PREPARING TO BECOME AN ENGAGED LEADER

Learning from Failure

Management is not for the faint of heart. A career in management holds awesome responsibilities accompanied by the consequences of failure that can be far reaching. There are few jobs that provide a person with the opportunity to have a huge impact on the corporate bottom line by achieving results through the guidance and direction of others.

Carnes, K., Cottrell, D. and Layton, M. (2004). p. 82.

Thomas J. Watson is attributed with saying "If you want to succeed, double your failure rate". Wired Magazine editor Kevin Kelly likewise explains that a great deal can be learned from things going unexpectedly, and that part of science's success comes from keeping blunders "small, manageable, constant, and trackable". He uses the example of engineers and programmers who push systems to their limits, breaking them to learn about them. Kelly also warns against creating a culture (e.g. school system) that punishes failure harshly, because this inhibits a creative process, and risks teaching people not to communicate important failures with others.

Wikipedia

DREAMS

I use to think that I could make a difference. I would be able to change our community in significant ways. I would be able to help people see the value in other people. I really thought that this would happen. Multicultural, then diversity movements were just not enough. I thought that I could find a way that would allow those in power to journey into themselves. This journey would result in more people clearly understanding their own personal biases, the negative impact of these biases on others, and cause them to make needed change. I really thought that I could provide some focus, with others, to get this done.

I was not successful while serving as special assistant. Some would disagree and point to a legacy that has been institutionalized. We developed a program, The Community Scholar Program, which has had a tremendous impact on student diversity on campus. The academic success of students, overall grade point average, retention and graduation rates, in this program has also been exceptional. The program provides scholarships to students from adopted high schools in the area.

The positive publicity about the program has also caused other students from diverse backgrounds to seek admission. While indeed the program represents a significant step towards a more inclusive community of learners, I would say that it is just not enough. We were also influential in the establishment of core courses designed to address issues of diversity and inclusion. The template designed to guide the development of these courses helped to move teaching and learning in this genre beyond the generalizations that typically exist at similar college courses throughout the country. The next step in the strategic plan called for the implementation of action steps designed to increase diversity within the ranks of the faculty and a series of optional professional development seminars for faculty and staff. Both initiatives failed to gain traction. A change in leadership and shift in priorities regarding the work of the office brought clarity to a decision I needed to make. Do I remain and just ride the wave of success regarding student diversity, relax and hope for a shifting of priorities done the road? After – all, new leadership verbally supported the work but just needed to shore up some areas first. Since I am not one to rest on past accomplishments, it was clear that it was time to move on. Or, do I realize that my time here was up and move on to other potential opportunities?

I joined the leadership team of another college as the first Systems Vice President for Institutional Diversity. Through some consolidation and the creation of some new positions, we were able to build a program that experienced high recognition form the president, trustees, and alumni. Our greatest success came from data that showed dramatic increases in the grade point average and retention rates of student minority groups. Our Inclusion Leadership program, consisting of students from all walks of life, was also seen as a great success. Both of these successful programs were supported with external funds. These funds were secured by my efforts. However, funding would not have materialized if the president had not continuously placed the work of diversity and inclusion one of his most important initiatives. However, the president soon left to take the same position in another state. We were making great progress towards building an infrastructure to solidify the work ahead, but the president who hired me left. The agenda loss support and the focus took a u-turn. So, I asked myself again: Do I remain and just ride the wave of success, or realize that my time here was up and move on to other potential opportunities? Since I was still not one to rest on passed accomplishments, it was clear that it was time to move one.

