

GSBGEN 370

# Power of You: Women in Leadership

## Course Syllabus (Last Updated 05/21/2020)

3 units

**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

*"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

*"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

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

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***There is a reading assignment for the first class meeting. Please read through the entire syllabus and complete the assigned readings for Session 1.***

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## CONFIDENTIALITY

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As noted in the University's recording and broadcasting courses policy, students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). If the instructor grants permission or if the teaching team posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the Office of Accessible Education.

## ONLINE ADAPTION

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In light of the current crisis, this is the first time that Power of You has been offered in an online format. While I share your disappointment about not having an in person experience, this is an opportunity to transform challenge into a blessing. My LAAF.org team and I have worked tirelessly this past month to ensure that the virtual experience will be as close to the classroom experience as possible. These last few weeks, we have been working 14 hour days, seven days a week to revamp, prepare and create as sensational an online learning experience for you as possible. We, along with your stellar course assistants, are fervently dedicated to ensuring that your engagement with both me, our teaching team, one another and our guest speakers will be on a level as tantamount to a live experience as we can create given the circumstances. Your ongoing feedback will be foundational to our ability to meet your needs, and please never hesitate to reach out to us with your input about what is/is not working and ways that we can improve your experience and elevate your voices. By approaching this course through a lens of excitement, commitment, adventure and adaptability, together we will create an unique, magical and transformational experience.

### Some key elements of class to note for our online adaptation:

1. **Class attendance, albeit via Zoom live, will remain mandatory.** Pair-shares, small group breakouts and class discussions will still happen, thus attending class live during our pre-set time (Tuesdays/Thursdays 1:30-2:50pm), will prove essential to your own experience, as well as your peers' experiences. Thank you in advance for not letting one another down, as we embark on this important journey of empowerment together. We need community now more than ever, and these in-class interactive opportunities will help build and cement powerful relationships.
2. We understand that you may experience **technical difficulties**, have bandwidth issues or need to log into Zoom in pairs or small groups if you share living quarters. We will always have one CA available via phone to help any students needing technical support during each class

session. In preparation for class please make sure to already have Zoom downloaded on your computer and phone and make sure your devices are fully charged in the event of a technical malfunction or blackout situation.

3. **All sessions will happen LIVE, and will not be recorded.** One of the most important and unique aspects of “Power of You” is the raw, unfiltered and forthright sharing of personal and professional experiences. This practice and class culture is of the highest importance to student learning. Consequently, just like a live course, this online learning experience will *not* be recorded. Our guest speakers and I will share information that we would *never* share in any public setting, as likely will each of you, thus the decision to not record sessions and my respectful request that **you honour the confidentiality of class content (mine, guest speakers’ and your classmates’) at the highest level. We ask that you do not record or share any content from the class externally in accordance with these guidelines.**
  
4. **Log into the live Zoom class sessions at least fifteen minutes prior to class start time.** In order to protect the confidential nature of our class sessions, students will be placed into a waiting room automatically upon entering our Zoom classroom. Our CAs will be then inviting only enrolled students into the actual session as you each arrive. Class will start and end on time, so please allow ample time to test your mic/video, arrive and be transferred into the live class by our CAs. Due to our expanded course enrollment, this will take several minutes. *Please note that any unenrolled student will not be allowed into our live Zoom sessions.*
  
5. **The Canvas site will** have clear instructions about joining lectures and office hours virtually. All of the required readings will be accessible as PDFs via Canvas. You will also be responsible for checking Canvas regularly for class updates and communication. **Please make sure to adjust your settings in Canvas to also receive announcements via email.**
  
6. We understand that people are dealing with different circumstances right now. If there are any reasons that may prevent your full participation in any class session, please let me know and my teaching team ([gsbgen370@gmail.com](mailto:gsbgen370@gmail.com)) and I will do our very best to accommodate you, without compromising what makes “Power of You” such a magical learning experience. We also value your feedback on the experience and will collect your input at the end of each week in the form of a survey, and will review your comments and evaluate how to best integrate them into the course. **Any ideas on how to improve the online adaptation experience are most welcome!**

We will be taking this journey together, and this course **will be what we choose to make it. So please join me in making it the most sensational journey of empowerment, education and evolution that we can possibly imagine!**

## COURSE MATERIALS

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All required readings are available on the Course Canvas site.

The instructor has written and compiled multiple resources specifically for this course, the **Power of You: Women in Leadership – Tactical Toolkits (“Tactical Toolkit”)** that are assigned reading. These texts are research-based and provide actionable ways to respond to and approach the issues that we will discuss in this course, such as negotiation, leadership styles and increasing inclusivity in the workplace. They have been meticulously crafted to provide you with the essential information and most useful tactics possible to not only meet the challenges that currently exist for women in the workplace, but also to empower you to create processes, policies and cultures that promote equality and inclusivity for the future. The instructor will post copies of these *Tactical Toolkits* on Canvas, and students are expected to complete all assigned readings therein and be prepared to discuss them in class. **This information is imperative to your learning, which is why it is expected that everyone not merely read, but internalize them.** *The instructor will cold call about this material, given its importance to every student’s professional and leadership trajectory. \*Please do not copy or distribute the Tactical Toolkits—send any individuals interested in receiving their own free copies to LAAF.org, where they can sign up for all current and future Tactical Toolkits and beyond.*

**OPTIONAL:** In addition to the *Tactical Toolkits* and other required readings, 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

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Society needs confident, skilled and powerful female leaders at every career level and in every industry. Due to a multitude of forces, there remains 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 professional development. 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, religious, familial, personal and sexual) that their male counterparts likely will never face. These challenges and obstacles manifest across industries for women leaders—entrepreneurs, managers, board members, executives, social changemakers and beyond—regardless of their career stage, access and background. These challenges are often exacerbated for women from underrepresented groups. 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 and

impact: as a “legacy leader,” you will use your platform at every step of your career and life to empower the voices of people who traditionally have not been given the same access to opportunity and leadership paths. Legacy leadership is leadership not solely for the advancement of oneself, but intentionally for the advancement of others—particularly those who traditionally have lacked access to formal leadership opportunities.

