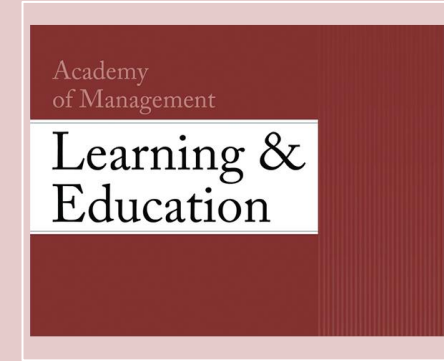




Learning & Education

Where are you coming from?

A place-based approach to developing leader self-awareness



Facilitator overview & workshop materials based on:

Newstead, T. P., Eva, N., & Day, D. V. (2024). Where are you coming from? A place-based approach to developing leader self-awareness. *Academy of Management Learning & Education*, in press.

Teaching Materials prepared by:

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Dear educators and workshop facilitators,

We encourage you to use these materials in your efforts to educate and develop leader self-awareness.

This 3-hour workshop is designed to develop advanced stages of holistic leader self-awareness. As such, it is suited to participants who have previously engaged in some form(s) of self-awareness development, and/or who may be engaged in higher-education or adult development programs such as community-based leadership development programs, bachelor or post-graduate courses in leadership, management, HRM, or programs in social sciences more broadly.

Please send us feedback on what works and what doesn't, especially if you improvise or develop alternative activities that work particularly well.

Please also be in touch if you're interested in contributing to ongoing data collection related to this program of work.

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Materials Required:

- Whiteboard markers & eraser
- Drawing utensils
- Things to draw on (paper, posters, etc.) or Moodle/Jamboard/etc
- Sticky notes

Time	Person	Mode	Slides	Overview
				Introduction and overview
0:00 – 0:10	Participants	Whole group	3	As participants arrive, invite them to talk to each other about the places that have shaped them and their leadership - bring this to a plenary (brief group discussion) to start
0:10 – 0:15	Facilitator	Dyadic	5-6	Welcome, introduction, daily learning objectives, overview of the session
0:15 – 0:30	Facilitator	Dyadic	7	Provide overview of the theory behind a place-based approach to developing leader self-awareness
				Activity 1 – <i>Your experience of place</i>
0:30 – 0:35	Facilitator	Dyadic	8	Introduce Activity 1 – <i>Your experience of place</i>
0:35 – 0:55	Participants	Individual	8	Participants complete Activity 1 – creating a pictorial representation of their formative place including physical, cultural, and political dimensions
0:55 – 1:10	Participants	Pairs	9	Debrief Activity 1 – Participants pair and share their place pictorial
				Activity 2 – <i>The events and occurrence of your place</i>
1:10 – 1:15	Facilitator	Dyadic	10	Introduce Activity 2 - <i>The events and occurrence of your place</i>
1:15 – 1:35	Participants	Individual	10	Participants complete Activity 2 – adding illustrations or short text to their place pictorial
1:35 – 2:00	Participants	Individual	11	Debrief Activity 1 – Participants undertake a ‘gallery walk’, viewing each others’ place pictorials, leaving questions or comments for each other via sticky notes
				Activity 3 – <i>How your place has shaped you</i>
2:00 – 2:05	Facilitator	Dyadic	12	Introduce Activity 3 – <i>How your place has shaped you</i>
2:05 – 2:15	Participants	Individual	12	Participants complete Activity 3 by reflecting individually on the causal forces within their formative places, making notes or adding illustration to their place
2.15 – 2.35	Participants	Small group	13	Debrief Activity 3 – small group debrief, participants prompted to share similarities and differences in relation to the ways their places have shaped them
				Debrief & close
2:35 – 2:55	Participants	Whole group	14	Invite individual and collective responses and commitments in response to the ‘what/so what/now what?’ prompts

Welcome!

Growing up in Nairobi is different than growing up in New Delhi, New York, Nanjing, or Nanaimo...

“The places we come from are more than just spots on maps; they shape who we are, how we live, and what we value...”

As you arrive, discuss with those around you:

- Where are you coming from?
- What is one thing you carry with you from where you grew up?
- What is something you find ‘normal’ that others may find ‘different’?

Workshop Objectives

Explore how the physical, political, and cultural dimensions of your formative place have shape who you are and your approach to leadership

Create our own place-pictorial to understand how your formative place has influenced your leader development.

Reflect & share the effect of place on how we lead and how we think about leadership.

Before we begin...

