effectiveness

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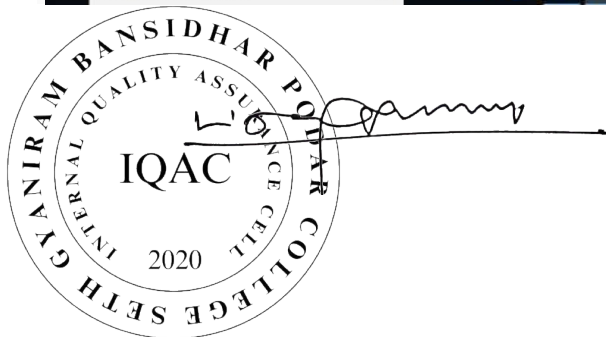
Leadership Principles: 2.2.2 The Lever of Process

more, in a more adaptive environment. As a result, you may have a natural inclination toward one side of the spectrum and may need to stretch based on the other factors present. Of course, your team and their abilities will factor into the equation as well.

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Leadership Principles: 2.2.2 The Lever of Process

more. In a highly supportive environment, as a result, you may have a natural inclination toward one side of the spectrum and may need to stretch based on the other factors present. Of course, your team and their abilities will factor into the equation as well.

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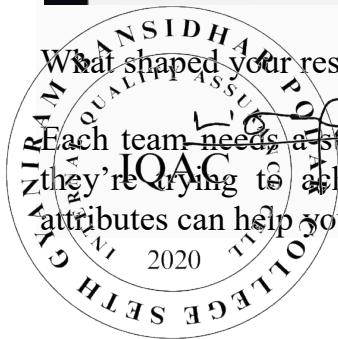
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Leadership Principles: 2.2.3 The Lever of Design: Purpose and Composition

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What shaped your response? How did you decide what to emphasize?

Each team needs a strong *raison d'être*—a compelling team purpose that explains what they're trying to achieve and why—and that in turn will focus their efforts. Three attributes can help you in creating your team purpose:



1. **Clarity:** Does the purpose provide a clear direction of where your team is going and how they will know when they have arrived?
2. **Challenging:** Does your purpose have an element of challenge that motivates your team to achieve?
3. **Consequential:** Does your team purpose communicate to your team why it is important to achieve this goal?

Once Mia has established a clear, challenging, and consequential team purpose, this should drive the composition of her team, the design of the roles, and how they work together. The purpose of the team will have an influence on who should be on the team.

There are many factors in staffing the team. A common decision managers find themselves making is whether to emphasize interpersonal skills or emphasize technical skills in selecting team members, and deciding how to weigh relevant experience relative to attitude.

Mike Anello faced this challenge at M33 Growth as he worked to build his team from the ground up. He and his two partners started at M33 Growth after working for a venture capital firm, General Catalyst, where each took away valuable lessons on what worked and what didn't in how teams were structured. Listen to how Mike and his partners developed their hiring decisions based on his team's purpose informed by their experience at General Catalyst.

The screenshot shows a web browser window displaying a video player. The video player is showing a slide with the following text: "IDEA GENERATION", "ADVICE", "IMPLEMENTATION", and "COMBINATION OF ACTIVITIES". The video player interface includes a play/pause button, a progress bar showing 00:15 / 02:39, and various control buttons like volume, full screen, and subtitles. The browser address bar shows the URL: courses.myhbx.org/student/concept/64f796aec2dab2a0261d5601/deac95f5-5682-4618-ad1e-9b06291355f0/1778/1585/#/. The page title is "Leadership Principles: 2.2.3 The Lever of Design: Purpose and Composition".



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Leadership Principles: 2.2.3 The Lever of Design: Purpose and Composition

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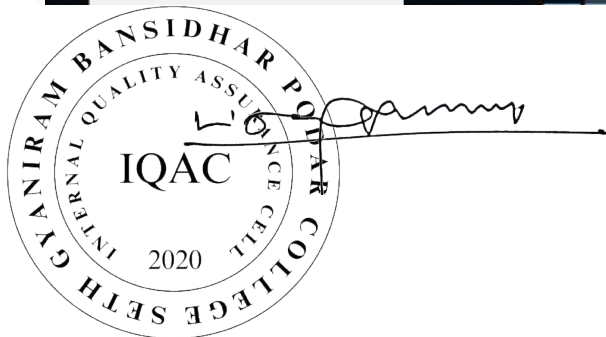
Leadership Principles: 2.2.3 The Lever of Design: Purpose and Composition

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Leadership Principles: 2.2.3 The Lever of Design: Purpose and Composition

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Leadership Principles: 2.2.3 The Lever of Design: Purpose and Composition

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2.2.4 The Lever of Design: Systems



To enable a team to work together and to create a culture that will allow it to deliver on its purpose, you also need systems and structure that foster collaboration.

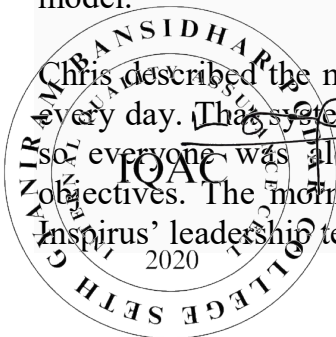
As a leader, you have the opportunity to influence the design of these systems. Will you design your team to have more of a flat structure or a hierarchical structure? Will there be sub-teams that focus on different tasks or fulfill different roles? How will responsibilities be divided?

Beyond defining and designing for the roles on your team, you have the opportunity to configure the systems that will coordinate, motivate, and ensure the progress of your team. What meetings will you put in place? What timelines will your team work under? What reviews and rewards will you incorporate? Sometimes the simplest systems are all that is needed to keep everyone on track.

We'll take a look at systems through the eyes of two individuals: Christopher Cheney, a member of the Inspirus leadership team, and Mike Anello with M33 Growth. Christopher will talk about a daily meeting that proved crucial for coordinating and keeping people on track. Then, we will hear Mike describe the meetings he holds in the larger context of M33 Growth's compensation and performance review system, which serve as motivation and gauges of progress. As you watch these videos, ask yourself which of these systems might be most valuable for your team to adopt.

As Chris and Mike both explain, a system of meetings supports other features of the team model.