Indeed, every stage of your own development—within this classroom, and outside of it—is an opportunity and responsibility to create social value, greater access and lift up others as you rise.

This course will provide a brave, respectful 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 ultimately 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**.



## COURSE MISSION & OBJECTIVES

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**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 including, but not limited to:
  - a. Navigating the likeability paradox and leadership styles 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, influence and control their professional narratives and reputation, as well as negotiate and advocate for their value more effectively;
  - d. Empowering students with options, challenges and information about balancing work with family.
- 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

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**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 and positively touches and transforms the lives of others.

**AWARENESS:** Becoming and remaining a leader requires an immense level of awareness: constant, critical self-analysis; 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 necessary to navigate an array of highly complex and challenging circumstances. Highly effective leaders are resilient and proactively anticipate, respond and adapt to challenges, contexts and situations—proactively turning every experience into an opportunity for learning and growth.

**A LEGACY OF EMPOWERMENT:** Only the highest forms of leadership leave a lasting legacy. A legacy is not formed by the companies you found, the fortune you create 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.

## COURSE SEQUENCE

<b>Module 1: Purpose, Values &amp; Leadership</b>		
Session 1	Thursday, April 2nd	Introduction & Legacy Leadership
Session 2	Tuesday, April 7th	Purpose, Values & Leadership
Session 3	Thursday, April 9th	Creating a Powerful Platform for Change (Dr. Priscilla Chan)
<b>Module 2: Awareness of Self, Others &amp; Context</b>		
Session 4	Tuesday, April 14th	Intersectionality & Inclusion (Y-Vonne Hutchinson)
Session 5	Thursday, April 16th	Leadership, Power & Gender
Session 6	Tuesday, April 21st	You Become Your Choices—You Are What You Do, Not What You Say (Mary Barra)
Session 7	Thursday, April 23rd	Family & Work (Megan Holston Alexander, Laura Shact, Diana Beltramo Hewitt)
Session 8	Tuesday, April 28th	Resilience, Self-Awareness & Self-Care
<b>Module 3: Self-Confidence &amp; Self-Advocacy</b>		
Session 9	Thursday, April 30th	Branding & Advocating for Your Value (Linnea Roberts)
Session 10	Tuesday, May 5th	Negotiation—A Gender-based Approach (Anne Raimondi)
Session 11	Thursday, May 7th	Caregiving: Self-Advocacy & Workplace Change
Session 12	Tuesday, May 12th	Owning Your Confidence & Creating Your Narrative (Judy Smith)
Session 13	Thursday, May 14th	Professional Persona, Presence & Persuasion (Sam Altman & Kat Mañalac)



Module 4: Legacy: What We Transmit to Others		
Session 14	Tuesday, May 19th	Empowering Others—Mentorship & Sponsorship (Sheryl Sandberg)
Session 15	Thursday, May 21st	Allyship—Scaling Inclusion, Impact & Values (Leanne Pittsford)
Session 16	Tuesday, May 26th	Living A Life That Matters—To You & Others (Meg Whitman)
Session 17	Thursday, May 28th	Creating Institutional Change (Dr. Judith Rodin)
Session 18	Tuesday, June 2nd	The Incomparable Power of Regeneration—Transcending Leadership (Indra Nooyi)

## GRADES

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**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:

**25%** Class participation

In-class Participation – 80% (28% of final grade)

Instructor Required Office Hours – 10% (3.5% of final grade)

Feedback Surveys – 10% (3.5% of final grade)

**35%** Legacy Leadership Journals

**40%** Final Project

**Penalty for late assignment submission.** For late submissions, assignment grades will be decreased by 10% if late by 1 – 24 hours, 20% if late by 24 – 48 hours, etc. If confronted with a serious personal situation, students must notify a course assistant 72 hours prior to the assignment due date to create a reasonable, alternative plan. The instructor must approve any extended due date.

**Grading is anonymous.** To best respect the sensitivity and confidentiality of the topics discussed in assignments and to prevent any conscious or unconscious bias in the grading process, all assignments and weekly feedback surveys are graded/reviewed anonymously. Students will submit assignments and weekly feedback surveys with their student ID number only (and not their name).

## CLASS PARTICIPATION

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**Tactical Toolkits are mandatory reading.** The 10 *Power of You: Women in Leadership — Tactical Toolkits* (each assigned to a specific session) together provide close to 200 research-based strategies, tools and tactics for students to not only better face the challenges unique to women in the workplace, but also help change existing workplace processes, policies and cultures and advance greater equality and inclusivity for the future. All *Tactical Toolkits* will be posted on Canvas.

**Complete all required readings.** For every session, every student will be expected to complete *all* required readings, as well as thoroughly prepare answers to the “Key Questions to Prepare,” listed in the syllabus.

**Prepare for guest speakers.** 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.

**Participation grades will be based both on quality and consistency.** High quality comments will advance class discussion and support the learning of the entire class. They will also reflect nuanced understanding and analysis of course readings and materials. Respectful disagreement and debate is encouraged for all topics. Asking uninformed questions of the instructor/speakers or giving redundant answers will count negatively towards students’ participation grade.

