

The Legacy Log of the Leadership Group of Learning and Infusion:

An Initiative of Wisconsin's Violence Against Women with Disabilities and
Deaf Women Project

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Disability Rights Wisconsin
End Domestic Abuse Wisconsin
Wisconsin Coalition Against Sexual Assault

A Heartfelt "Thank You"

Our Project's deepest gratitude extends to the initiative's participants, each of whom we are honored to know as colleagues and leaders:

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(Not all participants appear in this photo.)

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Amy Judy, Coordinator of the Violence Against Women with Disabilities and Deaf Women Project, edited the final document. We also are grateful for the proofreading assistance provided by Kristine Beck, DRW.

The development of this log as well as other disability and anti-violence related Project materials, technical assistance and training could not have been achieved without the collaborative partnership formed through this Project. Disability Rights Wisconsin extends its sincere thanks and appreciation to our partner organizations:

- End Domestic Abuse Wisconsin (formerly Wisconsin Coalition Against Domestic Violence);
- Wisconsin Coalition Against Sexual Assault (WCASA).

PROJECT DESCRIPTION

Through a federal grant funded by the Office on Violence Against Women, U.S. Department of Justice, our three statewide organizations have joined together to promote our collaborative vision:

Women with disabilities and deaf/Deaf women who experience sexual assault and/or domestic violence will be supported by people who have actively prepared for access and who think about the meaning of respect one woman at a time.

The objectives and activities of this Project continue to be centered around:

- the distinctive dynamics of domestic violence (DV), sexual assault (SA) and stalking against women with disabilities,
- the paramount importance of victim safety in all of its undertakings,

- the necessity for appropriate and effective services to women victims with disabilities, and
- equal access through compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Our activities and efforts have relied on two primary strategies:

1. Elevate collaboration within pilot communities among sexual assault, domestic violence and disability programs; and
2. Enhance the community's capacity to serve women victims with disabilities and Deaf women in a manner that is accessible, supportive and culturally affirmative.

These strategies have been employed specifically with two communities: Chequamegon Bay area and Brown County, Wisconsin. Within each of these communities, DRW, End Domestic Abuse Wisconsin and WCASA work to foster informal and formal relationships among organizations, tribes and groups located within these communities, while simultaneously integrating knowledge of and enhanced capacity to respond to issues of disability, trauma, violence, abuse and safety. For more information about this Project please contact:

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THE LEGACY LOG OF THE LEADERSHIP GROUP OF LEARNING AND INFUSION

This booklet is our effort to communicate about one of the initiatives used in Wisconsin's Violence Against Women with Disabilities and Deaf Women Project (hereinafter "Project") to achieve sustainable systems change regarding the abuse of women with disabilities. The initiative involved convening an invited group of people to think about their roles in creating change to benefit victims and survivors with disabilities who experience abuse; i.e., *to think about themselves as leaders*.

Our intentions were:

- ◆ To affect systems (e.g., organizations, policies, practices, thinking and conversations) at the intersection of abuse and people with disabilities; and
- ◆ To foster community relationships and collaboration that would be sustainable beyond the grant period.

WHY A LEADERSHIP LEARNING GROUP?

In the fall of 2002, Disability Rights Wisconsin (DRW) was awarded a two-year Education and Technical Assistance Grant to End Violence Against Women with Disabilities by the Office on Violence Against Women (OVW), U.S. Department of Justice. Since 2002, the mission and activities of Wisconsin's Violence Against Women with Disabilities and Deaf Women Project has been a collaboration among three statewide organizations: DRW, Wisconsin Coalition Against Sexual Assault (WCASA) and End Domestic Abuse Wisconsin (formerly Wisconsin Coalition Against Domestic Violence).

Future references to "we" and other collective pronouns refer to members of our statewide collaboration made up of individuals from DRW, WCASA and End Domestic Abuse Wisconsin.

Our operational practice of collaboration was based on the recognition that no one organization can address the complexities and challenges of sexual assault (SA), domestic violence (DV) and stalking committed against individuals with disabilities. We were committed to a person-

centered approach to safety and access for victims and survivors with disabilities and Deaf by community-based disability, tribal and non-tribal DV and SA service organizations, and other community responders. We focused on achieving more clarity in the roles, responsibilities and understandings of people and organizations in this intersection of abuse and women with disabilities from many perspectives. The goal was to create more effective responses for victims and survivors with disabilities by building capacity within a wide variety of support and service organizations.

In 2011, we highlighted sustainability as a key goal in all of our Project's efforts. With sustainability in mind, we had a series of conversations about our strengths, past successes and challenges, and our future opportunities. We operated with the underlying question: *What would continue when the intensive, on-site technical assistance provided by the grant ended?* We wanted to ensure to the greatest extent possible that the work to support victims and survivors with disabilities would continue and improve within our statewide organizations and among the organizations represented in our Project's pilot sites over the long term.

Our Wisconsin Project's vision statement reads:

Women with disabilities and deaf/Deaf women who experience sexual assault and/or domestic violence will be supported by people who have actively prepared for access and who think about the meaning of respect one woman at a time.

As a result of our thinking, we wanted to introduce an additional initiative. We wanted to try something that was more and bigger than what we had been doing with the individuals we had come to respect so much at our two pilot sites. Both pilot groups had named themselves. One group chose to be called Chequamegon Bay Area Collaboration (CBAC) to be inclusive of Ashland and Bayfield Counties as well as the Bad River and Red Cliff Bands of Lake Superior Chippewa people and lands. The people from our Brown county site, which had a focus on victims and survivors of color and otherwise underserved individuals with disabilities, chose the name LINKED (Living in Nonviolent Kinship Embracing Diversity).

We wanted to acknowledge and name what we were observing and hearing from people in our pilot sites. Over time, as a result of meeting monthly to talk about and figure out how to address the intersection of SA, DV, stalking and women with disabilities, people representing themselves and/or organizations were talking with, learning from, and trusting each other in

ways that were new and valuable for survivors with disabilities. We wanted an innovative way to nurture this energy and support its growth.

While both CBAC and LINKED were made up of people living and working in their home communities, many people came to their respective tables with no operational knowledge of what each had to offer. In some cases, old (even historic) events or negative experiences resulted in ongoing unfavorable reputations and mistrust:

- ✦ Some people were not aware of the existence of a mental health recovery group in their community.
- ✦ Some people knew little about how individuals with intellectual disabilities were supported in their communities.
- ✦ Some people had little awareness that so many people with disabilities were affected by abuse or were living with trauma.
- ✦ There was cultural and historic mistrust between native and non-native people or entities.
- ✦ There was cultural and historic mistrust between people with mental illness and the professional mental health service system.
- ✦ There was little awareness about the short- and long-term effects of power and control in many of our support and service systems for people with disabilities.

We thought that the energy and goodwill that was accruing as a function of these monthly gatherings by CBAC and LINKED could be invigorated and expanded if we focused on what people told us was most beneficial to them; the relationships and trust that was building through regular face-to-face contact. **We wanted to help people create a wider ripple and momentum for positive change in their communities.**

During an OVW-sponsored self-reflection opportunity, Project staff talked about our observations and what people in our pilot sites told us was most beneficial for them: relationships. Sandra Harrell, our technical consultant from VERA, heard what we were describing, noticed the connection between our Project's goals and how effective the relationship-based approach had been so far. While talking about our desire to take it further and wider, Sandra asked if we had thought about an "academy-like initiative." The idea resonated.

There was particular excitement about creating a forum that would bring people from both pilot sites together. We speculated about who might gravitate toward whom, and who might inspire and support others across geographic locations. We talked about the possibility of including people who had not been part of the local pilot site groups and acknowledged that we could not include everyone. With sustainability in mind, we decided that enhancing leadership would be our theme moving forward for what we were still referring to as an academy-like initiative. **We wanted part of our collaboration’s legacy to be supporting leaders and leadership for systems change at the nexus of disabilities and anti-violence work.**

First, we had to address that while there was nothing wrong with the word “academy,” we strongly suspected that many of the people we wanted to attract would find the word off-putting. Selecting an acceptable word was an extension of our thinking about access and outreach. We agreed that the idea of a “learning group” might be more accessible to some people than an “academy,” or even a group designed to “teach” leadership. With that in mind **we chose to call our new initiative for systems change: *A Leadership Group of Learning and Infusion* shortened to the *Leadership Learning Group* (LLG).**

We devoted several Project meetings to conversation about leaders and leadership in our own lives. We talked about helpful and less helpful examples of leadership. We talked about whether people who had been influential to our thinking and actions were people who had leadership titles or not. We talked about who influenced the initial rumblings of change in us and how they did it. We all had examples of two kinds of leaders:

- ✦ those who had authority through their positions or job titles; and
- ✦ those who inspired our thinking and action through the energy and style of their personal interactions.

Our Project staff included people who hold positional authority and those who do not. We found significant differences in personal comfort and confidence among ourselves in wearing the title of “leader.” We talked about the actions of leaders and the changes that can emerge when anyone, with or without designated authority, tries to be influential. **It was clear from our collective experiences that position and job title are not required to be influential.**

Within the context of a Leadership Learning Group (LLG), we talked about who we, as Project staff, might be to those who accepted the invitation to participate. In our Project work, we were

identified as technical assistants and allies. In the context of this new initiative, were we to be “teachers,” “mentors,” “coaches,” “facilitators” or something else? Could someone who had never had positional authority support learning about leadership for someone who was the executive director of an organization? Since each of us anticipated that whatever we called ourselves we would be learning as much about leadership as those invited to participate in the group, we agreed that as Project staff we would “partner” with those who accepted the invitation.

Would those who accepted invitations to join the group be called “mentees,” “students,” “learners,” “leaders in training...?” We wanted everyone to feel respected and supported. We wanted to use the opportunity to learn about leadership while supporting the learning of others. So we agreed that **Project staff would be “partners” and those who accepted the invitation would be “participants;” together, we would be thinking and learning about leadership that would benefit victims and survivors with disabilities.**

We wondered what would happen when participants saw themselves not only as their current roles, responsibilities and community identities. We wondered how they would respond to thinking of themselves as influential people and agents of change in their communities. those among our prospective pool of learning group participants feel tentative or averse to wearing the title of leader? Would some people feel more at ease thinking about themselves as (just) wanting to influence support and services for victims and survivors with disabilities rather than identifying themselves as leaders? Given the messages we had been receiving from the Project sites about the value of relationships, **we refined the kind of leadership we would focus on as relationship-based leadership.**

IDENTIFYING PARTICIPANTS

Our plan was to bring people from our geographically separate pilot sites together at a somewhat central location, four times over the course of ten months. If it had been practical, we would have invited everyone who had been participating in the pilot sites. Instead, we opted for a strategic and pragmatic approach. The strategic aspect of who we invited was related to our infusion and immersion initiative: that we would infuse awareness about the intersection of abuse and people with disabilities into our statewide Project partner organizations. For that reason, we wanted to identify and include individuals from each of our three statewide collaborating partner organizations who were not part of our regular Project activities; and, who had pivotal roles that would enable them to infuse their respective organizations with the vision of our Project.

The pragmatic aspect of who we invited was that we wanted people who would be able to participate in the large group activities as part of their jobs or current roles within their communities. Except for the time away from work or these roles, we wanted to design a program that would support their **ongoing** activities rather than be in addition to what they already did. In other words, one selling point for the employers of our invitees was that we were offering to strengthen their organizations rather than taking time and resources away.

We wanted a mix of people who had positional leadership status via job titles and others who did not. In that mix were executive directors, program directors, advocates, people with disabilities, survivors of SA and / or DV, and support or service providers. Sometimes those identities overlapped. Several people were in transition, having just left jobs or just starting in new roles – either paid or volunteer. Some were connected to county-funded organizations, some grant-funded, and others were from tribal programs. Some represented organizations with a statewide responsibility and others had a regional or local focus. Some had thought about leadership quite a bit and others had not thought about leadership in relation to themselves at all. Some had participated regularly in pilot sites activities, a few had not.

A few people declined the invitation to participate due to their workload or other time commitments. A few of the collaborating partner staff said that for this LLG initiative they would prefer to be participants rather than partners. They said that people do not often get the chance to look at themselves and consider their own leadership qualities and potential. Given the choice, they wanted the opportunity to be participants.

Each participant was paired with a Project partner from one of the three statewide collaborating organizations. Between large group meetings, partners would check in with participants to support their learning. (This proved to be one of the most valuable decisions we made.)

FORGING A MUTUAL COMMITMENT

We knew that a consistent level of commitment would be critical to the overall achievement of the initiative's intended outcomes. With a strategic and pragmatic list of individuals we wanted to participate in the LLG, the Project Coordinator called to personally invite and discuss the initiative with each of them. Where there was interest, a formal written invitation was sent [See Appendix A]. The invitation was written to emphasize the mutual commitments of participants, Project staff, and for most, their employers. The invitation:

1. Clearly defined the specific time commitments the invitee was agreeing to if the invitation to participate was accepted;
2. Clearly defined the specific commitments we – our Project staff – were agreeing to throughout the initiative, including covering travel-related costs associated with each person’s participation in the large group sessions; and
3. Required submission of a signed “Participant Commitment Statement” from each participant and their supervisor (if applicable) to ensure the invitee would have organizational support to fully engage in the LLG.

