AGLP Leadership Development Curriculum

Overview & Accountability and Responsibility

2/10/2021
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### Overview: 2009-2020 AGLP Components

<table>
<thead>
<tr>
<th>Leadership &amp; Management Training</th>
<th>Self-Guided Professional Development</th>
<th>Experiential Learning via Internal Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>workshops presented by Yale faculty/staff and external lecturers</td>
<td>established by each AGLP Fellow using SEAS-provided funds for professional workshops, conferences, and other professional development activities</td>
<td>embedded for 10 hrs/week for a semester in the office of a senior leader at Yale</td>
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</tbody>
</table>
### Overview: 2021 & Beyond AGLP Components

<table>
<thead>
<tr>
<th>Leadership Development</th>
<th>Professional Development</th>
<th>Internal Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>guided curriculum along two threads: Leadership Competencies and Emotional Intelligence</td>
<td>individual training and guidance developed in partnership with each Fellow (including Professional Coaching) &amp; additional Leadership/EI training</td>
<td>embedded for 10 hrs/week for a semester in the office of a senior leader at Yale</td>
</tr>
</tbody>
</table>
Overview: AGLP Leadership Development Framework

Leadership
(Kouzes & Posner Model)

Leadership Competencies
(USCGA Leadership Development Model)

Emotional Intelligence
(Mayer-Salovey-Caruso Model)
The Five Practices of Exemplary Leadership® Model*
(Kouzes & Posner)

*www.leadershipchallenge.com
## Overview: AGLP Leadership Development Curriculum

<table>
<thead>
<tr>
<th>Leadership Competencies</th>
<th>Leading-Self Competencies</th>
<th>Leading-Others Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accountability &amp; Responsibility</td>
<td>Effective Communications</td>
</tr>
<tr>
<td></td>
<td>Aligning Values</td>
<td>Team Building</td>
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<td></td>
<td>Followership</td>
<td>Influencing Others</td>
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<td></td>
<td>Health &amp; Well Being</td>
<td>Mentoring</td>
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<td></td>
<td>Self-Awareness &amp; Learning</td>
<td>Respect for Others &amp; Diversity Management</td>
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<tr>
<td></td>
<td>Personal Learning</td>
<td>Taking Care of People</td>
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<td></td>
<td>Technical Proficiency</td>
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</table>

(USCGA Leadership Development Model)
Overview: AGLP Leadership Development Curriculum

Emotional Intelligence
(Mayer-Salovey-Caruso Model)

Emotional Intelligence Skills
- Perceiving Emotions
- Using Emotions to Facilitate Thought
- Understanding Emotions
- Managing Emotions

The Emotional Intelligence Blueprint
AGLP Leadership Development Curriculum – Sequence*

<table>
<thead>
<tr>
<th><strong>Learn</strong></th>
<th><strong>Experience</strong></th>
<th><strong>Reflection</strong></th>
<th><strong>Mentorship</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>leadership and emotional intelligence theory will be presented in bi-monthly seminars, augmented with external reference material</td>
<td>scenarios within the context of SEAS graduate student life (in academic, research &amp; social settings) to focus on the learning theory presented the prior month</td>
<td>personal reflections on the experiential learning scenarios will reinforce the presented leadership &amp; emotional intelligence theory</td>
<td>guidance provided by SEAS mentors &amp; coaches related to the prescribed experiences for each leadership competency &amp; each EI concentration</td>
</tr>
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</table>

* Based on the U.S. Coast Guard Academy’s Leadership Development Program

** Additional L.E.A.D. Methods detailed in *Leadership is Everybody’s Business*
# AGLP Leadership Development Curriculum – Schedule