**Attendance is mandatory.** Students must attend all classes on Zoom. Class will start on time (**please arrive 15 minutes early to ensure that the CAs have ample time to transfer you from the waiting room into the live session**) and stay until class is dismissed. Missing a class without written explanation/approval will adversely affect students’ class participation grades; final class participation grades will be reduced by 10% for each session missed without such prior approval. Course assistants will be recording attendance on Zoom, as well as ensuring that students remain engaged throughout each session. Students who miss three or more sessions will not pass the class, resulting in a “U” grade. An unexcused absence may be mitigated by sending a member of the teaching team a 3-page paper (single-spaced, 12-point and Times New Roman font) on a subject of the instructor’s choosing related to the session they missed. Papers will be due at the beginning of class within one week of the missed session. Contact a member of the teaching team for further directions.

**Assignment for an excused 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. Students must then send the course assistants a 1-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 a course assistant know in advance if they will need to miss class for any reason. Excused absences would include family or personal crises, medical emergencies or family deaths. There will be no penalty on the student’s final participation grade if they follow these steps. Exceptions can be made for emergencies, as determined by the instructor.

**Instructor office hours (ZOOM) are required.** Every student is required to attend one office hours session with the instructor via ZOOM before the quarter's end. This will account for 10% of the final class participation grade (or 3.5% of a student's final course grade). There will be 15 available sessions throughout the quarter, with groups of around 6 students per 30 minute session. Signups are posted on Canvas under "Assignments." **Due to the 90 student class size and in fairness to all, individual appointments with the instructor will not be possible.**

**Weekly feedback surveys are mandatory.** At the end of class on Thursdays, a brief weekly feedback survey will be posted under "Assignments" on Canvas. You will also be sent the feedback survey over email. Students will be required to fill out the weekly 5-minute survey by Fridays at 4pm. Students can submit late surveys until the following Thursday at 1:30pm to receive 75% credit. The feedback surveys account for 10% of students' final participation grade.

**Students have two opportunities for extra credit in their total class 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 on Canvas. 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. *Note: LAAF.org maintains editorial control of submitted content. It reserves the right to modify posts for clarity, grammar, etc. and may publish or otherwise use select excerpts and quotes from these submissions.*
- 2) **Submit a research-based tip through the course email.** After reading each *Tactical Toolkit* chapter, students may recommend additional research-backed tactics to supplement existing content with appropriate, formal citations. If the tip you submit is not already represented in the *Tactical Toolkits*, 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 the *Tactical Toolkits*.)

**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. In light of the online format of the course we encourage you to think creatively about social media engagement and how to translate key findings from the course to an external audience.

Our Handles:

*Twitter* – @LAAF and @StanfordGSB

*Facebook* – @LAAF and @StanfordGSB

*Instagram* - @LAAF and @StanfordGSB

*LinkedIn* – Laura Arrillaga-Andreessen, Laura Arrillaga-Andreessen Foundation and Stanford University Graduate School of Business

## STUDENTS WITH DOCUMENTED DISABILITIES

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Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request, review appropriate medical documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. The letter will indicate how long it is to be in effect. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. Students should also send your accommodation letter to instructors as soon as possible. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://oae.stanford.edu>).

## ASSIGNMENTS

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### 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:**

- LLJ #1 Due Session 2: Tuesday, April 7 at 1:30 PM (PST)
- LLJ #2 Due Session 9: Thursday, April 30 at 1:30 PM (PST)
- LLJ #3 Due Session 12: Tuesday, May 12 at 1:30 PM (PST)
- LLJ #4 Due Session 13: Thursday, May 14 at 1:30 PM (PST)
- LLP (Legacy Leadership Plan): Due Session 17: Thursday, May 28 at 1:30 PM (PST)

**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 an assignment is more than five days late, it will receive a 0. If confronted with a serious personal situation (family/personal emergency), students should notify the

course assistants immediately to create a reasonable, alternative submission plan in order to prevent negatively impacting your grade.

**REQUIREMENTS:** Each LLJ will be 700 – 800 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 teaching team, and only the instructor will review your paper.

### **LLJ #1 Due Session 2, Tuesday, April 7:**

#### **Your Purpose, Passions & Interests** (700 words min, 800 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, spiritual evolution, etc. For this prompt, begin by stating the value system by which you make your decisions and live through your actions. Please consider, explore and articulate whether you have been guided by a *professional and/or social change purpose thus far* in your career. If yes, what is your purpose? Please formally articulate it. 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 and fueled your deep commitment? What are three subjects, areas or industries that may or may not relate to your professional purpose that you are interested in pursuing? For each one, please list three specific actions you can take to further explore and deepen your understanding. What are you passionate about that you want to incorporate into your professional or philanthropic life?

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

### **LLJ #2 Due Session 9, Thursday, April 30**

#### **Creating & Controlling Your New Narrative** (700 words min, 800 words max)

Professionally, what are three words or phrases (these could be characteristics, adjectives and/or skill sets) that you ideally would like others to use to describe you in a professional setting once you leave the GSB? How are these characteristics (your “new narrative”) important to your

leadership style and journey? How do they manifest in the various leadership styles your work typically requires of you?

Consider how different ways you might introduce yourself professionally that illuminates those characteristics. Articulate three introductions that include the narrative you desire the following people to use when thinking or talking about you: 1) an indirect superior who has influence over decisions about your career; 2) a peer in your organization who you would like to have as a professional ally; and 3) a potential direct report who you would like to hire.

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 and their workplace more generally?

Find a partner (from Power of You) and share your three words or phrases with one another. Come to class prepared to introduce your partner in class using her/his "new narrative."