Chris described the morning "scrum" that brought the Inspirus leadership team together every day. That system of a daily meeting reinforced the process of information sharing, so everyone was alert to what was going on in the business and aligned around objectives. The morning scrum also fostered the culture of collaboration so central to Inspirus' leadership team.



The meetings Mike has put in place support his team's purpose and, like Inspirus' morning scrum, ensure a robust process of sharing information. His team's weekly meetings provide a helpful check-in to make sure everyone understands what opportunities abound with clients. This information serves a unifying purpose, as each person in the room will be able to speak to where the company stands with any given client.

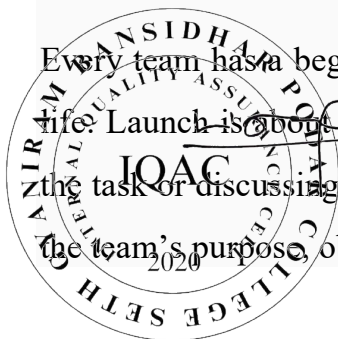
Mike's one-on-one meetings provide a window for him to gain even deeper understanding of what is happening with his associates as they have a consistent channel to communicate challenges and successes to him. Not only does this help the team deliver on the first and third indicators on the dashboard of effectiveness—delivering results and fostering individual learning—but it also creates a culture of caring and personal growth. Meeting with each member of his team one-on-one provides Mike with an avenue to help the associates correct the course they're on, and it creates a safety net for Mike to be sure all information is being surfaced.

Consider how a number of design features merge to help M33 Growth along all dimensions of effectiveness. Mike looks for team members who are capable of building rapport and maintaining a sense of excitement. Selecting team members with those qualities and giving them opportunities in meetings to share their work with the whole team, and opportunities to review their progress with Mike, fosters a culture of collaboration, learning, and energy, thus building the sort of team strength and flexibility, as well as individual growth, that will enable the team to deliver on M33 Growth's mission.

Mike also speaks to his compensation model and the directors' decision to tie the associates' bonus structure to how the associates live out the core values of the firm. This system reinforces how core values really matter both in word and also in deed. This approach to systems of compensation, regular meetings, and periodic reviews plays a critical role in ensuring the team achieves M33 Growth's goals and all three criteria of team effectiveness.

2.2.5 The Lever of Launch

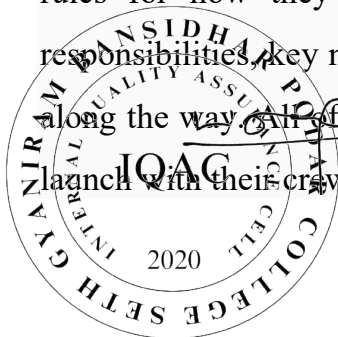
Every team has a beginning—a starting point that marks a critical moment in the team's life. Launch is about using this starting point deliberately. Rather than rushing right into the task or discussing project work, launch entails explicit attention to, and discussion of, the team's purpose, objectives, and norms—in sum, how the team will operate.



As a leader it is uncommon to start with a blank slate. As you step into the leadership role, you may have inherited a pre-existing team, work procedures, resources, or other conditions that you do not necessarily determine at the onset. In these cases, it is important to understand the ways in which the team has worked together and whether there needs to be a reset or relaunch of the team. A relaunch can be a great way to learn what has and has not worked, introduce yourself to the team, collectively agree about how the team will function in the future, and ensure that everyone on the team is working toward a common purpose.

In his research, Richard Hackman illustrates this with the example of an airline captain coming to their crew, inheriting checklists, set roles, and a definite destination. Although the situation contains many pre-existing factors, the way that the captain starts out with their team has a great impact on the way they will perform during their time together. Why is this so?

First, simply taking the time to orient the crew to the weather conditions, air traffic, and passenger manifest—business travelers or vacationers, for example—helps the crew feel like a team, cognizant of being a single, collective unit, working together to navigate the internal and external conditions they will face. Second, rather than immediately getting into the work, the captain can reinforce the purpose—a safe and enjoyable flight—and some key features, such as a cabin full of business people eager to return home for the weekend or choppy air at two points in the route, that they will have to manage to achieve the purpose. The captain can then work with the team during launch to set the ground rules for how they will work together given those conditions: specific roles and responsibilities, key norms for this flight, and the process through which they'll check in along the way. All of this happens during just a few short minutes the captain devotes to launch with their crew.



Whether you have the opportunity to launch a new team or are taking one over from a prior leader, launch provides a lever for establishing the way the team will operate and work together. In either case, being intentional and deliberate in the launch of the team will pay strong dividends in the future.

Building a New Team

We now return to Mike Anello to see two ways in which he launched the M33 Growth team.

You were not selected to take this cold call. Please review other students' responses below.

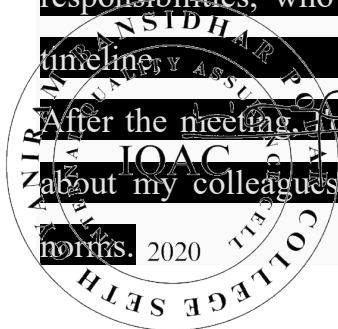
Answer both of the following questions:

1. If you were on the M33 Growth team, joining this formal, full launch with the whole team of nine as a new associate, what would you want to know?
2. How would you want to feel as you left the meeting?

team behaviour team management culture

As a new team member, I'd want to know the team's purpose, my role and responsibilities, who my colleagues are and how we'll work together, key goals and timeline, and norms for communication.