- **Discomfort is part of development.** In this workshop, we're focused on *process* not *product* – don't be daunted by the creative tasks; the aim is to get you thinking (and feeling) in different ways.
- **You likely have been shaped by many different places. For this workshop, you will be asked to reflect on *one* formative place.** The reflection will be deep and critical and may cause discomfort. Please keep this in mind as you select your place, as you may want to avoid choosing one that is likely to invoke or cause distress or a trauma response.
- **Should you experience distress as a result of this workshop,** please let the facilitator know. Support services are available.

Self-awareness is key to leader development – but we don't develop self-awareness well.

Theory
overview

Key weaknesses in conventional approaches:

(1) they focus inward only + (2) they conceptualize the 'self' as a well-structured problem

A better way to understand self:

(1) look **outward** (as well as inward) + (2) consider **causal forces** that influence self and leadership

Looking outward to the places that shape us:

A place is "...*spatial-temporal fields that integrate, activate, and interconnect things, people, experiences, meanings, and events*" (Seamon, 2021, p. 29)

Physical the natural (rivers, forests, mountains) and built (bridges, buildings, roads) environment

Cultural the shared values, customs, beliefs, and stories within a place

Political the systems of power and control

Thinking about what has shaped us and how:

The self is an ill-structured (not well-structured) problem – there is no single, 'correct' answer to who you are or why. To become more self-aware, you must consider the multiple forces that have caused you to become the person and leader you are.

And this requires reflective judgement: thinking about how we think about what we know, and how justify what we determine to be true.

Your experience of place

(Activity 1/RJ stage 5)

The physical dimension of your place:

- When looking around your place, what do you see (near and far)?
- What can you hear, smell, touch (sensations)?
- What are the prominent built features of this place?
- What are the prominent natural features of this place?

The cultural dimension of your place:

- How do people dress, move, and interact with one another within your place?
- What are the routines or traditions of your place?
- What are the dominant beliefs or values within your place?

The political dimension of your place:

- Whose voice is the loudest or quietest?
- How are decisions made within your place?
- How do you know who is in charge, and how did they come to power?

Your experience of place

(Activity 1/RJ stage 5)

Debrief: Pair & share

- Walk another participant through your pictorial.
- Reflect on what is present and missing in your picture.
- What are the connections between the dimensions?
- What insight can you gain from your partner's pictorial?

Events & occurrences in your place

(Activity 2/RJ stage 6)

The physical dimension of your place:

- What kinds of events occur around key features of your place (e.g., weather events, monuments)?
- How are the events of daily life impacted by dominant/important features of this place (e.g., crossing bridges, dressing for the weather, moving through the natural and built environment)?
- What physical elements of your place (natural and/or built) are considered special or sacred?

The cultural dimension of your place:

- What kinds of events, celebrations, rituals, traditions, ceremonies take place here?
- How people come to inhabit this place?
- What are the enduring stories that are (re)told of your place?

The political dimension of your place:

- What political disturbances that have influenced this place (e.g., protests, coups, riots)?
- How have political events (e.g. power struggles, disputes, alliances, elections,) shaped this place?
- How have the powerful obtained and exerted power over the powerless in this place?

Events & occurrences in your place

(Activity 2/RJ stage 6)

Debrief: Gallery walk

Using post-it notes, walk around the room and provide insight or pose questions on other participants' pictorials

Following your gallery walk, return to your own pictorial and consider:

- What is present and/or missing in your picture?
- What are the connections are emerging between the physical, cultural, political dimensions of your place?
- What insight can you glean and/or incorporate from your viewing of others' pictorials?

How your place shapes you & your leadership

(Activity 3/RJ stage 7)

Thinking about who you are and your approach to leadership...

- How are you influenced by the enduring patterns, systems, and structures of the **physical** dimension of your place?
- How are you influenced by the enduring patterns, systems, and structures of the **cultural** dimensions of your place?
- How are you influenced by the enduring patterns, systems, and structures of the **political** dimension of your place?

How your place shapes you & your leadership

(Activity 3/RJ stage 7)

Debrief: Storytelling

In small groups, take turns telling the story of your place.

The storyteller has 2-4 minutes – *uninterrupted* – to tell the story of their place (referring to their pictorial), and how their place has shaped them and their leadership.

After the allotted time, other group members offer observations and/or questions to the storyteller.

The storyteller does not respond. They just listen and make notes of the observations shared.

Once each group member has offered the storyteller their observations or questions, the storytelling passes to the next group member.

Once each group member has had a turn storytelling, as a group consider and discuss:

What forces, systems, structures did you identify – how are they and their effect on you – similar to, or different from those identified by others?

Whole group
debrief

What..? What did we do? What did we learn?

So, what..? What does it mean? Why is it important?

Now, what..? What can / will we do with our new awareness?