### LLJ #3 Due Session 12, Tuesday, May 12

**Your Personal Pitch - Written Articulation** - *No length requirement; pitch must be 60 seconds or less spoken (not read) aloud for LLJ #4: Your Personal Pitch - Video Submission and Oral Presentation. **The instructor strongly suggests that you review readings for Session 13: Professional Persona, Presence and Persuasion before beginning LLJ #3 and LLJ #4.** They detail elements of creating strong presentations and the art of pitching.*

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 elevator ride or walk to the parking lot, 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 in a memorable way and compel someone to invest their time and interest in you? While you do not need to make a specific ask for the purposes of this exercise, your introduction ideally will include aspects of your purpose, your interests and your "new narrative."

Formally articulate a 60-second (or less) elevator pitch that captures the value that you bring to the table and/or are striving to create. Your pitch should explain who you are, what you care about and make a powerful case for why anyone should feel compelled to know and/or invest their time in you. Please come prepared with the following:

- 1) Your 60-second pitch 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
- f. Why you are a compelling enough individual for someone to invest their time into getting to know you

**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.*

#### LLJ #4 Due Session 13, Thursday, May 14

**Your Personal Pitch - Video Submission and Oral Presentation.** *No length requirement; pitch must be 60 seconds or less spoken (not read) aloud. Video submission is required, and students may be cold-called during class to pitch live. Please submit your video via Canvas (Canvas has a feature for students to record video content for submission). \*Please note: students will not be allowed to use notes during video or live pitches, to better simulate real-life experience.*

Since you will never have your written pitch to read from in unexpected opportunities, distill your pitch into three easily memorizable points. Choose a partner (from our course) and practice giving your personal pitch at least three times and provide one another feedback after each round. After partner presentations are complete, video yourself giving your pitch. Come to class prepared to give your pitch live. The instructor will cold call students to “pitch” live in front of Sam Altman and Kat Mañalac (both from Y-Combinator), who will provide positive and critical feedback.

#### LEGACY LEADERSHIP PLAN Due Session 17, Thursday, May 28

**OBJECTIVE:** Your Legacy Leadership Plan (LLP) 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 **10th GSB reunion**, you will articulate a legacy leadership plan that includes your professional purpose, intentions and dreams/objectives; your leadership style (past, present and aspirations for the future) and how you have and can hone your skill of adaptivity; future actions necessary to achieve your aspirations; risks or barriers that may impede your success; specific indicators of progress towards your goals; and how you will manifest legacy leadership in specific ways to create greater access, advance social change and act with intentional inclusivity. This letter will capture and celebrate the person you aspire to be, the legacy of inclusivity, impact and empowerment you will live as well as concrete actions you will take to transform your beautiful vision into a spectacular reality. If your LLP includes extremely confidential information, please alert the teaching team, and only the instructor will review your paper.

**DUE DATE:** LLPs must be submitted via Canvas by the beginning of Session 17 on Thursday, May 28th. *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 an assignment is more than five days late, it will receive a 0. 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 6 pages (single-spaced, 1-inch margins, 12-point Times New Roman font).

**NOTES:** You will find two exemplars (each of which earned an “H” grade) and additional instructions posted on Canvas. *Please be aware that the two exemplars were for a letter to students on their 20th GSB reunion, however your assignment is to write a letter to yourself on your 10th GSB reunion.*

## GENERAL EXPECTATIONS

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**Class conduct is critical. Please refrain from eating, using phones and browsing on computers during class. Please arrive on time to ensure that class can end on time.** Please see the “Students with Documented Disabilities” section if you need a waiver.<sup>1</sup>

**Course assistant office hours are by appointment only.** Please contact the course assistants at [gsgen370@gmail.com](mailto:gsgen370@gmail.com) to schedule office hours with the teaching team. There will be additional, open office hours in the two weeks before both of the assignments are due. Please check Canvas for more information.

**Reference the Canvas site.** The most recent version of the syllabus can be found on Canvas, along with all course readings, handouts, slides and assignments.

**Honor Code must be maintained.**

**The (ZOOM) 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.

## COURSE SCHEDULE

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### Module 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, inspired by personal values, 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

<sup>1</sup> **Notes taken by hand rather than by 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.



each must proactively pursue intentional inclusivity, social impact, increased access and advocacy for those whose voices have not been given formal spaces to be heard.

## **SESSION 1: Introduction & Legacy Leadership**

**THURSDAY, APRIL 2**

### **Required Reading – Canvas:**

- Course Syllabus.
- Biography of Instructor – Laura Arrillaga-Andreessen, 1 p.

### **Key Questions to Prepare:**

- 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, Values & Leadership**

**TUESDAY, APRIL 7**

**LLJ # 1 Due Today:** Your Purpose, Passions & Interest

### **Required Reading – Canvas:**

- Laura Arrillaga-Andreessen, “Letter to My Students,” 2020, 5 pp.
- Laura Arrillaga-Andreessen, “Legacy Leadership: Intentional Inclusivity, Empowerment and Impact,” *Power of You: Women in Leadership - Tactical Toolkit*, 2020, 12 pp.
- Melissa De Witte, “Instead of ‘finding your passion,’ try developing it, Stanford scholars say,” *Stanford News*, June 18, 2018, 2 pp.
- Jeremy Adam Smith, “How to Find Your Purpose in Life,” Greater Good Science Center, January 10, 2018, 6 pp.

### **Optional Reading – Canvas:**

- Carol Dweck, Chapter 2: “Inside the Mindsets,” (pp. 15 – 31, 53 – 54), Chapter 5: “Business: Mindset and Leadership” (pp. 131 – 143), in *Mindset: The New Psychology of Success*, Ballantine Books, 2007, 32 pp.
- Larry C. Spears, “The Understanding and Practice of Servant-Leadership,” Regent University - School of Leadership Studies, August 2005, 8 pp.

### **Key Questions to Prepare:**

- 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 you can begin practicing legacy leadership today?
- How could the effects of advancing in your career and gaining power be both beneficial and problematic for your practice of legacy leadership?