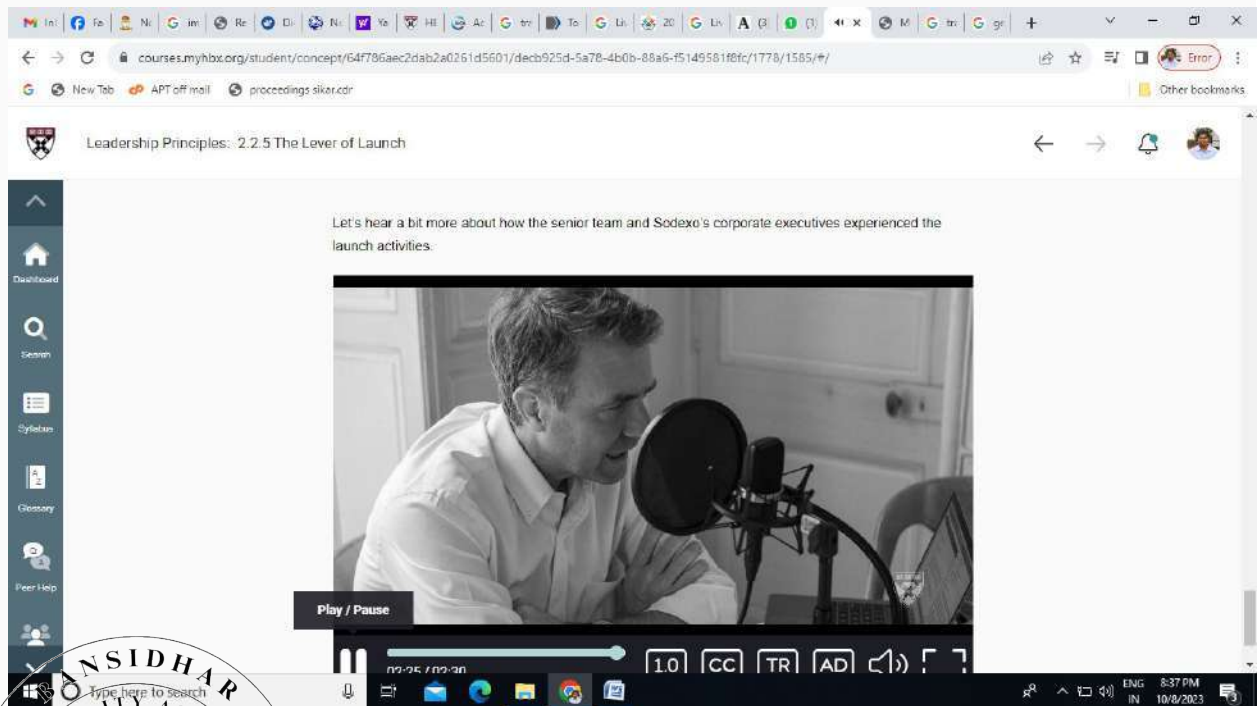
After the meeting, I want to feel inspired by the vision, confident in my role, excited about my colleagues, equipped with information and resources, and aligned on team norms.



A launch is an opportunity to help individuals think of themselves as a team through understanding their shared purpose, values, resources, opportunities, and norms. By emphasizing M33 Growth's core values in his team launch, Mike uses launch to influence how his team does their work and to help them be as effective as their collective talents allow.

Mia's Experience with Team Launch

Mike has had the opportunity to build a new team—but this is not always how a leader gets to conduct a team launch. Oftentimes leaders will inherit the group they will be managing. Mia's experience involved the challenge of taking over a previously existing team at Inspirus, working with that team, adding new team members, and integrating it into a larger company. As you hear her describe the challenge, consider how you would approach the team launch following the Sodexo acquisition—and recall that the Inspirus mission would now be integrated with Sodexo's focus on business results.

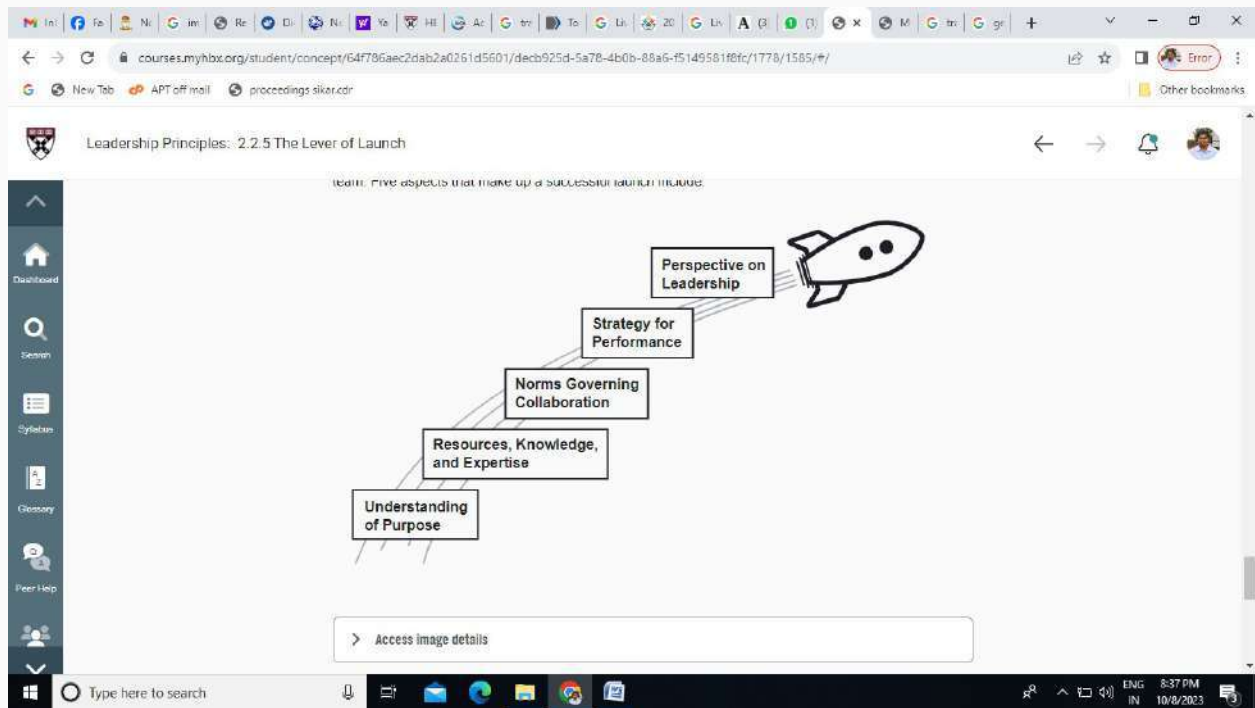


You will notice that Mia was not overly directive in her approach of launching the team. She did not jump straight into explaining all the new ways that they were going to do things as a team. Instead, her focus was on keeping the team together and helping them understand the new culture and environment they were coming into.

Mia focused on important elements of uniting people around a common culture—one that involved some of the best aspects of the Sodexo and Inspirus cultures. She capitalized on the sense of mission the members of the Inspirus team had, while moving them into a shared purpose of delivering on their business plan.