We hoped that clearly defining these commitments would set both the expectations and tone of mutual commitment - respect and accountability - among all who were going to be involved in this initiative and its success.

THE SUBSTANCE

Planning the content for four sessions grew out of our initial conversations about leadership and leaders. We made a decision not to plan out ahead of time the full, four-session curriculum before engaging with the participants. Instead, each session curriculum was developed just prior to that session. This approach allowed for us to use and incorporate feedback and trends that emerged from the partner-participant monthly dialogue sessions that occurred in between the larger group sessions.

To begin, **we wanted to introduce leadership as part of what they were already doing or had opportunities to do rather than in addition to their current roles and responsibilities.** The message throughout needed to be that opportunities to be influential are often there when we look for them. With either positional or personal authority, anyone can try to engage and influence others to achieve positive social change for victims and survivors with disabilities. A volunteer can raise issues for conversation; a survivor with a disability can encourage service providers to rethink their policies and practices; an executive director can consider an organization’s standing and positions as well as engaging staff to think about the effects of their actions.

We were about to learn that we should never underestimate the negative messages that so many of us carry forward from childhood, adolescence or last week; messages that we are not smart enough, creative enough, strong enough, healthy enough, innovative enough, paid enough or that we do not have the right credentials to be influential or lead. Across titles,

positions, education and training, apparently everyone has something to learn about how we see ourselves and how confident or ill at ease we are when thinking about assuming leadership.

The content of each large group session followed by participant and partner reflections about the outcomes are described in the next several segments of this *Legacy Log*. References to the specific materials we developed and used in the sessions are noted, and available in the Appendices.

LLG: SESSION ONE DESCRIPTION

Welcome and Introductions

During the first session, we introduced the LLG as an outgrowth of our Project's vision statement. It was explained that everyone there was invited to think about leadership in order to advance our state's capacity to create safety for victims and survivors with disabilities. It was our intention and hope that through this learning group, we would be supporting the ongoing learning and development of skills that would equip leaders for systems change work. Everyone had the chance to offer some introductory comments about themselves. [See Appendix B]

Let's Talk About Leadership

We introduced the subject of leadership by talking about authority and the differences between personal and organizational (or positional) authority. Participants were invited to remember helpful and less helpful qualities of people who had positional authority as supervisors or leaders in their lives. They also were asked to remember people who had no position of authority in their lives and yet had influenced or inspired them in positive or helpful ways. They were invited to talk about the title or role of leader as an identity for themselves. [See Appendix C]

Mapping Your Spheres of Influence

We wanted to provide a way for everyone **to see** the opportunities for connection that existed in the course of their usual activities. Participants were given two formats to visually display where they went and who they had contact with in the course of their ordinary work activities. One format was more linear and one a bit more representational. [See Appendix D] We asked them to consider a month-at-a-glance calendar and document where they went and who they had contact with; whether they had established relationships, or were just in the same place at the same time.

They were asked to think about individual people and groups as potential spheres of influence or points of contact; i.e., individuals and/or groups where they might serve as catalysts for thinking about other points of view and action that might positively affect the lives of survivors with disabilities. The intention of this activity was to increase everyone's awareness about the people they have the opportunity to influence and to learn from.

Introduction of the word “influence” was another way to consider access. We wanted those who were hesitant to see themselves as leaders to have a word or phrase that fit them more comfortably. For example, someone who could not easily identify as a leader might find it easier to see herself as a person who wanted to and could be influential. Someone who thought she did not have the authority to lead could become more aware of the opportunities to simply invite more consideration about something.

Setting the Stage for Relationship-Based Leadership

We intentionally put leadership in a social context by saying that you can’t lead unless someone is willing to join with you and/or your ideas. With that, we began talking about relationship-based leadership and how or whether we interact with the people in our potential spheres of influence. Do we show up, sit quietly and leave, or do we engage? Do we know what people and the organizations they work for do?

We offered a *leadership activities menu* to help participants think about what influential people do, separate from having positional authority. These activities of influential people were:

- ◆ Creating Allies;
- ◆ Clarifying Issues and Making Plans;
- ◆ Putting a Plan in Action While Understanding Your Leadership Role; and
- ◆ Plan B Thinking.

After talking about each of these activities, participants were asked to generate a list of skills or strengths they thought were needed to engage in these activities well. The goal was not to create an impossible list, but to stimulate thinking about our own possible learning needs; what they were good at and what they could focus attention on improving. Participants were creating their own possible learning menu. [See Appendix E]

Each activity represented a broad set of possible skills that showcased a kind of intentionality that is not always present in casual contact. For example, there is intentionality when interacting to create a potential ally, as compared to venting. Through group conversation, they made the case that intentionality is a personal strength or skill in influential people.

In the spirit of “it’s not what you say, but the way you say it” we referenced Daniel Goleman’s reported qualities of “emotional intelligence.” [See Appendix F] Emotionally intelligent people

are aware that it is not just their message, but how they engage one another that matters.

These factors of emotional intelligence are:

- ◆ self-awareness;
- ◆ self-regulation;
- ◆ motivation;
- ◆ empathy; and
- ◆ social skills.

The purpose of these activities and skills menus was to offer participants a variety of ways to think about their personal development and goals regarding relationship-based leadership. By offering activities and inviting people to think about the personal qualities or skills of influential people, we were setting the stage for participants to think about themselves and what they might want to learn.

Individualizing Your Personal Development Action Plan

Participants were asked to consider their mapped or listed spheres of (possible) influence, to review the *leadership activities menu*, the personal qualities or skills that leaders bring and the categories of emotional intelligence. They were asked to identify one or more areas of learning they wanted to pursue. It was suggested that each person think about paid or voluntary activities during which they would have the opportunity to practice and learn about themselves as leaders or influential people. [See Appendix G]

Participants Meet with their LLG Partner

When first invited, participants were told that in between large group sessions, they would be partnered with one of the Project staff. During the last part of the day, partners and participants got together in small groups; each partner with her/his participant(s). Not all people had met in person before this day. Given that some people lived 300 miles apart, it was not feasible for all contact between sessions to be face-to-face. During this time at the large group session, people talked about preferred methods of communication and best times for contact in the months to come.

Partners had outlined some anchoring topics and questions that were previewed with participants. [See Appendix H] There were three reasons why we developed these anchoring questions. The first reason was that we wanted participants to know ahead of time what they

might be asked in order to feel at ease in the monthly communication with partners. The second reason is that we thought there might be some continuity of experience if conversations had similar themes across partners. The third reason for these anchoring questions was to encourage thinking and intentionality versus casual contact regarding creating allies, clarifying issues, putting a plan into action, understanding your leadership role and Plan B thinking.

The anchoring questions were all in relation to their interactions with potential allies and included the following:

- ✦ What was your intention in engaging this person(s)?
- ✦ What happened?
- ✦ What influenced or distracted you during the interaction?
- ✦ How did you take care of yourself?
- ✦ If you could do it over, what might you do differently and why?

Session One Reflections from Participants

We asked participants to reflect on the day's learning. In their own words, here's what they shared with us:

- ✦ *I feel nervous about what leadership means for me. I want to do it right.*
- ✦ *I shy away from leadership because of my head injury. Sometimes I nod and say that I understand.*
- ✦ *I have a lot to offer that isn't being tapped. I have a recording in my head after years in this system. You get to a point where you think you can't do anything. I don't believe in my own abilities.*
- ✦ *I don't feel like my voice counts so I've been letting others talk.*
- ✦ *I want to learn how to be assertive without being aggressive.*
- ✦ *I have a behind the scenes role. I see the most potential for myself in clarifying issues and making plans.*
- ✦ *I'm interested in learning more about the difference between creating allies and making friends.*
- ✦ *I want to improve being dependable and reliable.*
- ✦ *I want to ask questions and try not to make assumptions.*
- ✦ *I can work in the intersection as a leader more easily when I think of it as intentionally trying to influence others (rather than leading).*

- ✦ *I struggle with how to keep the values of our organization up front. I don't find it easy to get a group of people who have been working at something for a long time to notice that some key concepts in our work have been dropping off because it's easier to just do what we're doing.*
- ✦ *I should be working with other organizations and people in government. I just don't know how to go about that.*
- ✦ *I know resources but I'm not connected enough to people (relationships). I think of my role and wonder if you can have leadership without a title.*
- ✦ *I tend to go with the flow. That's not always good for creating change. I need to think about what to do about that.*
- ✦ *As a leader, I'm also a survivor. I'm more comfortable with the idea that you can be a spoke in a wheel and be influential in a positive way.*
- ✦ *After regular meetings I'll think "I should have said this" or "I should have said that." One of these days I'm going to speak up.*

Partner Reflections

While the partners (Project staff) debriefed after each session, we more fully reflected on the goals, outcomes and process of each session following the overall completion of the LLG initiative. What follows (below) are partner reflections about Session One after all four were completed.

Partners were not sure about the value of asking participants to write personal action plans so early in the learning process. Many participants told their partners in the monthly check-in conversations that even though their goals changed, creating the personal development action plan gave them an initial point of focus. Partner conversations further revealed that even trying to identify goals kept participants thinking about their intentions. We learned that what was written in October (time frame for Session One) was not the focus for many participants as they went forward. At least one participant reported that it was exactly the structure she needed. Some partners reported that participants thought it was too difficult to be so specific about their personal direction before being more immersed in the ideas of leadership. Our conclusion was that it was important that partners were flexible when communicating with their assigned participants.

Many participants did not understand the point of mapping their spheres of influence at the time we asked them to do so (Session One). We deliberately used secondary language by

talking about their points of contact with other people and even just making note of their regular and ongoing interactions with people. While everyone developed something, some participants were described as “swimming for a while.”

Talking about being leaders, relationship-based leadership, spheres of influence and action plans during the first session was a lot. It might have increased some anxiety about Project staff/partner expectations for some participants. In hindsight, we reminded ourselves that all of the participants came back for the second session in good humor. While we thought we were being sensitive and accessible with our use of language, we cannot underestimate the power to overwhelm. We agreed that how we tried to engage people and what we emphasized was important. Several participants reported that “maybe it just needed to be uncomfortable because it was new.”

Partners agreed that checking in between sessions both extended the benefits of the completed session and set the stage for the second. The contacts were a reminder about the purpose of the group and the day-to-day nature of how participants were encouraged to think about leadership and influence; not as an add-on to what they did every day, but as part of their everyday engagement. (These in-between session contacts continued to be a very positive theme voiced by participants and partners throughout the initiative.) Partners agreed that our favorite comment after Session One was one participant’s comment: “I’m not a leader; I’m just an attorney.”

LLG: SESSION TWO DESCRIPTION

Check-In For Anyone Who Wants to Speak

After reintroductions, participants and partners were asked to share what they had been thinking about and noticing about themselves in the course of their ordinary activities since the last meeting. Specifically, people were invited to comment on what they were noticing about leadership in others and what they were noticing in themselves. [See Appendix I]

Intentional / Mindful Communication

The words “intentional” and “mindful” had been used during the first session. During this second session, we wanted to place the ideas into practice and encourage participants to think more about the relational part of leadership. [See Appendix J] While encouraging intention, we also needed to remember that the intention to be helpful or informative is not always experienced as such. To be influential requires people to be intentional in their actions and mindful of another person’s experience. This was a further development of the distinction made previously between intentional versus casual conversation. This also was an aspect of what many participants and partners have been learning about trauma-aware interactions; that just because your intention is to be helpful does not mean that someone is experiencing you in that way.

We talked about what happens when two people with good intention have a less than positive impact on one another, and how important it is that at least one of them notice when that is happening. We wanted to encourage participants to think about how “wanting energy” – wanting things to unfold in a certain way - can arise when two people are not tuning into one another; and, how a single assumption can derail potential allies. Expressions of wanting energy without awareness can result in power and control dynamics in our interactions; aggression rather than assertiveness.

We explored mindfulness as the awareness that factors of interaction and status can distract a person from carrying forward her intention (to be influential or to learn). They were asked, “What do you wish you would not see or hear?” Participants listed factors that move them out of their comfort zones. They also talked about practical things they can do to take care of themselves when they are bumped out of their comfort zones.

Guided Conversations at the Intersection of Disabilities and Violence

To ground what we were learning about leadership and influence at the intersection of abuse and people with disabilities, we talked about the meaning of “intersectionality” and the risk of “siloes.” [See Appendix K] For example, thinking that someone identified as having a mental illness has mental illness as her primary concern at all times might miss the fact that her need for support is related to sexual assault or domestic abuse. Intersectionality acknowledges that many, if not most people do not have only one issue in their lives. With this in mind, participants were invited to think again about their individual action plans to ensure that they were thinking about leadership opportunities at this intersection.

Legacy Log Interviews

One of the primary aims of our LLG was to support people in adjusting the way they thought of themselves and their ability to have influence. Whatever their starting thoughts, we wanted to support stretching and growth regarding leadership. Toward that end, we asked participants to interview one another. [See Appendix L] For many in the group, this was an opportunity to get to know someone else in the group more personally and specifically. The first part of the interview was designed to help people describe what mattered to them about engaging in this work; *what’s the story of how you got here?* All were encouraged to disclose only as much as felt comfortable and in consideration of the brief time that was allowed.

The second part of the interview was focused more specifically on how people were thinking about the activities and skills of leadership and influence, and applying those actions and skills in their work. We wanted participants to consider: where, when and with whom they found asserting themselves and ideas easier; and where, when and with whom they found those actions more challenging.

