Overview:
The WLP is a longitudinal program for women faculty on the Boston University Medical Campus (BUMC). The program uses self-assessment and reflection, experiential learning, and peer and senior mentorship to provide faculty with the tools necessary to navigate a successful career in academic medicine, and to foster leadership skills that enable participants to positively affect change from where they stand.

Learning Objectives:
- Self-reflect and enhance awareness of strengths and areas for development
- Develop skills to effectively impact and lead change
- Achieve meaningful progress on a personal leadership goal
- Enhance peer mentoring and coaching skills

Participants:
22 women faculty members in leadership roles in research, education, and clinical excellence.

Time Commitment:
Sessions are 2 hours long and take place from September to June approximately every three weeks. Most sessions include a 60 minute experiential seminar, 20 minutes of book report presentations, and 40 minute small group consultation/peer coaching on individual leadership goals.

Program Components:
- **Experiential seminars.** Senior faculty members and leaders from BUMC and beyond engage with participants around key determinants for effective leadership, with a special focus on topics identified as areas of particular interest to women faculty.
- **Book report.** Each participant selects a different leadership book to read, develops 1 page executive summary, and presents to peers. The presentation includes 3 minutes on the book’s key points, 3 minutes on what the participant will practice or implement having read the book, and 2 minutes of Q&A.
- **Peer Mentoring/Coaching.** Participants develop peer mentoring and coaching skills to provide support and accountability to one another to successfully negotiate challenges, foster resiliency, and achieve personal goals.
- **Conversation café.** Opportunity to engage with inspirational women leaders from BU/BMC and beyond in an informal setting to learn about their career and leadership experiences, challenges, and insights.
- **Leadership goal.** Participants commit to making substantial progress on a personal leadership goal throughout the program.
- **Participant commitment.** Participants commit to actively participate in at least 12 of the 15 sessions that take place from September to June, to make progress on their leadership goal, and engage in self-reflection and honest conversation with peer mentors.

