Leadership not solely for the advancement of oneself, but intentionally for the advancement of others

“…When you learn, teach. When you get, give…”
— Maya Angelou

“When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.”
— Audre Lorde

“All of us are mentors. You’re mentors right here and now. And one of the things I’ve always done throughout my life, I have always found that person, that group of people that I was going to reach my hand out and help bring them along with me.”
— Michelle Obama

“I raise up my voice—not so that I can shout, but so that those without a voice can be heard.”
— Malala Yousafzai

“It irritates me to be told how things have always been done. I defy the tyranny of precedent. I cannot afford the luxury of a closed mind.”
— Clara Barton

“The most difficult thing is the decision to act, the rest is merely tenacity.”
— Amelia Earhart

Instructor: Laura Arrillaga-Andreessen, Lecturer in Business Strategy (she, her, hers)
Email: lauraa@stanford.edu

There is a reading assignment for the first class meeting. Please read through the entire syllabus and complete the assigned readings for Session 1 by the first day of class.
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Extra Credit Opportunity: Post-Module Blog Prompt
COURSE MATERIALS

All required readings available on Course Canvas site.

OPTIONAL: The instructor has assembled a vast portfolio of optional readings available to you on Canvas, and several texts available in the library. Please note that these readings are not required.

COURSE PERSPECTIVE

Society needs confident, skilled and powerful female leaders at every career level. Due to a multitude of forces, there remains today a gap in gender representation throughout the leadership pipeline. This course is designed to empower you to meet the current challenges you will face throughout your leadership journey—regardless of what stage you are at in your career. But this course has a second goal of even greater importance—to empower you to empower others, particularly women and individuals of other underrepresented groups.

Female leaders face the same challenges as male leaders do, in addition to a complex set of additional challenges (sociological, institutional, economic, cultural, social, familial, personal, sexual) that their male counterparts most likely will not. These challenges and obstacles manifest across industries for female leaders—entrepreneurs, managers, board members, social changemakers and beyond—regardless of their career stage, access and background, and are often exacerbated for women with complex, intersectional identities. This course will equip you to face these challenges by developing your personal and professional leadership skills, your awareness of how bias can manifest in the workplace and your sense of professional purpose that will fuel your leadership journey. Perhaps most importantly, this class will ask you to use your evolving leadership to create an enduring legacy of leadership. Your legacy ideally will be one of inclusivity: as a “legacy leader,” you will use your platform at every step of your career to empower, help and elevate the voices of people who traditionally have not been given the same access to opportunity and leadership paths. Indeed, every stage of your own development—within this classroom, and outside of it—is an opportunity and responsibility to lift up others as you rise.

This course will provide a brave and confidential space for deep self-exploration. It will allow you to learn and apply the practical skills, tactics and knowledge needed to navigate the workplace as a self-assured, empowered and empathetic team member, mentee/mentor, manager, entrepreneur and leader. “Power of You” will help you uncover and expand the purpose illuminating your career, as well as explore what separates a mere leader from someone who lives a leadership legacy. It entails using your leadership platform to benefit others and create impact far beyond yourself. Your greatest legacy will prove not what you have personally achieved, but rather how deeply you impact the lives of others.
Leadership not solely for the advancement of oneself, but intentionally for the advancement of others.

Legacy Leadership

Purpose

Awareness

Confidence

Purpose, Values & Leadership

Introduction & Legacy Leadership

Purpose, Passion & Agency

Likeability, Adaptivity & Authenticity

Breaking Ground: A Values-Based Career

Self, Others & Context

Sexism & Bias in the Workplace

Diversity, Belonging & Intersectionality

Family & Work

Resilience, Self-Awareness & Self-Care

Self-Confidence & Self-Advocacy

Creating & Controlling Your New Narrative

Negotiation

Managing Your Platform & Scaling Your Voice

Branding & Advocating for Your Value

Professional Persona, Presence & Persuasion

Empowering Others is the Most Powerful Way to Empower Yourself

Legacy

What We Give/Transmit To Others

Mentors, Sponsors & Adversaries

You Become Your Choices

Scaling Inclusion

Creating a Power Platform for Change

The Incomparable Power of Regeneration

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COURSE MISSION AND OBJECTIVES

MISSION: Empower women to define/refine their professional purpose, fuel their leadership trajectories and overcome challenges through key strategies, tools and tactics, and empower others through intentional inclusivity and a commitment to impact.

COURSE OBJECTIVES:
1) Provide an inspiring, brave space for students to define/refine their professional purpose and create a leadership action plan that is purpose-driven.
2) Fuel students’ leadership trajectories and prepare them to overcome the professional challenges women often face by providing strategies, skills and tactics for:
   a. Navigating the likeability paradox with authenticity, adaptivity and resilience;
   b. Enhancing awareness of students’ own and others’ intersectional identity, conscious and unconscious biases;
   c. Amplifying students’ self-confidence and self-advocacy—including their ability to create and control their professional narratives and reputation;
   d. Augmenting the scale of each student’s platform, voice and impact.
3) Prepare students to meet the challenges that currently exist for women leaders in the workplace as well as develop greater intentionality about using their own position, roles, voice and philanthropy to promote inclusivity and advance impact.

COURSE THEMES

PURPOSE: The most transformational leaders are motivated far beyond a desire for power, money or stature. These leaders are driven by a clear and compelling purpose that guides their personal and professional lives—a purpose that creates value for society.