## **SESSION 3: Creating a Powerful Platform for Change**

**THURSDAY, APRIL 9**

Guest Speaker: Dr. Priscilla Chan, Co-Founder and Co-CEO of the Chan Zuckerberg Initiative

### **Required Reading – Canvas:**

- Biography of Guest Speaker: Dr. Priscilla Chan.
- Laura Arrillaga-Andreessen, "Glossary of Related Terms: Sexism, Bias and Inclusivity," *Power of You: Women in Leadership - Tactical ToolKit*, 2020, 14 pp.
- Emily Bazelon, "A Seat at The Head of the Table," *The New York Times Magazine*, February 21, 2019, 7 pp.
- Kimberlé Crenshaw, "Why Intersectionality Can't Wait," *The Washington Post*, September 24, 2015, 3 pp.
- Emilie Aries, "The Imperative of Intersectional Feminism," *Forbes*, August 20, 2017, 2 pp.
- Andrea Rees Davies, "Breaking Down Barriers for Women in the Workplace," The Clayman Institute for Gender Research, October 12, 2011, 2 pp. and embedded video.

### **Optional Reading – Canvas:**

- Sheryl Sandberg, "Chapter 11: Working Together Toward Equality," *Lean In for Graduates*, Knopf, 2014, 20 pp.
- Alice H. Eagly and Linda L. Carli, "Chapter 10: How do Some Women Find Their Way Through the Labyrinth?" in *Through the Labyrinth*, Harvard Business Review Press, 2007, 21 pp.

### **Key Questions to Prepare:**

- What social value can you commit now to creating in the next three years? How will you measure the impact of the value you strive to create? (What are immediate indicators that you have positively touched and transformed the lives of others?)
- What are three specific actions you can take to lift up the lives of others and elevate the voices of those without a space to be heard between now and when you graduate from the GSB?
- In your future professional journey, how specifically will you empower those who have lacked access to the opportunities you have had?

## **Module 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 and currently face. 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 for people of all identities. Understanding and honesty about others' preconceived and real-time perceptions of you and those around 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,

self-care and self-compassion during adversity are critical tools for an emotionally intelligent, inclusive and resilient leader.

## **SESSION 4: Intersectionality & Inclusion**

**TUESDAY, APRIL 14**

Guest speaker: Y-Vonne Hutchinson, Founder of Ready Set and Co-Founder of Project Include

### **Required Reading – Canvas:**

- Biography of Guest Speaker: Y-Vonne Hutchinson.
- Video: “Intersectionality and Inclusivity,” Y-Vonne Hutchinson, 2020.
- Frank Dobbin and Alexandra Kalev, “Why Diversity Programs Fail,” *Harvard Business Review*, July – August 2016, 9 pp.
- Jeff Guo, “Here’s the ‘Lean In’ Case for Giving Women Preferential Treatment in the Workplace,” *The Washington Post*, November 4, 2015, 5 pp.
- Alexis Sobel Fitts, “When Companies Get Serious About Diversity, They Call Her,” *Wired*, July 17, 2017, 3 pp.
- Marianne Cooper, “The False Promise of Meritocracy,” *The Atlantic*, December 1, 2015, 4 pp.
- Joan C. Williams, Katherine W. Phillips and Erika V. Hall, Executive Summary in “Double Jeopardy? Gender Bias Against Women in Science,” UC Hastings College of Law, January 2015, 10 pp.
- Laura Sherbin and Ripa Rashid, “Diversity Doesn’t Stick Without Inclusion,” *Harvard Business Review*, February 1, 2017, 5 pp.
- Ahsante the Artist, “How to Be a Good Ally - Identity, Privilege, Resistance,” *Ahsante the Artist on YouTube.com*, August 4, 2017.

### **Optional Reading – Canvas:**

- Claudia Goldin, “A Grand Gender Convergence: Its Last Chapter,” *American Economic Review*, 104 (4), 2014, 29 pp.
- Sheryl Sandberg, “Chapter 2: Sit at the Table,” *Lean In for Graduates*, Knopf, 2014, 14 pp.
- Kenji Yoshino and Christie Smith, “Uncovering Talent: A New Model of Inclusion,” Deloitte, December 6, 2013.
- Valerie Purdie-Vaughns and Richard P. Eibach, “Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities,” *Sex Roles*, 2008, 13 pp.
- Peggy Klaus, “A Chance to See Disabilities as Assets,” *The New York Times*, February 4, 2012, 2 pp.

### **Key Questions to Prepare:**

- When have you dealt directly with implicit and/or explicit biases as a victim? If you were to face those situations again, how might you handle them differently (both internally and externally)?
- When have you dealt directly with implicit and/or explicit biases as a witness? If you were to face those situations 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 5: Leadership, Power & Gender**

**THURSDAY, APRIL 16**

**Required Reading – Canvas:**

- Laura Arrillaga-Andreessen, "Leadership Styles" *Power of You: Women in Leadership - Tactical ToolKit*, 2020, 16 pp. **Please come to class prepared to discuss how you describe your preferred leadership style based on the polarities presented in the learning note.**
- Alison Dahl Crossley, "Women Leaders: Does Likeability Really Matter?" The Clayman Institute for Gender Research, June 24, 2015, 2 pp.
- Kieran Snyder, "The Abrasiveness Trap: High-Achieving Men and Women are Described Differently in Reviews," *Fortune*, August 26, 2014, 2 pp.
- Linda Babcock and Sara Laschever, "Chapter 4: Scaring the Boys" (pp. 114 – 122), in *Women Don't Ask*, New York: Bantam Books, March 2007, 8 pp.
- Kim C. D'Abreu, "Becoming An Authentic Leader: A Toolbox for Professionals of Color," Catalyst, June 20, 2017, 1 p.
- "The Language of Leadership," Michelle R. Clayman Institute for Gender Research, Stanford University, 2014.
- Lori Mackenzie, JoAnne Wehner and Shelley Correll, "Why Most Performance Evaluations Are Biased, and How to Fix Them," *Harvard Business Review*, January 11, 2019, 6 pp.

