



WOMEN AND LEADERSHIP

HOW TO SUCCEED WITH COURAGE AND CONFIDENCE

STUDENT WORKBOOK: SKILLS AND TOOLS



THE OHIO STATE UNIVERSITY



THOMSON REUTERS™

PROFESSORS' NOTE

As we began to build this course a year ago, our first priority was to help women in Science, Technology, Engineering and Mathematics (STEM) programs build the soft skills and courage necessary to succeed in industry as they approached graduation.

However, as the course progressed through the semester, we learned much more about the value of connection and providing the space for women to engage in open and honest dialogue. The women gain confidence and find their unique voices but they also developed a close network of support.

The students who took this first class taught us about what worked and didn't work as well as we had hoped. When we started to develop the curriculum, we tried to bring "mindfulness" into the course each week. This did not work in terms of helping the students embrace the action of being mindful for a few minutes every day. This is important for long-term development and we will continue to bring mindfulness into the course in relationship to resiliency and building confidence and focus.

We have also added the component of compiling a list of women leaders in the community that our students will interview. It is our hope that some of these community leaders will also become informal mentors and guides. This was something the students had asked for during the first class. And it is something that will give our students interview skills for as they interview for jobs as well as giving them one-on-one time with current leaders.

The book *Lean In for Graduates* was going to be our anchor readings. However, we did not have enough time to fully cover it and do not believe it is necessary as part of the curriculum, though maybe as extra reading. However, there are a number of TED (Technology, Entertainment, Design) talks and other reading that are in the curriculum as optional. We started our first course with Brene Brown on authenticity. It was a powerful way to start the course and set the tone of vulnerability and openness for the semester.

Some of the best classes were: Values Assessment, Strength Finder, Personal Brand, the leadership panel, EQ, and the TED talks our students gave to the class at the end of the semester. They developed a better understanding of who they are as individuals and what passions they will each bring into their work and home.

It is our hope that this type of course becomes a staple in all STEM programs. There are many ways to teach this course and bring in your own network of women leaders and experts. A good way to begin the process of developing a course would be to hold some focus groups with women in STEM disciplines at your university to better understand needs and challenges. This helped us craft this course for OSU.

We are both available as coaches and to provide guidance. We believe that creating this open environment and nurturing our future women leaders are part of our obligation. And we have learned so much more about ourselves in the process.

Regards,

Robin Schribman and Dr. Lisa Abrams



COURSE CURRICULUM

The tools and techniques for this course will combine your skills, knowledge, and talents to assist you in recognizing what motivates and triggers you, and begin to prepare you for your transition from academia to the workplace, and toward successful careers.

WE WILL EXPLORE QUESTIONS SUCH AS:

- What are your key strengths?
- What are your core values?
- What are you passionate about?
- Who should sit on your personal board of directors?
- How does emotional intelligence fuel knowledge and talent?
- How will you recognize and deal with bias?
- How to “lean in” against the odds?
- What does resilience and conflict resolution look like?

The outcome of this course will be a personal workbook that you will be able to refer back to as you progress through your academic career and beyond.

COURSE WORK WILL INCLUDE:

- **Journaling**
You will be asked to complete a journal entry each week chronicling your journey and development through the course.
- **Interview**
An interview of a woman you admire and think is successful, strong and resilient. This will include a report back to the class.
- **Guest speakers and panel**
- **A presentation on “you” TEDx**
- **Workbook**
A workbook that you will complete alongside the syllabus.

COURSE MATERIALS

CORE MATERIALS

- *StrengthsFinder 2.0*, Tom Rath
- *Emotional Intelligence 2.0*, Travis Bradberry and Jean Greaves
- *Lean In for Graduates*, Sheryl Sandberg
- **TED Talks**
 - The Happiness Advantage*, Shawn Achor
 - The new era of positive psychology*, Martin Seligman
 - The Power of Authenticity*, Brené Brown
 - Should you live your résumé...or your eulogy?* David Brooks
 - The Power of Honesty, Humility and Humor*, Steve Shenbaum
 - If I should have a daughter*, Sarah Kay
- **Optional:**
 - Steve Jobs Stanford speech, Roselinde Torres

READING LIST

Mandatory

- *Lean In for Graduates*, Sheryl Sandberg
- *Readings for Diversity and Social Justice: An Anthology on Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism*
- “*The Complexity of Identity: Who Am I?*”, Beverly Tatum

