WiLD LEADERS

EXECUTIVE FELLOWS PROGRAM

WiLD EFP1000
LEADER IDENTITY & CALLING

Syllabus

EXPERIENTIAL CONTEXT

PSYCHOLOGICAL SCIENCE

FAITH + HUMANITY

EFP1000: Leader Identity & Calling

OVERVIEW

Leader Identity & Calling is the first of three intensive courses offered in the WiLD Executive Fellows Program. Each intensive includes theoretical and practical readings and content that are integrated with a Whole Leader Development process called the WiLD Toolkit. Specific content includes interaction with research related to leadership development and effectiveness, and specific application of research and these tools into the personal context within which each participant will lead and serve. The assumption is that these three intensives may be systematically integrated into a variety of other disciplines or training contexts.

EFP1000: Leader Identity & Calling

EFP2000: Leader Theory & Behavior

EFP3000: Leader Context & Activation

EFP1000: Leader Identity & Calling
INTENSIVE DESCRIPTION

The intensive requires participants to build an understanding of their own capacity to lead, including their strengths, potential blind spots, and the organizational or community contexts within which they aspire to serve others through their leadership role. Topics include self-awareness, diversity of thought, leadership experience and learning, leading under pressure, strategic networking, and how to invest in the development of others. The intensive is offered as the first of three intensive designed to cover the theoretical principles, research, and practice in the area of leadership.

OBJECTIVES:

1. Gain knowledge of the scientific research behind whole and intentional leader development and the connection to the organizational contexts within which they lead.

2. Apply their increasing awareness of how their presence, strengths, and blind-spots are impacting others around them and themselves.

3. Take action by setting specific developmental goals and completing a comprehensive personal development plan that includes an audit of their experience, learning, leadership capacity, strengths, networks, investments, and areas for development.

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ASSIGNMENTS

PRE-WORK

Completed prior to intensive. Approx. 15 hours of pre-work

- **Course Readings**
  - There will be various articles, Guidebook Chapters, and other assigned readings that will be crucial to understanding the theory, application, and action behind the concepts being covered in this course.
  - *Specific readings are listed and linked below.*

- **WiLD Toolkit Assessment Completion & Whole Leader Guidebook Chapters**
  - Participants will complete four of the tools in the WiLD Toolkit for this first intensive session. Alongside using the tools in the WiLD Toolkit, participants will also read one chapter in the Whole Leader Guidebook. These assessments are foundational to completion of the course and include:
    - WiLD Profile – Whole Leader Guidebook (WLG) Chapter 1
    - Calling & Purpose Inventory – WLG Chapter 2
    - Purposeful Goals Assessment – WLG Chapter 3
    - Leading Under Pressure Inventory – WLG Chapter 4
  - *After reading their Feedback Report, participants will use the Moments that Matter Tool to capture thoughts and reflections, and will also use the Goal Setting Tool if any goals emerge from the reflection.*

- **Additional Course Videos**
  - During the course, additional course videos will be assigned and referenced.
  - *Specific videos are listed and linked below. Also, here is the playlist of all INTENTIONAL Videos.*

- **Ongoing Development Conversations**
  - Must participate in at least 20 of the weekly sessions offered by WiLD Leaders over the 10 months of the program.
  - Each WiLD Conversation or Real-Time Coaching session counts as 1 of the 20 required. Participants will keep track of attendance on their own and turn it in at the end of the last intensive.

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ASSIGNMENTS

POST-WORK
Complete two weeks after intensive is complete.
Submit to your participant google drive folder - email instructions will be sent.