Parting Suggestion

Before leaving Session Two, participants were invited to notice who within their potential spheres of influence **already** looked to them for opinion, support, ideas or guidance. Participants were asked to notice how they were thinking about and using these opportunities.

Here’s what we learned participants were thinking about at the close of Session Two:

Participants Said...

- ✦ *If I can get past the discomfort, it's not about me; it's about the victims that I'm working for. Leadership means stepping out of my comfort zone; being willing to take a risk*
- ✦ *(Mindfully) I realized the judge is just coming from his perspective; he's getting his point across. I can just look at someone else in the group and bring up what I want to bring up and not feel so intimidated. I'm learning about not taking things personally.*
- ✦ *A woman talked not just about domestic violence, about being raped, about being homeless, about her mental health, unemployment, family issues, she talked about it all. As a leader, if I can't help with all of those things, I have to help her find people who can.*
- ✦ *In our (Native American) community there are people who are known as leaders; we call those people leaders for a reason. That's why I struggle. I don't have the (leader) title. The bottom line is that I care and I'm a survivor.*
- ✦ *After 25 years in the sexual assault field, I know that for people with disabilities it's even harder. Infusing this intersection work in everything we do is important. Grants go away. At some point I'll go away. We have to look at accessibility for all people.*
- ✦ *I understand that leadership is not just a title; it's finding those qualities that I admire and building them into myself as a leader.*
- ✦ *There's an innate shyness or insecurity or whatever the words are that is holding me back. I just have to practice.*
- ✦ *I ask myself "why don't they think the way I think?" I wanted her to read my mind. I know that's not leadership.*
- ✦ *When I sat down with the police chief and talked about other things, got to know him, my judgments that he didn't care about the people and issues I care about wasn't true.*
- ✦ *I worked for a provider; they were very paternalistic. It could really have been termed as significant power and control issues bordering on abusive. It bothered me, but we didn't really talk about abuse that people experienced.*
- ✦ *One of the big things that resonated with me is the idea of partnership in leadership. I think I could be much more effective if I brought more people in with me.*
- ✦ *When I'm passionate it's hard for me to consider other people's point of view. I can be aggressive in portraying my point of view and I don't learn as much when I'm that way. I'm like a dog after a bone; it's not very effective when I'm looking at building partnerships with people that I may disagree with. I need them.*
- ✦ *I don't know about investing a lot of time and energy in building relationships; it's hard emotional work. The "power of relationships" doesn't completely resonate. I tend to become part of someone else's agenda.*

- ✦ *I have to listen and ask questions so that I don't make assumptions.*
- ✦ *Sometimes, I could just ask "how would this affect access?" That could be influential.*
- ✦ *It's not just what do I want to say, but what do I want to accomplish.*
- ✦ *If not, "I'm a leader," how about "I'm a person who cares" and "I'm a person who can try to have an influence in how others are thinking about something."*
- ✦ *My learning took a turn when I started to think about how I come across to them. I can be hard to swallow sometimes, and realized I need some fine tuning.*
- ✦ *I have to balance between micro-managing people so that I get what I want and finding out what they want to offer. Just by asking someone "can you clarify what you're thinking" instead of assuming I know what they meant is helping me; it helps remove my judgment.*
- ✦ *I figured out that everything I do doesn't have to be a win; it's taking the risk.*
- ✦ *I started a Leadership Journal that I keep at my desk, so I can remember what I see. I write down what I do, and take time to celebrate.*
- ✦ *I am starting to notice the people who look to me as a leader. Now that I am paying attention I can see that I am a leader. I don't have to be a director.*
- ✦ *Sometimes being a leader is knowing when to stay quiet and let others think.*
- ✦ *With leadership - it's the journey; there is no finish line.*

Partner Reflections

Partner reflections about Session Two after all four sessions highlighted what we felt worked well and other aspects that needed refining.

The themes that were covered during the second session made the information from Session One more personal and achievable. Participants (and partners) could see themselves reflected in the content.

It was important to focus on the intersection of abuse and people with disabilities again. Many participants were thinking about leadership and themselves in general ways because that was reasonable to their learning curve. It was important for us to tie relationship-based leadership to the purpose of this group and Project again.

The end of the day interviews were important and valuable to participants, but it was confusing to call them "legacy log" conversations. The participants weren't thinking about their "legacy;"

they were thinking about themselves and each other. From their point of view, they were (just, and most importantly) conversations. The issue of “legacy” was a partner’s issue that we should have left out.

Partners also talked about weaving threads between sessions, and the importance of finding ways to interact in the monthly check-in conversations that matched each participant. Some partners had small group contacts, a few were able to meet in person, and some sent notes to participants so that they would have a visual record of their own comments.

HALF-WAY THOUGHTS

After two group sessions, months apart, and partner/participant conversations in between, it was striking to notice how much leadership is grounded in how we think about ourselves and how we think about others.

- ◆ *Do my thoughts matter as much as the thoughts of others?*
- ◆ *Have I had enough experience or the right experience to be heard?*
- ◆ *My thoughts and my experiences are significant; why don't these people know what I know?*
- ◆ *How can they say such ignorant things?*

Indignation and self-doubt are both so human. Participants acknowledged wanting to speak, to be acknowledged and heard. People were saying “I have something to offer.” For some, the quiet and frustrated wish was “don’t make me tell you what I’m thinking; read my mind.” Some people said “I am going to be it – a leader, an influential person, but not the way I’ve seen or felt it.” Some are saying they have to assert themselves more. Others are saying they need to practice, practice, practice. The energy in this group is rising.

Within many of us, there is a force or energy that wants to be influential. First, we have to untangle some of what we have learned that interferes with our own desire to lead. For many, the tangles are embedded in the words and titles we are accustomed to or have grown up with that define who gets to do what. Then, there is the pesky fact that we are often in contact with other people who also have that force or energy and their own tangled learning about who gets to do what. Add to that, the complexity of communicating openly and clearly while remembering what you want to accomplish. It’s no wonder that personal confidence is such a theme in this LLG.

At the very least, participants are engaging in a significant conversation about their own capacities for leadership. Conversation in and of itself is the beginning of relationship-based leadership. Now, we have to focus those conversations and create a ripple.

- ◆ How do we use ourselves wisely/ mindfully/ intentionally?
- ◆ How do we think about our experiences and learn from them by imagining do-overs?
- ◆ What is it that I want to accomplish and for whom?
- ◆ If I could have that opportunity again, what would I do differently?

These half-way point reflections informed our content focus for the remaining two large group sessions.

LLG: SESSION THREE DESCRIPTION

Welcome

Participants were told that this day was about practice. Throughout the planned activities for the day, participants were asked to be intentional in their interactions and to think about their roles as leaders. [See Appendix M]

Responding Within Your Sphere of Influence

Before leaving Session Two, participants were asked to notice who within their potential spheres of influence already looked to each of them for opinions, support, ideas or guidance.

Participants were invited to talk about how they were using these opportunities differently with thoughts of leadership in their minds. Here's what we heard:

- ✦ *I'm very different but still hesitant. First I have to feel like I'm going to explode; that means my courage is building. When I explode my courage, what I want to say comes out calm.*
- ✦ *I spoke at two conferences. I still don't know if that means I'm a leader, but I'm proud of me. Some evaluations said they would remember what I said about nobody being too damaged to deserve help and not to give up on anyone. So when you ask if I was influential, I think I was.*
- ✦ *I've been told that I come off as crabby sometimes. I'm telling staff that we're a team and I listen to their concerns. I'm learning to lead. There, I said the word.*
- ✦ *I realize it's OK to borrow from what others do and try it out myself. I realize I'm capable. I can see myself up front more. I'm not as scared; I get ready.*
- ✦ *I talked about preparing a newsletter with the intersection as the theme and was reminded that we did one last year. I could have said: Help me think about how we can acknowledge people with disabilities in all of our newsletters; and our materials and activities.*
- ✦ *I'm raising issues even when I know there might be disagreement. The conversation wasn't only to change the outcome; by speaking up I broadened the conversation. This was more effective than walking away and then venting where it is not effective.*
- ✦ *I'm deliberately making connections and expanding my spheres of influence. Balance is important to me and I'm learning that if I take a step at a time I'm really enjoying being out of my comfort zone.*

Intentional Communication Practice

Participants were reminded about some intentional communication strategies that were talked about at the previous session. These included:

- ✦ Letting what distracts you remind you of your intention;
- ✦ Acknowledging what's true about what someone else is saying;
- ✦ Inviting others to say more;
- ✦ Clarifying what others say so that you understand;
- ✦ Summarizing what you have understood so far; and
- ✦ Focusing what you have heard back to what you are trying to accomplish.

Participants were then asked to pair-up. One person was asked to talk about a recent event in her/his work life. With the understanding that sometimes a leader has to understand the perspectives and concerns of others in order to create an ally or be influential, each conversational partner was asked to be intentional about when she spoke, what she said, when she listened, and what she was listening for. [See Appendix N]

Reflections from the Intentional Communication Practice

In the larger group, participants described what they noticed about themselves during this intentional practice as compared to what they might have done in casual conversation. They were asked to think about their natural (default) tendencies in communication; for example, to notice whether they casually interrupted others to make a point or ask a question for their own benefit.

Participants were asked how it affected them to have someone who was not just engaging in casual conversation, but someone who was listening and engaging them with intention. They talked about the experience of being more thoughtful and intentional about what they said, when and why they spoke, as well as what they held back. They described what they learned about themselves when they were intentional, rather than on automatic. Given an intentional relationship-based leadership approach as compared to casual conversation, participants were asked to consider what different decisions they would make when engaging their spheres of possible influence.

Intentional Decisions and Next Steps

From thinking about intentionality in the one-to-one conversations, we moved into thinking about what happens to intentionality when something takes you by surprise, maybe in a group. [See Appendix O] What happens when things are not unfolding the way you hoped they would? In the spirit of leadership not just being what we practice when things are going as we hoped, but also when we are distracted or feel derailed. Participants were reminded of the list they created previously; a list of factors that both distracted them and moved them out of their comfort zones.

Included in our conversation were distinctions between being responsive and reactive, assertive and aggressive, telling versus teaching, holding back until there is a better time as compared to ignoring, and one person's conviction versus another's equally strong conviction. Given the choice between acting with intention or by default, we talked about the merits of intention in relationship-based leadership. Between assumption and curiosity, we talked about the value of curiosity in relationship-based leadership.

Participants were given a scenario about DV advocates being told by their administrator to start documenting client information that one advocate felt strongly was confidential and should not be documented. The scenario was generated by one of the participants who did not believe that she handled the situation well from an "opportunity to demonstrate leadership" perspective. She felt that she had modeled being reactive and aggressive because she believed that she was right about the issue. She was now questioning herself, realizing that she was seen as a role model by other advocates and had an administrator who was not knowledgeable about many of the safety factors clients and their advocates had to be concerned about.

Participants were asked to notice their own knee-jerk reactions to the situation described. They were asked to consider where this interaction happened, who the players were (including their hierarchical roles), and what was being required of them. They were asked to notice their reactive thoughts, physical sensations and emotions. They were asked how they would take care of themselves first, and then to consider a variety of possible **responses** rather than (aggressive and self-righteous) **reactions**. They were asked to consider what they would want to accomplish if they were the experienced advocate in question: to learn what the administrator wanted to accomplish; to help the administrator and newer advocates understand the risk factors for their clients in documenting confidential information; to model how they could talk about complex issues in a rational manner.

Opportunities to be Influential

In real life, we usually do not have the opportunity for “do-overs.” For a learning experience, we encouraged participants to talk with one another about recent situations they had been in and wish they could do over. We asked that they talk about what happened and how it affected them. Then we asked them what they would have done differently if they could do it over, and why?

Legacy Log Conversations & Large Group Reflection

As a way to create a firm intention as participants left Session Three, we asked them to talk with one another about which aspects of leadership at the intersection caught their attention during this day, and what they wanted to remember. They were asked to anticipate upcoming situations in which they would be able to practice. Participants shared within the whole group what they intended to practice.

Participants Said...