I thought that maybe I could make it happen at a small liberal arts college – as president. We would become an example of how a diverse and inclusive community of learners can impact thinking, beliefs, and actions in support of a better tomorrow. We developed a strategic plan to move the college forward in three key areas, academics, infrastructure, and financial sustainability. We made about four million dollars of improvements on the campus simply by redirecting existing revenue. After five years of budgets in the red, we righted the ship and achieved over a million dollars surplus in just three years. The other key initiative called for the strengthening of the student profile. Part of this initiative was addressed with the development of a new Honor's Program. This program consisted of a minor in Inclusion Studies. Courses

were designed to attract a more diverse and better academically prepared group of students. Students successfully finishing this minor would be prepared to live, work, and provide leadership with all kinds of people – anywhere in the world. Trustees, during a conference call, voted to approve the program with no dissenting votes. However immediately after the conference call, the board chair called to say that he and four other trustees did not agree with this initiative. I was told that I just wanted smart students on campus and that I was moving to far away from the mission of the college. There was also push back on our desire to establish a more diverse student body to the college. An outline and list of courses are shared in Appendix A.

This small faction of the board of trustees, including the chair, could not see the vision; the dream; the pathway leading to a stronger, more diverse, and well recognized college; a place to be emulated. While other board members were very supportive of the work, I did not do a good enough job to convince this hand full of board leadership. So they, without the knowledge of many of the trustees and over the holiday season, removed me from office. A dream deferred, that indeed exploded.

So now I am back as a professor. I am still trying to make a difference. This time I am focused on my students, and possibly a few others. I am also trying to share some of my thoughts on the printed page. I am also working to establish the Center for Engaged Leadership. (The Center for Engaged Leadership is shared in Appendix D). Will this focus help students and others become better prepared as engaged leaders in a more diversely inclusive world? Will people read what I write, and take advantage of the programs offered by the Center, should it be established? Will these vehicles for teaching and learning about engaged leadership be strong enough to cause others to become stronger and more active agents for change? Will this work become one of the stronger voices focused on the movement towards engaged leadership and a true democracy?

For some reason, I have my doubts. However, I still have hope. I still believe that God is in control. I still believe that if it is God's will, then others will read, reflect, embrace, join, then place into action the changes needed to demonstrate that this country does indeed believe that all will be valued and included. We will become a community for all of humanity.

I want to believe that inclusion can become the norm in this country. I must believe, otherwise what is the use! One lesson learned is the fact that engaged leaders must focus on sustaining programs with long-term restricted financial support. Leaders come and go. Programs that remain are often ones with the kind of external financial support that serves as a buffer through the many changes in the life of a college or school. Endowed programs have a much better chance of sustainability. So I present these thoughts with the hope and prayer that you will see the value of engaged leadership. It is also my hope that you become active agents for change as we work to live up to our creed. "*…and to the Republic for which it stands, one nation under God, indivisible, with Liberty and Justice for all.*" So, please read, reflect, discuss and make change. It will take all of us to make it so.

Amen

Like many other institutions, we have been working to develop new ways to educate our students to be flexible lifelong learners and leaders capable of responding to a world of constant change. We want to provide a foundation for intentional, critically engaged lifelong learners, people who can identify what they are learning and understand why it is relevant to their lives. We recognize that in order to learn for life, students will need to know how to consciously learn from their life experiences. They must learn how to pay attention to subtle "a-ha" moments, recognizing the insights and dissonance that often accompanies new learning. They will net to know how to work effectively within diverse teams and groups, balancing the needs and views of others while also staying engaged with their won intentions and sources of curiosity. To do this, they will need to be able to reflect critically on their decisions and actions, recognize the strengths and limitations of their own and others' perspectives, and continually seek feedback from others and the environment. This seems to be a tall order.

Peet, M. Reynolds-Keefer, L. Gurin, P. and Lonn, S. Fall 2011/Winter 2012.

Inclusion Studies Minor at _____ College

    The Inclusion Studies Minor at _____ College is dedicated to educating learners about the importance of inclusion, diversity, and equity. All courses will engage each learner ways that will create opportunities for individuals to become more understanding, thoughtful, expressive, and intentional about the issues of inclusion, diversity, and equity. The courses in this minor will empower individuals towards a more personal sense of self-worth, cultural and personal histories, traditions, critical consciousness, and all that defines who we are. Focusing mostly on social, political, and economic issues that impact inclusion, diversity, and equity, learners will see that they are a part of a more inclusively diverse society. Comparative analysis regarding the impact of these issues will empower learners to better understand the world in which they live, and their role in making it a better place for everyone. Additional emphasis will be placed on actions we can take that will possibly lead to a more inclusively diverse world. A research component of the program will allow learners to answer their own questions ablutions inclusion, diversity and equity in uniquely personal ways.