Summer Preparatory Assignments:
- Complete the photo roster template
- Select a leadership book to read and present on during the program
- Complete preparatory work for first session (9/5/18)
- **Update your BU Profiles page:** make sure all of the following are present and if not add them: 1) Please add your middle initial to your BU profiles; 2) Review your publications – are they accurate?; 3) Add your picture; 4) Add your keywords; 5) Add relevant websites, e.g. My NCBI; 6) Add your ORCID https://orcid.org/; 7) Add your mentoring words. See mentoring in the FAQ section for more. The roles are defined here; 8) Consider adding videos, curriculum, social media, etc. add professional twitter/SlideShare/YouTube videos; etc; 9) Dorney, Christopher A dorney@bu.edu can help you with your BU profiles if editing it is challenging.
- Optional: Meet with Emelia Benjamin for career coaching session; email Robina for the appointment
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Preparatory Work</th>
<th>Facilitator(s)</th>
</tr>
</thead>
</table>
| 9/5/18  | Leading Organizations  | Introduction to program & developmental networks | • Get to know your program colleagues  
• Identify touchstones for optimal group dynamics  
• Identify the strengths & gaps in your developmental network  
• Create plan to strategically enhance your network  
• Develop skills to conduct informational interviews and network  
• Identify personal and systemic barriers to you and others creating robust developmental networks | • Complete pages 2&3 of Developmental Network Assessment and bring it with you  
• Review Guide to Find a Mentor  
• Post session:  
  ○ Identify one person in the organization & another person in or outside the organization that you’d like to meet with for an informational interview  
  ○ Schedule the meeting for before mid-December  
  ○ Map out your informational interview questions | Emelia Benjamin                  |
| 10/3/18 | Leading Self           | Peer coaching                              | • Develop skills to peer coach your program colleagues                                                                 | • Review Elicitive Question Framework  
• Read Thorn, Goldsmith.2007. *Peer Coaching Overview*  
• Read BU Office of the Ombuds handout on Active Listening  
• Complete SMART goal framework for a leadership goal you’d like to work on during the program | Emelia Benjamin & Francine Montemurro                |
| 11/7/18 | Leading Self           | Self-reflection, awareness, and assessment: Understanding your personality & leadership style | • Recognize your personality style, its strengths and vulnerabilities “a strength overused becomes a vulnerability”  
• Flex your personality style to be more effective in your interactions with others  
• Identify how diversity in personality styles, if honored, enhances productivity | • Complete the TypeCoach assessment – you will receive your report on October 31  
• Update your CV | Lisa Kelly-Croswell & Mick Verran |
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Preparatory Work</th>
<th>Facilitator(s)</th>
</tr>
</thead>
</table>
| 12/5/18    | Wilkins | Leading Self                 | - Identify projects/tasks that are of highest and lowest value to your career and life goals, and map back to how you are currently spending your time  
- Understand how and what to say yes and no to and the 3rd option →  
  - Understand how to delegate or shift opportunities to promote career growth of people you supervise and colleagues; create win win opportunities  
- Identify when “progress not perfection” is appropriate  
- Commit to incorporating the time management strategies that will enable you to enhance your efficiency, effectiveness, and vitality  | - Complete time tracker for 3-7 days *(NOTE: you need to do this for 3-7 work days prior to 12/5)*  
- Read 7 Questions to Ask Yourself When Approached With a Project  
**Read at least 2 of the following articles:**  
  - Giang, V. These Are the Long-Term Effects of Multitasking. Fast Company, March 1, 2016.  
| 12/19/18   | Wilkins | Leading Organizations        | - What can you learn from Kate’s journey, and what pearls of wisdom can you apply in your own life?  | - Read Kate Walsh’s bio and come up with questions you’d like to ask her  | Kate Walsh                                                                                       |
| 1/9/19     | Wilkins | Leading Others               | - How to maximize the strengths of diverse people on a team (personalities, skills, disciplines)  
- Recognize the qualities of and barriers to high performing teams  
- Identify your personal tendencies that can enhance or detract from a team’s effectiveness  
- Identify factors that contribute to effective teams (including delegating effectively, setting expectations, and holding team members accountable)  
- Develop skills to effectively lead meetings  | - Identify a current challenge you have in leading a team and be prepared to share it with the group  
- Schneider M. Google Spent 2 Years Studying 180 Teams. The Most Successful Ones Shared These 5 Traits. Inc.com, July 19, 2017  | Paul “Hutch” Hutchinson                           |
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Preparatory Work</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&amp; Others</td>
<td>conversations you are avoiding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/27/19</td>