- **Integrative Paper (minimum 3 pages)**
  - Participants will complete a minimum 3-page double spaced paper that integrates leadership theory and psychological science, philosophy or theology, and your context and personal experience. Papers must be evidenced-based, including research and scientific findings whenever possible.
  - In sections where opinions, books, or anecdotes are included, papers should avoid the use of hyperbole and overstated opinions as facts, but instead include language that clearly indicates that these are opinions that may or may not be based on evidence. Statements such as "It is commonly accepted", or statements of fact must include a research-based citation. Statements of opinion on the part of the participant should be constructed as such.
  - Papers should integrate a minimum of 2/3 of the total assigned readings from the course. Including other thoughtful or research-based works are strongly encouraged.
  - *In the sections below with assigned readings, there are question prompts that can be used to help guide the direction of your paper, but are not necessary to include in your paper.*

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PRESENCE & PROGRESS

In every case and especially for those in preparation to lead or currently leading, how we show up is just as important as the quality of any paper, assessment completed, or other metric satisfied. For each intensive, we will use a variety of interactive discussions and peer coaching opportunities. Participants are encouraged to fully integrate the pre-work and bring their own context into the intensive sessions. At the end of the intensives, participants will assess themselves on the following categories:

3 = Leading Progress and Contribution:
Consistently demonstrates breadth and depth of knowledge, understanding, and reflection of reading assignments; brings fresh, original thinking and ideas to the other participants; presses for high levels of thinking and preparation in each class; raises the intellectual bar in activities and discussions; maintains emotional composure even in heated discussions; expresses awareness of others' positions on issues and encourages other voices to come to the table; expresses no need to make everything about them or to talk too much; takes unpopular or controversial positions when it is important to do so and responds to questions with critical thinking and evidence rather than dominating or appeasing others; engages others in the learning process.

2 = Solid Progress and Contribution:
Regularly demonstrates knowledge and understanding of reading assignments; asks relevant and precise questions in face to face or virtual meetings; responds to questions directly, thoughtfully, and concisely; although not always a leader in class discussions and activities, brings enthusiasm, ability to stay on topic, and an attitude that helps make class interesting and lively; stretches self to take an occasional risky position in discussions or activities; works hard to avoid making comments or asking questions that are off-point, distracting or polarizing.

1 = Getting-By or Emotional Contribution:
Speaks up occasionally when the participants gather with some accurate link or reference to assigned readings or the current discussion/activity (drive-by contributor); speaks up regularly or often and compulsively but has a hard time managing his or her feelings about the issue at hand at the expense of calm, clear thinking about the issue (emotional contributor); content of contribution is highly variable, ranging from a rare brilliant insight, observation, or question to distracting, polarizing, impulsive comments that waste class time and in the face of silence, feels the impulsive need to fill the space.

0 = No Progress and No Contribution:
Rarely, if ever, speaks up in class; while an occasional comment may be on target, this person appears to be present in body only, making only minimal if any contribution to session discussions or activities.

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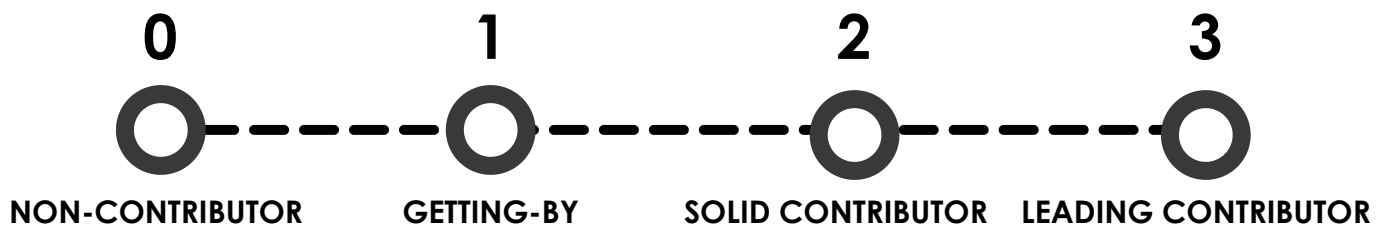## PRESENCE & PROGRESS LEVELS

On day 3 of the intensive session, return to this page to assess yourself on your presence and progress. You can assess and reflect here, or reflect on the assessment you've given yourself in the 'Moments that Matters Tool, and use the Goal Setting Tool if any goals emerge in this process.