    Inclusion Studies courses and suggested sequence are shared on the following pages:

INCL 3323   THE IMPACT OF LABELS IN AMERICA

Course Description

This course will explore the meaning of being an American from various racial, gender, and ethnic perspectives. Emphasis will be placed on these perspectives from social, political, and economic points of view. Learners will also determine ways to become advocates for change – towards living what Dr. King and others call The Beloved Community.

Instructional Goals

The learner will develop a better understanding of what it means to be an American in the United States; has/does one's racial and/or ethnic background negatively impact these meanings of living as an American in America. In addition, the learner will seek answers to the question: Have all, Chicano, Italian, Sicilian, Polish, Latino, Arab, Asian, gender, GLBT, etc., groups been historically afforded the same opportunities as citizens in this great nation, and how can one help to make positive change?

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

- articulate social generalizations used to describe a variety of racial, gender, and ethnic groups in the United States;
- share, orally and in writing, how racial, gender, and ethnic labels have resulted in barriers towards living the American Dream;
- organize groups to develop action steps with the goal to diminish and/or
- eliminate the negative impact of the labels placed on some citizens in the United States.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes listed in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

INCL 3333   SOCIAL NETWORKING

Course Description

The term Social Networking in contemporary times is equivalent to networks on the world-wide web. However, as this course will examine, social networking involves a multitude of outlets and venues. By examining both the historical and current forms of social networking, the course will analyze an array of networking practices, who has access, and the influence it has on societal interaction, personal values, and trends. In addition, learners will explore the potential impact of social networking as advocates seek more equity in a future that supports notions of inclusion, among diversity.

Instructional Goals

The learner will develop a better understanding of the types of social networking sites being utilized most by individuals, how the use of sites are currently impacting individual ought, and how the use of these sites, and those in the future, can become tools for advocates seeking more equity and inclusion in our diverse world.

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

- discuss in detail the use of various social networking sites;
- discuss the impact of social networking sites at it relates to the social, political, and economic impact regarding difference;
- develop ways to utilize social networking to promote the growth of a more inclusively diverse society.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes listed in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

INCL 3343   THE POWER MOVEMENTS OF THE '60S

Course Description

This course will explore the power movements of the 1960s. It will examine this decade of peace and love – war and hate and the call for equality and sexual freedom. Specific attention will be given to the Vietnam War; Woodstock; King, Kennedy, Malcolm and Bobby; The Moon Landing; COINTELPRO and the Black Panther Movement; Baby Boomers; Chavez; Chisholm; Johnson; Race Riots; and The Beatles.

Instructional Goals

The learner will develop a better understanding of this decade's major power movements and the impact each has made on current social, political, and economic movements. Learners will seek ways to utilize this knowledge as each works to become advocates towards the development of a more inclusively diverse society in the United States, and the world.

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

- articulate the impact of the various power movements of the 1960's discussed on people from varying backgrounds, from social, political, and economic perspectives;
- share, orally and in writing, the lessons learned from this study.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes list in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

INCL 3353   GLOBALIZATION: IS THE WORLD REALLY FLAT?

Course Description

The World Wide Web and other forms of social media, the convergence of technology and the need for greed has transformed our work. We are now better

able to communicate and know about the events of the world, almost as they occur. Corporate partnerships, global supply chain processes and instant messaging have impacted our lives, but in varying degrees. This course will explore how access to this new way of life has empowered some while virtually debilitating the lives of others. It will also discuss the negative impact of greed.