- ✦ *I have to be deliberate at not jumping in to solve other people's problems.*
- ✦ *By having someone listen to me without interrupting (during the practice), I had to work harder in a good way.*
- ✦ *If I find myself venting, it's an opportunity to think back to the situation and reflect on how I might have engaged that situation differently.*
- ✦ *I'm using the leadership skills I'm learning to be more confident with fund raising. I concentrate on how I'm benefiting victims by being involved in fund raising and learned that I'm better at it than I thought I would be.*
- ✦ *I've been learning to have less control – being supportive of the women in the group and giving them tools but not doing it for them. My role with them has shifted.*
- ✦ *I still find it hard to sit quietly and let others go first but I'm enjoying seeing others come out. I'm feeling a mental change in who I am. I think people see me differently.*
- ✦ *I looked at my spheres of influence chart and found someone to talk with (about a conflict). Now, I try to talk with the person I have a conflict with and resolve it.*
- ✦ *I've grown in my role as a supervisor. I've thought about how and when to encourage . . . even push a little.*
- ✦ *I like control. Others have expressed interest in doing more of what I do and I have to trust that I can support them even though it's unsettling because it won't be my way.*
- ✦ *Unfinished business is not what I want to feel.*

- ✦ *Leadership – I'm not feeling it today. I feel stuck in the mud with a group of young women who don't get it.*
- ✦ *Sometimes my attempt at helpfulness is just casual chatter rather than intentional communication. I'm starting to notice the difference.*
- ✦ *I can't have a do-over with 20 years of my life but I'm realizing that I can do more with my life now.*
- ✦ *I know that I'm a good listener with victims, everything else fades out and I pay attention. With everyone else I multi-task – I want to remember to practice listening well with other people too, not just victims.*
- ✦ *I think my leadership is a work in progress, not a final product. I can be imperfect and I can ask other people to help me.*
- ✦ *Being in this group reminds me that I have what I need to be a leader if I add intention.*
- ✦ *One of my big things that I need to remember is my body language, especially my facial expressions, because people can normally read exactly what I am thinking.*
- ✦ *What I need is not always what the other person needs from me. Even though it's coming from honest curiosity, I need to remember to let the other person speak.*
- ✦ *Another thing that I got out of today was thinking about my approach to people; a response versus a reaction. It's a fine tuning process for me.*
- ✦ *By changing myself I am building other people up to take on leadership roles; by giving other people jobs to do I am forming them into leaders. That's important to me.*
- ✦ *I have to keep in mind that change doesn't happen because we had a good conversation; it might be a series of conversations that are shaped over a long period of time.*

Partner Reflections

Reflections from partners about Session Three after four sessions were complete.

This day of practice gave the topics we had talked about previously a significant point of reference. Partners reported that participants were talking about themselves differently and noticing more opportunities to be influential. They were learning what we meant in saying that much leadership and influence can happen in the context of ordinary daily encounters.

There was agreement among partners that we should have spent more time on the *Opportunities to be Influential* section that was remembered as the "do-over" section, as in "if

you had it to do-over, what changes can you imagine.” We agreed that we should have let participants talk longer and generate more options and why they might have selected them. We thought the opportunity to think out loud and engage one another might have strengthened their appreciation for *Plan B Thinking* (from the original activities of *influential people menu*). We thought it also would have helped them appreciate that undertaking Plan B Thinking with other people (i.e., their allies) can be helpful.

LLG: SESSION FOUR DESCRIPTION

How Far We've Come

To begin the fourth and final LLG session, we wanted to review what started ten months earlier in a meaningful way. [See Appendix P] We wanted to set a tone for this day that felt more like a transition than an end to our focus on leadership. We wanted participants to think on their feet, more like they will have to do in their communities, rather than in the safety of our learning group.

We asked participants to describe their current understandings of some key practices of relationship-based leadership in an unusual way for this group. Individuals were put on the spot with the option to say "I'll pass, for now" if they wanted to. (They were encouraged to use that pass option with confidence.) Within the whole group, people were asked questions related to our cumulative work. For example:

- ✦ *What is relationship-based leadership?*
- ✦ *What is positional authority?*
- ✦ *What is a sphere of influence?*
- ✦ *What does it mean to create allies?*
- ✦ *What is Plan B thinking?*
- ✦ *How would you describe this practice to someone else?*

Participants were then asked to use a reference menu listing seven practices, and to select the three that they apply and/or understand best and the three that they apply and/or understand least. We asked them to identify what shifts in themselves they had to make regarding the practices that they were applying most and understood best. During this activity, we wanted participants to feel both their growth and their ongoing path of learning about and practicing leadership.

Relationship-Based Leadership within a Group Setting: Strategic Thinking

At the intersection, we have contact with people from different perspectives: victims and survivors; people with disabilities; DV advocates; SA advocates; disability providers and advocates; law enforcement and others. Specifically, we wanted to focus on the real life need for collaboration among those who have different experiences, training, cultures and understandings of what we each do. It is within such groups that assumptions, judgments and

misunderstandings can arise, fester and block meaningful collaboration. Within this context, we wanted to introduce some new areas of learning related to strategic thinking and leadership. We referenced five competencies J.M. Liedtka describes for effective strategic thinking: [See Appendix Q]

- ✦ a systems perspective;
- ✦ being intent focused;
- ✦ thinking in time;
- ✦ being hypothesis driven; and
- ✦ promoting intelligent opportunism.

What's Your Sentence?

For focus and fun, we asked participants to write one sentence that conveyed their LLG experience and direction. Here are their responses:

- ✦ *I am a more mindful, deliberate and intentional person living life on purpose because of my leadership learning group experience.*
- ✦ *Leadership learning group has nourished me at each step of the process...and when nourished we grow.*
- ✦ *My leadership will be remembered by the people I have influenced.*
- ✦ *In this group I learned how to grow together with a common purpose, how to be courageous in small ways that become powerful and to find the well inside of me that connects to the sea of possibilities with others in the world around me.*
- ✦ *The leadership learning group has made me take a step back and re-evaluate who I am and where I want to go with the knowledge I have gained and how I can influence others.*
- ✦ *Gaining extreme personal insight for purposeful growth in effectively engaging myself with others to be influential with intent to cultivate others allies and leaders. Epic change.*
- ✦ *Whenever a mindful & flexible bear puts their Big Boots on you can expect an adventure is going to happen. (Participant & AA Milne)*
- ✦ *I have expanded my awareness of the multiple characteristics of leaders and look for more opportunities to be intentional about my influence.*
- ✦ *I have developed more confidence about networking and working with others to achieve my advocacy goals.*
- ✦ *Bundle of bounce with a spirit to express and lead through the trees with more confidence in self and leading meetings and organizing and planning topics of interest in*

the areas of victims and disabilities with a better ability to communicate and listen and participate in life.

Where to Now?

From the onset, we wanted to foster sustainable relationship-based leadership for systems change for victims and survivors with disabilities and Deaf. Now, we wanted to share that responsibility with participants gently. Leadership and responsibility are two weighty words. So, participants were asked to be pragmatic as they considered their leadership roles beyond the learning group. We offered two templates on which they could outline a 2-3 month plan of intention. While we were curious about how they would focus, we appreciated that what they were doing now was primarily for them. Participants were encouraged to be practical and consider the feasibility of what they wrote.

Future Plans and Actions: Connecting for Support and Inspiration

Participants talked with each other about their leadership plans for the next few months.

“Lollipop Moments”

A TED Talk video, entitled, “Lollipop Moments,” was shared with the group highlighting how some of the most influential moments in our lives are chance and sometimes momentary encounters. We receive support and insight from people who do not even remember offering anything. It’s not always whether you can prove that you have been influential; it’s that you are thoughtful in your interactions that matters. Participants and partners shared lollipop moments from our own lives. It was surprisingly emotional. [See Appendices R and S for documents distributed at the conclusion of this session.]

MONTHS LATER FOLLOW-UP WITH TWO PARTICIPANTS

While we invited feedback at the end of the last session, we decided to follow up with a couple of the participants a few months after the LLG ended. We spoke with two people representing disability and sexual assault organizations. Here is what they told us.

Participant 1

I've been an advocate for people with disabilities, mostly mental health, for 22 years. When I was asked to consider being part of the leadership group having a focus on the intersection of people with disabilities and abuse or trauma, I was interested in the subject immediately. My clients over the years have often been victims or witnesses to abuse or violence. Many had multiple institutionalizations over years and complex trauma as a result of those placements.

As far as the leadership part, when people have come to me as a resource about things that I know, e.g., a bill that's being put forward, or therapists that might be good, I've always felt comfortable sharing what I know. I never thought of that as leadership. I've learned that I had a hierarchical idea of leadership as directors or managers. I understand now that leadership is not necessarily hierarchical.

As we talked more about what leaders do, I saw that I was already doing it, just not in the intersection. I see my job as an advocate as trying to make change. The pieces (during the group sessions) on communication and mindfulness came together for me. I'm thinking more about how I do what I do. My job as an advocate is to get people to think about my client differently; not as "bad." I'm bolder now in a more thoughtful way.

When I'm finished with a meeting about my client I can go home. Many of my clients can't leave where they are. If I piss someone off with what I say or how I say it, I don't want my client to be treated badly. So, I'm bolder now but more aware of how I do my job; how I say what I need to say and how I ask what I need to ask. I'll be quiet rather than blurt something out before I've thought about what I want to accomplish or who I'm talking with. I'm thinking more in the moment after I hear something that I thought was rude or not helpful. I can do this more in my head now and consider what I want to say and how I want to say it. Trying to be more mindful has helped me and probably helped my clients.

In committees I am thinking about what outcome I'm after and what I want others to consider. Sometimes I'm aware of wanting others to influence me so that I can be better informed about something. I think about leadership more now and not just as it relates to work. The biggest impact on me has been on how I engage myself and others. I'm more strategic than I've ever been in a good way.

What I bring up about someone's history, possible trauma history, is met with more openness now (in Wisconsin) because of the statewide increase in awareness. The timing for me to be part of the leadership group and focus on the intersection (of people with disabilities, Deaf and abuse) was really good. I can get people to think more about a different approach with my client.

Having full days with the same people, the presentations and the smaller conversations was good for me. It kept leadership in the front of my mind. I had a conversation at one of our training days with another longtime advocate who does domestic abuse work. We both had moments of "aha" - I never thought about it like that." Talking with my partner between sessions was good for me too. It kept me thinking.

Participant 2

I've been in my statewide job as a lawyer working on sexual assault issues for about 6 years. My other work since finishing law school in 1999 was with an OVW-funded shelter program and legal services here and in another state.

I really didn't know what to expect from the leadership group. I was curious but had no preconceived ideas. By default, I've had a leadership role in my organization which has gone through a lot of change. I saw myself as a resource because other people came to me with questions. I provide statewide technical assistance; I knew I was seen as a resource.

I've learned that I had a limited view of leadership; it was about who was the boss and got to make decisions. When I first heard the phrase "relationship-based leadership" I didn't know what that meant. Some of the decisions I've made, I didn't think about in a leadership context. I originally heard "relationship-based" and thought it was going to be feely-touchy stuff - and that's not me - rather than about people interacting. So, it didn't resonate. Then when we

talked about [relationship-based leadership as] people and how we influence each other – that was the biggest change for me.

I notice a lot of opportunities every day to think about being influential by virtue of our being statewide and interacting with funders, programs and policy makers. The relationships can be challenging and I reflect a lot on what we talked about at the learning group sessions during the year. I think I used to operate more from a place of self-preservation. Now that I'm thinking more about relationships and interactions, I anticipate more about where I'm going and what might happen.

The challenges I think about are sometimes big – are we even on the same page about what we want to accomplish. I understand that our positions or priorities might be different. I try to be realistic and not go in with any illusions but still think the conversations are important. It helps me to think about what their position might be and to learn more. I try not to take disagreement personally.

I intentionally include people within my organization to keep them up-to-date and for my own support. With allies, I sometimes raise topics for conversations that I might have just thought about before. We should try to have a level playing field. The biggest change in me is my awareness; I'm thinking more about what I do and how I do it with a person or a group.

I'm having an effect on systems change because of the changes in how I'm engaging advocates and the programs I provide technical assistance to around the state. The advice I'm giving them about working with local systems and negotiating relationships affects victims.

I would encourage anyone who doesn't think s/he has any power or leadership to think about who they interact with on a daily basis. It had a big effect on me when I was asked to look at my spheres of influence; the people I had contact with. And then between [learning group] sessions having contact with a partner who asked me to reflect on some of those interactions over the past months was really helpful. It might not have had such a big impact on me to just go to the [learning] group sessions without the check-ins. They got me in the habit of thinking more about the opportunities.

EXAMPLES OF PUBLISHED LEADERSHIP

Two of our participants accepted an invitation to share their personal survival stories in the newsletter of one of our Project partner organizations. Speaking up and speaking out was a theme we were hearing from participants, and one indication of that theme are these published writings. [See "Cherri's Story" and "Jamie's Story" at **End Domestic Abuse Wisconsin in Coalition Chronicles VOL 32 No 2**. Web site: www.wcadv.org]

CLOSING THOUGHTS

Our intentions with the LLG initiative were:

- ✦ To affect systems (i.e., organizations, policies, practices, thinking and conversations) at the intersection of abuse and people with disabilities; and
- ✦ To foster community relationships and collaboration beyond the grant period.

We wanted to ensure to the greatest extent possible that the work to support victims and survivors with disabilities would continue and improve within our statewide organizations and among the organizations represented in our Project's pilot sites over the long term. As of this writing, both pilot sites are in transition, planning to continue when our grant period ends.

At a recent Chequamegon Bay Area Collaboration (CBAC) meeting, Project staff asked those present to identify what they thought we had done to support their group. We then asked who among them would be willing to step into those roles. Most of the initiators were participants from the LLG; they saw the opportunity and stepped forward. Some stepped forward with more confidence and others with hesitation and the awareness of their hesitation, yet with a commitment to assume more responsibility and leadership.

While partners in the learning group were aware that confidence would play a part in the leadership group, its prominence as a factor that ran throughout the initiative, and as an ongoing factor, cannot go unacknowledged. Stepping into leadership can put a person in a precarious position. We hope that we served the Leadership Learning Group participants well when we invested time in talking about creating allies, plan B thinking and how important it is to take good care of themselves.