PRESENCE LEVEL

Based on the 4 levels of presence listed above (page 6), how would you assess your presence in the first 3 day intensive session?

3 = LEADING CONTRIBUTOR
2 = SOLID CONTRIBUTOR
1 = GETTING-BY OR EMOTIONAL CONTRIBUTOR
0 = NON-CONTRIBUTOR

0	1	2	3
NON-CONTRIBUTOR	GETTING-BY	SOLID CONTRIBUTOR	LEADING CONTRIBUTOR

Reflections on how you assessed yourself:

_____

_____

_____

_____

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PRESENCE & PROGRESS LEVELS

PROGRESS LEVELS

Progress is defined by your level of excellence in completing all developmental assignments, and the extent to which you were fully engaged as you completed assignments. (This includes the time and commitment you made to your intentional development as a whole leader). This is not a reflection of your value as a person, but a reflection of the time you chose to intentionally invest in your development as a leader. That level of investment may be either a level that could be improved, or that you intentionally chose because of different circumstances in your life.

PROGRESS EXAMPLES:

3 - LEADING PROGRESS
Completed all the assignments above and beyond my personal expectations and the syllabus requirements

2 - SOLID PROGRESS
Completed most or all of the assignments on time

1 - GETTING-BY
Completed a portion of the assignments as required

0 - NO PROGRESS
Did not complete any of the assignments

	0 NON-PROGRESS	1 GETTING-BY	2 SOLID PROGRESS	3 LEADING PROGRESS
READINGS				
WiLD TOOLKIT				
INTEGRATIVE PAPER				
ONGOING DEVELOPMENT CONVERSATIONS				

Reflections on how you assessed yourself:

_____

_____

_____

EFP1000: Leader Identity & Calling
ASSIGNMENTS & REQUIRED READINGS

PART I: WHOLE LEADER DEVELOPMENT

- Watch WiLD Profile INTENTIONAL Video
- WiLD Toolkit Assessment: WiLD Profile
  - Reflection: As you read your Feedback Report, capture any personal insights in your Moments that Matter Tool, and use the Goal Setting Tool for any goals that emerge as you reflect.
- Post-Intensive Session, Integrative Paper Question:
  - How does whole leader development differ from traditional or other methods of developing leaders?

Required Readings:

- McKenna (2017). Whole Leader Development Guidebook – Session 1
- McKenna, R. B., & Wenzel, K. K. (2016). Developing Whole Leaders for the Whole World. The Journal of Values-Based Leadership, 9(1), Article 12.
- McKenna, R.B. & Campbell, (2011). The Character X Factor in Selecting Leaders: Beyond ethics, virtues and values. Journal of Values Based Leadership, 4(2),39-48.
- Avolio, B. J., & Hannah, S. T. (2008). Developmental Readiness: Accelerating leader development. Consulting Psychology Journal: Practice and Research, 60(4), 331.

Suggested to skim but not required to read fully:
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and Leadership: A qualitative and quantitative review. Journal of Applied Psychology, 87(4), 765.
- Prochaska, J. O., & DiClemente, C. C. (1983). Stages and Processes of Self-Change of Smoking: Toward an integrative model of change. Journal of Consulting and Clinical Psychology, 51(3), 390.

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ASSIGNMENTS & REQUIRED READINGS

PART II: CALLING AND PURPOSE

- Watch Calling + Purpose Inventory INTENTIONAL Video
- WiLD Toolkit Assessment: Calling & Purpose Inventory
  - Reflection: As you read your Feedback Report, capture any personal insights in your Moments that Matter Tool, and use the Goal Setting Tool for any goals that emerge as you reflect.
- Post-Intensive Session, Integrative Paper Question:
  - What are two perspectives on calling as it relates to life and work?