Course Instructional Goals

The learner will develop a better understanding of the impact that social media, technology, and business partnerships have had on the social, political, and economic issues faced in the United States and the world. The learner will also seek to bring clarity to the disparities between the issues of globalization and Americans from different walks of life.

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

- articulate the impact of globalization on Americans from different walks of life from social, political, and economic perspectives;
- share, orally and in writing, then lessons learned from this study;
- organize groups tom develop action steps with the goal to provide equal access to the world of globalization to all Americans.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes listed in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

INCL 4323   MUSIC, FILM, AND MEDIA – IT'S ALL IN THE WAY
ONE LOOKS AT THINGS

Course Description

Music, film, television, and media have influenced the way individuals think, believe, and act. This course will examine these influences as they relate to equity in a more diversity and inclusive society.

Course Instructional Goals

The learner will develop a better understanding of the impact music, film, television, and other media have on how an individual thinks, believe, and act. More specifically, the learner will seek to bring clarity to the messages sent through these media outlets and how the impact may vary with and within different groups of Americans.

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

- articulate the impact that the various messages received through music, film, television and other media from social, political, and economic perspectives;
- share orally, and in writing, the lessons learned from this study;
- organize groups to empower others to learn how to block the negative impact of these messages and to promote messages that support the value of all people.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes listed in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

INCL 4333   EDUCATION FOR SOCIAL CHANGE

Course Description

High-stakes testing, ACT, SAT, GRE and other normed testing practices are often utilized to determine a student's access to learning. Yet it is espoused by most that a quality education is critically important to success in the United States. This course examines historical and current efforts, and its impact to educate all Americans in the United States.

Course Instructional Goals

The learner will develop a better understanding of the education system(s) in the United States and the disparities between the quality of education provided to some citizens, but not all.

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

- articulate the disparities in the educational system in the United States;
- share, orally and in writing, the lessons learned from this study;
- organize groups to equalize the teaching and learning process for all Americans.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes listed in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

INCL 4343   THE GOSPEL AND SOCIAL CHANGE

Course Description

The Gospel is proclaimed as the truth, the way, and the light. Yet the interpretation of the Gospel has often been used to uplift some while vilifying others. This course will explore interpretation of the Gospel and its impact on Americans from social, political, and economic perspectives.

Course Instructional Goals

The learner will develop a better understanding of the Christian Gospel and how messages have historically been used in ways that have supported the actions of some Americans, at the expense of others. The learner will also seek to bring clarity to why disparities exist between the written Gospel and the interpretations of respected theologians.

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

- articulate the impact of the varying interpretations of the Gospel on people from varying walks of life, from social, political, and economic perspectives;
- share, orally and in writing, the lessons learned from this study;
- organize groups to develop action steps with the goal to bring forth the truth of the Gospel for all who desire to hear.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes listed in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and

twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

INCL 4353   CAPSTONE RESEARCH PROJECT

Course Description

Research provides a vehicle to raise and answer questions that are important to us. This course will provide research techniques to answer personal questions related to equity, inclusion and diversity.

Course Instructional Goals

The learner will research a personal issue of equity, diversity and inclusion that is impacting his/her life using ethnographic research technology. This research will bring clarity to the questions being asked and create a pathway of action steps that will help the researcher, and others, as we work in support of equity in a more inclusively diverse society.

Learning Outcomes

At the completion of this course the learner will demonstrate the ability to:

* successfully conduct ethnographic research;
* use research results to formulate action steps designed to address the findings.

Methods of Instruction

The learner will be exposed to multiple perspectives regarding the questions posed in this course through readings, videos from multiple authors, class discussions, reflective practices (journaling, debating, and position papers), and active involvement in case study exercises.

Course Content

Professor Discretion

Course Evaluation

Learners will write a Statement of Purpose and Action paper in three segments. These segments will address the three learning outcomes listed in the course syllabus. Each segment, one every three weeks, will represent twenty percent of the final grade and can be improved throughout the semester. In addition, an oral and written presentation of all three parts of this paper will represent forty percent (twenty and twenty) of the final grade. This course will be taught over the first twelve weeks, four hours per week, of the semester.