**Optional Reading – Canvas:**

- Linda Babcock and Sara Laschever, "Chapter 4: Scaring the Boys" (pp. 93 – 114), in *Women Don't Ask*, New York: Bantam Books, March 2007, 21 pp.

**Key Questions to Prepare:**

- 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 or greater adaptivity, which in turn will help increase confidence?

## **SESSION 6: You Become Your Choices—You Are What You Do, Not What You Say**

### **TUESDAY, APRIL 21**

Guest speaker: Mary Barra, Chair and CEO of General Motors Company

**Required Reading – Canvas:**

- Biography of Guest Speaker: Mary Barra.
- Laura Arrillaga-Andreessen, "Physical Presentation Discrimination" *Power of You: Women in Leadership - Tactical ToolKit*, 2020, 9 pp.
- Executive Summary (p. 5), Introduction (p. 6 - 9), The Foundation (p. 12 – 15: *skim only*), 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.*
- Leah Fessler, "General Motors' Dress Code has just Two Words," *World Economic Forum*, April 11, 2018, 2 pp.
- Linda Hill, "Becoming the Boss," *Harvard Business Review*, January 2007, 8 pp.

**Optional Reading – Canvas:**

- William G. Pagonis, "Leadership in a Combat Zone," *Harvard Business Review*, December 2001, 13 pp.
- Claire Cain Miller, "As Women Take Over a Male-Dominated Field, the Pay Drops," *The New York Times*, March 18, 2016.
- Alice H. Eagly and Linda L. Carli, "Chapter 9: Do Organizations Compromise Women's Leadership?" in *Through the Labyrinth*, Harvard Business Review Press, 2007, 25 pp.

**Key Questions to Prepare:**

- What are your core values? Do your values vary across different contexts?
- How do your professional decisions and actions reflect your values?
- How do you reflect on actions you have taken that do not reflect your values after they have been completed?
- 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 7: Family & Work**

THURSDAY, APRIL 23

**\*OPTIONAL EVENT: Dr. Lynn Westphal—Fertility For the Career-Loving Woman** 12:00–1:00 pm **LIVE Zoom**

Guest speakers: Megan Holston Alexander, Andreessen Horowitz; Diana Beltramo Hewitt, Beltramo Enterprises; and Laura Shact, Human Capital Senior Manager at Deloitte Consulting

**Required Reading – Canvas:**

- Biographies of Guest Speakers: Megan Holston Alexander, Laura Shact, Diana Beltramo Hewitt.
- Jennifer Petriglieri, "What I Learned About Equal Partnership By Studying Dual-Income Couples," *The Atlantic*, October 13, 2019.
- Amy Westervelt, "The Surprising Benefits of Relentlessly Auditing Your Life," *The New York Times*, June 3, 2019.

**Optional Reading – Canvas:**

- Sue Shellenbarger, "Many Companies Say They're Family-Friendly. But It Often Isn't the Case," *The Wall Street Journal*, October 11, 2019.
- Claire Cain Miller, "Men Say They Want Paid Leave but Then Don't Use All of It. What Stops Them?" *The New York Times*, December 4, 2019.
- Sheryl Sandberg, "Chapter 9: The Myth of Doing it All," *Lean In for Graduates*, Knopf, 2014, 24 pp.
- Ann Marie Slaughter, "Why You Can't Have it All," *The Atlantic*, July/August 2012, 25 pp.
- Ellen McCarthy, "She Famously Said Women Can't Have It All," *The Washington Post*, August 2016, 4 pp.
- Arlie Russell Hochschild, "Chapter 1: The Family Speed Up," *The Second Shift: Working Families and the Revolution at Home*, 10 pp.
- Lisa Belkin, "The Opt-Out Revolution," *The New York Times*, October 2003, 16 pp.

**Key Questions to Prepare:**

- 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 and for you and what you want and need for yourself?

## **SESSION 8: Resilience, Self-Awareness & Self-Care**

### **TUESDAY, APRIL 28**

**Required Reading – Canvas:**

- “Legacy Leadership Plan” Assignment Prompt - posted on Canvas under “Assignments.”
- Kristin Wong, “There’s a Stress Gap Between Men and Women. Here’s Why It’s Important.” *The New York Times*, December 6, 2018, 2 pp.
- Elaine Welteroth, “How to Hustle Without Burning Out,” *The New York Times*, June 4, 2019, 3 pp.
- Alan Henry, “How to Succeed When You’re Marginalized or Discriminated Against at Work,” *The New York Times*, October 1, 2019, 6 pp.
- Sayu Bhojwani, “Let’s Get Real About Why Women of Color Are So Tired,” *Medium*, February 11, 2020, 3 pp.

**Optional Reading – Canvas:**

- Daniel Goleman, “What Makes a Leader?” *Harvard Business Review*, 2004, 10 pp.

**Key Questions to Prepare:**

- How do you value and develop emotional intelligence in yourself and the people around you?
- How do you approach issues of confidence, regret, learning and uncertainty?
- How have you built resilience in the face of setbacks?
- 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 are three specific things you can ink into your calendar each week that are purely for self-care (e.g., meditation, reading, exercise, naps, time with loved ones, journaling, therapy, outdoor activities, hobbies, watching movies/tv, music, etc.)?
- What characteristics might make you a better friend/son/daughter/partner/team member/community member? Do those characteristics translate into leadership traits?