We need to stop referring to CBAC and LINKED as pilot sites. Thanks in large part to the leadership of participants from the LLG, these are now free-standing and ongoing entities. They have committed themselves to continuing their groups when the Project's on-site, monthly technical assistance is no longer available. They are good people doing difficult work, and we are proud and grateful to have crossed paths and learned with them.

MOVING FORWARD: WHAT WE LEARNED AND HOW WE WILL USE IT

After Session Four, many participants said that being asked to answer questions randomly - to think on the spot - was an important practice, although uncomfortable. They reported feeling safe within the group. The factor of safety was raised by many participants about the group sessions and within the partner/participant relationships throughout the ten month period of this initiative. We wanted to better understand that quality of safety.

Four months after our final LLG session, members of our statewide collaboration gathered for our regular monthly meeting. As a reminder, this group includes all of the learning group partners and a couple of participants. They were asked why they thought this initiative succeeded and what contributed to the reported feelings of safety as reflected by the comments of invited participants. Collaboration members were asked to consider three factors:

1. How we brought people together;
2. Our content focus; and
3. Our methods of engagement.

Here are the factors they felt we should remember as we move forward:

- ✦ There was transparency in everything we did from the outset.
- ✦ The participant selection process was intentional. It proved beneficial to include participants from different parts of the state, with different roles and responsibilities, including survivors and individuals with disabilities.
- ✦ Everyone who agreed to participate had a pre-existing positive relationship with some or all of the partners. There already was trust. Almost everyone knew at least one other participant.
- ✦ Being personally invited to participate in this group by people who were known helped each potential participant acknowledge that others already saw leadership in them even though they might not yet see it in themselves. For many, it tapped their curiosity about what others saw in them.
- ✦ Participants came with a commitment to the work they were doing.
- ✦ By inviting conversation about leaders and leadership rather than rigidly defining either, there was a climate in which participants felt free to create definitions that suit them over time.

- ✦ Conversations about different kinds of leaders and examples of leadership enabled participants to realize they did not have to be someone they were not; they could find themselves stylistically as leaders.
- ✦ Participants were offered a non-judgmental context to think out loud. At the onset, partners acknowledged our need to consider differences in learning, experience, confidence and communication. All activities and presentations were planned with consideration to individual access.
- ✦ There were no 'gotcha' moments. People expected to be challenged and trusted us with their moments of confusion.
- ✦ Among the best decisions we made was to pair every participant with a partner for ongoing contact and support. While the anchoring questions did not prove to be as valuable as we thought going at the outset, the contacts between sessions were what held everything else together. These contacts were more personal, more private and individualized.

The success of this initiative was not based on one of these factors alone; these factors were interdependent. We are aware moving forward that another LLG will be different because the make-up of the group will be different. The flexibility with which we approached the entire process and our commitment to access, one person at a time, was a strong foundation. We note that this learning mirrors our Project's vision statement:

APPENDICES

Appendix A: Invitation

Dear (Name of Invited Participant):

On behalf of Wisconsin's Violence Against Women with Disabilities and Deaf Women Project (Project), we are asking you to be a part of an exciting and unique opportunity! I am writing to **invite you as one of only 19 individuals in Wisconsin selected to participate in our Project's *LLG Initiative***. Via linkages, skill building and leadership development, *LLG Initiative (Learning Group)* Participants will be engaged to infuse meaningful and authentic change within organizations, systems and communities through cultivating leadership within the intersection of disabilities and anti-violence efforts.

As a *Learning Group* member, you would commit to three actions:

1. attend and actively participate in up to four, one-day, large-group sessions involving all 19 participants over the next 12 months,
2. create and implement, with Project support, a Personal Development Action Plan; and
3. participate in monthly face-to-face/electronic/phone partnering dialogue opportunities with an assigned Partner from the Project.

To give you more of a flavor of what this commitment involves, described below is a more detailed description of what your commitment and this *Initiative* entails.

Initiative Overview: What You Would Be Committing To

Commitment #1: Participation in up to Four Full-Day Sessions from October 2012 – September 2013

Each of the four, one-day, large-group sessions will combine larger group training and facilitated conversations with smaller group dialogue. At the "kick-off" session, scheduled for October 10, 2012, all *Learning Group* Participants will engage in the following:

- strategic thinking regarding the intersection of disabilities and violence;
- exploration for themselves regarding the factors of and differences between organizational authority and personal authority (regardless of a person's title or role within their respective organization);
- individualized mapping of each Participant's "sphere of influence" and how this mapping relates to building alliances and goal setting within one's "Personal Development Action Plan;" and

- creation of an individual Personal Development Action Plan for each Participant.

To facilitate your involvement in these large-group sessions, the **Project will cover expenses for each Participant's mileage (at .485 cents per mile), lodging (one night per session) and meals (in accordance with DRW meal reimbursement rates)**. The location of each session has yet to be determined. Since most invited participants reside in Ashland, Bayfield, Barron, Brown and Dane Counties, we plan to select a north central Wisconsin location (e.g., Wausau area) to host these sessions.

We have set the dates for the large group sessions, and ask that you put these into calendars right away. The dates for the four large group sessions are:

- Session One: October 10, 2012
- Session Two: January 9, 2013
- Session Three: March 6, 2013
- Session Four: June 13, 2013

Commitment #2: Development & Implementation of Your *Personal Development Action Plan*

The Personal Development Action Plan focus is designed as an individualized tool and road map for each Participant to set goals regarding your leadership vision and how you might get there. The Plan that you develop will guide your participation in this *Initiative* through:

- Exploring considerations that impact your leadership vision:
 - Role within your organization;
 - Training needed;
 - Skills that you currently have or those that need enhancement or development;
 - Bringing forth your own excellence (versus comparisons to others);
 - Allies within your organization and/or community; and
 - Identifying methods or strategies for deliberate action, and taking action steps identified within each Participant's Personal Development Action Plan to reach identified goals.

Commitment #3: Monthly Dialogue with an Assigned Project Partner

As a Participant, you will be paired up with an assigned Partner from the Project Team to promote ongoing focus on the goals you identified in your action plan as well as to provide technical assistance and support throughout this *Initiative*. Whether through face-to-face

meetings, e-mail or telephone, you and your assigned Partner will commit to monthly discussions that will address the following:

- Status of your Personal Development Action Plan goals, and methods for achieving them – progress;
- Your experiences, both pragmatic and personal, related to your Personal Development Action Plan;
- Strategic planning for whatever steps are next for you as an emerging leader at the intersection of disabilities and anti-violence work;
- Discussion about how you keep growing (sustainability focus for keeping it all going); and
- Highlights of the intersection of disability and violence focus, including anything that would be helpful (training; practice).

The Project Partners will maintain monthly summaries of your Action Plan progress, challenges, and reflections via a *Legacy Log*. The *Legacy Log* documentation and monthly dialogue among Partners and Participants is intended to be used to gauge overall Participant progress, leadership and intersectionality strengths and challenges, and glean the progress of the overall *Initiative*. As you and your assigned Partner talk each month, we want to respect the mutual sharing that develops. In that vein, if there is information or discussion about anything that you want to remain confidential between you and your Project Partner, please feel free to state that directly to her/him. For each of us – Partners and Participants alike – safe and respectful dialogue is part of our personal and professional development, and we plan to honor that commitment.

We, the Project Team, are hopeful that you find this *Initiative* a unique opportunity that would result in your personal and professional development – in your current work and beyond. We recognize, too, that your involvement involves a time commitment that might require you to secure the approval of your Supervisor (or authorized representative) to participate.

Therefore, we have included on the next page a commitment statement that spells out the anticipated time involved for your participation in this *Initiative*. **To accept this commitment, you and your Supervisor will need to sign, date and return this statement to me via email (amyj@drwi.org) or fax (608-267-0368) no later than August 20, 2012.**

Please keep in mind that signing this statement is intended to commit you to participate in all listed activities. We, in turn, agree to uphold our Project's commitment to engage fully with you throughout this endeavor, and to pay for *Initiative*-related travel expenses for your attendance at the large-group sessions.

So, please join us as partners in this *LLG Initiative!*

Sincerely,

Amy E. Judy
Project Coordinator

Wisconsin's Violence Against Women with Disabilities and Deaf Women Project: *A Collaboration of Disability Rights Wisconsin (DRW), Wisconsin Coalition Against Domestic Violence (WCADV) and Wisconsin Coalition Against Sexual Assault (WCASA)*

Project Team members:

- Amy Judy, Joan Karan, Mark Sweet and Karen Lane: Disability Rights Wisconsin
- C.J. Doxtater: Wisconsin Coalition Against Domestic Violence
- Pam Malin: Wisconsin Coalition Against Sexual Assault

LLG INITIATIVE: PARTICIPANT COMMITMENT STATEMENT

Participant Name: _____

Participant Title/Role: _____

Participant Organization Affiliation: _____

Participant Phone Number: _____

Participant Email Address: _____

Wisconsin's Violence Against Women with Disabilities and Deaf Women Project, through Disability Rights Wisconsin as the lead agency for this Project, commits to cover travel-related expenses for each Participant's mileage (at .485 cents per mile), lodging (one night per session) and meals (in accordance with DRW meal reimbursement rates) to attend the large-group sessions. We also commit to engaging fully with you as an *Initiative* Participant to achieve the goals you identify within your Personal Development Action Plan.

In accordance with my signature below, I commit to participate and engage fully in **all activities** of the Project's *LLG Initiative* as outlined below:

1. **Attend and actively participate in up to four, one-day, large-group sessions** involving all 19 participants over the next 12 months.
 - a. Anticipated time commitment: 4 full work days; 4 overnights; 4 partial days of travel to and from session location.
2. **Implement**, with Project support, **a Personal Development Action Plan**.
 - a. Anticipated time commitment: while the actual time commitment is dependent upon what the Participant identifies as her/his goals and action steps, we approximate at least two (2) hours per month.
3. Participate in **monthly face-to-face, email or phone-based partnering dialogue opportunities** with an assigned Partner from the Project.
 - a. Anticipated time commitment: 30-60 minutes per month.

My Supervisor (or authorized representative) also agrees to my involvement as a full Participant in this *LLG Initiative*, as evidenced by the signature below.

Participant

Date

Participant's Supervisor (or Authorized Representative)

Date

Appendix B: Session One Agenda

Leadership Learning Group Initiative -- Session One Agenda

8:30-9:30 am	Welcome and Introductions Why a learning group about leadership?
9:30-10:30 am	Let's Talk About "Authority" Discussion about personal versus organizational authority
10:30-10:45 am	Break
10:50-11:40 am	Mapping Your Sphere of Influence Exercise to actively think about and map your own sphere of influence
11:40 am-1:00 pm	Lunch (on your own) Cafeteria next door in main UWMC Building
1:00-2:45 pm	Setting the Stage for Relationship-Based Leadership This part of the day involves facilitated discussion about the skills that leaders bring to their focus and work
Break	Individualizing <u>Your</u> Personal Development Action Plan Each participant develops her/his own plan that will set goals and explore considerations that impact <u>your</u> leadership vision.
3:00-3:30 pm	Participants Meet with their LLG Partner
3:30 pm	Adjourn

Appendix C: Partnerships

Leadership Learning Group Initiative Partnerships (2012)

Partner: C.J. Doxtater, WCADV

Participants: April Kieler, Rice Lake Office, DRW; Nicole Sengkhammee, Catholic Charities, LINKED

Partner: Mark Sweet, DRW

Participants: Cherri Stilwell, Genesis 1990, CBAC; Hiedi-Beth Burns, Bad River Tribe Domestic Abuse Program, CBAC; Colleen Cox, Madison Office, WCADV; Byia Martin, Options for Independent Living, LINKED

Partner: Karen Lane, DRW

Participants: Kim Marble-Follis, CASDA-Washburn Office, CBAC; Christa Grande, New Day Shelter, CBAC

Partner: Pam Malin, WCASA

Participants: Trishla Shah, Milwaukee Office, DRW; Phyllis Greenberger, Madison Office, DRW

Partner: Joan Karan, DRW

Participants: Diane Wolff, Madison Office, WCADV; Pennie Meyers, Madison Office, WCASA; Jenny Felty, New Horizons North, CBAC

Partner: Amy Judy, DRW

Participants: Jamie Stephany, Wise Women Gathering Place, LINKED; Barb Flynn, Red Cliff Tribe Family Violence Prevention Program, CBAC; Ian Henderson, Madison Office, WCASA

LINKED	=	Brown County Collaboration
CBAC	=	Chequamegon Bay Area Collaboration
DRW	=	Disability Rights Wisconsin
WCADV	=	Wisconsin Coalition Against Domestic Violence
WCASA	=	Wisconsin Coalition Against Sexual Assault



Wisconsin's Violence Against Women with Disabilities and Deaf Women Project

In the fall of 2002 Disability Rights Wisconsin (DRW) was awarded a two-year Education and Technical Assistance Grant to End Violence Against Women with Disabilities by the Office on Violence Against Women (OVW), U.S. Department of Justice. Since 2002, the Wisconsin Project is the only project nationally that has been awarded funds since the inception of the federal Disabilities Grant Program. This fact speaks to the strength of our collaborative efforts statewide and with the pilot communities to enhance services for victims/survivors of violence

who have disabilities.