Optional

- *Blindspot: Hidden Biases of Good People*, Mahzarin R. Banaji, Anthony G. Greenwald and Eric Martin
- *Crucial Conversations, Tools for Talking When Stakes Are High*, Kerry Patterson, Joseph Grenny, Ron McMillan and Al Switzler
- *The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance at Work*, Shawn Achor
- *The Fifth Discipline Fieldbook*, Peter Senge, Richard Ross, Bryan Smith, Art Keener and Charlotte Roberts
- *Flourish*, Martin Seligman

SYLLABUS

- **Aug 28 – Week 1:** Welcome Introductions and Syllabus Instructions
- **Sept 4 – Week 2:** Review the Results of the Strength Finder and Explore Resilience and Mindfulness
- **Sept 11 – Week 3:** Discovering Your Core Values
- **Sept 18 – Week 4:** Mission and Personal Leadership Brand Statement
- **Sept 25 – Week 5:** Presenting Your Mission/Personal Brand and Elevator Pitch
- **Oct 2 – Week 6:** Social Identity Wheel
- **Oct 9 – Week 7:** Unconscious Bias
- **Oct 16 – Week 8:** Crucial Conversations
- **Oct 23 – Week 9:** Women in Leadership Panel
- **Oct 30 – Week 10:** Interview Skills and *Emotional Intelligence IQ 2.0*
- **Nov 6 – Week 11:** Emotional Intelligence and The Happiness Advantage
- **Nov 13 – Week 12:** Board of Directors – Who Are They?
- **Nov 20 and Nov 27 – Weeks 13/14:** TEDxOSU Presentations

INSTRUCTORS

Dr. Lisa Abrams with support from Robin Schribman, VP Customer Insight and Experience, Brand Marketing, Thomson Reuters

COURSE CONTACT

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AUGUST 28, 2014

WEEK 1: WELCOME, INTRODUCTIONS AND SYLLABUS INSTRUCTIONS

Ice Breaker Exercise:

1. Name a characteristic, trait, or belief that helps define who you are
2. Name a person or event that helped shape this characteristic, trait, or belief
3. What do you do for fun?
4. What do you hope to get out of this course?
5. What types of issues and challenges are you dealing with currently?
6. As a female have you experienced bias?
7. How can this course help you be your authentic self and be successful in what you choose to do?

PREPARATION FOR NEXT WEEK'S SESSION

- Watch TED Talk: 'Perfect Imperfection' - Brene Brown
- Read *StrengthsFinder 2.0*, Tom Rath. Take the test and bring it along to the next session, Sept 4th – Week 2

SEPTEMBER 4, 2014

WEEK 2: REVIEW THE RESULTS OF THE STRENGTH FINDER AND EXPLORE RESILIENCE AND MINDFULNESS

“Good actions give strength to ourselves and inspire good actions in others.” – Plato

INTRODUCTION

You have the opportunity to do what you do best every day. When you're able to put most of your energy into developing your true strengths, extraordinary room for growth exists. By developing your strengths to their full potential, you will find yourself in a much better, more positive and productive environment.

INSTRUCTIONS

Answer the questions below and use some of the answers to help you define your true strengths

1. When was last time you were at your best? Or when have you experienced true joy in what you were doing?
2. What in this experience were you passionate about?
3. What do you like best about your major?
4. What strengths do you rely on?
5. What strengths do you rely on to make you your best?
6. How does your ideal role/job/title match up with your passions and talents/strengths?

SEPTEMBER 11, 2014

WEEK 3: DISCOVERING YOUR CORE VALUES

INTRODUCTION

Core values are at the root of who you are – your true essence. While many of these values are appealing and/or viewed with high regard in our culture, be very honest with yourself about which ones have meaning for you. They are the values for which you would likely fight, quit a job, or leave a relationship. You may or may not be living a particular value at this moment, but the aim is to identify those values that are most significant to you. Feel free to add a value if something important to you is missing. Also, feel free to adjust the definition of a value to fit your interpretation.

Personal Values Checklist

According to Charlotte Roberts, of *The Fifth Discipline Fieldbook*, values are deeply held views of what we find worthwhile. They come from many sources: parents, religion, schools, peers, people we admire, and culture.

True values are important because they drive our behavior. But even though they are part of who we are, we rarely think about them.

However, it's important to identify your own values for a few important reasons:

- They serve as your own compass in what's important to you, which will help drive your personal decisions
- They help ensure you are in alignment with your values
- They help define what type of leader you will be

IDENTIFYING YOUR VALUES

INSTRUCTIONS Step 1: What I value most ...

