

# Leading Through Personal Excellence

## Program Overview

The business environment is changing faster than ever, and the skills required to lead are changing with it. Effective leaders must operate from an understanding of their own capabilities, act authentically with others, and adapt to an ever-changing environment. The Stanford Leadership Model introduces executives to the key competencies essential for deep insight into the self and others, and provides practical tools and strategies for aligning their behaviors to that comprehensive understanding.

### ENHANCE YOUR UNDERSTANDING OF YOURSELF AND OTHERS

Use the Stanford Leadership Model to assess your personal leadership capabilities and identify strengths and opportunities

Increase your self-awareness so that you can discover new ways to engage with your teams

### ADAPT TO DIFFERENT CONTEXTS

Analyze and adjust contextual factors like group diversity and status dynamics to maximize innovation and motivation

Leverage the leadership framework and techniques to apply them in real-time to your own leadership and organizational challenges

### DEVELOP TRUST AND BUILD CREDIBILITY

Gain a deeper understanding of the perspective of others to identify and respond to the needs of others

Explore and practice methods for establishing your own trustworthiness and expertise, and activating your audience's supportive thoughts



SARAH A.  
SOULE



BRIAN  
LOWERY



S. CHRISTIAN  
WHEELER



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TORMALA



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## Stanford Leadership Model

"Leadership" is the ability to marshal others to achieve a desired goal. "Personal" leadership describes a series of essential competencies needed to convince others to follow your lead. Capabilities such as understanding yourself, being able to understand and incorporate the perspective of others, and adapting to a variety of contexts are the building blocks that promote credibility, trust, and engagement. As leaders become more senior, these capabilities become ever more critical to their success.

The Stanford Leadership Model is predicated on the notion that these capabilities are not just inborn – they can be learned. In Leading Through Personal Excellence, participants do just that.

LEADING THROUGH PERSONAL EXCELLENCE	1) <b>SELF-AWARENESS</b>	Understanding yourself both in terms of your strengths and development opportunities, but also in terms of how you and your behaviors are perceived and understood by others.
	2) <b>PERSPECTIVE TAKING</b>	The ability to understand the perspectives of others in order resolve conflict and generate mutually attractive solutions.
	3) <b>CONTEXT</b>	Understanding how elements of context (environment, hierarchy, status) impact personal behavior and how to adapt to or modify context to achieve desired goals.
	4) <b>COMMUNICATION</b>	
	5) <b>DECISION-MAKING</b>	

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## Curriculum: Week by Week

### MODULE

#### One: The Stanford Leadership Model

Video Lectures: 30 Minutes

Assignments: 90 Minutes

#### Two: Enhance Your Self-Awareness

Video Lectures: 80 Minutes

Assignments: 90 Minutes

Live Virtual Events: 90 Minutes

#### Three: Explore a Different Perspective

Video Lectures: 60 Minutes

Assignments: 90 Minutes

#### Four: Adapt to Different Contexts

Video Lectures: 60 Minutes

Assignments: 90 Minutes

Live Virtual Events: 90 Minutes

#### Five: Reach Your Audience

Video Lectures: 60 Minutes

Assignments: 120 Minutes

#### Six: Broaden Your Focus

Video Lectures: 50 Minutes

Assignments: 90 Minutes

Live Virtual Events: 90 Minutes

### LECTURES [VIDEOS]

- The Stanford Leadership Model: An Overview
- Assessing Your Leadership Competencies
- Using Your Results

- What Is "Self-Awareness"
- Your Motivations
- The Motivations of Others
- Behavioral Flexibility
- The Four-Player Model
- Your Role in Team Dynamics

- Perspective Taking Explained
- Understanding Conflict
- How Teams Can Have a Good Fight
- Managing Conflict

- Elements of Context
- Team Attributes and Motivation
- The Importance of Status Flexibility
- Understanding Status Cues
- Changing Context

- Make It Important
- Engagement Triggers
- Establish Similarity
- Take an Unexpected Position
- Credibility Heuristics

- Self-Associations
- Role Playing
- Mere Thought
- Self-Perception

### KEY LEARNING

What is "leadership? And what abilities make one a good leader? Professor Sarah Soule guides participants through the Stanford Leadership Model, a system of interpersonal competencies critical to becoming a successful leader. Participants then take a self-assessment based on the Model to better understand their strengths and identify areas for potential development in relation to those competencies.