Collaborative

While DRW serves as the lead agency, this Project's mission and activities are founded on collaboration among three statewide organizations: Disability Rights Wisconsin (DRW); Wisconsin Coalition Against Domestic Violence (WCADV) and Wisconsin Coalition Against Sexual Assault (WCASA). With increasing recognition of the prevalence of violence committed against people with disabilities, our collaboration recognizes that no organization alone can address the complexities and challenges of sexual assault (SA), domestic violence (DV) and stalking committed against individuals with disabilities.

Project Emphasis and Pilot Sites

We are committed to forging a person-centered approach to safety and accessibility through supporting victims/survivors with disabilities and Deaf, community-based disability, tribal and non-tribal domestic violence (DV) and sexual assault (SA) service agencies, and broader community systems by affording opportunities to explore issues more deeply with the goal of creating more effective responses to the identified needs of organization and systems capacity building, enhanced collaboration, and equal access to services and support for victims/survivors with disabilities and Deaf victims/survivors. The Project works closely and collaboratively with two pilot sites:

1. *Chequamegon Bay Area Collaboration*: a cross disability and anti-violence collaboration in Ashland and Bayfield Counties; and
2. *L.I.N.K.E.D. (Living in Nonviolent Kinship Embracing Diversity)*: a multi-cultural, cross disability and anti-violence collaboration in Brown County.

Our Collaborative Project Vision

Women with disabilities and deaf/Deaf women who experience sexual assault and/or domestic violence will be supported by people who have actively prepared for access and who think about the meaning of respect one woman at a time.

2012-2013 Project Initiatives

Project efforts will infuse concrete strategies within and among organizations within our state-level collaboration and pilot sites to build capacity and long-term organizational and systems change to benefit victims/survivors with disabilities. Our **goal** is to infuse strategies that actualize our collaborative vision, make it sustainable and ensure its impact is not dependent on just one person within an organization both at the statewide and pilot site levels. Our **objective** is to create *thinking organizations* so that all points of contact with individuals who have disabilities and are victims/survivors of violence reflect our collaborative vision.

Two Overarching Initiatives

LEARNING GROUP INITIATIVE

The Group will encompass a dynamic, ongoing learning and skill building program to equip leaders for systems change work. This initiative entails the following key components:

1. Opportunities for building skills and capacity to effectively support and serve victims/survivors with disabilities from a trauma-first perspective that implements and infuses our collaborative vision;
2. Leadership skills and substantive information for infusion within Group Leaders' respective organizations and communities; and
3. Materials/curricula and guidance that reflects variability to the cultural and service orientations of Group Leaders and provides tools to infuse core leadership skills and substance within their respective organizations and communities.

STATEWIDE COLLABORATION IMMERSION AND INFUSION INITIATIVE

DRW, WCADV and WCASA seek to deliberately infuse our collaborative vision within our respective organizations. Individuals from each of our respective statewide organizations who have not yet been involved with Project activities will participate in the Leadership Learning Group, resulting in broader organizational infusion and immersion. Also, opportunities will be developed to create and/or refine organizational policies and procedures, and provide the foundation for systems change among the varied networks in which we participate statewide.

For more information about this Project please contact:

Amy Judy, Project Coordinator, Disability Rights Wisconsin

608- 267-0214 (Voice) 888- 758-6049 (TTY/TextNet)

amyj@drwi.org (Email) www.disabilityrightswi.org (Web site)

This Project was supported by Grant No. 2011-FW-AX-K008 awarded by the Office on Violence Against Women, U.S. Department of Justice. Points of view in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

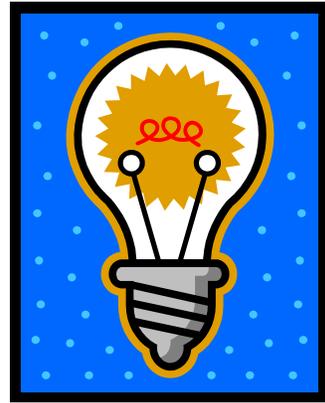
Wisconsin's Violence Against Individuals with Disabilities and Deaf Project



Relationship building



Collaborative connections



Freethinking



Action planning & technical assistance



Logistical support

Training



Connection & consultation



Resolving barriers together

Common Acronyms and Phrases

OVW	Office on Violence Against Women within the US Department of Justice
DOJ	US Department of Justice
Vera	Vera Institute of Justice's <i>Accessing Safety Initiative</i> (national technical assistance provider to Disability grantees)
VAWA	Violence Against Women Act
VAWA 5	Shorthand description of fifth Wisconsin Disabilities Collaboration Grant
SA	Sexual Assault
SASP	Sexual Assault Services Provider
DV	Domestic Violence
WCASA	Wisconsin Coalition Against Sexual Assault
WCADV	Wisconsin Coalition Against Domestic Violence
DRW	Disability Rights Wisconsin
CBAC	Chequamegon Bay Area Collaboration -- Ashland Area Pilot Site
LINKED	Living in Nonviolent Kinship Embracing Diversity -- Brown County Area Pilot Site
TIC	Trauma-Informed Care
Red Cliff	Red Cliff Band of Lake Superior Chippewa
Bad River	Bad River Band of Lake Superior Chippewa
TA	Technical Assistance
DD	Developmental Disabilities
TBI	Traumatic Brain Injury
MH	Mental Health

Appendix C: Leadership Power Point

LEADERSHIP

"Leadership is a relational and ethical process of people together attempting to accomplish positive change." *Susan R. Komives, Nance Lucas, & Timothy R. McMahon Exploring Leadership: For College Students Who Want to Make a Difference (2nd ed.)*

"Leadership is the ability to influence individuals or groups to think, feel and take positive action to achieve goals." *Capezio, P., & Morehouse, D. (1997). Secrets of Break-through Leadership.*

"Leadership is a reciprocal relationship between those who choose to lead and those who decide to follow." *Kouzes, J.M., & Posner, B.Z. (1987). The Leadership Challenge.*

AUTHORITY

Authority is seen as the right of a person to exercise influence or the right to make decisions, to carry out actions, and to direct others.

→What does authority have to do with leadership?

Two types of AUTHORITY:

- ORGANIZATIONAL/POSITIONAL AUTHORITY:
 - Based on one's position and responsibility in the work place
- PERSONAL AUTHORITY:
 - Standing a person has with others due to character and abilities
 - Unofficial but most powerful

→Can you think of examples of instances when you have had personal authority?

→Why do you think others granted you personal authority in these instances?

→ Personal authority is granted based on characteristics/traits/behaviors that a person possesses.

→ What traits/characteristics/behaviors do you notice in people who are leaders?

→ A leader's influence has less to do with their position or title than it does with the life that they live. *Proverbs 17.2*

Appendix D: Spheres of Influence Handout

Your Sphere of Influence

Your Organization:

- _____
- _____
- _____

Community Contacts:

- _____
- _____
- _____

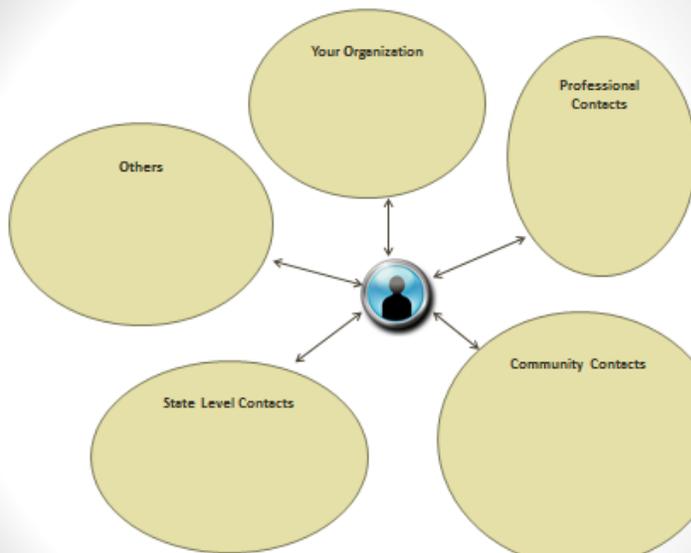
Professional Contacts:

- _____
- _____
- _____

State Level Contacts:

- _____
- _____
- _____

Others:



Appendix E: Relationship-Based Leadership: Leadership Activities Menu

Leadership...

⇒ can't be practiced alone

⇒ is social – it can only occur with others

You can't lead unless someone is willing to join with you and/or your ideas.

↳ Why would they?

Relationship-Based Leadership (it's how you bring yourself)

What are 'leaders' good at?

Creating Allies

Clarifying Issues, Making Plans

Putting a plan in action while understanding their leadership role

Plan B Thinking

➔ **Leadership Activities Menu**

Activities *What Skills do leaders bring?*

Creating Allies

What do people who have strong allies do to create them?

Clarifying Issues: Making Plans

How do some people effectively help others to focus, clarify issues and consider what might be done?

Putting a plan in action while understanding their leadership role

What do people do to implement a plan while keeping people and issues sufficiently energized?

Plan B Thinking

If at first... "now what" skills?

Remember...it's how you bring yourself

Your Personal Development Action Plan

From the Leadership **Activities** Menu...

- Creating Allies
- Clarifying Issues, Making Plans
- Putting a plan in action while understanding your leadership role
- Plan B Thinking

... which seem most significant at this time?

... where might you want to focus & why?

From the *What Skills do Leaders Bring* menu, related to the activity(ies) you selected, which skills would you like to develop or feel more confident about... and why?

How would you prioritize your selections of activities and skills so they seem achievable to you? Consider your current spheres of influence and points of contact.

Leadership Activity: **CREATING ALLIES**

> *what do people who have strong allies do to create them?*

- ___ ask questions to convey that you (want to) understand – speak and listen
- ___ be interested in others – be curious
- ___ find common ground (and explore points of disagreement where you might learn what matters to someone else)
- ___ balance – share responsibility (ask for assistance and offer it)
- ___ take the time to create relationships / alliances
- ___ get to know the person beyond one context
- ___ initiate and invite contact
- ___ be non-judgmental
- ___ encourage others
- ___ do what you say you're going to do (be dependable, reliable)
- ___ be open to something new, something different than what you thought (originally)
- ___ (make an effort to) understand what is being said
- ___ be honest and trustworthy
- ___ look for and respect what someone else has to offer

- ___ share success, decision making, and strategy development
- ___ be approachable in what you say (and how you say it), as well as in your nonverbal (actions and presence)
- ___ make thoughtful decisions about where, when and with whom you want to be open and approachable (some boundaries are necessary)
- ___ understand your role and get (yourself) ready to do what it takes to be an ally
- ___ (be prepared to) give up control of ideas and being in charge
- ___ be willing to take risks (e.g. to have a request turned down, to make mistakes)
- ___ push out of your comfort zone, make yourself vulnerable
- ___ accept others where they are – be flexible and adaptable with others

Leadership Activity: CLARIFYING ISSUES, MAKING PLANS

> how do some people effectively help others to focus, clarify issues and consider what might be done?

- ___ be clear in understanding the goal
- ___ share information about what you're thinking (and what you know)
- ___ ask questions (even when you think you understand) – try not to operate from assumptions
- ___ reiterate (main points or concerns) to clarify and bring people together
- ___ (invite expansion) "talk more about that..."
- ___ synthesize what has transpired
- ___ be patient while actively listening to understand
- ___ recall your concerns and what you want to accomplish (in order to stay on track)
- ___ approach the same issue from different angles
- ___ consider when it's OK to "agree to disagree" (without sacrificing essential values – e.g., is the disagreement about methods or desired outcomes?)
- ___ consider pacing - when it's time to say "let's move on" or to slow things down
- ___ keep a clear thread (about the desired outcome) throughout interactions

Leadership Activity: PUTTING A PLAN IN ACTION WHILE UNDERSTANDING YOUR LEADERSHIP ROLE

> what do people do to implement a plan while keeping people and issues sufficiently energized?

- ___ create enough structure to gather and focus energy
- ___ remember that leadership is a social activity – stay aware of pace in relation to the people involved and the goal
- ___ delegate – share responsibility
- ___ facilitate to elicit ideas
- ___ stay focused (try not to be distracted by tangents); acknowledge and make note of other concerns by saving them “in the parking lot” (and remembering to address them at another time)
- ___ summarize points of agreement in writing
- ___ check in with allies; agree on easiest ways to make contact;
- ___ ask whether allies have what they need to do what they agreed to do, offer encouragement and other kinds of support
- ___ have relationships and context (of shared goals) as the foundation for work
- ___ be authentic in sharing leadership
- ___ think about your role as a leader
- ___ when there is disruption or lack of follow-through – follow-up individually to find out what’s happening (and how you might work better together)
- ___ engage a group to devise best ways to operate (for all concerned)
- ___ be open to ambiguity (in the process) in the context of an agreed outcome
- ___ recognize (and look for) the individual strengths of others

Leadership Activity: PLAN B THINKING

> if at first... 'now what' skills?

- ___ anticipate the “what ifs”
- ___ think about other possibilities (to achieve a desired goal)
- ___ have a strong vision of the desired outcome with varied options in how to achieve it
- ___ know and talk with those around you about the inevitability of change; support others not to be rattled by it
- ___ redefine your success – progress is not “all or nothing”
- ___ be prepared to reframe goals and accomplishments
- ___ remember: “it’s the journey”

Appendix F: Emotional Intelligence Handout

Emotional Intelligence – Daniel Goleman

- **Self-Awareness:** knowledge of your moods, emotions & drives; their effects on others
- **Self-Regulation:** suspending judgment; adjusting impulses; thinking before acting
- **Motivation:** propensity to pursue goals with energy & persistence
- **Empathy:** understanding the emotional makeup of others
- **Social Skills:** ability to find common ground & build networks

Appendix G: Personal Development Action Plan Worksheet

RELATIONSHIP-BASED LEADERSHIP

Leadership ACTIVITIES Menu:

What SKILLS do leaders bring?