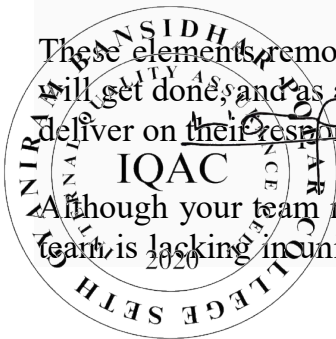
There is no one best way to launch a team. How you launch will be shaped by the circumstances in addition to your personal style.

Though Mike’s and Mia’s approaches differ, there are common elements in the ways they launched their team. Five aspects that make up a successful launch include:



These elements remove uncertainty, create a common set of expectations for how work will get done, and as a result, serve to unify team members and enable them to effectively deliver on their responsibilities.

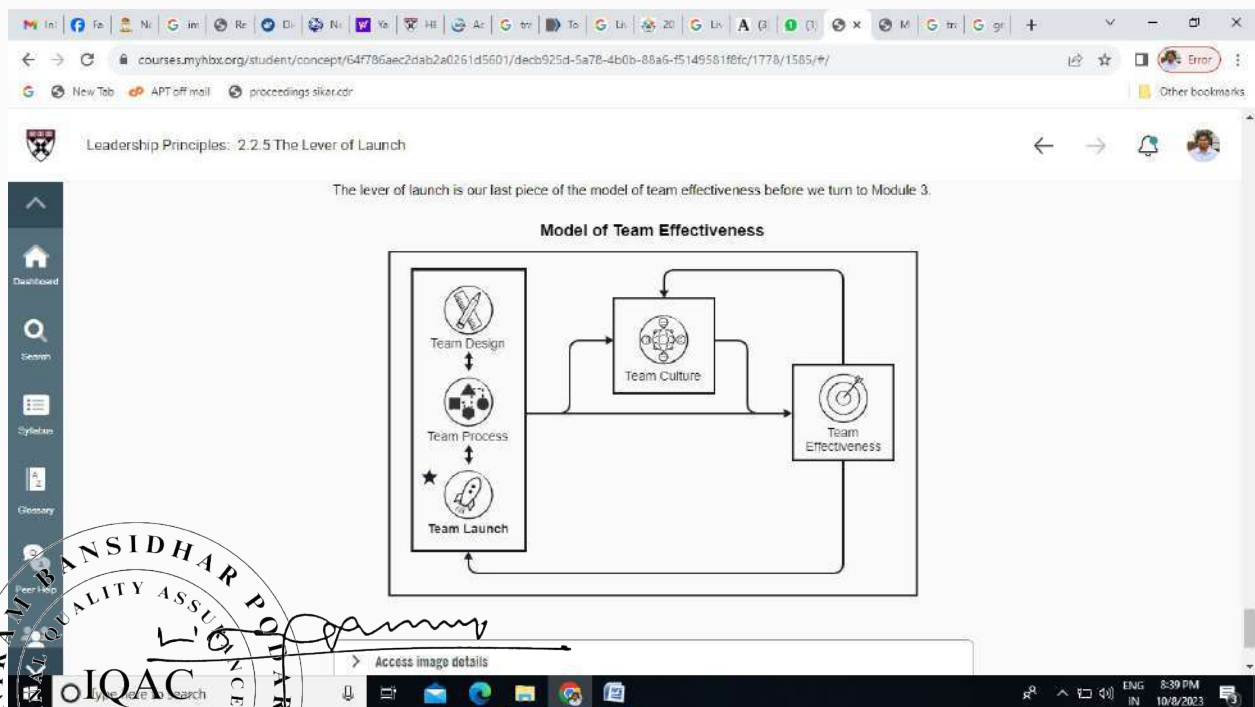
Although your team may already have “launched,” you may find at some point that your team is lacking in unity or does not have a shared understanding or knowledge in one of



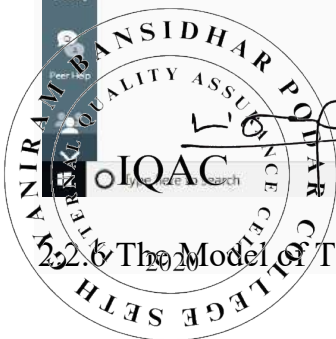
these five areas. In this circumstance, your team may need to start over in some aspect. You may need to relaunch. Mia worked tirelessly to meet with her leadership team and their own teams so that she had a firm grasp of where they were amid the changes at hand. She used this information to lead an initial organized launch and subsequent relaunches of her team.

As a leader, you can look at beginnings as an opportunity to lay the groundwork for motivating your team (for example, by articulating the compelling purpose), coordinating efforts across team members (for example, by setting the norms through which work will get done), and equipping the team for the journey ahead (for example, by introducing core values that will guide the team and briefing them on the circumstances they will face).

Periodic relaunches then give you the opportunity to reinvest in motivating, coordinating, and equipping your team. These relaunches are especially timely and constructive when there is significant turnover in members, a major upcoming or emerging change in priorities or competitive context, or an unexpected performance decline or breach of team norms. Relaunch can also be used, as Mia described, to re-energize the team, cover issues that get brushed aside day to day, or to reaffirm the team's mission and process amid a long, tough slog.



2.2.6 The Model of Team Effectiveness



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Leadership Principles: 2.2.6 The Model of Team Effectiveness

Play / Pause
00:12 / 03:39

In the next module we will take a closer look at the interplay between the four levers we have covered in this lesson, and explore how you as a leader can use them as a toolkit.

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Leadership Principles: 2.2.6 The Model of Team Effectiveness

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In the next module we will take a closer look at the interplay between the four levers we have covered in this lesson, and explore how you as a leader can use them as a toolkit.

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Leadership Principles: 2.2.6 The Model of Team Effectiveness

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In the next module we will take a closer look at the interplay between the four levers we have covered in this lesson, and explore how you as a leader can use them as a toolkit.

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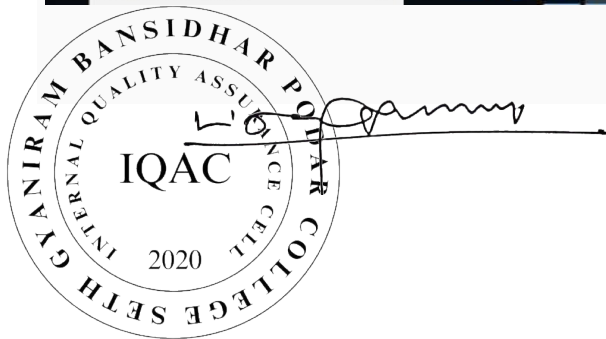
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Leadership Principles: 2.2.6 The Model of Team Effectiveness

Play / Pause
01:39 / 03:39

In the next module we will take a closer look at the interplay between the four levers we have covered in this lesson, and explore how you as a leader can use them as a toolkit.