<table>
<thead>
<tr>
<th>Date (Cohort 1)</th>
<th>Leadership Competency Theory</th>
<th>Practicum (experiences, reflection &amp; mentorship)</th>
<th>Emotional Intelligence Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2021</td>
<td>Leading-Self: Accountability &amp; Responsibility</td>
<td>V. Wilczynski / D. Eichner</td>
<td>David Caruso</td>
</tr>
<tr>
<td>March</td>
<td>Accountability &amp; Responsibility</td>
<td>Accountability &amp; Responsibility</td>
<td>EI Overview: History, what it is not, models of EI, importance &amp; measurement</td>
</tr>
<tr>
<td>April</td>
<td>Aligning Values</td>
<td>EI Overview</td>
<td>Perceiving Emotions: Emotions are data</td>
</tr>
<tr>
<td>May</td>
<td>Aligning Values</td>
<td>Perceiving Emotions</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Followership</td>
<td>Using Emotions to Facilitate Thought: Emotions can help us think and connect with others</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Followership</td>
<td>Understanding Emotions</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Health &amp; Well Being</td>
<td>Using Emotions</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Health &amp; Well Being</td>
<td></td>
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</tbody>
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AGLP Leadership Development Curriculum

Overview Questions
AGLP Leadership Development Curriculum

Overview & Accountability and Responsibility

2/10/2021
Leadership, Leadership Competencies & Emotional Intelligence

Leadership
(Kouzes & Posner Model)

Leadership Competencies
Leading-Self
Leading-Others

Emotional Intelligence
(Mayer-Salovey-Caruso Model)
Leadership Framework: Kouzes & Posner Model

This Is What It Means to Lead
Leadership Framework: Kouzes & Posner Model

The Five Practices of Exemplary Leadership® Model

Leadership is not about personality; it’s about behavior—an observable set of skills and abilities. When the co-authors of The Leadership Challenge, Jim Kouzes and Barry Posner, first set out to discover what effective leaders do when they’re at their personal best, they collected thousands of stories from ordinary people—the moments they recalled when asked to think of a peak leadership experience. Despite differences in culture, gender, age, and other variables, these “personal best” stories revealed similar patterns of behavior. The authors discovered that when leaders experience their personal best, they display five core practices: they Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Jim and Barry called these behaviors The Five Practices of Exemplary Leadership®. Together, these practices provide the basis for The Leadership Challenge®.

Leadership Practices will be addressed over the course of the AGLP curriculum within specific seminars that cover each Leading-Self/Leading-Others Competency

Model the Way

Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way they should pursue goals. Leaders create standards of excellence and set an example for others to follow. They put up signposts when people feel unsure of where to go or how to get there. Leaders create opportunities for victory.
Leading-Self Competency: Accountability & Responsibility

- **Responsibility** - the need to deliver on a specific task
- **Accountability** – the aggregate of multiple (all) responsibilities associated with a directed activity

- Individuals are responsible for specific tasks in a project
- The leader is accountable for all tasks in a project
- Leaders can delegate responsibility
- Leaders cannot delegate accountability
Leading-Self Competency: Accountability & Responsibility

Example: Coordinating a celebration for a member departing a lab group & moving to another position

- Student A is responsible for invites, Student B for a gift, Student C for room reservation, Student D for food, ....

- As a leader who is coordinating the overall event, you are accountable for all individual tasks.
Leading-Self Competency: Accountability & Responsibility

Example: Corporate Leadership

- CEOs are accountable to a Board of Directors for the sum of all tasks in their organization, whether these tasks are completed or not completed.
- Staff members, under the CEO are responsible for specific tasks.
- Generally CEOs have few direct responsibilities while being accountable for a great number of details/issues.
- Accountability is established in advance.
- Blame is established after an event occurs.
Leadership Accountability – Center for Creative Leadership

5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY

1. GIVE support.
2. PROVIDE freedom.
3. SHARE information.
4. PROVIDE resources.
5. BE clear.

Center for Creative Leadership

* www.ccl.org
Implementing Accountability as a Leader

- involve employees in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals
- coach employees when they request help, and support employees in all aspects of the job
- monitor progress towards goals, and provide feedback that includes credible, useful performance measures
- provide the training and resources employees need to do the work
- recognize employees for good performance, both formally and informally
Accountability & Responsibility: Case Study 1

U.S. Navy Secretary Donald Winter – Deepwater Horizon Industrial Disaster
With Covid-19 Vaccine Waiting Lists in the Millions, Some Skip the Line

Across the U.S., people are flouting eligibility rules and using connections to get a coveted shot.