The _____ Center for Engaged Leadership

    Great leaders throughout history discovered the power of connection to inspire people to superior performance, individually and collectively. Employee engagement soars in Connection Cultures where everyone feels like a part of the team.

E PLURIBUS PARTNERS

Introduction

Parker Palmer, Luis Cabrera, Thomas Friedman, Jim Collins, Tom Slone and Max Depree represent authors recently espousing the need for future leaders with the abilities to work successfully with people from all walks of life. They express the need for individuals who have the ability to think in more complex ways, listen intently to the thoughts of others, and to make the kind of connections between individuals to move an organization forward in dynamically successful ways. These kinds of connections help to empower individuals to see the connections between their attributes and desires with the goals of the organization. Glickman's premise of a cause beyond self permeates the culture of the organization.

Description of the Concept

Many of us grew up from childhood learning to understand, for example, right from wrong, good or bad, smart or dumb, strong or weak, pretty or ugly, acceptance or rejection. Sharing was a right thing to do, while selfishness was bad. Following directions from your parents and teachers was a good thing to do, but hitting your sibling was bad. You were rewarded for the smart things that you did, and punished for your actions that were considered dumb. Mather strongest person won the trophy, the weakest got dirt kicked in their face. Those considered pretty (handsome) got all of the attention, while those considered ugly would be marginalized most all the time. If you were considered good, then you were accepted by those in control. All others were deemed different and not included in the inner circles of the main group.

    These straightforward examples of treatment based on either/or descriptors are at the root of many of the ills of our society today. Seemingly basic, clear-cut ways of making sense of the world plague our attempts to value anyone that seems to be different. This approach has caused many of us in this society to think gays, racial groups, non-Christians, and those with a disability, for example, as less than. Thinking in this way has lead to a sense of alienation for so many citizens in this country and entitlement for others. What is most alarming is that differences are attributed to individuals based merely on socially constructed group identifiers. How do we right this ship? I believe that the _____Center for Engaged

Leadership will provide one great pathway leading to better connections between individuals, and within themselves.

Key Actions

1. Seminars will provide the kinds of experiences, encounters and reflective opportunities that empower individuals toward a more personal sense of self worth, cultural and personal histories, traditions, critical consciousness, leadership, and all that defined who we are and how we are a part of a more inclusively diversity society.
   * Seminars will be specifically designed for, for example:
     School district administrators;
     School district faculty;
     Middle level business 1administrators and hiring managers;
     Not-for-profit organizations;
     Student organizations (college to middle school);
     Etc.
2. Research: the program will afford graduate students at TWC with the opportunity to answer their own questions about inclusion, leadership and connections in uniquely personal ways. They will develop their skills to facilitate this work in the center and in their careers.This work will empower participants to become advocates for change in support of a better, more connected global society.
3. Conference on Inclusion Studies
   An annual conference focused in engaged leadership, inclusion, and connections will provide a venue for:
   1. Participants to discuss and reflect on their perspectives;
   2. Leaders from corporate, government, university and other settings to discuss and reflect on their perspectives; and
   3. Companies to hire individuals better prepared for global leadership.

Outcomes

The _____Center for Inclusion Studies is dedicated to educating learners about the importance of inclusion and connections. The Center believes that:

1. Engaged pedagogy will challenge the learner intellectually and personally in ways that lead to more comprehensive perspectives;
2. Intellectually stimulating leadership, communication, research and outreach activities all lead to learners with highly developed connecting skills;
3. A high level of student-faculty interaction (in and outside of the formal classroom steering) leads to learners with the ability to critically analyze and better understand issues from a variety of view points;

4. The work will provide learners with the tools needed to demystify the ways in which issues of social stratification impact the ability to connect with others;
5. These activities will cause learners to become actively involved in diminishing the societal barriers that impede connections; and
6. The experience will lead to more individuals becoming proactive advocates for leadership focused connecting and including.