## **Module 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, what reputation you build 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: Branding & Advocating for Your Value**

THURSDAY, April 30

**LLJ #2 Due Today:** How You Lead—Creating & Controlling Your New Narrative

Guest speaker: Linnea Roberts, CEO of GingerBread Capital

### **Required Reading – Canvas:**

- Biography of Guest Speaker: Linnea Roberts.
- Jennifer Braunschweiger and Laura Sinberg, "How to Command a Room," *More Magazine*, 2015, 6 pp.
- Davia Temin, "What They're Saying About You When You're Not In The Room—And What You Can Do To Influence It," *Forbes*, April 24, 2016, 5 pp.
- Amy Merrick, "Paving the Way," *Chicago Booth Magazine*, Winter 2014, 4 pp.

### **Optional Reading – Canvas:**

- Jocko Willink and Leif Babin, *Extreme Ownership* (p. 30 – 31, 54 – 55, 76 – 78), St. Martins Press, October 20, 2015, 7 pp.

### **Key Questions to Prepare:**

- What three words or phrases—characteristics, adjectives and/or skill sets—do you ideally want others to use when thinking or talking about you?
- What steps can you take to better influence and control the narratives that others craft about you?
- How can you begin to brand yourself and build the reputation you want to have?
- 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?

## **SESSION 10: Negotiation—A Gender-based Approach**

TUESDAY, MAY 5

Guest speaker: Anne Raimondi, Chief Customer Officer of Guru (getguru.com)

### **Required Reading – Canvas:**

- Biography of Guest Speaker: Anne Raimondi.
- Laura Arrillaga-Andreessen, "Negotiation Through an Intersectional Lens," *Power of You: Women in Leadership - Tactical ToolKit*, 2020, 11 pp.
- Jessica Gidal, "The Explainer: How to Negotiate Nicely Without Being a Pushover," *Harvard Business Review*, May 8, 2018.
- Thomas Oppong, "Active Listening Lessons From FBI Negotiators That Will Get You What You Want," *Medium*, October 5, 2019.

### **Optional Reading – Canvas:**

- Sue Shellenbarger, "The Promotion That Comes Without the Pay Raise," *Wall Street Journal*, August 22, 2018, 2 pp.
- Tutti Taygerly, "The art of salary negotiation for designers, women and more," *UX Collective*, February 27, 2020.

### Key Questions to Prepare:

- Please come to class prepared to utilize the tactics, tools and strategies in, "Negotiation Through an Intersectional Lens," and to speak to how you are impacted by your intersectional identity.
- 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: Self-Care and Increasing Inclusivity in the Workplace**

THURSDAY, MAY 7

### Required Reading – Canvas:

- Laura Arrillaga-Andreessen, "Tactics and Policies for Increasing Inclusivity in the Workplace," *Power of You: Women in Leadership - Tactical ToolKit*, 2020, 9 pp.

### Key Questions to Prepare:

- How do you practice self-care and self-compassion? What are three specific things you can ink into your calendar each week that are purely for self-care (e.g., meditation, reading, exercise, naps, time with loved ones, journaling, therapy, outdoor activities, hobbies, watching movies/tv, music, etc.)?
- What are some unconscious or conscious biases that you have noticed you have? What have you done (or what do you want to do) to correct for these biases?
- What are some inclusive practices that you have advanced in the workplace?
- When have you experienced unconscious or conscious bias in the workplace?
- How has someone in your career helped you to feel as though you belonged in a workplace?

## **SESSION 12: Mastering Feedback, Owning Your Confidence & Creating Your Narrative**

TUESDAY, MAY 12

Guest speaker: Judy Smith, Founder and CEO of Smith & Company

### LLJ #3 Due Today: Your Personal Pitch - Written Articulation

### Required Reading – Canvas:

- Biography of Guest Speaker: Judy Smith.
- Laura Arrillaga-Andreessen, "Mastering Feedback: Tactics for Soliciting and Receiving Feedback," *Power of You: Women in Leadership - Tactical ToolKit*, 2020, 11 pp.
- Shelley Correll and Caroline Simard, "Research: Vague Feedback is Holding Women Back," *Harvard Business Review*, April 29, 2016, 4 pp.
- Dorie Clark, "How Women Can Develop—and Promote—their Personal Brand," *Harvard Business Review*, March 2, 2018, 5 pp.
- Stephanie Thomson, "A Lack of Confidence Isn't What's Holding Back Working Women," *The Atlantic*, Sep 20, 2018, 4 pp.



- Kristin Wong, "Dealing With Impostor Syndrome When You're Treated as an Impostor," *New York Times*, June 12, 2018, 4 pp.
- "A Neuroscientist Explains How to Conquer Imposter Syndrome," *Inc.*, October 26, 2018.

### Optional Reading – Canvas:

- Katty Kay and Claire Shipman, "The Confidence Gap," *The Atlantic*, April 14, 2014, 14 pp.

### Key Questions to Prepare:

- How do you typically respond to critical feedback? How would you respond if you reframed (valid) critical feedback into an opportunity to be more successful in the future?
- What are specific steps you can take to proactively build up your confidence?
- 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 is the reputation you want to have, personally and professionally?

## SESSION 13: Professional Persona, Presence & Persuasion

THURSDAY, MAY 14

Guest speakers: Sam Altman, President of Y Combinator and CEO of OpenAI & Kat Mañalac, Partner at Y Combinator

**LLJ #4 Due Today:** Your Personal Pitch - Video Submission and Live Oral Presentation

### Required Reading – Canvas:

- Biography of Guest Speakers: Sam Altman and Kat Mañalac.
- Laura Arrillaga-Andreessen, "The Art of the Effective Pitch," *Power of You: Women in Leadership - Tactical Toolkit*, 2020, 10 pp.
- Matt Abrahams, "Tips and Techniques for More Confident and Compelling Presentations," *Stanford Graduate School of Business*, March 2, 2015, 12 pp and embedded video.
- 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.*
- Carmine Gallo, "The Art of the Elevator Pitch," *Harvard Business Review*, October 3, 2018, 4 pp.