AWARENESS: Becoming and remaining a leader requires an immense level of awareness: constant, critical analysis of yourself; the capacity to understand the people around you and an ability to navigate complex social, emotional and psychological dynamics. Critically, your awareness of the barriers that women and underrepresented groups have historically faced is essential to being a legacy leader, and building inclusive workplaces, teams and organizations with an intersectional approach.

CONFIDENCE: Leaders do not hesitate to take action and make multifaceted decisions in the face of complicated and incomplete information. They operate with advanced business and personal skills and with the adaptivity to navigate an array of highly complex and challenging circumstances. Highly effective leaders are resilient and proactively anticipate, respond and adapt to challenges.
A LEGACY OF EMPOWERMENT: Only the highest forms of leadership leave a lasting legacy. A legacy is not formed by the companies you founded, the fortune you created or the organizations you lead, but rather by what you do to lift up and advance the opportunities of those around you—especially those who historically have lacked access to equal opportunity in the workplace and beyond.

CLASS PARTICIPATION

Every student will be required to complete all required readings, as well as thoroughly prepare answers to the “In-Class Discussion Questions” (listed in the syllabus) prior to lecture. Students are expected to participate in class activities, which may include discussing elements from Legacy Leadership Journal papers.

Several sessions will include a presentation from at least one guest speaker. Every student must review the biography for each guest speaker and prepare at least two thoughtful questions related to the class topic. Before asking a question, please introduce yourself with your name and consider thanking the guest speaker for sharing their valuable time.

Every student will be required to have a name card with their name and gender pronoun (e.g., she/her/hers).

Participation grades will be impacted if students RSVP “yes” to an outside-of-class event (including guest speaker and instructor lunches) and do not attend or come late. RSVPs cannot be changed any later than six days prior to the event—unless an emergency arises, in which case immediately contact Keith Calix at keith@laaf.org (instructor’s Chief of Staff).

We have one planned outside-of-class event for enrolled students, a talk by renowned Hollywood producer and talent manager, Aileen Keshishian, on April 18th from 11 AM - 12 PM. The RSVP deadline for this event is April 11th at 5 PM. Coffee and treats will be provided! This event is not required, but students are highly encouraged to attend.

Students have two opportunities for extra credit in their total Participation grade:

1) **Respond to one of the ‘Post-Module Blog Description’ prompts.** For each of the course’s four modules, there is an opportunity for students to reflect on the module in a 400-500 word blog post. Each prompt is detailed at the end of its module. LAAF.org will publish some or all posts on its website (http://www.laaf.org/blog) and social media. This is for an opportunity to earn between one and four participation points.

2) **Submit a Research-Based Tip through the course email.** After reading each learning note, students may recommend additional research-backed tactics to supplement existing content with appropriate, formal citations. If it is a tip not already represented in the note, it will be counted as three participation points. Students may submit up to three new, research-backed
tactics during the quarter. (Credit will not be given for tactics already documented in learning notes.)

**OPTIONAL:** Students may organize small-group meals of up to 8 students to discuss a specific course topic (not for extra credit). The organizer of the meal must submit a 3 bullet points (sentences) explaining what topics are planned for discussion, and the instructor will provide a $100 gift card for the group's meal; after the meal, the organizer should submit a photo of the group and at least three new and/or unexpected takeaways. Attendees are required to submit a brief reflection paper, and should indicate in their submission if they are willing to allow LAAF.org to post insights from their reflection paper on LAAF.org's website and social media accounts, along with their social media handles, so that LAAF.org can celebrate them publicly.

**OPTIONAL:** If students choose to post reflections from course sessions and events on social media accounts, the instructor encourages them to use the hashtags #PowerofYou and #WomeninLeadership and tag LAAF.org (handles below) and the GSB. While this is not an opportunity for extra credit in the course, it is a great way for LAAF.org to find out which sessions and speakers resonate with students the most, and LAAF.org may re-share your post from its official accounts. Handles:

- **Twitter** – @LAAF and @StanfordGSB
- **Facebook** – @LAAF and @StanfordGSB
- **LinkedIn** – Laura Arrillaga-Andreessen Foundation and Stanford University Graduate School of Business

**GRADES**

All students must take this course for a grade; pass/no credit is not an option.

Student grades will be comprised of the following four components:

- **10%** Feedback survey completion and office hour completion
- **25%** In-class participation
- **25%** Legacy Leadership Journals
- **40%** Final Project

**STUDENTS WITH DOCUMENTED DISABILITIES**

Students with disabilities (e.g., medically documented physical, psychological, or learning disabilities) who require disability-related accommodations and/or services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act should not seek to arrange such accommodations with their instructors. Instead, students must contact the Office of Accessible Education (OAE) and Student Life. The OAE is located at 563 Salvatierra Walk (phone: (650) 723-1066,
Every effort should be made by the student to engage the OAE as early as possible, and in most cases in advance of the quarter, so that disability-related accommodation requests can be assessed, approved, and implemented in a timely and appropriate manner. Each student bears the responsibility of initiating a disability-related request for accommodations and/or services with the OAE prior to the time such an accommodation is needed. For further questions about this process or support with the implementation of accommodations, contact the Student Life Office or the OAE.

ASSIGNMENTS

LEGACY LEADERSHIP JOURNAL (LLJ)

OBJECTIVE: Legacy Leadership Journal (LLJ) papers will provide you with the opportunity to deeply reflect on each topic covered in the course, as well as clearly articulate how the topics inform and influence your leadership development. In your leadership journey, you will face many challenges that will require you to be brutally honest, vulnerable and brave. LLJ papers will provide you a space to begin this essential practice.