Professors Brian Lowery and Christian Wheeler then introduce the psychological and behavioral dimensions of the "self" – internal vs. external self-awareness, primary human motivations, the power of non-verbal cues, and the nature of team dynamics. Participants apply these concepts to their own context, gaining a more systematic understanding of themselves and how they are viewed by others – a critical first step in optimizing their leadership behavior.

Professor Lowery explains how "getting out of one's own head" and being able to adopt the perspective of others enables participants to defuse conflict, generate productive ideas, and move toward solutions that embrace the needs and motivations of all involved.

In this module, Professor Lowery illustrates how the context in which we operate has a tremendous effect on our behavior and those of our team members. Along with Professor Wheeler, Professor Lowery then explores the different aspects of context – such as physical environment, and differences in status – and how they can be modulated to better achieve leadership goals.

To lead effectively, you need to be persuasive. In this next module, Professor Zak Tormala introduces a series of practical communication tactics participants can leverage to develop credibility, earn the trust of their teams, and heighten the engagement of those whose support they need to reach their goals.

In the final module, Professor Tormala continues to explore communication tactics that build followership, now focusing on those related to "self"–persuasion – the notion that people gravitate toward things they associate with themselves. Participants then reflect on their experiences implementing strategies and tactics during the program, and identify future opportunities to leverage existing strengths and build new skills.

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## Assignments

MODULE	ASSIGNMENT
<b>Orientation</b>	<b>Pre-Work: Your Next-Level Leadership</b> Participants reflect on their previous history as a leader, identify areas of strength and opportunities for development, and assess the gap between their current state and the leader they want to become.
<b>Module One</b>	<b>Identify Your Personal Leadership Focus</b> After taking their leadership competencies assessment, participants identify their Leadership Focus, an initiative or area of responsibility crucial to achieving organizational objectives. They then outline what needs to happen from a project and people perspective in order to achieve those goals.
<b>Module Two</b>	<b>Enhance Your Self-Awareness</b> Participants identify how enhanced self-awareness will enable them to address their Leadership Focus. They identify specific opportunities to leverage awareness-building tactics, documenting their thinking in the form of a Personal Excellence Plan. They then choose one opportunity to implement one or more of those tactics over the coming week.
<b>Module Three</b>	<b>Explore a Different Perspective</b> Participants consider existing or anticipated conflicts related to their Leadership Focus and expand their Personal Excellence Plan by incorporating tactics they can employ to better understand those involved. They then choose one conflict situation and attempt to make headway by gaining a better understanding of those involved.
<b>Module Four</b>	<b>Adapt to Different Contexts</b> Participants analyze their own business context, including environmental and interpersonal dimensions, and identify opportunities to change contextual elements to better achieve their goals. After documenting their ideas in their Personal Excellence Plan, they choose one contextual change to implement over the coming week.
<b>Module Five</b>	<b>Reach Your Audience</b> Based on a deeper understanding of the elements of persuasive communication, participants identify specific opportunities where persuasion will be essential to meeting their Leadership Focus. They then draft and deliver a critical communication using tactics that build credibility, engagement, and trust.
<b>Module Six</b>	<b>Broaden Your Personal Excellence Plan</b> Participants assemble a final presentation that includes: a) an Executive Summary of progress made on their Leadership Focus, detailing challenges, measures taken, and tangible outcomes, and b) an expanded Personal Excellence Plan that encompasses additional opportunities to leverage strengths and develop leadership competencies.