From this list of values (both work and personal), select the ten that are most important to you – as guides for how to behave.

Achievement	Faith	Physical challenge
Advancement/promotion	Family	Pleasure
Adventure	Growth	Power and authority
Affection (love and caring)	Helping other people	Privacy
Arts	Helping society	Public service
Challenging problems	Humor	Purity
Change and variety	Independence	Quality of what I take part in
Close relationships	Influencing others	Quality relationships
Community	Inner harmony	Recognition (respect from others/status)
Competence	Integrity	Religion
Competition	Intellectual status	Reputation
Cooperation	Involvement	Responsibility and accountability
Country	Job tranquility	Security
Creativity	Knowledge	Self-respect
Decisiveness	Leadership	Serenity
Democracy	Loyalty	Sophistication
Ecological awareness	Market position	Stability
Economic security	Meaningful work	Status
Effectiveness	Merit	Supervising others
Efficiency	Money	Time/freedom
Ethical practice	Nature	Truth
Excellence	Personal development	Wisdom
Excitement	Open and honest (being around people who are)	Work under pressure
Expertise	Other (not listed)	Work with others
Fame		

Step 2: Elimination

Now that you have identified ten, imagine that you are only permitted to have **five** values. Which five would you give up? Cross them off.

Now, imagine that you are only permitted to have **four**. Which would you give up? Cross it off. Now cross off another, to bring your list down to **three**. Now, **place a star next to your top three values**. Then, cross one more off to bring your list down to two. Finally, cross off one of your two values. Which is the one item on this list that you care most about?

Source: The Fifth Discipline Fieldbook; Peter Senge, Richard Ross, Bryan Smith, Charlotte Roberts, Art Keener

Step 3: Articulation

Take a look at the top three values on your list.

1. What do they mean, exactly? What are you expecting from yourself – even in bad times?
2. How would your life be different if those values were prominent and practiced? Or, do you feel like you already practice them?
3. How do you practice these values?
4. How can you share what you value with your peers and colleagues?

SEPTEMBER 18, 2014

WEEK 4: MISSION AND PERSONAL LEADERSHIP BRAND STATEMENTS

INTRODUCTION

Your personal leadership mission statement, or “elevator pitch” enables you to connect your values, strengths, and talents to your career goals and to leverage your strengths and talents to determine ideal outcomes.

Make it passionate – Create an emotional hook to your values

Make it persuasive – Describe a compelling need that you can fulfill

Make it precise – Include a call to action and draw a clear conclusion to your outlined values

Have a few different versions of your elevator pitch: 15 second/1 minute/2-3 minute versions.

INSTRUCTIONS

Answer the questions below and use some of the answers to fill in the blanks in the personal leadership mission statement template.

1. What is your ideal role? Job? Title?
2. What values does this role or job enhance?
3. What are the top 5 skills that you need to perform this role at the top of your game, once you have attained it? Think about the person that you know who does your ideal job/role/title well, and determine what skills they use.
4. On a scale of 1 to 5 (where 1 is low, 5 is high), what is your current level of mastery of each skill?

MISSION STATEMENT

My leadership mission as a _____
[insert role/job/title]

is to use my _____ and _____

talents in order to _____

and to enjoy _____

PERSONAL LEADERSHIP BRAND STATEMENT

“The very essence of leadership is that you have a vision. It’s got to be a vision you articulate clearly and forcefully on every occasion. You can’t blow an uncertain trumpet.”
– Reverend Theodore Hesburgh

Your personal leadership brand enables you to communicate your unique qualities: how you use them distinctively to achieve the objectives of your ideal role/job/title and those of the organization/company you want to work for, the people (bosses and peers) who need to know it, and the benefits of your “personal” brand to your future team and organization. Once you complete the exercise, you will have an elevator pitch that you can use to communicate your personal brand.

INSTRUCTIONS

Answer the questions below and use some of the answers to fill in the blanks in the personal leadership brand template.

1. How do your strengths/talents make you unique? (You may use those identified in the personal leadership mission statement section.) What makes you memorable?
2. What do your personal interests say about you or how you operate?
3. Who are the stakeholders (manager, peers, senior persons, team members, teachers, mentors, etc.) that are instrumental in achieving your ideal role/ career/job/title and who need to know your personal leadership brand?
4. How do you use your unique strengths/talents to achieve the objectives of your ideal role/job/title and your stakeholders (manager, peers, senior persons, team members, teachers, mentors, etc.)?
5. What is the “secret sauce” that makes you a compelling team member, friend, and/or partner?