DUE DATES: LLJs will be due:
- Session 2 (mini)
- Session 5
- Session 9
- Session 11 (draft of pitch, 50% of pitch grade)
- Session 13 (final draft of pitch, 50% of pitch grade)
- Session 14

FORMAT: Each student will turn in assignments ONLY using their student ID number, not their name, to ensure anonymity and privacy and prevent intentional and unintentional bias in the grading process. Submit your papers via Canvas by uploading a Microsoft Docx. The title of the Docx should be your student ID number, and the title of the LLJ prompt. For example: “05871440, LLJ: Your Purpose and Advancing the Lives of Others.”

GRADING: LLJ papers will be graded on a five point scale. The rubric is posted on Canvas.

There will be penalties for late work. For late submissions, LLJ scores will be decreased by one point if late by 1-24 hours, two points for 24-48 hours and if an assignment is turned in later than 48 hours after the deadline, it can receive a 50% at best. If confronted with a serious personal situation (family/personal emergency), students should notify the CA immediately to create a reasonable, alternative submission plan in order to prevent negatively impacting your grade.

REQUIREMENTS: Each LLJ will be 500-750 words in length (single-spaced, 1-inch margins, 12-point Times New Roman font), unless otherwise noted. Please do not exceed the length ranges described in each prompt, and please review prompts carefully for instructions. While your LLJ will weave in themes
from your life, outside readings and current events, each LLJ must explore the prompt provided in the syllabus.

NOTES: This assignment provides a structured space for you to grapple with difficult questions and how the diverse ideas you encounter in the course impact you—the significance of what you invest in this assignment will mirror the depth of your learning and evolution. LLJ papers are intended to be personal and will not be shared outside of the teaching team. If your paper includes extremely confidential information, please alert the CA team and only the instructor will review your paper.

LEGACY LEADERSHIP PLAN

OBJECTIVE: Your Legacy Leadership Plan will require you to reflect deeply on course themes and translate your learnings into a cohesive action plan. In the form of a letter to yourself on your 20th GSB reunion, you will articulate a legacy leadership plan that includes your professional purpose, intentions and dreams/objectives; future actions necessary to achieve your aspirations; risks or barriers that may impede your success; specific indicators of progress towards your goals; and the social change and impact you will work to create. This letter will capture and celebrate the person you aspire to be and how you will transform that beautiful vision a spectacular reality. If your paper includes extremely confidential information, please alert the CA team and only the instructor will review your paper.

DUE DATE: LLJs must be submitted via Canvas by the beginning of Session 17. There will be penalties for late work. For late submissions, assignment grades will be decreased by 10% if late by 1-24 hours, 20% for 25-48 hours, etc. If confronted with a serious personal situation (acute sickness, family emergency, accident), students should notify the teaching assistant immediately to create a reasonable, alternative plan that will not negatively impact their grade.

FORMAT: The subject line of your Canvas upload should be your student ID number and the title of the assignment. For example: “470008, Legacy Leadership Plan.” Each paper will be no longer than 5 pages (single-spaced, 1-inch margins, 12-point Times New Roman font).

NOTES: You will find several exemplars (each of which earned an “H” grade) and additional instructions posted on Canvas.

GENERAL EXPECTATIONS

Attendance is mandatory. Students must attend all classes. Students are required to arrive on time and stay until class is dismissed. Missing a class without written explanation/approval will adversely affect students' class participation grades; final participation grades will be reduced by 5% per session missed without such prior approval. Students that miss more than three sessions will not pass the class, resulting in a “U” grade.

Assignment for missed class is required. Students can miss a maximum of two classes if they provide the teaching team with a written explanation and receive approval at least 24 hours in advance, and send the CA team a one page summary (single-spaced, 12-point and Times New Roman font) on the
assigned readings, due at the beginning of class one week after the absence. Students must let the teaching assistant know in advance if they will need to miss class for any reason. There will be no penalty on the student’s final participation grade if they follow those steps, excepting the last day of class, for which there are no excused absences. Exceptions will be made for emergencies approved by instructor.

Feedback surveys are mandatory. At the end of class on Sessions 3, 7, 10 and 15, a feedback survey will be posted under “Assignments” on Canvas. Students will be required to fill out the five minute survey by the next day at noon. Completion of the feedback surveys, in addition to completing one office hours appointment, will comprise 10% of students’ final grade.

Required formatting for class assignments. Assignments that do not adhere to the specific formatting requirements stated in the syllabus assignment descriptions will be penalized by a 10% reduction in the assignment’s final grade.

Computers, phones and food are not permitted in class (for students with documented disabilities, please see Section 7 of syllabus if you need a waiver).¹

Bring name card to class. Each student must bring a name card to every class. Name cards will be distributed on the first day of class to students who do not already have one.

Honor Code must be maintained.

The classroom is a brave, respectful and confidential space. Sharing your personal feelings, attitudes, emotions and stories will only expand the learning for us all and empower others to empower you with support and constructive/positive feedback.

Instructor Office Hours are available through the sign-up sheet. The sign-ups will be shared before Session 3.