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## Faculty Bios



### SARAH A. SOULE

*The Morgridge Professor of Organizational Behavior, Senior Associate Dean for Academic Affairs, Professor of Sociology (by courtesy), School of Humanities and Sciences*

Sarah A. Soule is the Morgridge Professor of Organizational Behavior, and Senior Associate Dean for Academic Affairs, at the Stanford Graduate School of Business. Professor Soule's research examines state and organizational-level policy change and diffusion, and the role social movements have on these processes. She teaches courses on Strategy, Organizational Design, Personal Leadership, and Design Thinking. She has written two books: *Contention and Corporate Social Responsibility*, and *A Primer on Social Movements*.



### BRIAN LOWERY

*The Walter Kenneth Kilpatrick Professor of Organizational Behavior, Senior Associate Dean for Academic Affairs*

Brian Lowery is a Professor of Organizational Behavior and a social psychologist by training. His research focuses on the way relationships among groups and people shape the way we understand ourselves and interact with others. He has a particular interest in inequality and fairness. At the GSB, he is currently driving an initiative to shape enlightened and purposeful leaders for a diverse society, and in so doing, to define the meaning and nature of leadership itself.



### S. CHRISTIAN WHEELER

*The StrataCom Professor of Management and Professor of Marketing*

S. Christian Wheeler is the StrataCom Professor of Management and Professor of Marketing at the Stanford Graduate School of Business. Some of his recent research projects have explored what happens when people want evaluations other than those that they have; when people deliberately undermine the performance of others; and when people will share their evaluations with others. At Stanford, Professor Wheeler teaches courses on Management Agility and Research Methodology.



### ZAKARY TORMALA

*The Laurence W. Lane Professor of Behavioral Science and Marketing*

Zakary Tormala is the Laurence W. Lane Professor of Behavioral Science and Marketing at the Stanford Graduate School of Business. His research focuses on the areas of attitudes, persuasion, and social influence. He specializes in conducting lab and field experiments designed to enhance our understanding of attitude, belief, and behavior change. He publishes extensively on these topics and has served on the editorial boards of the leading scientific journals in his field. At Stanford, Professor Tormala teaches courses on persuasion in the MBA program, the PhD program, and numerous executive education programs.



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## Project Examples

NAME	DESCRIPTION	PROJECTED BUSINESS IMPACT	PROJECTED FINANCIAL IMPACT
<b>Finance Systems and Structure Improvement</b>	A General Manager at a manufacturing company will seek to modernize and improve their finance team structure and operating systems. They will first need to <u>gain buy-in</u> from the team's leader and <u>empower</u> that leader in the implementation of changes to improve the team's performance and allow them to <u>keep pace with the rate of change</u> in the business.	Increased Efficiency And Quality, Increased Team Performance	\$400,000
<b>Communicating to Enhance Patient Safety</b>	A Director of Pharmacy at a healthcare company has identified an opportunity to develop and improve communication processes and messaging within their department to focus and engage staff to move towards a culture associated with more accountability. They hope to <u>empower</u> both management and staff to <u>build a stronger rapport</u> with one another to create a safe environment for speaking up on safety.	Increased Employee Satisfaction, Increased Patient Safety	\$975,000
<b>Navigating Change</b>	A VP of Broker Partnerships at a financial services company will navigate structural and operational changes to their team due to a recent acquisition. They will <u>seek to mitigate any team fears and uncertainty</u> by promoting open communication, instilling a sense of purpose, and continuing to focus on growth.	Increased Customer Loyalty, Effective Change Management	\$30,000,000
<b>Work Management Realignment</b>	A Maintenance Manager at a utility company will create and implement clear and concise guidelines for their team's work management processes. They will <u>seek input from others</u> and remain open to changing processes as needed. This will allow their team to level-set on expectations and <u>create an open feedback loop</u> amongst all team members and leadership.	Increased Quality, Increased Employee Performance	\$490,000