Required Readings:

- McKenna (2017). Whole Leader Development Guidebook – Session 2.
- Dik, B. J., & Duffy, R. D. (2009). Calling and Vocation at Work: Definitions and prospects for research and practice. The Counseling Psychologist, 37, 424– 450.
- Haney, D. M., McKenna, R. B., Robie, C., Austin, K. & Ecker, D. (2015). The Power of Perceived Experience: Events That Shape Work as Calling. Career Development Quarterly.
- McKenna, Robert B., et al. "Calling, The Caller, and Being Called: A Qualitative Study of Transcendent Calling." Journal of Psychology and Christianity, vol. 34, no. 4, 2015.

Suggested to skim but not required to read fully:
- Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, Careers, and Callings: People's relationships to their work. Journal of Research in Personality, 31, 21-33.

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ASSIGNMENTS & REQUIRED READINGS

PART III: DIRECTION AND GOALS

- Watch Purposeful Goals Assessment INTENTIONAL Video
- WiLD Toolkit Assessment: Purposeful Goals Assessment
  - Reflection: As you read your Feedback Report, capture any personal insights in your Moments that Matter Tool, and use the Goal Setting Tool for any goals that emerge as you reflect.
- Post-Intensive Session, Integrative Paper Question:
  - What is the relationship between overarching purpose and goal setting (i.e., why we do something in relationship to the goals we set)?

Required Readings:

- McKenna (2017). Whole Leader Development Guidebook – Session 3.
- Gollwitzer, P. M. (1999). Implementation Intentions and Effective Goal Pursuit: Strong effects of simple plans. American Psychologist, 54, 493-503.
- Locke, E.A. & Latham, G. P. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-year odyssey. American Psychologist, 57, 705-717.
- Strauss, K., Griffin, M. A., & Parker, S. K. (2012). Future Work Selves: How salient hoped-for identities motivate proactive career behaviors. Journal of Applied Psychology, 97, 580-598.

Suggested to skim but not required to read fully:
- (Just read the abstract for this article) Locke, E. A., & Latham, G. P. (2019). The Development of Goal Setting Theory: A half century retrospective. Motivation Science, 5(2), 93–105.
- Shaw, K. N. (2004). Changing the Goal-Setting Process at Microsoft. Academy of Management Executive, 18, 139-142.

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ASSIGNMENTS & REQUIRED READINGS

PART IV: LEADERSHIP DIFFERENTIATION

- Watch Leading Under Pressure Inventory INTENTIONAL Video
- WiLD Toolkit Assessment: Leading Under Pressure Inventory
  - Reflection: As you read your Feedback Report, capture any personal insights in your Moments that Matter Tool, and use the Goal Setting Tool for any goals that emerge as you reflect.
- Post-Intensive Session, Integrative Paper Question:
  - What does composure under pressure have to do with conflict management or adapting to change?

Required Readings:

- McKenna (2017). Whole Leader Development Guidebook – Session 4.
- Ch. 1-3 - McKenna, R. B. (2017). Composed: The Heart and Science of Leading Under Pressure. Oklahoma City, OK: Dustjacket Media.
- McKenna, R. B., & Yost, P.R. (2004). The Differentiated Leader: Specific strategies for handling today's adverse situations. Organizational Dynamics, 33, 292- 306.

These are suggested if you are interested in diving deeper - but are not required:

- Friedman, E. (2011). Generation to generation: Family process in church and synagogue. Guilford Press. New York, NY; Guilford.
- Gilbert, R. M. (1992). Ch. 11: Triangles, pp. 73-81, Repetitions, Ch. 12, pp. 82-84, Growing a self, Ch. 16, pp. 117-125. Extraordinary Relationships: A New Way of Thinking About Human Interactions. United States: Wiley.