CA Office Hours are required. The instructor prioritizes meeting student needs and has designed this course to integrate regular, confidential feedback loops in order to improve course content, structure and teaching style. Consequently, every student is required to attend one 15 minute meeting with a member of the teaching team before the end of the term. Completing this and your feedback surveys will account for 10% of your final class grade; each survey counts for 1/6th of that 10%, and your office hours count for 1/6th of that 10%. Signups for office hours will be posted on Canvas every Sunday evening. There will also be open office hours every week for general questions about assignments, class content, etc.

¹ Notes taken by hand rather than computer increase critical thinking and retention of material — Pam A. Mueller and Daniel M. Oppenheimer, “The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking,” Psychological Science, May 22, 2014.
PART I: Purpose, Values and Leadership

The highest impact leaders are driven by a clear and compelling purpose that guides their personal, professional and philanthropic lives—something beyond a desire for personal power, stature or attention. This purpose informs career decisions, leadership style and workplace priorities and is a critical force in facing the challenges unique to being a woman and/or individual from an underrepresented group. To create a more just and representative society, we each must proactively pursue intentional inclusivity, social impact and advocacy for those whose voices have not been given the space to be heard.

SESSION 1: Introduction and Legacy Leadership
THURSDAY, APRIL 4

Assignment Due Session 2, Tuesday, April 9:
Mini-LLJ: Your Purpose (300 words min, 500 words max)

Purpose: (n) The reason for which something is done or created or for which something exists; (n) A person's sense of resolve or determination (Oxford English Dictionary definition).

You will have multiple purposes over the course of your life related to your family, personal development, professional career, philanthropic pursuits, spirituality, etc. For this prompt, please consider, explore and articulate whether you have been guided by a professional purpose thus far in your career. If yes, what is your purpose? Please formally articulate it. If not, what has motivated your work and choices—from performing in your roles, to choosing roles, to choosing industries—thus far? And what specific responsibilities or aspects of your jobs thus inspired you, elevated your passions, fueled your deep commitment?

Note: Typically in class sharing of journal entries will be limited to 1-2 minutes per student, to maximize the number of voices, experiences, perspectives and ideas heard.

Required Reading – Canvas:
- Course Syllabus.
- Biography of Instructor – Laura Arrillaga-Andreessen, 1 p.

In-Class Discussion Questions:
- What does “leadership” mean to you?
- What are the qualities that define an effective leader?
- Are you a leader now? Why or why not?
- How would you define the leader you aspire to be?
SESSION 2: Purpose, Passion and Agency
TUESDAY, APRIL 9

Assignment Due Today: Mini-LLJ: Your Purpose

Required Reading – Canvas:

Optional Reading – Canvas:

In-Class Discussion Questions:
- What do you identify as your life purpose(s)? What specifically are you called to pursue?
- How do you actively cultivate and evolve your purpose?
- What are your moral imperatives to improve your workplace and industry of choice?
- What are ways in which can you begin practicing legacy leadership today?
- How could the effects of advancing in your career and gaining power be problematic for your practice of legacy leadership?

SESSION 3: Likeability, Adaptivity and Authenticity: Managing What You Can and Cannot Control
THURSDAY, APRIL 11

Required Reading – Canvas:

**Optional Reading – Canvas:**
- Mellody Hobson, “Own Who You Are,” in *Lean In for Graduates*, Knopf, 2014, 15 pp. (Not available on Canvas; copies available in the library.)
- Sheryl Sandberg, “Chapter 3: Success and Likeability,” in *Lean In for Graduates*, Knopf, 2014, 16 pp. (Not available on Canvas; copies available in the library.)

**In-Class Discussion Questions:**
- Have you ever felt the need to change certain aspects of your personality to ‘fit in’ within a workplace culture?
- What parts of your leadership style have you found most effective in your career? What are specific ways you have had to adapt your leadership style based on certain challenges, situations or stakeholders?
- How can you encourage future or current colleagues—particularly women and individuals from underrepresented groups—to develop more effective leadership styles, which in turn will help increase confidence?

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**SESSION 4: Breaking Ground: A Values-Based Career**

**TUESDAY, APRIL 16**

Guest speaker: Meg Whitman

**Assignment Due Session 5, Thursday, April 18**

**LLJ**: Intersectionality and the Narratives Others Impose Upon You *(500 words min, 750 words max)*

How would you articulate your intersectional identity? (If you do not feel comfortable sharing your entire intersectional identity, then please articulate the parts of your intersectional identity that you are comfortable with others knowing about you.)

What are three words that others have imposed upon you based on their assumptions (correct or incorrect) about you—when they haven't yet met you or have only briefly interacted with you once? These could be assumptions about how likeable you are, how competent you are, whether you are angry, whether you are meek, aloof, controlling, bossy, et cetera.

How do those characteristics/words relate to your intersectional identity both stereotypically and realistically?

In three sentences (at most), describe your key expertise and career accomplishments. *Please print your response to this question and bring to class.*
**Required Reading – Canvas:**
- Biography of Guest Speaker: Meg Whitman.

**In-Class Discussion Questions:**
- What role do your personal and professional values play in your career?
- How have you made difficult choices about what opportunities to pursue or what risks to take?
- How do you typically view and react to challenges? What emotions stir within you and how you frame and handle problems, difficulties and disappointments?
- How have you built resilience in the face of setbacks?

**Extra Credit Opportunity: Post-Module Blog Prompt**

What is your purpose and how will you use your agency to actualize that purpose in your life, career and leadership journey?