People waited recently to get their Covid-19 vaccines at a pop-up clinic in Seattle. 

PHOTO: PAUL CHRISTIAN GORDON/ZUMA PRESS

By Scott Calvert and Cameron McWhirter
Feb. 6, 2021 5:30 am ET
Some officials said because the rollout has involved so many jurisdictions with different rules, timelines and supplies, it has been impossible for states or the federal government to ensure everyone is following the rules.

“We’re not the vaccine police,” said Max Reiss, spokesman for Connecticut Gov. Ned Lamont, a Democrat. “We’re putting a lot of trust in local providers to make sure they’re vaccinating the most at-risk people in their communities.”

Stacey Griffith, a SoulCycle instructor, was lambasted on social media after identifying herself as an educator so she could be vaccinated at a Staten Island, N.Y., clinic, then publicizing her gambit on Instagram.
Vaccinations in CT

• Who is responsible for delivering “shots in the arm” in CT?
• Who is accountable for CT’s vaccination program?

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Board members of a Rhode Island medical system were invited to get vaccinated regardless of their age or occupations. Judges and their staff received vaccines ahead of schedule at a Nevada medical center. And a SoulCycle fitness instructor in New York got a shot after saying she was an educator.

While millions of Americans await their turn during the Covid-19 vaccine rollout some people are securing the coveted injections before they are eligible by tapping connections or circumventing their states’ rules. Government officials have criticized the line-cutters, prosecutors in at least two states have launched reviews and some hospitals have had their vaccine allotments curtailed by health authorities as punishment for questionable vaccination practices.

Each state—and even some local jurisdictions—have set up different rules for who gets vaccinated first and where they are distributed. In addition to vaccine supply shortages, the lack of a centralized registration system in many areas has set off a scramble for doses.
Vaccinations at Yale University

• Who is responsible for delivering “shots in the arm” at Yale
• *Who is accountable for Yale’s vaccination program? (note YNHH)

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AGLP Leadership Development Sequence

Leading-Self Competency: Accountability & Responsibility

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<th>Learn</th>
<th>Experience</th>
<th>Reflection</th>
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Yale SCHOOL OF ENGINEERING & APPLIED SCIENCE
AGLP Leadership Development Sequence

Learn

Experience

Reflection

Mentorship

Leading-Self Competency: Aligning Values

February: Seminar & (self-paced) Reference Review
March: “Practicum” (completed in your life-environment)
April: “Post-Practicum” Session
AGLP Leadership Development Sequence

February

March

April

May

Learn

Experience

Reflection

Mentorship

Emotional Intelligence: Overview

Leading-Self Competency: Accountability & Responsibility
AGLP Leadership Development Sequence

- **February**
  - Learn
  - Experience
  - Reflection
  - Leading Self Competency: Accountability & Responsibility

- **March**
  - Learn
  - Experience
  - Reflection
  - Emotional Intelligence: Overview

- **April**
  - Learn
  - Experience
  - Reflection
  - Leading Self Competency: Aligning Values

- **May**
  - Mentorship
  - Experience
  - Reflection

- **June**
  - Mentorship
  - Experience
  - Reflection
Accountability & Responsibility References

- Toward a New Understanding of Leadership Accountability: Defining a Critical Construct – Paper by J.A. Wood & B.E. Winston
- Responsibility and Accountability – Book chapter by T. Bivins (skip pages 24-31)
- Accountability and Responsibility - Podcast by Gene Kranz - NASA Flight Director (included while noting its male-oriented perspective of the 1960’s space program)
- Leadership is Everybody’s Business - Paper by L. Goulet (et al) on the Learn, Experience, Reflect & Mentorship developmental model
Next Steps

❖ Review References
❖ February 23 meeting
  ❖ summarize *Authority and Responsibility* concepts from the references
  ❖ prepare for March practicum on Authority & Responsibility
  ❖ review our process for reflection & mentorship

❖ March X Seminar
  ❖ EI Overview

❖ March X+14 meeting
  ❖ debrief on Authority & Responsibility practicum
  ❖ prepare for April practicum on EI observations
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