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All three networks together can serve as a supportive infrastructure—a system through which you can seek advice and resources to accomplish your objectives. Using this infrastructure effectively, though, involves seeing beyond the technical elements of your role and being more deliberate in managing its relational dimensions.

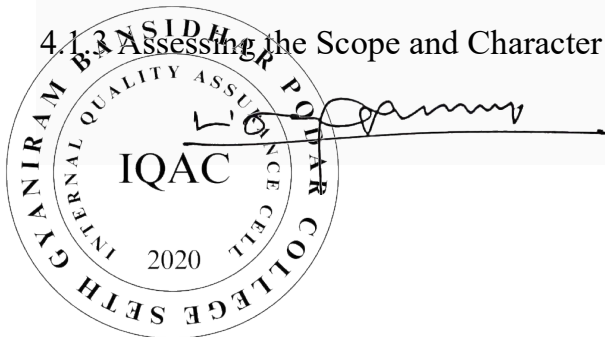
As described earlier, **operational networks** consist of those most close to you in your work environment. This includes your direct reports, superiors, and peers who are in the same functional unit of your organization. This kind of network is critical in providing the coordination that ensures the efficient completion of tasks and the maintenance of a team's functions. Given its focus on routine organizational activities, the operational network is largely internal-facing. Because of this, new leaders must rely on others who can provide guidance that is more external in focus.

A leader's **developmental network** is one avenue for finding that guidance. Unlike a leader's operational network, a developmental network consists of connections to others with whom a leader shares personal commonalities—shared experiences, for example, or common backgrounds or affiliations. Those in your developmental network will typically be found both inside and outside a leader's immediate work environment. An especially useful feature of developmental networks is their referral potential: the potential to turn to personal contacts to seek valuable information and resources that, in the absence of those personal contacts, wouldn't be readily available.

Strategic networks represent a new frontier for many rising managers—one that involves a pivot in orientation away from day-to-day operational tasks and toward future business objectives or emerging trends in the competitive landscape or environmental context. Strategic networks provide access to individuals outside of your immediate orbit to help you think about new challenges or opportunities with a fresh perspective. Devoting more time to strategic networks is often difficult for new leaders because it feels like an unnatural deviation from more immediate concerns—specifically, operational needs.

Examining your network will enable you to see areas for growth and how they map to these three areas.

4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)



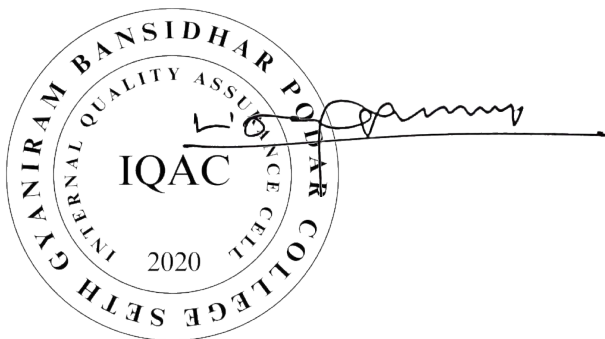
In this interactive, you will enter information about your network. That information will be used to produce diagrams to help you visualize your professional relationships. We will ask you to identify up to 24 people within your network—eight individuals for each of the three networks discussed (strategic, operational, and developmental). These should be individuals you rely on most consistently and those whom you consider key members of your network.

For each of the three types of networks please list up to eight people. For each network, please select a minimum of two people. If you would like to add more than two people in a network, please select “Add Entry.” You may list people from *any* context; it is not necessary to limit yourself to individuals who work for your company or organization. People with whom you have more than one kind of relationship can be listed more than once.

Once you have added everyone you would like to include, click "Next Step." Do not add a blank entry; you will not be able to continue until all fields are entered for every entry.

Your Strategic Network: Scanning and Sensing

Who helps keep you abreast of key trends (priorities, constraints, or capabilities) in your organization? Who helps you understand the strategic landscape or competitive environment (opportunities and challenges) that impact your area of responsibility?



Name	Company or Organization
Sushil	Different from me
Gender	Business Unit or Division
Male	Same as me
Age Group	Product or Service Area
35 - 44	Same as me
Native Language	Relationship To You
Same as me	Peer
Region	Closeness to You
Asia	?
Race/Ethnicity	Close
Same as me	

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Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

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graph TD
    Relationships[RELATIONSHIPS] --> Learning[LEARNING]
    Relationships --> Resources[RESOURCES]
    Learning --> PPD[PERSONAL AND PROFESSIONAL DEVELOPMENT]
    Resources --> PPD
    Resources --> CGTD[CAPACITY TO GET THINGS DONE]
    PPD --> LC[LEADERSHIP CAPABILITY]
    CGTD --> LC
  
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Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

RESOURCES

- Access
- Information
- Materials/Funding

CAPACITY TO GET THINGS DONE

00:38 / 03:11

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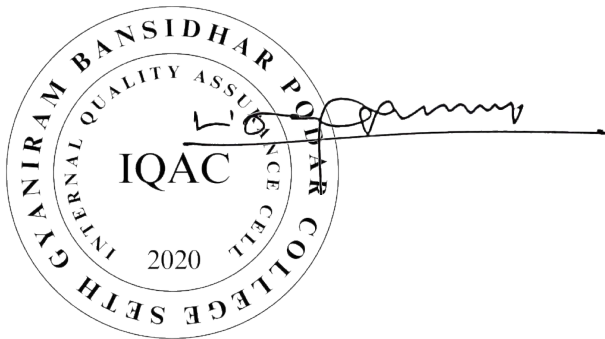
Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

RESOURCES

- Access
- Information
- Materials/Funding
- Ideas (insight, advice)

CAPACITY TO GET THINGS DONE

00:49 / 03:11



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Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