CREATING ALLIES

e.g., what do people who have strong allies do to create them? What skills?

CLARIFYING ISSUES; MAKING PLANS

e.g., how do some people effectively help others to focus, clarify issues and consider what might be done? Skills?

PUTTING A PLAN IN ACTION WHILE
UNDERSTANDING YOUR LEADERSHIP
ROLE

e.g., what does it take to implement a plan while keeping people and issues sufficiently energized? Skills?

PLAN B THINKING

e.g., *if at first...* "now what" skills?

PERSONAL DEVELOPMENT ACTION PLAN

From the *Leadership Activities* menu, which activities seem most significant for you at this time?
Where might you want to focus and why?

From the *What Skills do Leaders Bring* menu, related to the activity or activities you selected, which skills would you like to develop or feel more confident about ... and why?

How would you prioritize your selections of activities and skills so that they seem achievable to you? Consider your current sphere of influence and points of contact.

Appendix H: Anchoring Questions for Monthly Partner & Participant Discussions

Here are some examples of anchoring questions.

Anchoring questions or topics are those that someone learns to anticipate from you. With anticipation, there is prior thinking. The context would be to ask and listen, keeping in mind the participant's Personal Development Action Plan goals.

Q: What was your **intention or purpose** (with this contact)?

Q: **What happened?** (Listening for an accurate report vs. a characterization)

Q: **What influences or understandings** might be guiding your contact?

Q: **What might have influenced you** before and during the interaction (personal, historic or organizational factors) Are these influences helpful or distracting?

Q: How did you **take care of yourself**?

Q: **How did you continue with or adjust** your intention or methods?

Q: If you were starting over with this person/group, how would you **participate differently; what might have helped given your intention or purpose?**

Appendix I: Session Two Agenda

- 8:30-9:00 am** **Welcome and Introductions**
Facilitated by C.J. Doxtater
- 9:00-9:45 am** **Check-In For Anyone Who Wants To Speak – Participants & Partners**
What have you been noticing from a leadership perspective since the last meeting about yourself, about others, and about factors that are helpful and not so helpful?
Facilitated by Pam Malin
- 9:45-10:00 am Break**
- 10:00-11:30 am** **Intentional / Mindful Communication**
*Any time there are two people there is the possibility of disagreement or misunderstanding. **Intentional / Mindful** communication is different from casual conversation. It is not enough to talk. Being intentional or mindful means thinking about where, when, why, with whom and how you engage. Being intentional also involves how you take care of yourself when you don't get the interest or responses you wanted and how you move forward.*
Facilitated by Mark Sweet
- 11:30 am-12:30 pm** **Lunch (on your own)**
Cafeteria next door in main UWMC Building – cash only
- 12:30-1:45 pm** **Guided Conversations at the Intersection of Disabilities & Violence**

Part 1: Large Group Conversation of the Intersection of Disabilities and Violence
Facilitated by Amy Judy

Part 2: Partnerships Meet in Small Groups to Address Guiding Question

If the leadership activities/skills that you're working on are not already focused on the intersection of people with disabilities and violence, how could you begin to focus in that direction?

1:45-2:00 pm

Break

2:00-3:15 pm

Legacy Log Development and Interviews

An aspect of the Leadership Learning Group Initiative involves development of a "Legacy Log." We have envisioned this "Log" as a document that is intended to tell a story – each of your stories, through highlighting some of the lessons you feel you have learned, and any shifts you have had in your thinking or practice related to relationship-based leadership and the intersection of disabilities and violence.

Facilitated by Joan Karan

3:15-3:30 pm

Parting Thoughts

Facilitated by Amy Judy

3:30 pm

Adjourn

Appendix J: Intentional/Mindful Communication Power Point

INTENTIONAL / MINDFUL COMMUNICATION

Leadership Group of Learning & Infusion
Session 2
January 9, 2013

Consider

- ⇒ **Your natural tendencies**
when unwanted 'events' occur
- ⇒ Whether these natural tendencies are
your best leadership practices

⇒ **The Luxury to Characterize Ourselves**

I care *I'm compassionate*
I listen *I have empathy*
I'm helpful *I'm respectful*
I've been doing this for a long time

⇒ How would s/he – your potential ally – characterize you?

**THE INTENTION TO BE (...helpful...)
IS NOT ALWAYS EXPERIENCED
AS (...help...)**

to be: *informative*
 inviting
 caring
 respectful
 safe
 inclusive

INTENTIONAL Communication
= Interacting with Purpose

- You Want
 - ✓ to be taken seriously
 - ✓ to be understood
 - ✓ to feel safe & respected

- So does the other person

⇒ **We Communicate because**

- we want
- we don't want
- we think... feel...

You & __ (both) **want** an outcome

⇒ **Wanting** creates **Energy**

- ↳ Energy can be expressed
 - __ skillfully (with intention)
 - __ unskillfully

What do you wish s/he would not say or do?

When you notice "it" – the event

→ what thoughts? _____

→ what sensations? _____

→ what emotions? _____

(automatic tendencies)

What happens **to your intention?**
to the relationship?

IN Conflict someone has to win
Working WITH Conflict (Intentionally)
=/= Winning

→ **Working with conflict**

= trying to **be influential**
assertive vs. aggressive

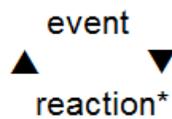
= allowing yourself to **be influenced**
understand vs. surrender

= a **respectful, safe relationship**

□ How do these factors affect your comfort?

- appearance & hygiene
- language & fluency
- attitude
- beliefs, traditions, practices
- cognition, processing
- not like me, unfamiliar

A Reaction Cycle

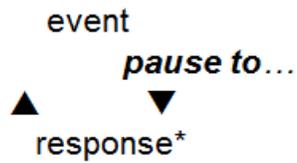


** habitual, anticipatory, generalized*

➔ What might be keeping you reactive?

T or F: We look & listen to confirm
what we already think & believe?

A Response Cycle



pause to... take care of yourself
& to consider more than "it"

*Response = With Intention to...

Intentional (mindful) **Communication** means...

...being **Aware** of your **Thoughts, Sensations & Emotions** while you are experiencing them

...being Aware that your communication partner has her/his own thoughts, sensations & emotions

- When I'm off (*tired, rushed, frustrated, irritated, confused, angry...*)
sometimes I _____

→ *Just be yourself.*

Good advice for you?

- Possible sources of conflict

➤
➤

Wanting Energy

○ → ← ○ /\ → ← /\ /\ → ← /\	○ → ○ /\ ← /\ /\ → /\
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○ ↗ ↗ ○ /\ /\ /\ ↘ ↘ /\	<input checked="" type="checkbox"/> ○ → ○ /\ ← /\ /\ → /\
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- Pauses, Questions, Consideration

Intentional Strategies

- ⇒ **Let distracting events remind you**
of your original intention
 - ▶ transform 'events' into signals
- ⇒ **Acknowledge** the part that's true
- ⇒ **Invite:** *please say more about ...*
- ⇒ **Clarify:** *do you mean ...*
- ⇒ **Summarize:** *if I'm understanding ...*
- ⇒ **Focus:** *help me understand ...*
or *how will this help ____, given ...*

Assume Less, Consider More

about what this person you want to engage

- ▶ might understand about ...
- ▶ might be trying to accomplish...
- ▶ might need or want

Sender ↔ Message ↔ Receiver

- **What** is my message; my intention?
- **Who** should receive it?
- **How** can I present it?
- **When** might be a good time?

- What can I expect? Then what?
- How will I take care of myself?

- To enhance my role as a leader**
in the intersection of individuals with
disabilities & violence,

**what can I practice doing
more often or differently?**

I will try to

Appendix K: Guided Conversations at the Intersection of Disabilities and Violence Power Point

Leadership Group

Overarching purpose:

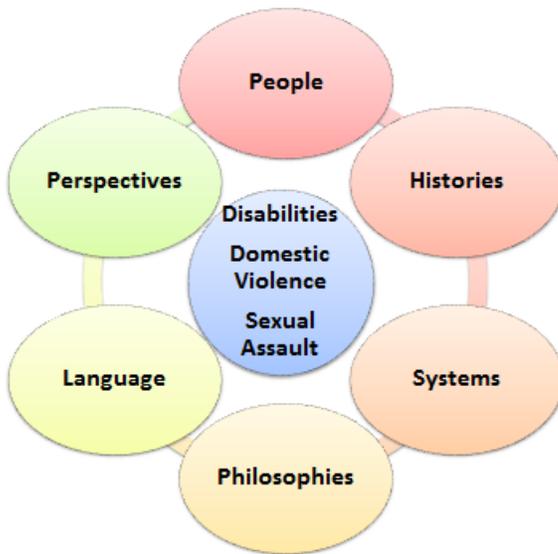
- cultivating leadership within the intersection of disabilities and anti-violence efforts via infusion among emerging leaders, and
- fostering long-term sustainability through personal leadership development.

The Intersection

What does it *really* mean to think about and act at the intersection of interpersonal violence and disabilities?



Intersection



“Intersectionality”

- We are one and many things at the same time.
- The lens or perspective we use in our interactions impacts our thinking and our actions.
- Intersectionality highlights barriers that arise from the lens (perspective) we employ.
- Beware of siloes!

Opportunities...

What opportunities have come up for you?



Opportunities at the Intersection



- Individually in your current role or life situation....
- As an emerging leader in your community or organization....

Individual Action Plans...

If the leadership activities/skills that you're working on are not already focused on the intersection of people with disabilities and violence, how could you begin to focus in that direction?

Appendix L: Legacy Log Development Conversation

Step One: Identify whose Legacy Log is being described.

Step Two: Talk about your answers to these questions...

Why does this work in the intersection of people with disabilities and abuse matter to you?

What's the story of how you got here?

Step Three: Share your thoughts about the following...

Since we started focusing on leadership, how has your idea of leadership and what it takes to inhabit that role been changing?

How has your view of yourself as a leader, as an influential person, been changing?

So far, what have you learned has held you back or interfered with you taking a greater leadership role?

Given the learning objectives you've named so far, what do you think you want or need to make progress as a leader in the intersection?

Appendix M: Session Three Agenda

8:30-8:45 am *Welcome* (Amy)

Within a relationship-based leadership framework, today is an opportunity to intentionally practice asserting yourself, holding back, trying to better understand another person's POV, and thinking about what it takes to create allies.

8:45-9:15 am *Group Discussion: Responding within Your Sphere of Influence* (Karen)

Some of us think of ourselves as leaders and as people with the intention to be influential. Others try to lead or be influential in certain contexts. Still others are trying on those roles. Consider your job or day-to-day interactions with family, friends, colleagues, neighbors and community members. We don't always need extra time to be influential; we just have to think about how we use the opportunities that present themselves. At the end of Session 2 you were invited to think about the following questions:

- ▶ Who looks to you for guidance, insight, opinion, direction?
- What have you noticed about how you are using those opportunities differently?
- Have you had any interactions that reflected the influence you've had & felt good?

Think about this question as we move through the day:

- ▶ Are you using and widening your sphere of influence as much as you want to?

9:15-10:00 am *Intentional Communication Practice* (Pam)

During Session 2, we talked about *Intentional and Mindful Communication*. Some of the **intentional communication strategies** we talked about were:

- ▶ **Acknowledging** the part that's true
- ▶ **Clarifying** – *do you mean...*
- ▶ **Focusing** – *how would this be helpful for...*
- ▶ **Inviting** – *please say more about...*
- ▶ **Summarizing** – *If I understand...*

During this segment, you'll have an opportunity to practice some of these strategies. Find a conversation partner. Talk about a current event (e.g., attending CCR meetings, asking a co-worker to develop a guide for survivors, planning an event, trying to get staff to invest in a new way of thinking about our work, other...). As your conversation partner talks about a situation, **your role is to make intentional decisions about how you interact:**

- ▶ when you talk & when you listen;
- ▶ what you listen for; and
- ▶ what you say and ask.

10:00-10:15 am *Break*

10:15-10:45 am *Reflections from Intentional Communication Practice* (Joan)

Those who shared their experiences:

- ▶ **please talk about how your communication partners affected or influenced you both helpfully and not – be specific.**

Those who were practicing being intentional in what you said:

- ▶ please talk about what it was like to think not only about what the speaker was saying but about what you said and did not say.
 - What prompted you to speak up, hold back, make a suggestion, offer an opinion, and/or ask a question?
 - **What did you notice about yourself and your process of making intentional decisions?**

10:45am-Noon *Intentional Decisions and Next Steps* (Mark)

Sometimes, we find ourselves in situations that are difficult and don't know what to do. What would an effective leader do if...

- ▶ During a planning meeting (about anything) no one was talking about access – physical, materials, intellectual, safety, etc.?
- ▶ Someone was talking in frustration and you heard: *she'll just go back to her abuser; she puts herself in same position over and over; she's making a choice?*
- ▶ While facilitating a meeting, two people were having a side conversation while the meeting is in progress?
- ▶ Other examples of difficult situations: what you said you wish would not happen?