**FORMAT:** You will prepare a 400-500 word blog post that includes the listed components in the suggested amounts. It is important that you review and adhere to these guidelines, as posts falling outside of this structure might be considered ineligible for bonus credit (if applicable) and/or inclusion in LAAF.org's “Living Your Purpose” digital media campaign:
- Your purpose and your path to identify it (~50-100)
- Actions you are taking now to actualize your purpose with your current resources (~100-150)
- How you plan to actualize your purpose in your personal life, career and/or leadership in the mid-term (1-3 years) and long-term (3+ years) (~250-300)

LAAF.org will publish some or all posts on its website ([www.laaf.org/blog](http://www.laaf.org/blog)) and social media in its “Living Your Purpose” campaign. Please also include your preferred headshot (a picture featuring just you) and your Facebook, Twitter and/or LinkedIn usernames or links that should be used in promotions if your entry is selected.

**DUE:** Friday, April 19th at 5 PM

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**PART II: Awareness of Self, Others & Context**

Being an effective, inclusive leader requires awareness of your own strengths and weaknesses as well as awareness of the barriers that women and underrepresented groups have historically faced. As a legacy leader, you must proactively pursue understanding of the complex and intersectional ways that bias can manifest in the workplace, and make a sustained commitment to prevent bias and foster true inclusivity of people of all identities. Understanding and honesty about others’ preconceived and real-time perceptions of you will prove essential to determining how you intentionally navigate
interactions and adapt to situations. Additionally, all leaders will face the challenge of navigating their own family-work responsibilities, which has historically been a personal challenge, professional hurdle and potentially a leadership trajectory setback faced by women leaders in particular. Self-awareness, constant commitment to learning and self-compassion during adversity are critical tools for an emotionally intelligent, inclusive and resilient leader.

SESSION 5: Sexism and Bias in the Workplace
THURSDAY, APRIL 18

Guest speaker: Lori Nishiura Mackenzie

Assignment Due Today: LLJ: Intersectionality and the Narratives Others Impose Upon You

Required Reading – Canvas:
- Biography of Guest Speaker: Lori Nishiura Mackenzie.
- Franchesca “Chescaleigh” Ramsey, “5 Tips for Being an Ally,” @Chescaleigh on Youtube.com, November 22, 2014.

Optional Reading – Canvas:


In-Class Discussion Questions:

- Have you felt the effects of gender-based bias in the workplace? How did this bias specifically manifest?
- If any, what types of changes could previous workplaces have made to improve their culture towards women and nonbinary employees?
- How can all members of a workplace bring an intersectional lens to their work?
- What are particular actions that male allies around you could take to better support female and nonbinary coworkers?

SESSION 6: Diversity, Belonging and Intersectionality
TUESDAY, APRIL 23

Guest speaker: Y-Vonne Hutchinson

Required Reading – Canvas:

- Biography of Guest Speaker: Y-Vonne Hutchinson.

Optional Reading – Canvas:

- Sheryl Sandberg, “Chapter 2: Sit at the Table,” in Lean In for Graduates, Knopf, 2014, 14 pp. (Not available on Canvas; copies available in the library.)

**In-Class Discussion Questions:**
- When have you dealt directly with implicit and/or explicit biases as a victim or a witness? If you were to face them again, how might you handle them differently (both internally and externally)?
- What are successful ways that leaders and organizations have created more inclusive workplaces—ideally that you have witnessed first hand?

**SESSION 7: Family and Work: Battle, Balance or Ballet?**
**THURSDAY, APRIL 25**

Guest speakers: Iman Taylor-Lindsay, Angela Strange and Meena Ravella

**Required Reading – Canvas:**
- Biographies of Guest Speakers: Iman Taylor-Lindsay, Angela Strange and Meena Ravella.

**Optional Reading – Canvas:**
- Sheryl Sandberg, “Chapter 9: The Myth of Doing it All,” in *Lean In for Graduates*, Knopf, 2014, 24 pp. *(Not available on Canvas; copies available in the library.)*

**In-Class Discussion Questions:**
- What are your personal goals and challenges as they concern the life you lead/want to lead with family? How might these goals directly influence your professional goals and decisions?
- How do you imagine dealing with family and career pressures in the future?
- How did the people who raised you deal with the issues of work and life? Is their example something you aspire to emulate or diverge from?
- How have you navigated the sometimes competing forces of what your family (parents, partners, siblings, children, spouses) wants from you and what you want and need for yourself?

**SESSION 8: Resilience, Self-Awareness and Self-Care**
**TUESDAY, APRIL 16**

**Assignment Due Session 9, Thursday, May 2**
LLJ: Creating & Controlling Your New Narrative *(500 words min, 750 words max)*
Professionally, what are three words (these could be characteristics, adjectives and/or skillsets) that you ideally would like others to use to describe you? How are these characteristics important to your leadership style and journey?

What is a way that you can introduce yourself professionally that illuminates those characteristics?

What are ways that you can work those characteristics into work conversations, presentations or meetings in order to influence/control the narrative that others have about you?

Describe a role model with whom you have worked directly or indirectly, whose professional brand is one you admire. How does that person build a reputation in how they speak, what they say, how they act in meetings, presentations or their workplace more generally?

**Required Reading – Canvas:**
- “Legacy Leadership Plan” Assignment Prompt - posted on Canvas under “Assignments”

**Optional Reading – Canvas:**

**In-Class Discussion Questions:**
- How do you value and develop emotional intelligence in yourself and the people around you?
- How do you currently practice introspection and reflection? What additional practices and tools would improve your self-awareness and state of mind?
- How do you practice self-care and self-compassion?
- What characteristics might make you a better friend/son/daughter/partner/team member/community member? Do those characteristics translate into leadership traits?

**Extra Credit Opportunity: Post-Module Blog Prompt**

How has your identity and life circumstances impacted the way(s) you show up and are received in professional and personal spaces? How do you expect these factors to evolve and what does that mean for your life and leadership journeys? How will you use your experiences and resources to position yourself for success (however you might define success for yourself) and empower others along the way?

**FORMAT:** You will prepare a 400-500 word blog post that includes the listed components in the suggested amounts. It is important that you review and adhere to these guidelines, as posts falling outside of this structure might be considered ineligible for bonus credit (if applicable) and/or inclusion in an upcoming campaign:
- Your current identify and circumstances, and how they impact your presence and reception in personal and professional spaces (~100-150)
- How you expect your identity and circumstances will change (~50-100)
- How you will capitalize on and/or mitigate risks from these changes (e.g., alter your approach as you gain seniority, model certain behavior once you have children, etc.) (~150-200)
- How you will use your resources to improve conditions for others

LAHF.org will publish some or all posts on its website (www.laaf.org/blog) and social media in its “Living Your Purpose” campaign. Please also include your preferred headshot (a picture featuring just you) and your Facebook, Twitter and/or LinkedIn usernames or links that should be used in promotions if your entry is selected.

DUE: Friday, May 3rd at 5 PM

PART III: Self-Confidence & Self-Advocacy

Becoming a leader requires confidently working with others and building a team of supporters—mentors, bosses, subordinates, colleagues, sponsors, followers, etc.—who are confident in you. Confidence emerges from a confluence of purpose, awareness and the ability to control your own leadership narrative—including how you form and use your voice, what knowledge and ideas you share and how you use your influence to empower others. Your ability to acknowledge and communicate your own value is imperative to advocating for yourself and giving others the capacity to do the same.

SESSION 9: Creating and Controlling Your New Narrative
THURSDAY, MAY 2

Guest speaker: Kara Swisher

Assignment Due Today: LLJ: Creating & Controlling Your New Narrative

Required Reading – Canvas:
- Biography of Guest Speaker: Kara Swisher.

In-Class Discussion Questions:
- What three words – characteristics, adjectives and/or skillsets – do you ideally want others to use when thinking or talking about you?
- How can you begin to brand yourself and build the reputation you want to have?
What are specific steps you can take to proactively build up your confidence?

**SESSION 10: Negotiation**
**TUESDAY, MAY 7**

Guest speaker: Stephanie Young

**Assignment Due Session 11, Thursday, May 9**

LLJ: Your Personal Pitch - First Draft (50\% of pitch grade) - No length requirement; pitch must be 60 seconds or less spoken (not read) aloud.

You will encounter dozens of situations throughout your career in which you will expectedly/unexpectedly meet people that you aspire to have in your sphere of influence. The context will likely differ every time—a conference, an event, a social situation, an internal meeting—however the content of your pitch will likely have consistent elements that illuminate the authentic and distinctive you. In under 60 seconds, how will you introduce yourself and compel someone to invest their time and interest in you?

Please prepare a 60-second (or less) elevator pitch on “The Value Proposition of You.” Your pitch should explain who you are and make a powerful case for why Sam Altman or Jeff Jordan (their biographies are posted on Canvas) should invest 15 minutes of their time in you. Several students will be cold-called by the instructor/guest speakers to give their pitches during class.

Please come prepared with the following:

1) Your 60-second pitch explaining ‘the unique value proposition of you’ may include, but is not limited to, any of the following elements:
   a. Who you authentically are (distinguishing facts and characteristics, your unique background, any commonalities with the person you aspire to have in your sphere of influence)
   b. Your professional value-add and relevant experience (depending on the situation or your ask)
   c. Your purpose(s) (i.e., what drives you, your passions and/or calling, your aspirations)
   d. A problem you aspire to solve or a need you seek to address
   e. What distinguishes you from peers with similar experience or background

Please note: the main body of your pitch should be something you can tailor in an instant to whomever you might encounter, and the specific need you may have in any given situation. *Never misrepresent any aspect of yourself, your accomplishments or your relationships—leading with something easily proven untrue will likely damage your reputation.*

2) Sufficient knowledge of both Jeff’s and Sam’s backgrounds and current professional work and interests (philanthropy, public speaking, podcasts, etc.), which will enable you to speak specifically to how your assets/interests connect to theirs.
3) Ability to tailor your pitch to either of them—if you are called upon to pitch, the instructor will tell you in the moment to whom you will pitch in class (Jeff or Sam, so please prepare for both).

4) End with a request for 15 minutes of time with either Jeff or Sam. You will need to make a specific ask of either Jeff or Sam—the topic is up to you: mentorship, a job opening, an introduction to someone, a meeting about a potential investment opportunity, a philanthropic shared interest, a company practice Andreessen Horowitz/Y-Combinator should adopt, an event idea, etc.

Required Reading – Canvas:
- Biography of Guest Speaker: Stephanie Young.
- In-Class Activity Preparation Sheet: Mini-Case

In-Class Discussion Questions:
- How would you describe your experiences with negotiation thus far in your career?
- What are specific areas of growth you have identified that would develop your negotiation skills?
- How have you owned your value throughout your career?

**SESSION 11: Managing Your Platform and Scaling Your Voice**
**THURSDAY, MAY 9**

**Assignment Due Today:** Your Personal Pitch - First Draft (50% of pitch grade)

Required Reading – Canvas:

In-Class Discussion Questions:
- How do you think about your public image? Do you enjoy having a high profile or prefer to keep a lower one?
- What parts of your life do you feel comfortable sharing publicly and/or professionally?
- What are incorrect and/or negative narratives that others have imposed upon you and why do you think those narratives were imposed? What could you do to proactively counteract those narratives and change them?
How would you like others to think and talk about you, that is, what attributes and skills would you want others to honestly associate with you? What steps can you take to better influence and control the narratives that others have about you?

**SESSION 12: Branding and Advocating for Your Value**

**TUESDAY, MAY 14**

Guest speaker: Linnea Roberts

**Assignment Due Session 13, Thursday, May 16**

LLJ: Your Personal Pitch - Final Draft (50% of pitch grade) - *No length requirement; pitch must be 60 seconds or less spoken (not read) aloud.* **Please note:** students will not be allowed to use notes during pitches, to better simulate real-life experience.

You will encounter dozens of situations throughout your career in which you will expectedly/unexpectedly meet people that you aspire to have in your sphere of influence. The context will likely differ every time—a conference, an event, a social situation, an internal meeting—however the content of your pitch will likely have consistent elements that illuminate the authentic and distinctive you. In under 60 seconds, how will you introduce yourself and compel someone to invest their time and interest in you?

Please prepare a 60-second (or less) elevator pitch on “The Value Proposition of You.” Your pitch should explain who you are and make a powerful case for why Sam Altman or Jeff Jordan (their biographies are posted on Canvas) should invest 15 minutes of their time in you. Several students will be cold-called by the instructor/guest speakers to give their pitches during class.

Please come prepared with the following:

1) Your 60-second pitch explaining ‘the unique value proposition of you’ may include, but is not limited to, any of the following elements:
   a. Who you authentically are (distinguishing facts and characteristics, your unique background, any commonalities with the person you aspire to have in your sphere of influence)
   b. Your professional value-add and relevant experience (depending on the situation or your ask)
   c. Your purpose(s) (i.e., what drives you, your passions and/or calling, your aspirations)
   d. A problem you aspire to solve or a need you seek to address
   e. What distinguishes you from peers with similar experience or background

**Please note:** the main body of your pitch should be something you can tailor in an instant to whomever you might encounter, and the specific need you may have in any given situation. **Never misrepresent any aspect of yourself, your accomplishments or your relationships—leading with something easily proven untrue will likely damage your reputation.**
5) Sufficient knowledge of both Jeff's and Sam's backgrounds and current professional work and interests (philanthropy, public speaking, podcasts, etc.), which will enable you to speak specifically to how your assets/interests connect to theirs.

6) Ability to tailor your pitch to either of them—if you are called upon to pitch, the instructor will tell you in the moment to whom you will pitch in class (Jeff or Sam, so please prepare for both).

7) End with a request for 15 minutes of time with either Jeff or Sam. You will need to make a specific ask of either Jeff or Sam—the topic is up to you: mentorship, a job opening, an introduction to someone, a meeting about a potential investment opportunity, a philanthropic shared interest, a company practice Andreessen Horowitz/Y-Combinator should adopt, an event idea, etc.

Required Reading – Canvas:
- Biography of Guest Speaker: Linnea Roberts.

Optional Reading – Canvas:

In-Class Discussion Questions:
- What is the reputation you want to have, personally and professionally?
- How can you advocate for yourself and show your value throughout your career?
- What are ways you might effectively handle situations in which older men ask you to perform stereotypically gendered tasks, despite your level of seniority?

SESSION 13: Professional Persona, Presence and Persuasion
THURSDAY, MAY 16

Guest speakers: Jeff Jordan and Sam Altman

Assignment Due Today: LLJ: Your Personal Pitch - Final Draft (50% of pitch grade)

Assignment Due Session 14, Tuesday, May 21
LLJ: Managing Your Sphere of Influence: Human-Centered Buy-In Activity (80 words min, 100 words max per section)

Download Managing Your Sphere of Influence: Human-Centered Buy-In and respond in each section with two tactics that have worked most effectively for you. Please come to class prepared to also share your thoughts on why you believe those tactics were effectively for you.

Required Reading – Canvas:
- Biography of Guest Speakers: Jeff Jordan and Sam Altman.
- Kathleen Kelly Janus, “5 Tips for Making the Perfect Investor Pitch,” Startup Nation, February 8, 2018. Note: These tips are relevant for any type of pitch.

In-Class Discussion Questions:
- What strengths and weaknesses do you have when it comes to public speaking and written/verbal communication? How specifically will you work to improve your weaknesses, and transform them into growth opportunities?
- Who are public speakers, thought leaders or social media icons you admire? What specific traits of their communication (verbal, written, social) make them compelling and what communication tactics can you learn from them and apply to your own communication?

**Extra Credit Opportunity: Post-Module Blog Prompt**

As you are about to graduate from the GSB, this is a perfect opportunity to re-introduce yourself to the world with a new narrative. Write a 400-500 word blog post introducing your personal brand statement, your new professional narrative and aspirations. What about your skills, goals and leadership approach has evolved and how do you plan to bring a new level of value, inclusivity and impact to your workplace and beyond?

**FORMAT:** You will prepare a 400-500 word blog post that includes the listed components in the suggested amounts. It is important that you review and adhere to these guidelines, as posts falling outside of this structure might be considered ineligible for bonus credit (if applicable) and/or inclusion in an upcoming campaign:
- Your personal brand statement (~50-100)
- Your professional narrative aspirations and goals for your career, and how those developed (~150-250)
- How you plan to bring a new level of value, inclusivity and impact to your workplace and beyond (~150-250)

**LAAF.org will publish some or all posts on its website ([www.laaf.org/blog](http://www.laaf.org/blog)) and social media in its “Living Your Purpose” campaign. Please also include your preferred headshot (a picture featuring just you) and your Facebook, Twitter and/or LinkedIn usernames or links that should be used in promotions if your entry is selected.**

**DUE:** Wednesday, May 22nd at 5 PM
PART IV: Living Your Legacy

The most transformational leaders both live and leave a legacy. A legacy is not formed merely by the companies you found, the jobs you create, the wealth you amass or the organizations you lead, but also by how you use your resources in every arena—professionally, philanthropically, personally, politically—to lift up and advance the opportunities of those around you—particularly women and individuals from marginalized groups. Importantly, an enduring legacy requires creating a regenerative continuum of empowerment, equality and positive change in your workplace, community and our world.

SESSION 14: Mentors, Sponsors and Adversaries

TUESDAY, MAY 21

Assignment Due Today: LLJ: Managing Your Sphere of Influence: Human-Centered Buy-In Activity

Required Reading – Canvas:
- Carla Harris, “How to find the person who can help you get ahead at work,” TEDTalks, TEDWomen 2018.

Optional Reading – Canvas:

In-Class Discussion Questions:
- What are the traits of people you know who are able to quickly connect and build personal relationships with others? What can you learn from their communication style?
- How do you typically engage others on an interpersonal level? What do you do that is effective and how can you improve?
- What are the types of relationships you aspire to build with those who lead you, your peers and those who follow you once you leave the GSB? What specific steps would you take to build relationships with these different groups?
SESSION 15: You Become Your Choices: You Are What You Do, Not What You Say
THURSDAY, MAY 23

Guest speaker: Mary Barra

Required Reading – Canvas:
- Biography of Guest Speaker: Mary Barra.
- Executive Summary (p. 5), Introduction (p. 6 - 9), The Foundation (p. 12 - 15), The Experience Factor, (p. 25 - 30), Routes to the Corner Office (p. 32 - 36), Upshots (p. 37 - 38) in “Women CEOs Speak,” Korn Ferry Institute, 2017. Note: Entire report is recommended reading, but not required.

Optional Reading – Canvas:

In-Class Discussion Questions:
- How do you typically make decisions? Think about why you chose to go to Stanford and/or your choices for work experiences. How do the decisions you make vary across different contexts?
- How do you reflect on decisions after they have been made? How do you approach issues of confidence, regret, learning and uncertainty?
- When have you deferred to or had no say in someone else's decision (try to think of a time when you disagreed with their decision)? How did it feel, how did you react and then choose to act? What did that experience teach you about professionalism in challenging situations, as well as what you can and cannot compromise on?

SESSION 16: Scaling Inclusion
TUESDAY, MAY 28

Guest speaker: Marc Jones

No LLJ this week - your Legacy Leadership Plan is due on Thursday (Session 17).

Required Reading – Canvas:
- Biography of Guest Speaker: Marc Jones.

Optional Reading – Canvas:

SESSION 17: Creating a Powerful Platform for Change
THURSDAY, MAY 30

Guest speaker: Dr. Priscilla Chan
Assignment Due Today: Your Legacy Leadership Plan is due before class TODAY.

Required Reading – Canvas:
- Biography of Guest Speaker: Dr. Priscilla Chan.

Optional Reading – Canvas:

In-Class Discussion Questions:
- What impact do you aspire to have on others? What impact do you aspire to have on the world?

SESSION 18: The Incomparable Power of Regeneration: Transcending Leadership
TUESDAY, JUNE 4

Required Reading - NONE

In-Class Discussion Questions:
- What do you want your leadership legacy to be?
- How will you combine what you have learned in this class to help you become the leader you aspire to become?
- How will you continue learning and evolving as a legacy leader once you leave the GSB?

Extra Credit Opportunity: Post-Module Blog Prompt

What is the legacy you want to leave? More importantly, how will you LIVE that legacy starting today? How will others be inspired and positively transformed by how you live, give and lead?

FORMAT: You will prepare a 400-500 word blog post that includes the listed components in the suggested amounts. It is important that you review and adhere to these guidelines, as posts falling outside of this structure might be considered ineligible for bonus credit (if applicable) and/or inclusion in the “Living My Legacy” campaign:
- Your desired legacy and positive impact on others (~50-100)
- Why your point of impact makes sense for you based on your identity, skills, resources, etc. (~50-100)
- Specific actions you are taking or will take within the next year to live your legacy (~100-200)
- How you will live your legacy in the mid-term (1-3 years) and long-term (3+ years) (~50-100)

LAFF.org will publish some or all posts on its website (www.laaf.org/blog/) and social media in its “Living Your Purpose” campaign. Please also include your preferred headshot (a picture featuring just you) and your Facebook, Twitter and/or LinkedIn usernames or links that should be used in promotions if your entry is selected.

**DUE:** Tuesday, June 4th at 5 PM