LEARNING

- Others' perspectives and experiences
- Of the situation
- Of you

PERSONAL AND PROFESSIONAL DEVELOPMENT

01:06 / 03:11

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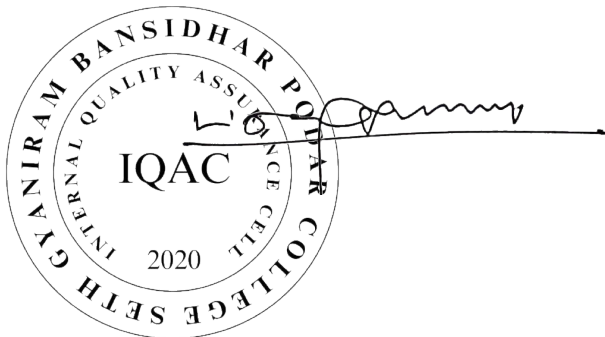
Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

LEARNING

- Others' perspectives and experiences
- Of the situation
- Of you
- Others' input, mentoring, needs
- Others' style and approaches

PERSONAL AND PROFESSIONAL DEVELOPMENT

01:23 / 03:11



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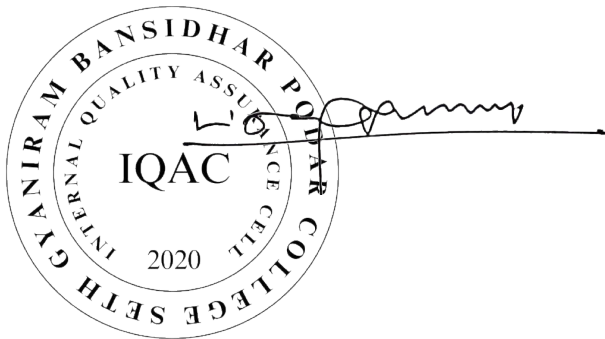
Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

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Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

02:15 / 03:11



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Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

Play / Pause

02:33 / 03:11

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Leadership Principles: 4.1.3 Assessing the Scope and Character of Your Network (Network Assessment)

Relationships

Learning

- Others' perspectives and experiences
- Of the situation
- Of you
- Others' input, mentoring, needs
- Others' style and approaches

Resources

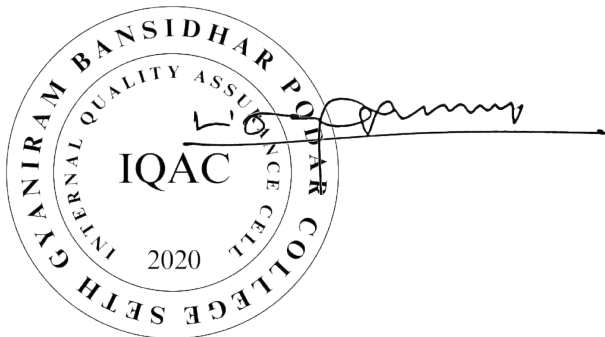
- Access
- Information
- Material / Funding
- Ideas (insight, advice)

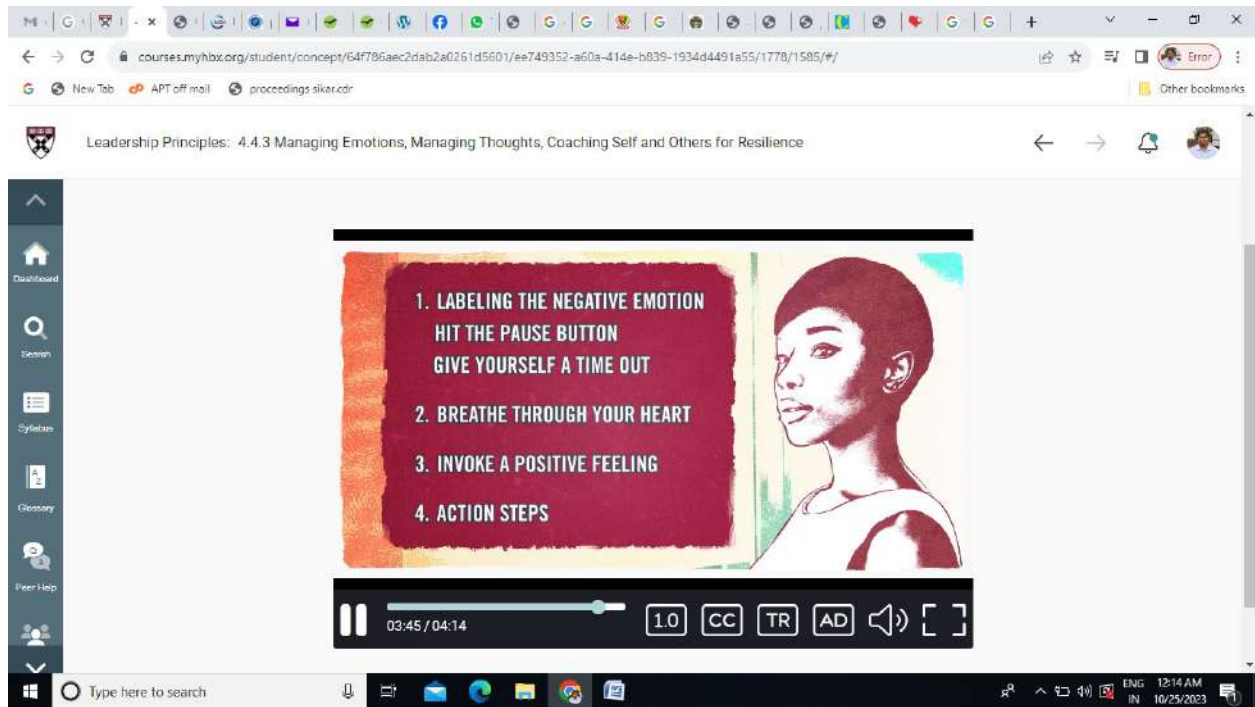
Personal and Professional Development

Capacity to Get Things Done

One's Own and Others'

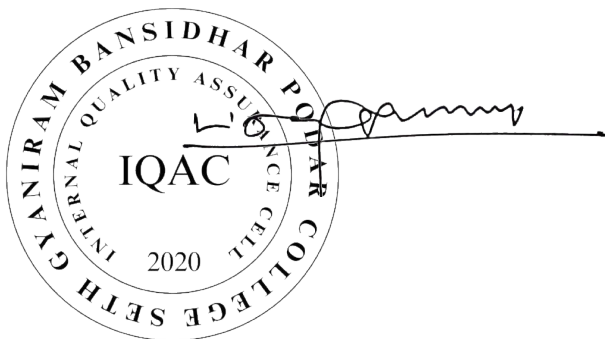
Leadership Capability





Writing down our challenges in this way allows us to separate and untangle what actually happened, the emotions we experienced, how we acted, and what the impact was on others.

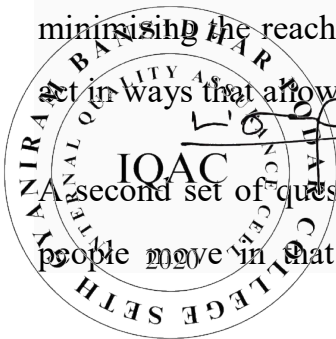
Now we will turn to an exercise that will refine your ability to coach yourself and those around you during crisis moments. Here we use the CORE questions mentioned earlier to help you grasp your ability to handle adversity—what is referred to as your “adversity quotient.” Before we turn to the set of questions you can use, let’s quickly talk about the four dimensions of human reaction to adversity, as formulated by Paul Stoltz of PEAK Learning. The four dimensions are captured in the acronym “CORE”:



Access image details

Although human beings do not explicitly ask themselves these questions, these questions can be used to unearth our reflexive reactions to an adverse situation. No matter how we react reflexively, the more we can see ourselves as having control, taking ownership, and minimising the reach and endurance of the nastiness we face, the more we will move to act in ways that allow us to be resilient.

A second set of questions, formulated by Paul Stoltz and Joshua Margolis, aim to help people move in that resilient direction. You can draw from the following battery of



questions, asking them explicitly, either when you hit a stressful situation, or when you are coaching someone who is turning to you to guide them in handling adversity in their lives. Although our instinct may be to coach someone by giving them answers, or to coach ourselves by looking for the solution, it actually helps to ask questions that prompt broad, creative responses.

Questions to Enhance a Sense of Control

- Do: What are the facets of the situation you can potentially influence?
- Visualize: How would the person you emulate and admire act?

Questions to Enhance a Sense of Ownership

- Do: What can you do to address the potential downside? What can you do to maximize the potential upside—by even 10 percent?
- Visualize: What strengths and resources can you and/or your team develop by addressing the adversity?

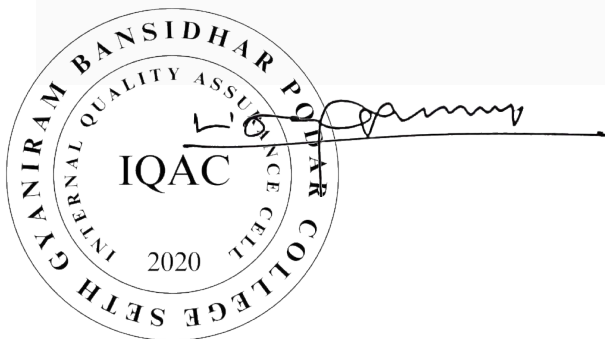
Questions to Reduce the Reach of the Adversity

- Do: How can you step up to make the most immediate, positive impact on this situation?
- Visualize: What impact will your efforts have on those around you?

Questions to Reduce the Endurance of the Adversity

- Visualize (first this time): What do you want the situation to look like on the other side of this adversity?
- Do: What can you do in the next few hours to move in that direction?

4.5.1 Rising to Leadership Responsibility



As we near the conclusion of the course, let's look back at all four modules and what you took away from each. We encourage you to take 5-10 minutes now to review the module summaries that you entered at the end of each module throughout the course.

1. What are one to two key takeaways that have emerged for you by completing this module?
2. Identify a strength you have as a leader based on what you learned in this module.
3. Write one item you will work on based on what you learned in this module.

Module 1: Taking Charge Key Themes and Takeaways

- Everyone can help you learn something
- Collaboration skills and intercultural sensitivity

Module 2: Leading Your Team Key Themes and Takeaways

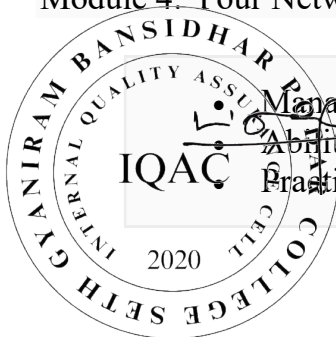
- New system will help streamline our processes and increase efficiency.
- Excellent communication skills
- Ability to work with different personal styles and approaches

Module 3: Unleashing Potential in Yourself and Others Key Themes and Takeaways

- Action items, decisions, or commitments moving forward
- Ability to work with different personal styles and approaches
- Doing, teaching, explaining, collaborating, or experimenting.

Module 4: Your Network Key Themes and Takeaways

- Managing our emotions
- Ability to work with different personal styles and approaches
- Practicing mindfulness and positive thinking.



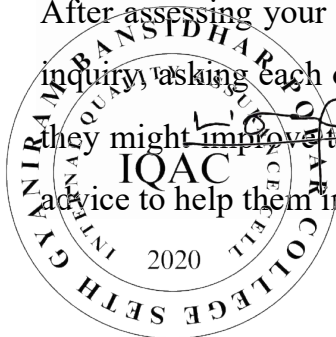
Let's revisit the exercise from earlier in this module when you received peer feedback on the video you uploaded.

- If you answered the reflection questions in 4.3.6 Reviewing Peer Feedback and Setting Coaching Goals, you will be able to see your assessment again (if you wish to review it) and what you wrote. Click "Continue" to move on to the final lesson.
- If you didn't have your peer review results when you first went through these questions, please review your results now and answer the questions.

You will be using the following criteria to assess two of your peers and then yourself.


- Coaching criteria—how well you/they demonstrated the two key components of coaching that follow after inquiry:
 1. Providing psychological support in the form of listening, reassurance and offering your own experiences for perspective.
 2. Offering instrumental guidance through collaborative instruction aimed at improving the recipient's future performance.
- Dimensions of leadership imprint—how well you/they exhibited the following dimensions in coaching Simon:
 1. Authenticity: the quality of being true to oneself and genuine in interactions with others
 2. Competence: the capacity to do the work of leadership and take the team where it needs to go
 3. Humility: making space for and acknowledging others' contributions and recognizing your own areas of limitation
 4. Resolve: a steadfast commitment to see things through to completion
 5. Warmth: likeability and caring about team members as individuals
 6. Elevation: understanding how to set high expectations that others feel energized to pursue
 7. Faith: creating a sense of possibility and confidence in what can be achieved

After assessing your two peers, we're going to ask you to practice coaching by (1) using inquiry, asking each of your peers one question to help them reflect more deeply on how they might improve their coaching of Simon, and then (2) offering one piece of concrete advice to help them improve a specific coaching behavior you saw in their video.



courses.myhbz.org/student/concept/64f786aec2dab2a0261d56015d5cf76a-6825-4b22-9cd6-43d5145a536f/1778/1585/#/

Leadership Principles: 4.5.1 Rising to Leadership Responsibility



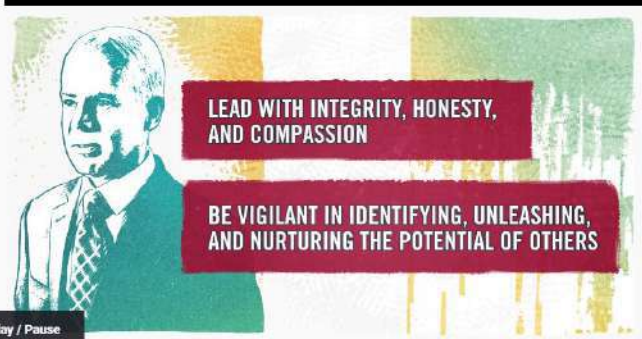
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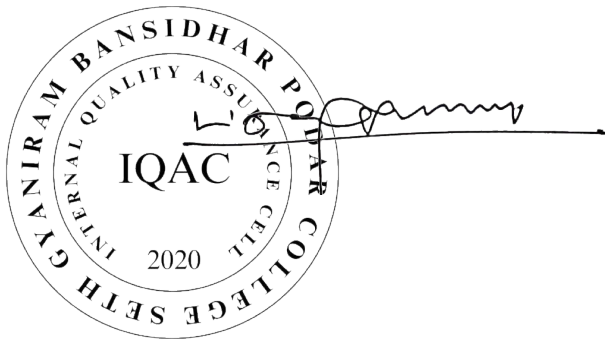
Leadership Principles: 4.5.1 Rising to Leadership Responsibility



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Leadership Principles: 4.5.1 Rising to Leadership Responsibility

DELIVER WELL

HELP PEOPLE DISCOVER THEIR FULL POTENTIAL

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03:14 / 07:28

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Leadership Principles: 4.5.1 Rising to Leadership Responsibility

LEAD WITH INTEGRITY, HONESTY, AND COMPASSION

BE VIGILANT IN IDENTIFYING, UNLEASHING, AND NURTURING THE POTENTIAL OF OTHERS

SEEK OPPORTUNITIES FOR CONTINUOUS GROWTH AND DEVELOPMENT

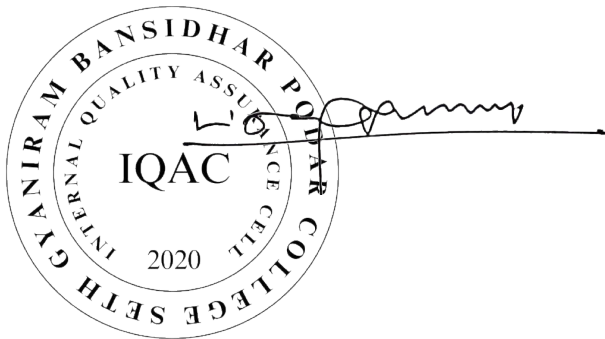
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Leadership Principles: 4.5.1 Rising to Leadership Responsibility

DELIVER WELL
HELP PEOPLE DISCOVER THEIR FULL POTENTIAL
LEARN TO TURN IN THE DIRECTION OF THE SKID

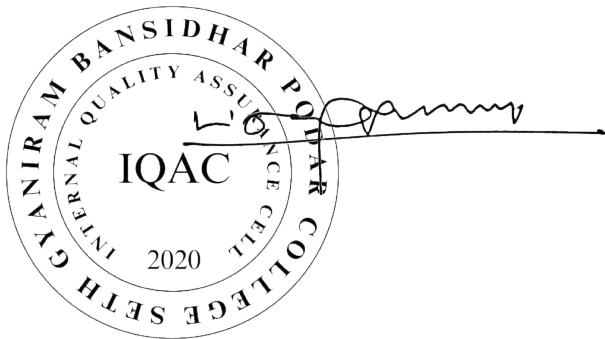
04:55 / 07:28

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Leadership Principles: 4.5.1 Rising to Leadership Responsibility


THE IMPORTANCE OF GRATITUDE

06:28 / 07:28



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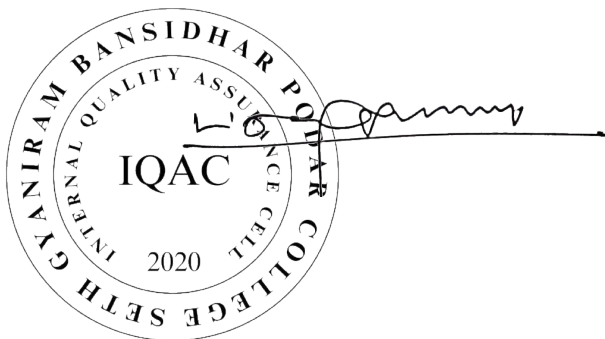
Leadership Principles: 4.5.1 Rising to Leadership Responsibility



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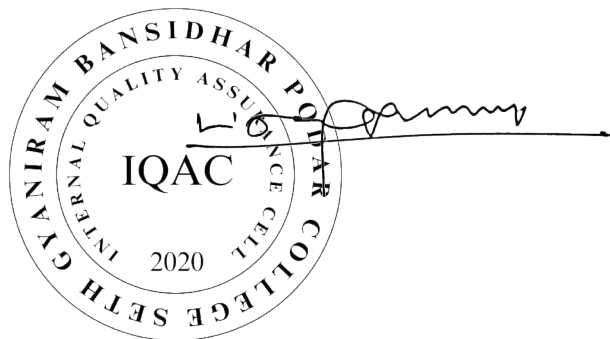
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ENG 12:45 AM
IN 10/25/2023



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