### Optional Reading – Canvas:

- Jeaneth Johansson, Malin Malmström and Joakim Wincent, "We Recorded VCs' Conversations and Analyzed How Differently They Talk About Female Entrepreneurs," *Harvard Business Review*, May 17, 2017, 4 pp.
- Michael Seibel, "How to Pitch Your Company," *YCombinator Blog*, July 19, 2016, 2 pp.

### Key Questions to Prepare:

- 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?

## Module IV: Legacy—What We Transmit to Others

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 underrepresented groups. Importantly, an enduring legacy requires creating a regenerative continuum of empowerment, equality, inclusivity and positive change in your workplace, community and our world.

### **SESSION 14: Empowering Others—Mentorship & Sponsorship** TUESDAY, MAY 19

Guest speaker: Sheryl Sandberg, COO of Facebook and Founder of LeanIn.org

#### **Required Reading – Canvas:**

- Biography of Guest Speaker: Sheryl Sandberg.
- Laura Arrillaga-Andreessen, "Mentorship and Sponsorship," *Power of You: Women in Leadership - Tactical ToolKit*, 2020, 9 pp.
- Rachel Thomas and Stacy Brown-Philpot, "Don't Avoid Women, Mentor Them," *The Wall Street Journal*, February 4, 2018, 2 pp.
- Carla Harris, "How to find the person who can help you get ahead at work," *TEDTalks*, November 2018.

#### **Key Questions to Prepare:**

- 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: Allyship—Scaling Inclusion, Impact & Values** THURSDAY, MAY 21

Guest speaker: Leanne Pittsford, Founder and CEO of Lesbians Who Tech

#### **Required Reading – Canvas:**

- Biography of Guest Speaker: Leanne Pittsford.
- Alexa Frank, Michelle Cho and Kelly Connors, "Designing equality: How design thinking can help tackle gender bias in the workplace," *Deloitte Insights*, May 16, 2018, 16 pp.
- Matthew MacLachlan, "5 Reasons Why Diversity and Inclusion is Everybody's Business," *learnlight insights*, February 2018.

- Franchesca “Chescaleigh” Ramsey, “5 Tips For Being an Ally,” @Chescaleigh on Youtube.com, November 22, 2014.

### Optional Reading – Canvas:

- “Women in Leadership: Why It Matters,” Rockefeller Foundation, May 12, 2016.

### Key Questions to Prepare:

- When have you acted as an ally? How did it inform your future actions?
- When could you have advocated for or supported someone who needed an ally but did not? Why didn’t you? How would you change your actions now or in the future because of that experience?
- How can you deploy your resources—your influence, networks, time, dollars, advocacy, etc.—to ensure that inclusivity is a value that you live?
- What are the values that you want to express through your philanthropy and political actions?

## **SESSION 16: Living a Life that Matters—To You & Others**

**TUESDAY, MAY 26**

Guest speaker: Meg Whitman, CEO of Quibi and Former CEO of Hewlett Packard

### Required Reading – Canvas:

- Biography of Guest Speaker: Meg Whitman
- Maria Konnikova, “How People Learn to Become Resilient,” *The New Yorker*, February 11, 2016, 5 pp.
- Bill George, Peter Sims, Andrew N. McLean and Diana Mayer, “Discovering Your Authentic Leadership,” *Harvard Business Review*, February 2007, 15 pp.
- Andrea Ovens, “What Resilience Means and Why it Matters,” *Harvard Business Review*, January 5, 2015, 4 pp.

### Key Questions to Prepare:

- 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?
- What makes a job meaningful to you?
- How would you define a meaningful life?
- How do you typically view and react to challenges? What emotions stir within you and how you frame and handle problems, difficulties and disappointments?

## **SESSION 17: Creating Institutional Change**

**THURSDAY, MAY 28**

Guest speaker: Dr. Judith Rodin

**Assignment Due Today:** Your Legacy Leadership Plan is due before class **TODAY**.

### Required Reading – Canvas:

- Biography of Dr. Judith Rodin.
- Dr. Judith Rodin, “Remarks at the Cities for Tomorrow Conference.” The Rockefeller Foundation, July 21, 2015

**Key Questions to Prepare:**

- What impact do you aspire to have on others? What impact do you aspire to have on the world?
- What are three incremental steps you can take in your next workplace to act with greater inclusivity and promote gender equality?

**SESSION 18: The Incomparable Power of Regeneration—Transcending Leadership**  
**TUESDAY, JUNE 2****Required Reading – Canvas:**

- Shelley Zalis, “The Power Of Caregiving In The Workplace No One Talks About,” *Forbes*, May 14, 2019.
- Erika Parker Price, “How to Care for Aging Parents Without Sacrificing Your Career,” *Money*, October 9, 2019.

**Key Questions to Prepare:**

- What are ways that your past workplaces have and have not supported your family care-giving needs?
- How can you reframe the characteristics associated with caregiving (for children, a partner, parents) to enhance your professional value and advocate for how to balance those competing priorities?
- How can you advocate for yourself and show your value throughout your career?
- What do you want your leadership legacy to be?
- How will you take what you have learned in this class and deploy it to become the leader you aspire to become?
- How will you continue learning and evolving as a legacy leader once you leave the GSB?
- How will you *live* your legacy?