ADDITIONAL READINGS ON THESE TOPICS
NOT REQUIRED

- Arvey, R. D., Zhang, Z., Avolio, B. J., & Krueger, R. F. (2007). Developmental and Genetic Determinants of Leadership Role Occupancy Among Women. Journal of Applied Psychology, 92(3), 693-706.
- Bandura, A. (2001). Social cognitive theory: An Agentic Perspective. Annual Review of Psychology, 52(1), 1-26.
- Buckingham, M., & Clifton, D. O. (2001). Now, Discover Your Strengths. pp. 25-27, 67-75, 148-159, New York: The Free Press.
- Cooperrider, D. (1990). Positive Image; Positive Action: The affirmative basis of organization. In S Srivastva & D.L. Cooperrider, (Eds.), Appreciative Management and Leadership, 91-125. San Francisco, CA: Jossey-Bass.
- Cameron, J. (1992). The Artist's Way. New York: Penguin Putnam Inc.
- Cloud, H., & Townsend, J. (1992). Boundaries: When to Say Yes, How to Say No. Grand Rapids, MI: Zondervan. [Chapters 5 & 14]
- Friedman, E. (1985). Leadership in a Congregational Family, pp. 220-234, Generation to Generation: Family Process in Church and Synagogue. New York, NY: The Guilford Press.
- Friedman, E. (1990). 'Round in Circles, pp. 31-35, Friedman's Fables, Guilford Press: New York.
- Gorsuch, R. L. (2002). The Pyramids of Sciences and of Humanities: Implications for the search for religious 'truth.'. American Behavioral Scientist, 45, 1822-1838.
- Guinness, O. (1998). Ch. 9: The Audience of One, pp. 71-78, The Call: Finding and fulfilling the central purpose of your life. Nashville, TN: Word Publishing. Guinness, O. Ch. 6: Do what you are, pp. 44-54, The call: Finding and fulfilling the central purpose of your life, Word Publishing: Nashville.
- Hall, D.T. & Mirvis, P.H. (1996). The New Protean Career: Psychological success and the path with a heart. In Hall, D.T. The Career is Dead—Long live the Career: A relational approach to careers. San Francisco, CA, Jossey-Bass.
- Handy, C. (1995). Ch. 3: The sigmoid curve, pp. 49-67, Ch. 8: The corporate contract, pp. 155-172, The Age of Paradox. Boston, MA: Harvard Business School Press.
- Kahn, W. A. (1998). Relational Systems at Work. Research in Organizational Behavior, 20, 39-76.
- Lord, R. G., Diefendorff, J. M., Schmidt, A. M., & Hall, R. J. (2010). Self-Regulation at Work. Annual Review of Psychology, 61, 543-568.
- McKenna, R. (2008). Dying to Lead: Sacrificial leadership in a self-centered world. Xulon Press.
- McKenna, R. B., Yost, P. R., & Boyd, T. N. (2007). Leadership Development and Clergy Understanding: The events and lessons that shape pastoral leaders. Journal of Psychology and Theology, 35, 179–189.
- Ortberg, J. (2001). If You Want to Walk on Water, You've Got to Get Out of the Boat. Grand Rapids, MI: Zondervan.
- Palmer, P. J. (2000). Ch. 2: Now I become myself, pp. 9-36, Let Your Life Speak. Jossey-Bass, San Francisco.
- Placher, W. C. (2005). Callings. Eerdmans Publishing Company. Grand Rapids, Michigan.
- Portier, S. (2000). The Measure of a Man: A spiritual autobiography. pp. 231-243. Rohr, R. (2011) Falling Upward: A Spirituality for the Two Halves of Life. Jossey-Bass.
- Seligman, M.E.P., & Csikszentmilhalyi, M. (2000). Positive Psychology: An Introduction, American Psychologist 55, pp. 5-14.
- Senge, P. (1990, Fall). The Leader's New Work: Building learning organizations, Sloan Management Review.
- Watkins, J. M., & Mohr, B. J. (2001). Ch. 4. Choose the positive as the focus of inquiry, pp. 53-67, Appreciative Inquiry: Change at the Speed of Imagination. San Francisco: Jossey-Bass/Pfeiffer.
- Whyte, D. (2001). Ch. 1: Courage and Conversation, Ch 2: The Mountain Farm, pp. 3-27, Ch. 7: The fatal shore: Arrival and authenticity, pp. 139-150, Crossing the Unknown Sea: Work as a Pilgrimage of Identity, New York: Riverhead Books.