PERSONAL LEADERSHIP BRAND STATEMENT

I am a leader _____
[insert how you use your unique talents in question 1]

to help _____
[insert your target audience from question 3]

to achieve _____
[insert role/job/title]

PREPARATION FOR NEXT WEEK'S SESSION

Prior to next week's session, please take the time to review the work you have done up until this point. Create a 3-5 minute presentation that focuses on who you are, your core strengths, and why an employer would consider you for a position. You will be asked to present this at next week's session.

SEPTEMBER 25, 2014

WEEK 5: PRESENTING YOUR MISSION/ PERSONAL BRAND AND ELEVATOR PITCH

INTRODUCTION

This session will be lead by Dr. Mary C. Juhas, PhD, Associate Vice President, Gender Initiatives in STEMM and Pam Cohen, Director HR, Americas, SAI Global.

Prior to this session you should have taken time to review the work you have done up until this point and crafted a 3-5 minute presentation that focuses on who you are, your core strengths, and why an employer would consider you for a position. Today each class member will present their 3-5 minute presentation.

INSTRUCTIONS

Reflect on your presentation and answer the questions below:

1. What did you do well?
2. What would you improve? (e.g., pitch, content, delivery)
3. Are there any other areas you would like to focus on that will facilitate the continuation of your development, your mission and values?

OCTOBER 2, 2014

WEEK 6: SOCIAL IDENTITY WHEEL

INSTRUCTIONS

Prior to meeting, you should have read Beverly Tatum's article, "The Complexity of Identity: Who Am I?" Please answer the following questions.

1. What questions are raised for you in trying to identify your social group memberships?
2. How does it feel to share information with someone else about your social identities?
3. Why are inequality, subordination, and domination important to consider when talking about multiple identities?
4. What do you think about Tatum's explanations here?
5. Do you identify more with your target identities?
6. Are your agent identities invisible or taken for granted?

CHARACTERISTICS OF SOCIAL IDENTITIES

Review characteristics of social identities, asking for examples of each characteristic:

1. Multiple: We have many simultaneous identities; an example for me is...
2. Interconnected: We are comprised of all our identities; no single one describes us completely...
3. Change: Are these identities fixed throughout our lives? *Some are; some (e.g., class, nationality) may change.*
4. Choice: Did we choose all our identities? *Some (religion, occupation); some not (ethnicity, age)*
5. Observable: Can we see/hear all these identities in people? *Some we can observe (or think we can); some are not visible or audible.*
6. Salient: Are we always aware of all our identities, all the time? *No, there are some identities we do not think about consciously (are not salient) to us; for example, we may not think daily about being U.S. citizens until we travel outside the country.*

SALIENCY OF SOCIAL IDENTITIES

1. What are situations where these less salient identities do come out?
2. What feelings come up when one of these identities becomes salient to you? *Feelings of discomfort/difference around the identity and/or pride are often present.*

OCTOBER 9, 2014

WEEK 7: UNCONSCIOUS BIAS

“An understanding of unconscious bias is an invitation to a new level of engagement about diversity issues. It requires awareness, introspection, authenticity, humility, and compassion. And most of all, it requires communication and a willingness to act.” – Howard Ross

INTRODUCTION

Unconscious bias is an important concept in understanding how individuals perceive us and how we see others. The neuroscience behind bias tells us that all individuals have these biases and that they represent important “shortcuts” for us to process information. Understanding where bias comes from, and accepting that we have bias are the first important steps on the journey. The following exercise will help you to explore your individual biases.

INSTRUCTIONS

The Implicit Association Test, though Project Implicit, allows individuals to test for individual biases.

- First read the overview at: implicit.harvard.edu/implicit/iatdetails.html
 - Next click to take a test: implicit.harvard.edu/implicit/takeatest.html
 - Choose the Gender-Career IAT
 - Capture your results
 - Next, choose two additional tests of interest (Age IAT, Sexuality IAT, Race IAT, etc)
1. What have you learned about unconscious bias in our society?
 2. How do you feel your culture and upbringing impacted your individual biases?
 3. Were your results on the Gender-Career IAT expected? Can you explain why?
 4. What will you do differently now that you have this knowledge?
 5. Which additional tests did you choose and why?

PREPARATION FOR NEXT WEEK’S SESSION

You should complete the pre-assessment before the session at:
vitalsmarts.com/styleunderstress/

After the discussion today, review the results of your assessment again and based on your learnings you should be able to shed some light on where you could improve in building your crucial conversation skills.

OCTOBER 16, 2014

WEEK 8: CRUCIAL CONVERSATIONS

INTRODUCTION

As part of this session, we'll be looking at six principles you can use as you prepare for and conduct a crucial conversation. These are the three key ideas that we want to focus on today:

- The first is to learn to recognize crucial conversations. Some of those are conversations that you aren't expecting and you don't realize it's a crucial conversation until you're right in the middle of it. Some are conversations that you know you need to have and you can prepare for. Either way, recognizing those conversations is part of the solution.
- The second is to prepare for those conversations. We've provided you with a planner that walks you through the principles we'll discuss today and will allow you to prepare for a specific conversation. We ask that you fill that out as we go along, in case you didn't come here today with a crucial conversation in mind that you need to have.
- And finally, we'll go through six principles that will help you improve your ability to conduct a crucial conversation. You're probably not going to leave this session as a conversation expert. But between these principles and the planner, you will have the tools you need to begin practicing and improving with each conversation.

INSTRUCTIONS

You should have completed the pre-assessment before the session at:

vitalsmarts.com/styleunderstress/

After the discussion today, review the results of your assessment again and based on your learnings you should be able to shed some light on where you could improve in building your crucial conversation skills.

NOTES

OCTOBER 23, 2014

WEEK 9: WOMEN IN LEADERSHIP

PANEL

INTRODUCTION

Today we will be joined by the following panelists to learn more about the world of Women in Leadership:

- Leanne Smullen, Senior Vice President, Marketing and Training, SpotXchange
- Lee Ann Cochran, Vice President and Manager of the National Security Commercial and International Markets, Battelle
- Virginia L Giddings, PhD, Global Head, Strategic R&D, Abbott

INSTRUCTIONS

Use the space below to formulate questions that you would like to ask the panelists as part of the Q&A session. You can use the next section of the workbook to help guide your thinking about the types of questions you may want to ask.

NOTES

OCTOBER 30, 2014

WEEK 10: INTERVIEWS

INTRODUCTION

Interview skills and techniques are crucially important and will be used throughout your time at university and your career. It is important that you have strong foundational knowledge of the types of interviewers, techniques and questions that you will come across. You can use the Interview Guide handout as a kick-starter for learning some of the skills.

INSTRUCTIONS

For now we want you to be the interviewer and design an interview guide that will help you interview an inspirational leader/mentor/person in your life whether from your university or your personal life. You can use the questions below to get started as you begin to build an interview structure.

1. Tell me a little about your career progression:
 - (a) How did you get started?
 - (b) Can you take me through the main steps of your career progression?
2. Can you name a person who has had a tremendous impact on you as a leader? Maybe someone who has been a mentor to you? Why and how did this person impact your life?
3. What are the most important decisions you make as a leader in your organization?
4. Can you tell me what you like best about your role?
5. Did you have to make trade-offs as your career progressed? If so, what were they?
6. Have you ever felt any bias as a female?
7. What is one characteristic that you believe every leader should possess?
8. What are a few key resources you would recommend to someone looking to gain insight into becoming a leader?
9. What advice would you give someone going into a leadership position for the first time?
10. What is the one thing you would change about each of the following:
 - (a) Your career
 - (b) Your personal life
 - (c) Your education
11. If you were to give me one piece of life advice what would it be?
12. What do you want your legacy to be?

PREPARATION FOR NEXT WEEK'S SESSION

- Read the Happiness Advantage handout
- Prior to next week's session, please complete the Happiness Quiz available on the Psychology Today website at: psychologytoday.com/tests
- Complete the *Emotional Intelligence 2.0*, by Travis Bradberry and Jean Greaves

NOVEMBER 6, 2014

WEEK 11: EMOTIONAL INTELLIGENCE AND THE HAPPINESS ADVANTAGE

"Happiness is not a possession to be prized, it is a quality of thought, a state of mind." – Daphne du Maurier

"What really matters for success, character, happiness and life long achievements is a definite set of emotional skills – your Emotional IQ – not just purely cognitive abilities that are measured by conventional IQ tests." – Daniel Goleman

INSTRUCTIONS

Ensure that you have read the Happiness Advantage PDF provided to you at the end of the last session.

EXERCISE 1

Let's review your emotional Intelligence IQ results from *Emotional Intelligence 2.0*, by Travis Bradberry and Jean Greaves

EXERCISE 2

Prior to class you should have completed the Happiness Quiz available on the Psychology Today website at: www.psychologytoday.com/tests

NOVEMBER 13, 2014

WEEK 12: BOARD OF DIRECTORS – WHO ARE THEY?

“Realistic goals cannot be selected without also making a full and honest account of the human or material resources actually or potentially available for realizing them.”

– Building Blocks of Leadership

INTRODUCTION

Your personal board of directors is composed of your managers, sponsors, mentors, mentees, peers, influencers and connectors that can enable you to achieve your ideal role/job/title. They will help you gain the right knowledge, visibility, and credibility that you need. The same individual can certainly be in more than one category.

CONNECTORS

INFLUENCERS



INSTRUCTIONS

Answer the questions and then use them to assess who are the best candidates on your personal board of directors using the tool on the next page.

1. What do I need in order to be successful in my ideal role/job/title?
2. In what areas are my knowledge gaps for my ideal role/job/title?
3. For each knowledge gap, what is the best and easiest way for me close it?
 - Mentor
 - Training/Sponsor
 - Certification/Classes
 - Another role. Please identify the role: _____
4. Who are your prospective board members?
5. How can your board of directors help you gain expertise, credibility, and/or visibility?
6. List each person's expertise.
7. Who does each person know that you want to know?
8. What are their professional and personal interests? (Professional: networks, membership. Personal: hobbies, charitable organizations/causes)

BOARD OF DIRECTORS

INSTRUCTIONS

First, list all of the individuals that come to mind before you fill out any other columns. Then, after you finish brainstorming your list, analyze the individual based on the subjects in the columns to the right. Remember, you may not be able to complete every column for each individual and may need to collect more information in order to ascertain whether the person will be valuable as a person on your board.

PROSPECTIVE MEMBER OF BOARD OF DIRECTORS	AREA OF EXPERTISE AND LEVEL OF EXPERTISE (1 - LOW, 5 - HIGH)	LEVEL OF INFLUENCE (1 - LOW, 5 - HIGH)	WELL-DEVELOPED NETWORK (1 - LOW, 5 - HIGH)
ROLE (MENTOR, INFLUENCER, CONNECTOR)	WHAT DO I HAVE TO OFFER?	WHAT ARE HIS/HER INTERESTS?	

NOVEMBER 13, 2014

WEEKS 13/14: TEDxOSU PRESENTATIONS

NOTES

(Use this section to note any questions or thoughts you have about the presentations that you hear today.)

ACKNOWLEDGMENTS

The course would not have happened without the support and engagement of many professionals who are dedicated to creating a successful pathway for women. This pilot course has been designed to guide, question and empower. Lisa and I want to thank everyone for their belief that we could create a soft-skills training course.

We want to personally thank our Thomson Reuters team: Rick King, COO, Technology Development for his commitment to women in STEM programs and Thomson Reuters generous financial support; Eileen Lynch, SVP, Global Brand Marketing, with her genuine interest and belief that we could do this; Patsy Doerr, Head of Diversity, Inclusion & Corporate Social Responsibility, who has been our advocate for diversity and inclusion – she has a great team who has helped along the way and also provided funding support to make this happen; and to Peter Warwick, Chief People Officer who immediately gave us the green light to get started.

Thank you to The Ohio State University and the partnership. Most importantly, the sharing of some remarkable students who have been brave enough to “lean in” and take this course. This is a testament to the university’s commitment to nurture the intellect and the soul of our future women leaders.

— Lisa Abrams & Robin Schribman

ADDITIONAL ACKNOWLEDGMENTS

Lee Ann Cochran, VP, Battelle

Pam Cohen, HR Executive

Virginia L. Giddings, Global Head R&D, Abbott

Jenny Heckscher, The Ohio State University

Dr. Kristi Hoff, Psychologist and Coach

Dr. Mary Juhas, The Ohio State University

Livia Konkel, Thomson Reuters

Jasmine Mickey, The Ohio State University

Michael Orrick, SVP, SAI Global

Sam Smith, VP Prouty Project

Leanne Smullen, SVP, SpotXchange

Amy Thaci, The Ohio State University

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THE OHIO STATE UNIVERSITY



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