<td>Leading Others</td>
<td>Art &amp; style of interpersonal communication as a woman leader</td>
<td>• Communicate to gain respect without compromising your values &lt;br&gt;• Identify and gain buy-in from key stakeholders &lt;br&gt;• Develop skills to advocate effectively to get what you need to succeed</td>
<td>• Complete communication style assessment by 2/25 &lt;br&gt;• Pigeon Y, Khan O. <a href="https://aamc.org/leadership/leaderdevelopment/teambuilding/toolsforteammeetings">Tools for Effective Team Meetings – How I Learned to Stop Worrying and Love my Team</a>. AAMC Leadership Lesson. &lt;br&gt;• Cuddy, A. <a href="https://leanin.org/2016/03/i-dont-deserve-to-be-here-paifornia/">I Don’t Deserve to be Here: Presence and the Impostor Syndrome</a>. LeanIn.org, March 3, 2016. &lt;br&gt;• <a href="https://www.peggyklaus.com/wp-content/uploads/ProffTake12BRAG.pdf">https://www.peggyklaus.com/wp-content/uploads/ProffTake12BRAG.pdf</a></td>
<td>Hollis Day</td>
</tr>
<tr>
<td>Date</td>
<td>Theme</td>
<td>Topic</td>
<td>Learning Objectives</td>
<td>Preparatory Work</td>
<td>Facilitator(s)</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| 3/13/19    | Leading Others          | Managing conflict and difficult conversations   | • Learn how to give feedback from a growth perspective “feedback is a gift”  
• Develop strategies to manage conflict on teams  
• Identify your dominant conflict style, how it impacts your interactions with others, and when different styles may be beneficial  
• Negotiating effectively with supervisors, peers, and supervisees | 1. **Active Listening** (three short articles and one handout)  
  - [http://www.colorado.edu/conflict/peace/treatment/activel.htm](http://www.colorado.edu/conflict/peace/treatment/activel.htm)  
  - [http://www.crinfo.org/coreknowledge/active-listening](http://www.crinfo.org/coreknowledge/active-listening)  
  - Active Listening handout  
  2. **Understanding Positions and Interests** (two short articles and one handout)  
  - [http://www.beyondintractability.org/essay/interests](http://www.beyondintractability.org/essay/interests)  
  - Translating Positions into Interests (understanding what’s really at stake)  
  3. **Open-ended Questions** (handout)  
  4. **I-Messages** (two short articles and handout)  
  - [http://www.colorado.edu/conflict/peace/treatment/commskil.htm](http://www.colorado.edu/conflict/peace/treatment/commskil.htm)  
  - [http://www.beyondintractability.org/essay/I-messages](http://www.beyondintractability.org/essay/I-messages)  
  - I Messages hand out (Boston University Office of the Ombuds)  
  5. Think of a difficult conversation you need to have or have had recently, and email a brief description to Robina by 3/8 | Francine Montemurro |
| 3/27/19    | Leading Organizations   | Unconscious bias                                | • Identify your biases and increase your awareness  
• Determine how to create a more inclusive culture around you                                                                                     | Complete at least 2 [Implicit Association Tests](http://example.com)  
<p>| 4/10/19    | Leading Others          | Conversation Café: Kim Bottomly                 | • What can you learn from Dr. Bottomly’s journey, and what pearls of wisdom can you apply in your own life?                                                                                                               | Read <a href="http://example.com">Kim Bottomly’s</a> bio and come up with questions you’d like to ask her                                                                                                                      | Kim Bottomly |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Preparatory Work</th>
<th>Facilitator(s)</th>
</tr>
</thead>
</table>
| 4/24/19    | Leading Self   | Resiliency in academic medicine    | • Identify barriers to your professional growth, including shame, vulnerability, and burn out  
• Identify areas that detract from your resiliency and develop a plan to address  
• Practice primordial prevention – ‘resilience is a muscle’ | • Complete Maslach’s Burnout Scale  
• Watch [Brene Brown’s TED Talk](https://www.ted.com/talks/brene_brown)  
• Read at least one of the following 3 articles  
| 5/22/19    | Leading Self   | Conversation Café: Thea James      | • Identify what you can learn from Thea’s journey, and what pearls of wisdom can you apply in your own life | • Read Thea James’s bio and come up with questions you’d like to ask her | Thea James              |
| 6/5/19     | Leading Organizations | Envisioning the future and getting to it | • Appreciate that life is a journey  
• Embrace your strengths and opportunities for growth professionally and personally; one’s best traits are a source of vulnerability  
• Understand that feedback is a gift  
• Grow capacity for self-compassion | • Read [Abby Wambach’s 2018 Barnard Commencement Address](https://www.youtube.com/watch?v=2gP18FVbY_c)  
• Reflecting on the past year, journal about areas of strength you personally have grown this year, and opportunities for future growth. | Emelia Benjamin & Robina Bhasin |
| 6/19/19    | Leading Organizations | Navigating organizational politics & change | • Managing change effectively  
• Develop skills to be effective in your role without compromising your values  
“Do you want to be liked or do you want to be respected?”- getting over the need to be liked | | Aviva Lee-Parritz        |