What factors would you consider when trying to decide what to do, and why?

Noon-1:00 pm *Lunch (on your own)*

1:00-2:00 pm *Opportunities to be Influential (C.J.)*

In the large group, think of a recent situation when you thought later, *I could have... I should have... I should not have...or I wish I had....* Imagine you can have a do-over. Please talk about what you would do differently and why.

2:00-2:15 pm *Break*

2:15-3:00 pm *Legacy Log Conversations (C.J.)*

In pairs, have a conversation about the following:

- ▶ Describe what you thought about today that you want to remember;
- ▶ Talk about why this is important for you to remember and practice;
- ▶ Describe situations in which you feel certain that you can practice this act of leadership/influence.

3:00-3:30 pm

Large Group Reflections from Legacy Log Conversations & Closing (Amy)

- ▶ What did you identify for yourself as a thought or practice that you want to carry forward? Partners, in their monthly check-ins, will follow-up with you.

- ▶ Is there anything you want us to focus on during Session 4?

- ▶ Other comments or reflections about the day and the work we do together?

Next/Final Leadership Learning Group Session: **Wednesday July 31, 2013.**

Appendix N: Intentional Communication Practice

Intentional communication strategies:

- ▶ **Acknowledging** the part that's true
- ▶ **Inviting** – *please say more about...*
- ▶ **Clarifying** – *do you mean...*
- ▶ **Summarizing** – *If I understand...*
- ▶ **Focusing** – *how would this be helpful for...*

During this segment, you'll have an opportunity to practice some of these strategies.

Find a conversation partner.

Talk about a current event (e.g., attending CCR meetings, asking a co-worker to develop a guide for survivors, planning an event, trying to get staff to invest in a new way of thinking about our work, other...).

As your conversation partner talks about a situation, **your role is to make intentional decisions about how you interact:**

- ▶ when you talk & when you listen;
- ▶ what you listen for; and
- ▶ what you say and ask.

Appendix O: Intentional Decisions and Next Steps Power Point

Intentional Decisions & Next Steps

- ▶ creating allies ▶ clarifying issues
- ▶ making plans ▶ plan B thinking
- ▶ understanding your leadership role

“Leadership is the ability to influence individuals or groups to think, feel and take positive action to achieve goals.”

But what if...

What you wish you wouldn't hear or see:

<i>We can't...</i>	<i>We're not allowed to...</i>
<i>I know, I know</i>	<i>You don't understand.</i>
<i>But,</i>	<i>In my opinion...</i>
<i>No offense</i>	<i>Uh huh.</i>

- What if people:
 - spin or sell a position?
 - are repetitive or emotional?
 - characterize me?
 - criticize others publicly?
 - interrupt?
 - point a finger at me?
 - change their tone & posture?
 - use their phones?
 - counter criticism?
 - move their lips as though they're rehearsing i.e., not listening?
 - don't consider the POV of the victims/survivor with a disability?
- don't support me?

- With Intention or By Default

We teach, influence & demonstrate qualities of leadership or something else

- response vs. reaction
- assertiveness vs. aggression
- "teaching" vs. telling
- your conviction based on learning & experience vs. her/his learning & experience so far

You're in a meeting with 6 other people whose thinking you want to influence. Your supervisor tells you that you have to sign paperwork that will violate a person's confidentiality and possibly breach the trust she has with you. (Some of you might fear that leaked information will put this person's safety in jeopardy.)

What reactive Thoughts?
Sensations?
Emotions?
How do you settle yourself?

- What factors do you think about when trying to decide what you will do?
- What is your intention?
- Possible considerations:

After lunch: Opportunities to be Influential

Think of a recent situation in which the leader in you would want a “do-over.”

Opportunities to be influential

- ▶ Describe a situation for which you would like a “do-over?”
- ▶ What was your intention or purpose? (notice if you didn’t have one)
- ▶ What was influencing you during the situation you described?
- ▶ What happened; what did you do?
- ▶ With a do-over and the intention to be influential, what would you do differently and why?

Appendix P: Session Four Agenda

8:30-8:45 am *Welcome* – Large Group (Pam)

8:45-9:45 am *How Far We've Come* – Large Group (Mark)

Together, we will reconsider and discuss some of the key concepts and skills covered within the Leadership Learning Group sessions that might hold more meaning for you now than they did at the beginning. The concepts we will reconsider include:

- ★ relationship-based leadership (generally);
- ★ positional versus personal authority;
- ★ spheres of influence; creating allies;
- ★ “Plan B” thinking;
- ★ opportunities to be influential;
- ★ intentional communication and decision-making; and
- ★ relationship-based leadership at the intersection of disabilities and violence.

9:45-10:00 am **Break**

10:00-11:00 am *Where to now?* – Individually (Mark)

Think about something tangible to take away from the Learning Group experience at its closure. Participants will have to be intentional about how to continue the LLG work and their own thinking about and acting on leadership:

- ★ What will you undertake in this regard over the next few (2-3) months?
- ★ What could you do to encourage yourself to think about and practice leadership and the skills we have explored in this Group?
- ★ What is your plan for building time into your work day for reflection?
- ★ How will you continue to build the collective capacity of your organization and community at the Intersection of disabilities and violence?

Write down your plan. Consider the feasibility of carrying out what you plan, and describe a few steps you agree to undertake to remind you of your commitment to these actions!

11:00-11:30 am *Future Plans and Actions: Connecting for Support and Inspiration – Pairs (C.J.)*

Pair up with another Participant who you intend to communicate with after the Leadership Learning Group concludes today. Share and talk through the plans that you developed to continue your leadership development at the intersection of disabilities and violence. Discuss with each other what would help keep you on track, inspire you, and ensure that what you have learned here results in causing a ripple effect with others that you encounter from this point forward. Schedule opportunities to “check-in” with each other in August and September about the progress you’ll have made and the obstacles you might have encountered.

11:30-11:45 am *Sharing Plans and Partnering for the Future (C.J.)*

11:45 am-12:45 pm Lunch (on your own)

12:45-1:15 pm *Relationship-Based Leadership within a Group Setting: Strategic Thinking – Large Group (Amy)*

How one goes about influencing a group is different from influencing an individual. Relationship-based leadership in the context of group dynamics and group process requires learning about and practicing skills related to facilitating dialogue and strategic thinking. *Strategic thinking* involves being reflective about what you’re doing and understanding how what you do and what you say affects others individually and as a group.

At the intersection, we bring together different disciplines – disability and anti-violence organizations and systems. Strategic thinking helps to navigate and ultimately bridge the inherent divergence that exists among group participants who often don’t share common language, philosophies, values, organizational structures, and operations.

We’ll discuss five attributes of effective strategic thinking, and we’ll learn skills to practice that will enhance your strategic thinking. The five attributes J.M. Liedtka describes for effective strategic thinking involve:

1. *Understanding the big picture:* understanding the implications of strategic actions from a systems perspective;
2. *Promoting group focus:* allowing individuals within a group (or organization) to “marshal and leverage their energy, focus attention, resist distraction, and concentrate for as long as it takes to achieve a goal;”
3. *Thinking in time:* holding the past, present and future in mind at the same time to create better decision-making and support effective implementation;
4. *Fostering a dynamic process:* ensuring that both creative and critical thinking are a part of the process; and
5. *Remaining flexible:* responding to opportunities versus following a strategy in a vacuum.

1:15-1:45 pm *What’s Your Sentence?– Individually (Karen)*

Each participant will develop a one-sentence autobiography that reflects what this Leadership Learning Group experience has meant to and resulted in for you.

1:45-2:00 pm **Break**

2:00-2:30 pm *Sharing Our Autobiographies and Their Meaning – Large Group (Karen)*

Each of us will share our autobiography with the group. The autobiographies will be included in the Legacy Log.

2:30-3:00 pm *“Lollipop Moments” – Large Group (Pam)*

Video presentation of TED Talk video, entitled “Lollipop Moments” regarding leadership. A discussion will follow the video.

3:00-3:30 pm *Feedback Questionnaire, Parting Words and Forward! – Large Group (All Partners)*

Appendix Q: Strategic Thinking Power Point

Strategic Thinking

*Relationship-Based Leadership
within a Group Setting*

Group Dynamics

- Communication and interaction patterns
- Cohesion
- Social integration and influence
- Group culture

Strategy

- Strategy involves:
 - clarifying the direction and vision of the whole
 - Identifying relationships and actions that drive the whole towards its vision
 - Identifying leverage points for change to meet desired results

Strategic Thinking

A way of thinking that...

- Results in idea generation
- Generates new ideas
- Considers fitting the organization or group to the environment
- Requires thinking as leaders

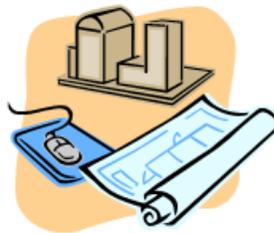
Strategic Thinking

A mindset that involves 5 competencies:

1. Big picture
2. Being intent focused
3. Thinking in time
4. Being hypothesis driven
5. Promoting intelligent opportunism

#1: Big picture

- Meaning
- Examples
- Opportunities
- Suggested language



#2: Group focus

- Meaning
- Examples
- Opportunities
- Suggested language



#3: Thinking in time

- Meaning
- Examples
- Opportunities
- Suggested language



#4: Dynamic process

- Meaning
- Examples
- Opportunities
- Suggested language



#5: Flexibility

- Meaning
- Examples
- Opportunities
- Suggested language



Enhancing Your Strategic Thinking



Curiosity



Flexibility



Future focus



Positive outlook



Openness



Self-expansion



It's about the group...



Certificate of Appreciation

Leadership Group
of Learning and Infusion



This certificate is awarded to

(name here)

in recognition of valuable contributions to relationship-based leadership at the intersection of interpersonal violence and disabilities.

July 31, 2013

Wisconsin's Violence Against Women with Disabilities & Deaf Women Project:

Disability Rights Wisconsin,
End Domestic Abuse Wisconsin
Wisconsin Coalition Against Sexual Assault

Appendix S: Feedback Form

Leadership Group of Learning and Infusion – Feedback

If we were to undertake a learning group on relationship-based leadership again, we want to know how well this experience suited your needs and what might have been made it better.

1. Overall, how valuable, i.e., applicable and helpful, was being a participant in this group for you?

5 4 3 2 1 0
Very Helpful  Not Much

2. What is the strongest message you are taking away from this experience?

3. How beneficial was it to have a monthly contact with a project partner?

5 4 3 2 1 0
Very Beneficial  Not Much

- Would it have better to have more or less contact?
- How often would have been better for you?
- Was the kind of contact you had a good match for you?
- What kind of contact would have been better for you?

4. Regarding the four large group sessions, was the content useful to you? Please answer for each Session and topic (below)

Session 1: October 2012

➤ Discussion about personal versus organizational authority

5 4 3 2 1 0
Very Helpful  Not Much

➤ Mapping Your Sphere of Influence

5 4 3 2 1 0
Very Helpful  Not Much

➤ Relationship-Based Leadership: skills for creating allies, clarifying issues, making plans, putting a plan into action, understanding your leadership role, and “Plan B” thinking

5 4 3 2 1 0
Very Helpful  Not Much

➤ Personal Development Action Plan

5 4 3 2 1 0
Very Helpful  Not Much

Session 2: January 2013

➤ Intentional/mindful communication

5 4 3 2 1 0
Very Helpful  Not Much

➤ Relationship-based leadership at the intersection of disabilities and violence

5 4 3 2 1 0
Very Helpful  Not Much

➤ Legacy Log (taped) conversation about relationship-based leadership and the intersection

5 4 3 2 1 0
Very Helpful  Not Much

Session 3: June 2013

➤ Intentional communication practice

5 4 3 2 1 0
Very Helpful  Not Much

➤ Intentional decision-making

5 4 3 2 1 0
Very Helpful  Not Much

➤ Opportunities to be influential – “Do-Overs”

5 4 3 2 1 0
Very Helpful  Not Much

➤ Legacy Log (taped) conversations about intentional communication and decisions

5 4 3 2 1 0
Very Helpful  Not Much

Session 4: Today – July 31

➤ Strategic thinking

5 4 3 2 1 0
Very Helpful  Not Much

➤ Where to now: Plans for the Future after the Leadership Group Ends

5 4 3 2 1 0
Very Helpful  Not Much

➤ How far we’ve come – what holds more meaning now than at the beginning

5 4 3 2 1 0
Very Helpful  Not Much

5. Was the primary method of engaging the larger group, facilitated conversation, a good fit for you? If not, what would have been more helpful?

6. Our large group included people representing different perspectives (disability and anti-violence perspectives) and involved individuals who serve as directors of organizations (people with positional authority) and those who do not. Did any of these differences among folks in our large group influence your participation:

Positively  Negatively  Not really

➤ Please explain your answer:

7. What could the project partners have done differently to make this a richer experience for you?

8. Would you recommend learning groups about relationship-based leadership to others as a method of effecting systems change for survivors with disabilities? Why or why not?

9. If you were charged with designing a learning group about relationship-based leadership to effect system changes for survivors with disabilities, what would you focus on most?

10. What did you learn about yourself as a person who can influence others to think about access to services and/or support for survivors with disabilities one person at a time?

11. Other thoughts or feedback to share with us:



