

How might mid-level leaders leverage
the core competencies of a Design Leader
in order to initiate a personal leadership change?

Madison Stevens

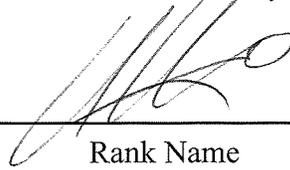
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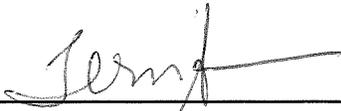
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By
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Master of Fine Arts

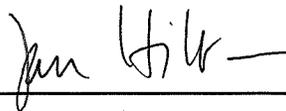
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Date

“ How might mid-level leaders leverage the core competencies of a **Design Leader** in order to initiate a personal leadership change? ”

Design Leadership Thesis

MADISON STEVENS

MAY 2017

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Design Leader & Strategist
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For my family. Our "Journey Map"



“ I’ll rise up
Rise like the day
I’ll rise up
In spite of the ache
I will rise a thousands times again...
For you.

—Andra Day

Dec. 14, 2016
Dad has a “widowmaker” heart attack at work **3 days before retiring** from St. Vincent Hospital



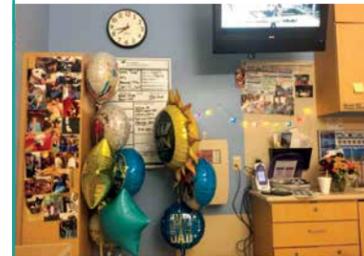
Dec. 28, 2016
Merry Christmas and Happy 9th Birthday Anna



Madison synthesizes data and prepares for the workshops



Jan. 17, 2017
Happy 62nd Birthday Dad



Feb. 1 & 2, 2017
Madison facilitates the DLC workshops



Feb. 7, 2017
Dad goes back to St. Vincent for 2 weeks of rehab at RHI



Madison transcribes data in the Cardio ICU



Dad has a miracle, makes it out of ICU without LVAD surgery



Jan. 1, 2017
Happy New Year, Puppy Charlie misses Dad



Jan. 5, 2017
Dad is transferred to Seton Specialty Hospital



Jan. 27, 2017
Happy 23rd Birthday Jack



Feb. 23, 2017
Dad gets discharged!
Madison works to finish grad school

Introduction



My name is Madison Stevens and I have conducted this design research to complete the terminal degree of Master of Fine Arts in Design Thinking and Leadership at the Herron School of Art and Design at Indiana University-Purdue University, Indianapolis.

Ultimately, I want to utilize Design Thinking with consulting to improve quality of work life.

This could manifest in working with organization development, management consulting, or design strategy. As technology continues to advance, our definition of work life will surely change. Currently there is an urgency to address employee engagement and a positive quality of work life in today's organizations. On average we spend at least 40 hours a week at work, essentially a third of our lives. Life is too precious for anyone to not have well-being and enjoyment at work. I want to make a difference in people's lives by facilitating design solutions, demonstrating my own Design Leadership, and enabling others to be Design Leaders.

There is a recognition that hierarchical organization structures distort and prevent information sharing, and that has led to the "end of the middle manager," (Gratton, 2011). As organizations are adopting this philosophy and trying to implement flatter structures, a key component is missing. As much as we would like to abolish these roles, mid-level leaders play a crucial part in the performance of an organization (Mollick, 2012, p. 1013). **While the title and traditional definition of a "mid-level leader" or "middle manager" may be dying, the role they fill as a translator between strategy and tactics remains** (Rouleau, 2005, p. 1437). They are our strategy champions that have the ability to motivate and inspire teams, or conversely if not supported they have the ability to hinder effective work and deter positive work life. The transformation of mid-level leaders to develop a new skill set and new importance is key for success in the emerging experience economy. As organizations strive to create positive experiences for their customers and clients, they must first strive to create positive experiences for their own, internal staff.

Design Leadership

provides the needed skill set to thrive in this quickly changing world. The core competencies of a Design Leader enable strategy to become tangible, and also offer a way to look to the future and quickly iterate possible solutions of what could be (Turner, 2013, p. 85). Design Leaders also have the ability to create shared understanding with all people in an organization (Turner, 2013, p. 239). By creating this **shared understanding**—where staff understand the goals and values of the company, and the company understands the individual goals and values of their staff, the Design Leader can help to align these values, and integrate possibly opposing ideas (Martin, 2009). By enabling people to practice their individual values at work, this can help to cultivate a positive work life. If organizations prioritize the needs and experiences of their staff, profitability and success should follow (Lindsay, 2015, p. 31). While this research will not seek to evaluate if shared understanding has been achieved, it is still valuable to note as a possible long-term benefit.

Question & Sub-questions

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How might mid-level leaders leverage the core competencies of a Design Leader in order to initiate a personal leadership change?

SUB-QUESTIONS

- What are the core competencies of a Design Leader, and how can we measure and evaluate those competencies?
- How are mid-level leaders being trained for leadership now and what resources are at their disposal?
- What current leadership challenges do mid-level leaders face?

12 Justification

The term **Design Leadership is not new**, and what it means to be a Design Leader has been developing over the past decade. As more professionals clarify their understanding of Design Leadership, the need to articulate its value in the business sector grows increasingly important.

“Senior practitioners in business and design struggle to understand what is involved in leading by, and through, design. These are hard words but the reality is that unless a business capitalizes on every resource available it will not sustain differentiation, create competitive advantage, maximize employment opportunity or evolve into a world-class performer. **One of the most undervalued resources is design**, and none of these wider ambitions are achievable without fully utilizing it’s potential across the organization and down through its management layers (Turner, 2013, p. 19). ”

Turner emphasizes the need for organizations to prioritize design to create commercial advantage, but there are also advantages to design that benefit people. Design Leaders utilize **a people-centered approach** to design that enables people to feel included, valued and empowered—increasing their sense of self-esteem and well-being.

“Work redesign makes the organization a people-oriented one and people experience feelings of worth, personal growth and development and aspire for higher level needs such as self-esteem and self-actualization (Jaiswal, 2014, p. 86). ”

While the definition and core competencies of a Design Leader have been studied and are becoming richer with a deeper understanding, the way in which these competencies are leveraged is still being explored. There is a need to learn how Design Leaders can be developed, across all industries.



“To obtain the benefits that flow from trusting relationships, leadership training and development programs should equip leaders with the skills to formulate and communicate a collective vision for the team and the important values that underlie the vision and the team’s work. Such leadership training should also equip leaders with skills in consulting and involving team members in important decisions. Team building programs may also benefit from developing processes that assist team members and leaders to identify and collectively establish a common set of values to guide the work of the team. **The challenge is to design procedures that also encourage acceptance and respect for differences in values and individual goals**” (Gillespie and Mann, 2004, p. 603).

“There are now new questions and opportunities for empirical work and theory development, as well as for the development and testing of new conceptual frameworks and methods in terms of the role, impact, and application of design, not only to products and services but also to managerial science” (Gruber, 2015, p. 5).

“Little is known about training for design leadership, or about grooming successors to positions of design leadership. Yet to maximize the full potential of design in business, is crucial that those gaps in knowledge, skills, and experience are addressed. It is one thing to say that design leadership is important, but quite another to put in place appropriate mechanisms to develop design leaders. We are far from understanding how to do that, it is virtually virgin territory. However, we are required to investigate the issues involved and develop some responses to them” (Turner, 2013, p. 99).

This design research answers the call for more investigation into the challenges involved and mechanisms needed to develop Design Leaders.

Co-Design is an approach that supports engaging with stakeholders to create shared understanding and to establish common values (Lindsay, 2015, p. 31). By utilizing participatory design in leadership development, participants can leverage the competencies in their own individual way to **initiate a leadership change**. This will enable design to be integrated more fully into an organization. As the participants leverage the core competencies of Design Leadership they will be able to capitalize on the ability to bring people together, sharing their authentic selves and values as leaders and enabling others to do the same (Lencioni, 2002). This will benefit both the people and the organization.

This research explores the challenges involved and mechanisms needed to develop Design Leaders. Through **people-centered design research**, the goal is to expand our understanding of what process solutions could be utilized and transferable across industries to develop Design Leaders within organizations.

Limitations

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There are **three key limitations** to this research that are important to address. Each of these limitations are described in more detail on the following pages.

1



Only worked with one organization, KSM Consulting



2



This research focused on individual competencies, assuming that the organization values were in place to support development

3



This research did not evaluate if the competencies were internalized, this requires a longer timeline and repeated practice

With each limitation there is a call for further research to validate and explore more on the topic of Design Leadership.



The first limitation for the scope of this work is that only one organization in one industry participated in the design research, KSM Consulting (KSMC). **KSMC is a management, technology, and data consulting firm based in Indianapolis and consists of about 80 people.** Across their four service lines, their mid-level leaders were engaged in a design process to discover their leadership challenges, and developed solutions utilizing participatory design (Sanders and Stappers, 2012, p. 19). KSMC had an already established understanding of Design Thinking and adapted their company values to reflect Design Thinking values:

1. **Client Focused:** Your mission is our mission.
2. **Fearless Problem Solving:** People don't come to us with easy problems—we handle the tough stuff.
3. **Thought Leadership:** We think ahead of the curve.
4. **Technical Excellence:** Our technical depth is as good as anyone's.
5. **Collaboration and Teamwork:** We work on a level playing field as a team—both internally and with clients.
6. **Empathy:** We understand that every problem is a people problem, and we create solutions with this in mind.
7. **Perseverance:** We'll get the job done, no matter what.



Management
Consulting



Technology



Data
Analytics



Project
Management

In future research, a design researcher could compare the outcomes of this research to the outcomes from working with an organization who has no prior understanding or values based on Design Thinking.

When striving for leadership development with any stakeholder in an organization, there are two major considerations. The first consideration is the **individual competencies** that need to be developed, and the second is the **organization values** that need to be in place to enable leadership development (Spreitzer and Quinn, 1996, p. 243). This design research focused on the individual development, and will assume the organization values are fulfilled as the second limitation for the scope of work.

More research is needed to determine what organization values are necessary to foster and enable Design Leaders.

The goal of this design research was to see if participants leveraged the core design leadership competencies in order to initiate a personal leadership change. That change did not necessarily have to be transforming into a Design Leader. This research did not evaluate if the core competencies were internalized as part of that change since this requires a longer timeline and repeated practice.

Shared understanding and aligned values were also not addressed as part of this research; however, it is still valuable to mention them as potential long-term benefits of practicing Design Leadership and should be addressed in future research.

Potential long-term benefits of Design Leadership

If mid-level leaders transform into Design Leaders that can facilitate shared understanding and, in turn, shared values, ultimately this will create a more positive quality of work life (QWL) for all (Lindsay, 2015, p. 31). Lindsay argues that there is a need to evaluate organization success by more than just gross domestic product (GDP) (Lindsay, 2015, p. 28). Gillespie makes the argument that aligning shared values increases trust in leadership, and can align vision and actions to achieve a shared goal (Gillespie and Mann, 2004, p. 602). Encouraging individuals to practice their values can increase happiness and overall quality of work life. **“Quality of Work Life (QWL)** is a comprehensive construct that includes an individual’s job-related wellbeing and the extent to which work experiences are rewarding, fulfilling and devoid of stress and other negative personal consequences” (Jaiswal, 2014, p. 86). Jaiswal describes QWL as the overall quality of the human experience at the workplace, which is complimented by Lindsay’s argument to have a human-centered approach in organization evaluation and Sekerka’s argument for Positive Organization Ethics. Collectively, this scholarship expresses the value of Design Leadership being able to respect and align differing values to create not only QWL, but also social and financial gain. (Gillespie and Mann, 2004, p. 602; Jaiswal, 2014, p. 83; Lindsay, 2015, p. 31; Sekerka, 2014, p. 439).

Literature Review

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How might mid-level leaders leverage the core competencies of a Design Leader in order to initiate a personal leadership change?

In considering the above question as a research challenge, it is important to define key terms being used in the question, and to identify existing research that has been conducted in those areas.

Mid-level leaders are positioned in a company to translate between strategy and tactics, helping to align understanding and values among various members in an organization (Rouleau, 2005, p. 1437).

In order to facilitate this process effectively, mid-level leaders need to transform into Design Leaders (Turner, 2013, p. 82). Design Leaders can emerge at any hierarchal level of an organization, but because mid-level leaders are typically positioned to translate between strategy and tactics, they are optimally positioned to facilitate communication and shared understanding.

A synthesized understanding of the qualities that make up a successful Design Leader are explored in the following literature review. Most of the literature utilized **quantitative** methods to collect and justify their insights. The design research conducted as part of this thesis utilized mostly **qualitative**, participatory methods in order to gather rich, contextual data reflecting the stakeholder's perspective.

There is a need for organizations to adopt and integrate design into their roles, systems, and how they address problems (Turner, 2013, p. 27). The movement towards an **experience economy** demands new approaches to not only product and service development, but **new workplace experience** (NWX) within organizations, moving away from the methodology of Ford and Taylor (Edmondson, 2007, p. 62; Gruber, 2015, p. 3, 5, 7; Porter and Kramer, 2011, p. 4; Sekerka, 2014, p. 436). Gruber (2015) articulates this need for research particularly well:

“Overall it seems that the design of the NWX has the potential to become for the experience economy what the assembly line was to industrialization—and, with this transformation, an array of important new questions for scholars is beginning to take shape. (p. 6). ”

Design is the polar opposite to the assembly line in the sense that it is not standardized or de-humanizing, but it will have a major impact on the new workplace experience just as the assembly line impacted industrialization.

While Porter and Kramer (2011) make the argument that organizations need to create shared value with society, they do not make a point of starting from within an organization and argue that creating shared personal values is not a factor (p. 4, 5). Sekerka (2014) does emphasize starting from within, and the importance of taking an optimistic lens on framing challenges as opportunities (p. 436, 437). This research will seek to support Sekerka and argue against the assertions of Porter and Kramer. Pearce (2004) makes a point that traditional leadership also needs to adjust within organizations in order to adapt to the need for shared understanding:

“ Knowledge work— work that requires significant investment in, and voluntary contribution of intellectual capital by skilled professionals— is increasingly becoming team-based.

The reason is clear. It is even more difficult for any one person to have all of the knowledge, skills, and abilities required for all aspects of knowledge work...The use of teams to leverage the capabilities of knowledge workers in organizations has increased substantially. With this increase, we must question whether our traditional models of leadership are still appropriate (p. 47, 54). ”

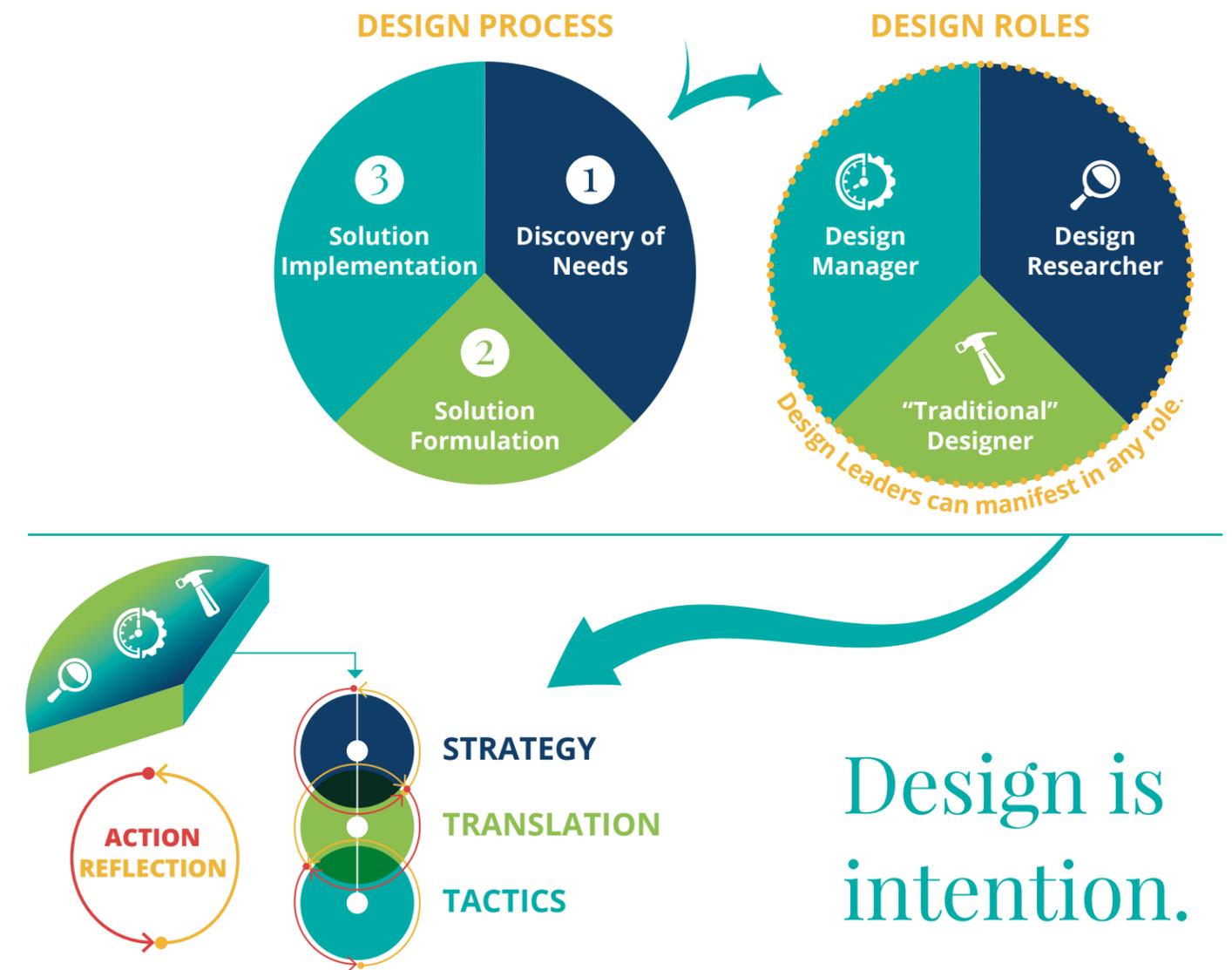
In this research the term “mid-level leader” is defined as: a person that interacts between two or more people that can convey meaning in the pursuit of a positive outcome; in a traditional business model— a person that conveys meaning between strategy and tactics; the point of interaction between executive leadership and operational team members. These stakeholders may not hold the position title of “manager,” but may act in the role identified. The goal is to redefine the role this person plays in an organization to be a Design Leader. The importance of the transformation of this role is supported in previous research conducted by Spreitzer and Quinn (1996):

“ The philosophy of traditional training approaches is the dissemination of information from expert to novice. Training experts determine what skills are needed and then “teach” the relevant skills. Because trainees are conditioned to be compliant learners, the role of the middle manager as a conforming transactional manager would simply be reinforced...The objective of the program, therefore, was to transform, rather than inform, with the goal of helping middle managers alter existing assumptions to redefine their role (p. 239). ”

While Spreitzer and Quinn argue for the role to be transformed, they do not articulate the same qualities of transforming to a Design Leader. In their development of the LEAD program they emphasize the importance of participatory facilitation as the main method for their training program (Spreitzer and Quinn, 1996, p. 240). This method is appropriate for the type of transformation needed and was utilized in this design research as well.

In previous research, the framework has been developed from the perspective of vertical leadership, engaging with executives at a higher level, and not necessarily with stakeholders from all levels which has impeded progress (Edmondson, 2007, p. 63; Garvin, 2008, p. 110; Pearce, 2004, p. 50; Spreitzer and Quinn, 1996, p. 238-239). Co-Design was an emphasized methodology to this research, offering a unique approach to organization and leadership development where stakeholders were more involved in the design of the program. (Gruber, 2015, p. 5; Lindsay, 2015, p. 31; Sanders and Stappers, 2012, p. 23-24).

Design Leaders can manifest in any role.

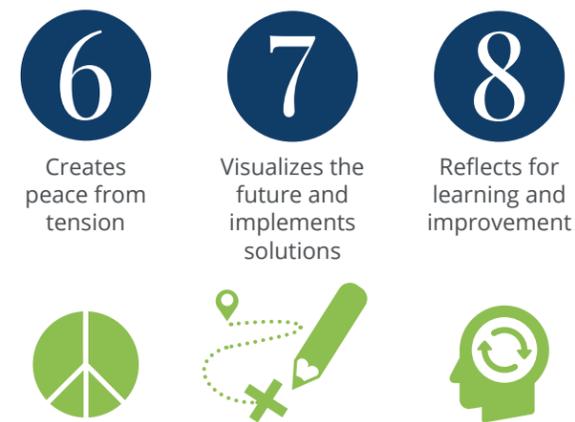


In every role and phase, the translation between strategy and tactics needs to occur. A Design Leader is a facilitator of innovation and shared understanding, helping to translate between strategy and tactics. Analysis, synthesis and evaluation needs to be conducted for strategy, translation, and tactics in an iterative pattern through action and reflection. Design leaders are intentional about their leadership style and actions, and seek to convey meaning in the pursuit of a positive outcome.



When considering how to define a Design Leader,

it can be challenging as this is a fairly new term that is defined differently by different disciplines. Similar to how it can be difficult to have one definition for 'Design Thinking,' the terms are polymorphous, manifesting in many forms (Dorst and Lawson, 2009, p. 25). It is easiest to define a Design Leader by the qualities and competencies they possess. While the application of these qualities differ by approach, particularly when comparing business and design, surprisingly there is much overlap in the core competencies themselves, just a difference in how they are applied and for what purpose. **There are eight synthesized competencies of a Design Leader.**



Many of these **Design Leadership Competencies (DLCs)** are rooted in people-centered values.

- 1. Practices humility and empowers others in an inclusive, collaborative way**
(Gillespie and Mann, 2004, p. 602; Parr, 2012; Pearce, 2004, p. 48,51; Sanders and Stappers, 2012, p. 19; Sekerka, 2014, p. 440; Spreitzer and Quinn, 1996, p. 241, 256; Turner, 2013, p. 33)
- 2. Welcomes ambiguous, “wicked” problems, and enables mental models beyond the accepted reality**
(Buchanan, 1992, p. 15; Conley, 2004, p. 46; Cross, 1990; Dorst and Lawson, 2009, p. 186; Martin, 2009; Sekerka, 2014, p. 442; Spreitzer and Quinn, 1996, p. 249)
- 3. Takes initiative in collaborative action and participatory design to create shared understanding**
(Gillespie and Mann, 2004, p. 589; Gruber, 2015, p. 2; Lindsay, 2015, p. 31; Rouleau, 2005, p. 1431; Sanders and Stappers, 2012, p. 19)
- 4. Practices emotional intelligence (empathy, emotional freedom and authenticity, suspending judgment) in order to establish trust and align values**
(Conley, 2004, p. 46; Edmondson, 2007, p. 64, 67; Gillespie and Mann, 2004, p. 591, 593, 602; Gruber, 2015, p. 4; Jaiswal, 2014, p. 85; Lencioni, 2002; Parr, 2012; Pearce, 2004, p. 52; Sekerka, 2014, p. 440-441)
- 5. Understands the ethical implications of design and decision-making**
(Lindsay, 2015, p. 31; Porter and Kramer, 2011, p. 4; Sekerka, 2014, p. 440; Spreitzer and Quinn, 1996, p. 255)
- 6. Practices optimistic resilient when presented with tension in order to create harmonious solutions**
(Gillespie and Mann, 2004, p. 604; Jaiswal, 2014, p. 85; Martin, 2009; Sekerka, 2014, p. 437; Spreitzer and Quinn, 1996, p. 253)
- 7. Strategically visualizes the future, and persistently implements innovative, unexpected solutions**
(Conley, 2004, p. 46; Cross, 1990; Turner, 2013, p. 70)
- 8. Devotes time to reflect for learning and improvement**
(Garvin, 2008, p. 111; Jaiswal, 2014, p. 86; Martin, 2009)

Design Research Methods

PROCESS & METHODOLOGY

A **Design Thinking Process** was utilized for this research that was adapted from Min Basadur's *Simplex, a Flight to Creativity*. This process includes three phases: Discovery of Needs, Solution Formulation, and Solution Implementation. These phases help to guide the methods to collect meaningful insights.

The Design Methodology that was adopted for this research was a people-centered approach. The methodology is the value system that is adopted by the researcher to inform the way in which they conduct the process. **People-Centered Design Research** focuses on designing with people, including them throughout the design process. When adopting a people-centered approach the researcher strives to be a force for inclusion and seeks out input from the participants throughout the process. People-Centered Design is also a quality of Design Leadership.

DESIGN RESEARCHER'S ROLE

The Design Researcher provided:

- Qualitative design research with fresh eyes, an outsider's perspective, and neutral point of view
- Facilitated, collaborative sessions with the organization's mid-level leaders to discover challenges
- An analysis and synthesis of the data to understand the challenges and frame them into opportunities
- Facilitated, collaborative sessions with the mid-level leaders to develop actionable solutions
- Concluding research, a designed document was provided that visually communicated the findings

DISCOVERY OF NEEDS

- Discover Problems
- Find Facts
- Define Problem

SOLUTION FORMULATION

- Find Ideas
- Evaluate and Select Ideas

SOLUTION IMPLEMENTATION

- Make a Plan
- Sell the Idea
- Implement and Act

PARTICIPANT'S ROLE

KSMC provided:

- Support from leadership in the planning and coordination of the research plan
- Staff's participation in the research activities including interviews, prototype testing, collaborative sessions, etc.
- Leadership involvement in evaluating the ideas
- Reflection and feedback on the process

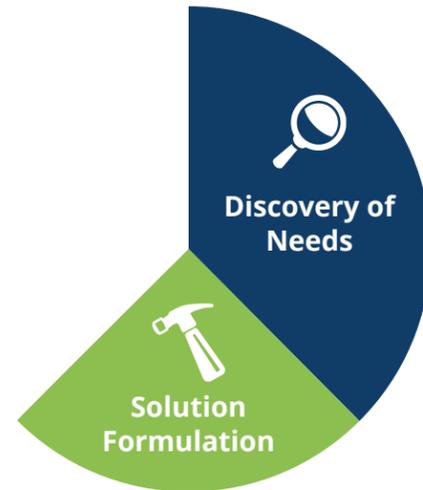


Design Process adapted from: *Simplex, a Flight to Creativity*, Min Basadur, 1994

METHODS OVERVIEW

Design Research Methods are the planned engagements for intentionally collecting insights with participants. The first two phases of the design process were completed during this research, with insights on how to implement a second prototype.

In total, **10 different methods** were executed. Below is an overview of the design research methods that were conducted as part of this thesis research:



DISCOVERY OF NEEDS:

- Interviews +
- Observation +
- Graffiti Wall +
- Electronic Cultural Probe +
- Pre Self-Assessment +

PROTOTYPE 1:

- DLC Workshop +
- Mission Action Packets +

EVALUATION OF PROTOTYPE 1:

- Presentation & Reflection +
- Post Self-Assessment & Reflection +
- Phone Call Follow-Up +

PROPOSED PROTOTYPE 2*:

- Adjustments to Process & Prototype 1 +
- Facilitator's Guide +

**Since the second proposed prototype was not conducted, these are outlined further in the Outcomes Section.*

THE PARTICIPANTS & ENGAGEMENT

At the beginning of the research, **12 mid-level leaders** were identified by the KSMC executive leadership team to participate in this leadership development experience. These mid-level leaders are highly intelligent, skilled problem-solvers with experience working in the data and technology sector. The executive leadership team introduced the research to the participants at their quarterly management meeting with an introduction video created by the design researcher. The design researcher was not present for the initial introduction of the research, but provided the video, an e-mail explanation and conducted a site visit prior to the first research method.



The following section will outline these key elements for each of the methods:

- Method Objective
- Time & Environment
- Activities
- Supplies (things you bring)
- Tools (things you make)
- Design Researcher Notes & Adjustments

The activities for many of the methods were adapted from *Universal Methods of Design*, by Bella Martin and Bruce Hanington, 2012.

Interviews

METHOD OBJECTIVE

The goal of this method was to understand the 12 mid-level leaders, their individual leadership styles, their desired styles, and needs associated with their leadership. The interviews also offered a way to understand the needs of the organization from their unique perspective.

TIME & ENVIRONMENT

The individual interviews lasted about an hour each and were held at the KSMC office. A member from the executive team helped to coordinate the schedules for each of the 12 participants.

SUPPLIES

- Pen & paper
- Recording device

TOOLS

- AEIOU Question Framework
- Calendar reminders

ACTIVITIES

For this method the design researcher asked questions related to personal leadership needs utilizing an AEIOU framework and an **Appreciative Inquiry** methodology. According to Gervase R. Bushe, Appreciative Inquiry is a method for studying and changing social systems (groups, organizations, communities) that advocates collective inquiry into the best of what is in order to imagine what could be, followed by collective design of a desired future state that is compelling and thus, does not require the use of incentives, coercion or persuasion for planned change to occur. In essence, the design researcher focused on framing the questions to focus on positive qualities of their leadership rather than negative qualities. This could also be interpreted as strengths-based inquiry. **The AEIOU framework** was adapted from *Universal Methods of Design*, and the abbreviation stands for: Activities, Environment, Interactions, Objects, and Users. Within each of these categories questions were asked about their leadership style and needs as it relates to the broader category. In this research “Users,” was adapted to ask more about background information about the participant’s past work experiences and leadership styles.

The interviews enabled participants to reflect on their leadership illuminating more concrete and contextual leadership goals as well as organization challenges. The mid-level leaders would eventually be given personalized leadership missions based on the insights gathered to **initiate a leadership change**.



DESIGN RESEARCHER NOTES

The findings from the interviews helped to answer some of the sub-questions of the thesis related to the challenges mid-level leaders currently face, and the training mechanisms and resources they currently utilize. It also offered rich insights into each mid-level leader’s personality, leadership style, and philosophy on how they conduct their work.

The question: “How do you want to develop as a leader?” can often be very abstract and hard to answer in a way that drives to tangible action.

The interview process allowed the researcher to gain a contextual understanding of the participants’ needs and goals, ultimately providing richer insights into how each participant could address that question in a more tailored and relevant way. It also allowed the participants to use the hour of time to truly reflect on their holistic experience and how their leadership is leveraged and influenced in the various categories that make up their work experience.

ADJUSTMENTS

Based on the first iteration of conducting this method, there are some adjustments to the methodology and execution that are recommended for future iterations.

First, participants should be asked what type of methodology they prefer for their leadership development. While some appreciated the Appreciative Inquiry model, others were unaware of it, and others actually wanted to focus more on improving their weaknesses rather than building on their strengths. This seemed to mostly depend on the individual person, so further research should be customized to each person’s preference.

Secondly, as an adjustment to the execution of this method, the design researcher would be able to save time by conducting group interviews with participants, rather than individual interviews. While this would save time, it might reduce the level of comfort and candor the participants have, so this approach should be discussed with the participants before the research begins.

Observation

METHOD OBJECTIVE

Observation allows a design researcher to better understand the participants and their work environment in a more subtle and non-invasive way. The goal was also to learn more about the organization as a whole through observing the office environment.

TIME & ENVIRONMENT

The design researcher spent about 10-15 hours observing the office environment over the course of the research program.

SUPPLIES

- Pen & paper
- Laptop
- Camera

TOOLS

- AEIOU Framework

ACTIVITIES

The design researcher observed the KSMC office, sitting in the middle open area focusing on each of the distinct service area pods. The AEIOU framework was used again in collecting observations focusing on each of the categories from the framework for each of the service areas.

DESIGN RESEARCHER NOTES & ADJUSTMENTS

This method provided insights into the **environmental considerations** of the office. It was not very effective for eliciting meaningful data related to the participant's leadership style. Certain participants also worked off-site at client locations, and those areas were not observed as part of the research.

Perhaps more meaningful data could have been collected if more time was spent in the various team areas of the office. As an adjustment to future iterations of this method, design researchers should be encouraged to ask the participants questions about what they observe. A "job shadow" observation method could also provide more personalized insights for each individual mid-level leader.



Graffiti Wall

METHOD OBJECTIVE

The Graffiti Wall was another method to help discover needs, particularly geared toward the organization and the rapid growth they had recently experienced. This was one of the few methods to gather insights from other employees outside of the 12 mid-level leaders.

TIME & ENVIRONMENT

The Graffiti Wall was placed in the center of the main KSMC office on a common wall. Markers, Post-its, and stickers were placed on a table next to the wall. It was visible upon first entering the office and was left hanging for approximately 2 weeks.

SUPPLIES

- Markers
- Post-its
- Emoji stickers
- Tape / magnets
- Chart paper

TOOLS

- Graffiti Wall with prompts



ACTIVITIES

Once the graffiti wall was hung, participants engaged with it on their time and in their own way. Anyone in the office could write anonymous responses to the four prompts that were included on the wall.

The prompts included:

1. What do you appreciate and value about KSMC currently? Why?
2. Your company has grown rapidly and will hopefully continue to grow. What do you think is important to maintain as KSMC continues to grow? Why?
3. What emotions do you feel about “future growth?” Why do you feel this way?
4. When you were first hired, what made you excited during your orientation of KSMC? Why?

DESIGN RESEARCHER NOTES & ADJUSTMENTS

This method provided some insights, but it was not very effective as the responses were limited and a little vague.

As an adjustment to this method, placing the Graffiti Wall in a **visible but more private space** might elicit richer data. While the center of the office provided a clear visibility for the method to be engaged, it took away some of the anonymity of responses. The design researcher could also “seed” neutral comments on the wall to encourage participants to write and draw on the wall.



Electronic Cultural Probe

METHOD OBJECTIVE

This electronic survey served as a **reflection exercise** for the participants to think about their leadership experience. This tool supplemented data gathered during the interviews. The main objective was to understand the leadership journey of each mid-level leader, better understand their ideal leadership style, and better understand their least desirable leadership style.

SUPPLIES

- Internet
- Computer

TOOLS

- Designed Survey

TIME & ENVIRONMENT

This method was conducted online using **SurveyGizmo**, an advanced online survey software tool. It was estimated that the participants would need about 30 minutes to complete the activities. The mid-level leaders had the flexibility to do it on their own time, at their preferred location with an internet connection, and could spend as much time as they wanted on it.

ACTIVITIES

The electronic cultural probe contained **three key activities**:

1. Experience Grid
2. Love Letter to Ideal Leader
3. Break-Up Letter to “Worst Nightmare” Leader

DESIGN RESEARCHER NOTES & ADJUSTMENTS

The electronic cultural probe was **completed by 8 of the 12 participants** and reaffirmed many of the insights gathered from the individual interviews. The intention of this method was to provide another outlet for participants to express their leadership goals. Certain people are more comfortable writing their opinions in a private setting rather than being directly asked in an interview format.

Based on the mid-level leader’s feedback following the survey, removing the experience grid may be an adjustment to consider in future iterations. Some of the participants found it redundant to what was discussed in the interviews. Future research may also benefit from combining this survey with the pre self-assessment method so that participants only have one link to engage with at one time.

1. Experience Grid:

The experience grid contained 9 cells in a table format. Participants were asked to reflect on their leadership for each of the categories.

The vertical axis contained three categories:

1. Head (knowledge and skills)
2. Heart (emotions, attitude, outlook, values)
3. Hand (tools, programs, tangible resources)

Across the top, horizontal axis the three categories included:

1. Past (when you were first hired at KSMC)
2. Current
3. Future (your ideal leadership style)

2. Love Letter to Ideal Leader

The love letter was a way for participants to reflect on their desired leadership style. The participants were prompted to think about leaders they’ve had in the past that were a positive influence, or to even consider fictional leaders. The prompts for the Love Letter included:

- Why do you love this person as a leader? What really stands out to you about the way they lead?
- What qualities do they demonstrate that motivate their team? What do they value?
- How do they interact with people? What types of activities do they partake in? What objects/ tools do they use? What environment do they work in?
- Use adjectives, be descriptive, don’t be afraid to make your ideal leader blush from how much you love them!

The screenshot shows a survey titled "KSMC Exercise Survey" with a section for "Reflection Exercises". It includes instructions and prompts for three exercises. Exercise #1 is an experience grid with a table structure. Exercise #2 is a love letter prompt. Exercise #3 is a break-up letter prompt.

KSMC Exercise Survey

Reflection Exercises

There are only 3 "questions" in this survey, but they are actually personal reflection exercises.

For the first matrix question, please be descriptive in all 9 of the comment boxes. I would have changed the size of the boxes if I could have, but

TIP- It may be helpful to type your response in a Word Doc first, then copy it over, no word limit.

4. Exercise #1:
Please describe your leadership style and experience. Give details for all 9 boxes.

Left Top Box: Knowledge and skills you had when you were hired as a leader
Left Middle Box: Emotions and attitude you had when you were hired as a leader, Why?
Left Bottom Box: Tools and resources you had when you were hired as a leader

Center Top Box: Knowledge and skills you have now as a leader
Center Middle Box: Emotions and attitude you have now as a leader, Why?
Center Bottom Box: Tools and resources you have now as a leader

*Right Top Box: Knowledge and skills you'd like to have as a leader, Why?
*Right Middle Box: Emotions and attitude you'd like to have as a leader, Why?
*Right Bottom Box: Tools and resources you'd like to have as a leader, Why?
* you can go wild with ideas in this column, no wrong answers! *

	Past (when you were first hired at KSMC)	Current	Future (your ideal leadership style)
Head (knowledge, skills)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Heart (emotions, attitude, outlook, values)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hands (tools, programs, tangible resources)	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. Exercise #2:
Write a Love Letter to your Ideal Leadership Style.

Yes, a love letter. Pour your heart out to your ideal leader. Give your leader a name:

- maybe he/she is based on a real-life role model
- maybe he/she is imaginary, or based on a fictional character

3. Break-Up Letter to “Worst Nightmare” Leader

3. Break-Up Letter to “Worst Nightmare” Leader

Inversely to the Love Letter, the break-up letter was a way for the mid-level leaders to think about the type of leader they didn’t want to embody. Some of the prompts included:

- Why isn’t it working out with this person as a leader? What really stands out to you about the way they lead (negative)?
- What qualities do they demonstrate that annoy and frustrate their team? What don’t they value that they should, why is that important?
- How do they interact with people? What types of activities do they partake in? What objects/ tools do they use? What environment do they work in?
- Use adjectives, be descriptive, don’t be afraid to let ‘em have it! All the things you ever wanted to say, but couldn’t- now is your chance!

Pre Self-Assessment

METHOD OBJECTIVE

This method was a proposed answer to one of the sub-questions on how to **evaluate and measure the Design Leadership Competencies (DLCs)**. The mid-level leaders were given this assessment to gauge their comfort level with each of the DLCs. This was the first time the mid-level leaders were introduced to the DLCs, providing a “blank slate” first impression on their comfort level.

TIME & ENVIRONMENT

This method was conducted online using **SurveyGizmo**.

It was estimated that the participants would need about 10 minutes to complete the assessment.

SUPPLIES

- Internet
- Computer

TOOLS

- Designed Assessment

ACTIVITIES

The mid-level leaders were asked to do a self-assessment of their comfort level with each of the eight core Design Leadership Competencies. Following the self-assessment they were also given some reflection prompts on the leadership program so far.

DESIGN RESEARCHER NOTES

The pre self-assessment was **completed by all 12 of the mid-level leaders**. Both the design researcher and the executive leadership team emphasized the importance of completing the pre self-assessment in order for the mid-level leaders to gain the most from the leadership development experience. The pre self-assessment results were used to identify each individual’s strongest, weakest, and most desired competencies. **These results informed the design of future methods to come, customized to each mid-level leader.**

In examining the types of assessments that could have been conducted, a 360 assessment was an initial consideration where the mid-level leaders would assess themselves, but would also be assessed by their peers and superiors. This was deemed inappropriate for this type of engagement with the potential to cause pressure and harm for the participants, ultimately not abiding by the people-centered methodology of the research.

How comfortable are you with practicing humility and empowering others?

Do you often seek out advice and listen to others? How often do you empower your team members and give them important tasks?



ADJUSTMENTS

This is the first point in the research that the participants are introduced to the DLCs. Due to this they may not have fully understood the competencies which could have affected their ratings. The pre self-assessment would probably gather more accurate ratings if conducted following the introduction of the core competencies at the Design Leadership Workshop. During the workshop the competencies are explained in more detail, providing a clear understanding for participants to rate themselves.

Participants would also benefit from having the pre self-assessment be combined with the electronic cultural probe, simplifying the number of engagements and links to complete.

Self-Assessment

Self-Assessment

4. **How comfortable are you relinquishing control?**
How often do you empower your team members and give them important tasks?

I'm not comfortable, I rarely do that.

5. **How comfortable are you with ambiguous situations?**
These are situations where you don't have all the answers but still have to move forward. Do you welcome it?

I'm not comfortable, I avoid that.

6. **How comfortable are you with taking initiative in collaborative action?**
How often do you seek out collaboration with others?

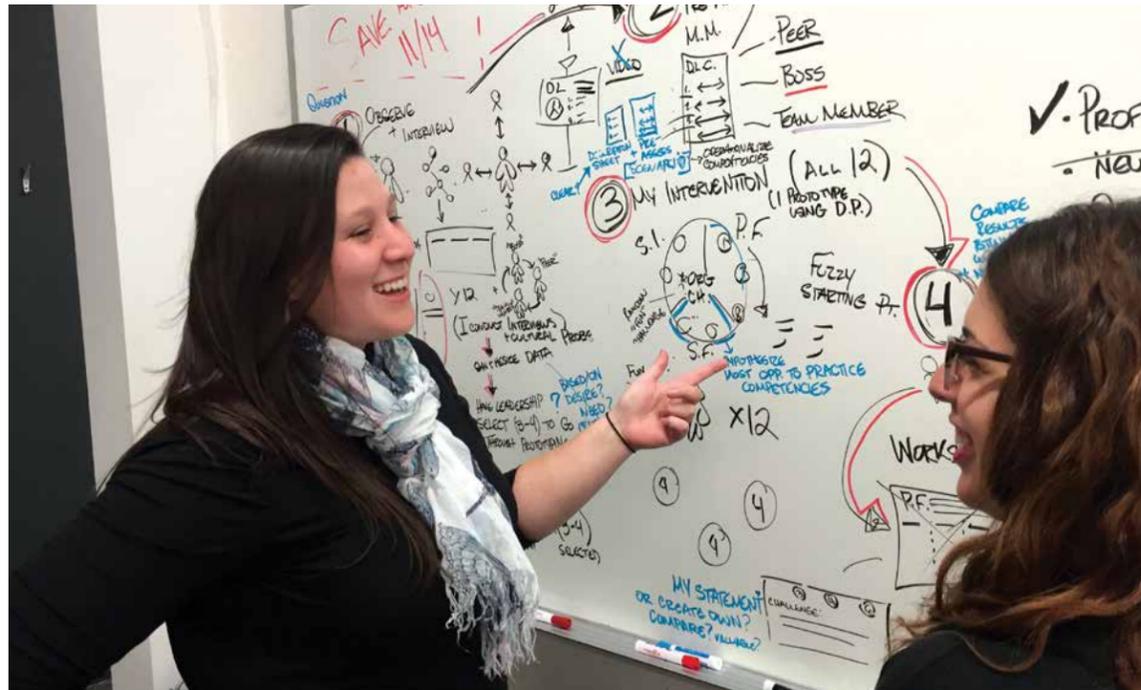
I'm not comfortable, I rarely do that.

7. **How comfortable are you with practicing emotional intelligence?**
Emotional intelligence includes:

- Empathy—the ability to understand and share the feelings of another
- Emotional Freedom—demonstrating your authentic personality
- Suspending Judgment—I'm not quick to judge, especially when it comes to people; I analyze all the...

Analysis & Synthesis

After completing the first five methods from the Discovery of Needs phase, analysis and synthesis were conducted to understand the data collected and to gather insights related to each of the mid-level leaders individual leadership goals. This would inform the design of their leadership missions in the first prototype.



During the analysis process, data was transcribed to yellow Post-its taken directly from the interview transcripts. The design researcher then analyzed the data to find patterns and insights for each mid-level leader, **affinity grouping** the data into major themes. From those themes, blue Post-its were used to synthesize the data into actionable opportunities for leadership change. The blue-Post-its were organized using a **“How/Why” Laddering method** adapted from *Simplex, A Flight to Creativity*.

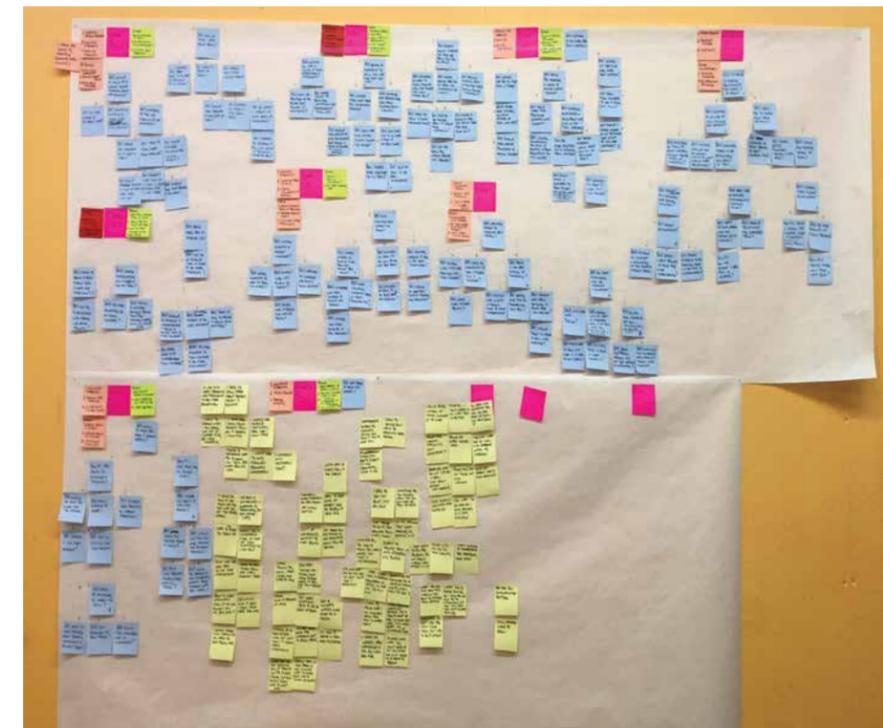
Each mission was customized to the individual mid-level leader, and used their own words and terminology as much as possible. The process was **rigorously documented** for each person in case any of the mid-level leaders wanted to see how their missions were formed.



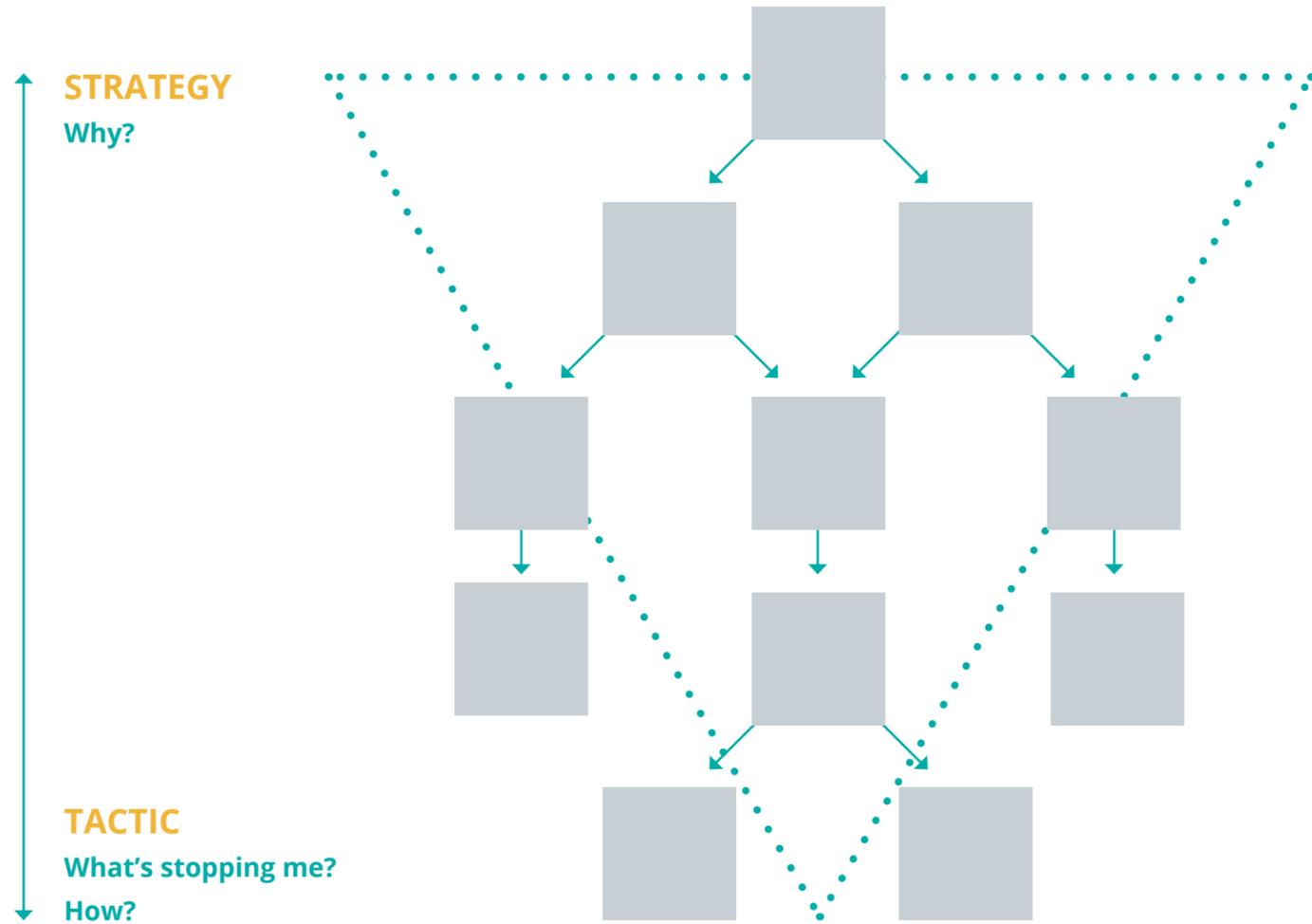
The pink Post-its were the names of each of the mid-level leaders and the results from their pre self-assessments with their Top 3 DLCs to focus on.

The yellow Post-its were transcribed data that came from each of the individual interviews.

The blue Post-its were the formed “How Might I...” (HMI) statements to create their leadership missions based on the yellow data. The participants’ own words were used as much as possible in the terminology of their HMI statements.



Opportunity Trees



The missions were synthesized and structured into **opportunity trees** with the broad or more strategic leadership missions at the top, and the more specific or tactical leadership missions at the bottom. Missions at the top are no better or worse than missions at the bottom.

The concept is that if a mid-level leader can complete a mission at the top, they will also achieve all the missions within that branch. However, it should be mentioned that missions at the top tend to be less clearly defined and may require more time.

Following the analysis and synthesis, the solution formulation phase was conducted beginning with the first prototype to answering the thesis question.



I PICK THE
APART, SOME PPL
HANDLE IT + SOME
CANT

PEOPLE

HMI INSPIRE
OTHERS TO
PRIORITY
CONNECTION OVER
PERFORMANCE?
/ EXECUTION

GROWING A
BIZ DOESN'T
ALWAYS HAVE
STRUCTURE

DONT WANT
MAKE IT
DECISION
BASED ON WHAT
I THINK

SELF DRIVEN
MENTALITY, YOU
ALONE RESPONSIBLE
FOR SUCCESSES

HMI CUSTOMER
ANY FEEDBACK TO
PPL WHO FEELING
IN PERCEPTION
HANDLING THEM?

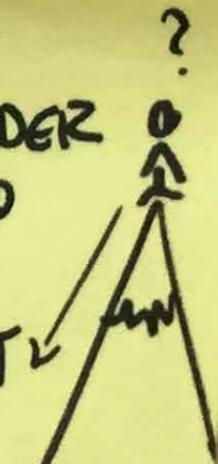
THRIVE IN
CHAOS

GET AHEAD
QUICKLY, NOT FIGHT
CORP LADDER
LATER

ASK A LOT OF
QUESTIONS WANT
TO LEARN

PPL POKE FUN
AT ME FOR
SOCIALIZING, BUT
THATS HOW YOU
GET TO KNOW
EMPLOYEES

DONT WANT
TO BE A LEADER
THAT SITS @
TOP + HAS
NO IDEA WHAT
IS GOING ON
@ BOTTOM ??????



HMI ENCOURAGE
MY TEAM TO
CREATE PERSONAL
GOALS FOR THEM
+ HELP THEM
ACHIEVE

HMI DEVELOP
AND EXPAND MY
OWN BIZ ACUMEN
AND SKILLS IN
ORDER TO RELATE
TO CLIENT
BETTER?

REFRESHER
ON BIZ SKILLS

HMI TRAINING
TEAM



Various other sticky notes on the left side of the board, mostly blue and pink, with some illegible text.

DLC Workshop

METHOD OBJECTIVE

Based on what was discovered from the previous methods, a customized workshop to train the Design Leadership Competencies was created. This was a prototype for how to teach and demonstrate the DLCs. Two iterations of the workshop were facilitated for the mid-level leaders to learn the DLCs and guide them on next steps. After being introduced to the core competencies in more detail, the mid-level leaders ideated on an organization opportunity that was framed from the insights gathered during the Discovery of Needs phase. **The Design Thinking Process became a vehicle to practice the DLCs**, with a focus on leveraging the solution formulation phase to address the organization opportunity that was relevant to KSMC and all of the mid-level leaders. **This was the first prototype to answering the thesis question.**

SUPPLIES

- Projector / Screen
- Chart paper, whiteboards
- Markers, sharpies, pens
- Post-its, tape, magnets
- Blank paper, notepads
- Food & beverages
- Laptop
- Music stereo
- Video equipment
- Camera

ACTIVITIES

The workshop followed this loose agenda:

1. Introduction to Design Thinking
2. What are the DLCs?
3. Organization Ideation
 - Group Brainstorm
 - Forced Connection & Prototype Worksheet
 - Share & Vote
 - Iterate, Refine, & Present
4. "Your Mission"
5. Workshop Reflection

TOOLS

- Workshop slide presentation
- Reflection-In-Action worksheet
- Reflection-On-Action worksheet
- Forced Connection & Prototype worksheet
- DLC reference sheet

TIME & ENVIRONMENT

Two workshops were hosted with four participants in the first workshop and six participants in the second workshop. Both were about **3.5 hours** long and were held at the **Herron School of Art & Design** graduate studio.

“ I liked collaborating on the exercises and getting to work with different people. ”



During the second half of the workshop about 90 minutes was spent on the **Organization Ideation**. This part of the workshop consisted of a design facilitation addressing an organization challenge focused on professional development. This was a shared organization challenge that was derived from the interviews and that all of the participants could relate to.

How might we define and create a structured professional development program for KSMC?

There were **four key activities** that happened as part of the facilitated ideation.

1. Group Brainstorm

During this part of the activity all of the mid-level leaders diverged on the following categories, shouting out answers as the facilitator scribed their responses on a whiteboard.

- **Who** needs this professional development program?
- **What** do people need to learn or do in order to develop professionally?
- **How** could we train or learn these things?
- What **criteria** will we use to evaluate ideas?

2. Forced Connection & Prototype Worksheet

After the group brainstorm activity, the mid-level leaders were instructed to select one thing from the Who, What, and How columns. They then forced those items together to develop their first prototype through an individual worksheet that had further prompts to consider as they flushed out their first prototype to addressing their challenge.

3. Share & Vote

Once each participant completed their worksheet they shared their idea with the group and each person voted on the idea that best fit the criteria.

4. Iterate, Refine, & Present

The two ideas that received the most star votes were then selected to be refined. The participants were split into two groups to work collaboratively on refining the idea. Each group presented their final iteration.



Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Like we were being more effective.

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Very valuable. I think we were able to flesh out ideas to get tangible steps to implement.

As the mid-level leaders completed the four activities involved in the organization ideation they were instructed to keep the Design Leadership Competencies in mind. After each of the four activities, a **reflection-in-action sheet** was provided to determine if the participants felt like they were practicing any of the Design Leadership Competencies. They were also prompted to explain how they felt they were leveraging the DLCs during the activity, and were asked to describe their impression of the overall activity. The results from these sheets confirmed that the mid-level leaders could see how the competencies were leveraged during the solution formulation process. The reflection-in-action sheets also helped to inform what activities support the DLCs.

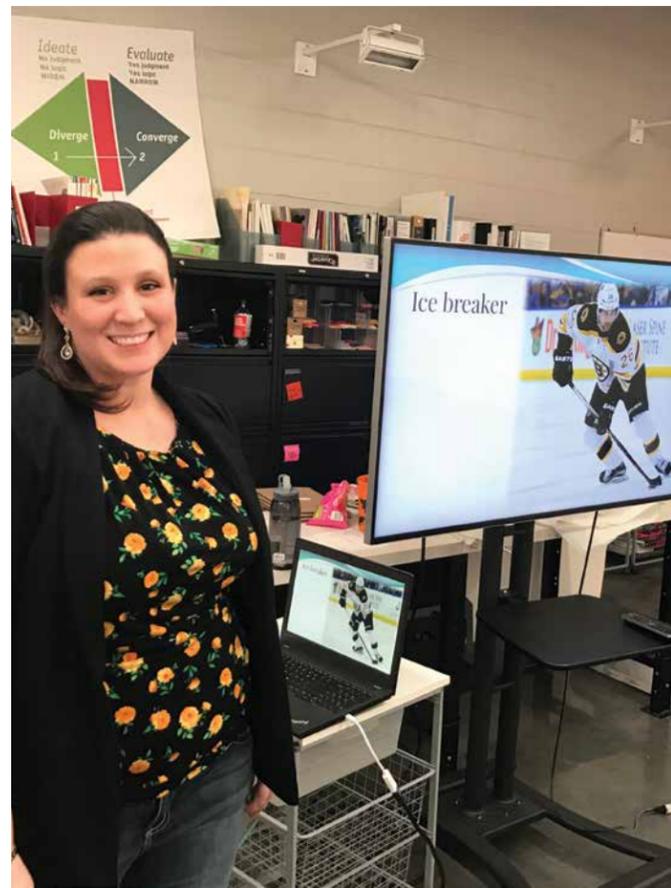
DESIGN RESEARCHER NOTES & ADJUSTMENTS

Between the two workshop dates small adjustments were made based on the participants feedback from the first workshop.

Those minor adjustments included:

- Writing the agenda on the whiteboard for reference throughout the workshop
- Reminding the participants of breaks between activities
- Creating a reflection-on-action worksheet rather than doing a reflection discussion so that feedback could be collected in a structured, meaningful way. Reflection prompts were based on an © IDEO method.
- Having the mid-level leaders vote on the top priorities that would shape their criteria

Some considerations for future facilitated workshops would be to ensure that the participants have enough time for each activity. While **rapid prototyping** is an emphasized quality of the workshop, participants may still want more time to develop their ideas. It can be difficult for participants to adjust quickly to a rapid pace if it differs from their usual working style. Facilitators should also be mindful of their own buzz words and tribal language associated with Design Thinking. **Relevancy and relatability** are key for mid-level leaders to adopt and practice the Design Leadership Competencies.



Overall the workshop was very well received by the mid-level leaders. Positive feedback reinforced that the activities and the process allowed the mid-level leaders to practice the competencies while addressing an important and relevant design challenge.

“ The workshop does elicit reflection about leadership abilities and Design Thinking. ”

“ I liked the application of the real KSMC challenge to demonstrate the process. ”

“ Materials were phenomenal, well-done, great! ”

Mission Action Packets

METHOD OBJECTIVE

At the end of the workshop the Mission Action Packets were introduced. **This was the second part of the first prototype.** The workshop was a way to introduce and practice the Design Leadership Competencies, and the Mission Action Packets were a way for the mid-level leaders to continue to leverage the core DLCs as they strived to make a personal leadership change. The mid-level leaders utilized the packets to ideate and prototype different solutions to address their leadership development opportunity while leveraging the DLCs.

SUPPLIES

- Letter size envelopes
- Post-its
- Sharpies

TOOLS

- Mission Action Packet
- HMI Leadership Missions
- Top 3 DLCs
- Suggested Schedule

TIME & ENVIRONMENT

The Mission Action Packets were structured to last 5 weeks, but the timeline could be adjusted to the mid-level leaders preference. The packets were conducted in the work setting of each mid-level leader.

ACTIVITIES

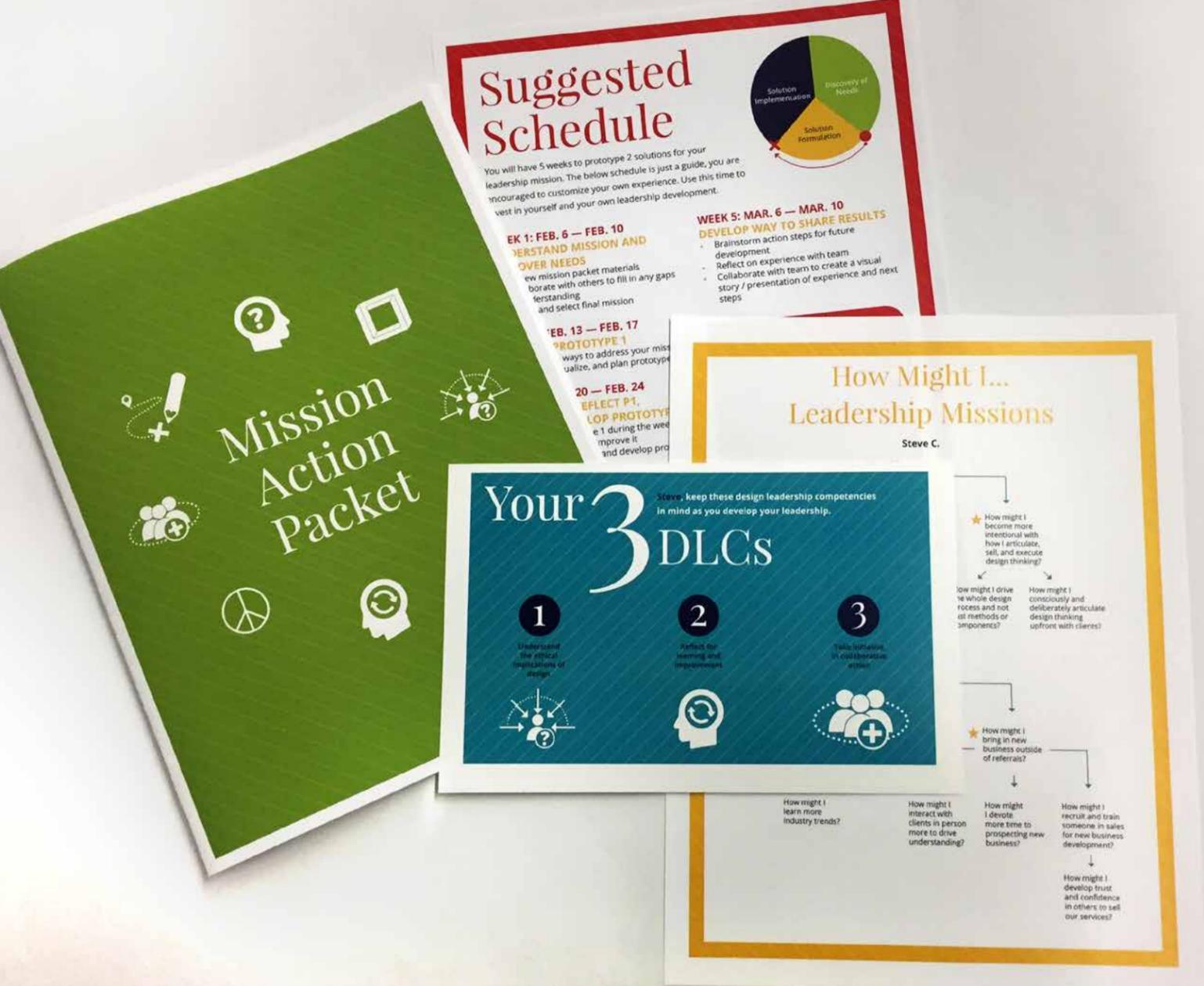
The mid-level leaders were instructed to utilize the contents of the Mission Action Packets in order to identify, select, and ideate on a leadership opportunity that was derived from their interviews and to then **take action on making a change.** The mid-level leaders were placed in groups of three based on similar leadership goals and themes. The design researcher also grouped them across different service lines so they could get to know people better that they don't usually work with. The four themes for the different groups were:

1. Building Relationships
2. Customizing and Personalizing
3. Moving People
4. Supporting Others



The mid-level leaders had the choice to work with their group on one shared mission, or to focus on an individual mission but still collaborate with their team in addressing their individual missions. The HMI Leadership Mission page was customized to each mid-level leader based on their interviews and could be used as a starting point to identify the type of leadership change they wanted to make in the 5 weeks. It was emphasized that the provided leadership missions were just a starting point and could be adjusted or changed completely. The mid-level leaders are the experts of their own experience, and in that spirit they were encouraged to try new things or to develop their own change.

The mid-level leaders are the experts of their own experience.

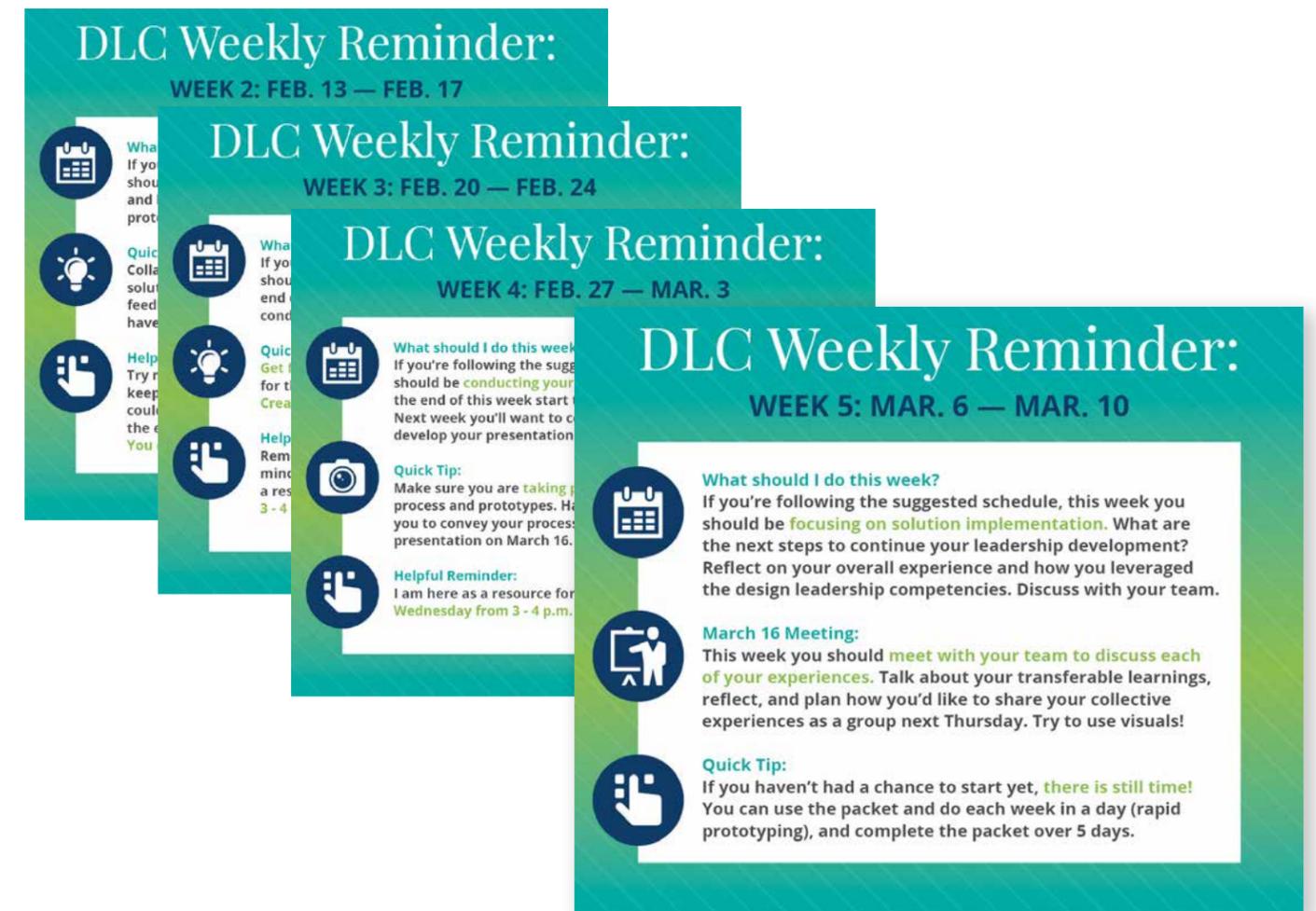


Mission Action Packet Contents:

1. **Mission Action Packet:** a workbook with prompts for the participants to follow to inspire action through the solution formulation phase of the Design Thinking process.
2. **“How Might I...” Leadership Missions:** synthesized leadership missions that were personalized from the individual interviews. The phrasing “How might I...” frames the challenges into actionable opportunities for the mid-level leaders to initiate change.
3. **Top 3 DLCs card:** a small card customized with each mid-level leader’s top three DLCs to keep in mind and leverage during the leadership development program.
4. **Suggested Schedule:** a tool for the mid-level leaders to coordinate their time efficiently and to not be overwhelmed by the contents of the packet.

Throughout the 5 weeks the design researcher made herself available to the mid-level leaders to help answer questions, provide counsel on the Design Thinking process and the Design Leadership Competencies, or to be a resource for collaboration.

In order to help facilitate the mid-level leaders throughout the 5 weeks, a **weekly e-mail reminder** was sent to the 12 participants with helpful reminders and quick tips. These e-mails were coordinated with the Suggested Schedule. The design researcher also held **“office hours”** visiting the KSMC office and sitting in the common area for an hour every Wednesday. None of the mid-level leaders utilized the office hours, but this may have been due to getting a late start with their teams.



DESIGN RESEARCHER NOTES

It was discovered through the interviews that many of the mid-level leaders struggle with having time to devote to professional development. According to the mid-level leaders this a common symptom of the consulting industry where a high priority is placed on billable hours. **Finding and devoting time to the Mission Action Packets was a key challenge for the mid-level leaders.**

The Mission Action Packet activities were scalable and could have been completed in as little as one week. The process outlined in the packets reflected the process from the workshop. Due to expected time limitations, the Suggested Schedule was prolonged over the course of five weeks to give the mid-level leaders ample time to focus on their professional development.

“ Because everything is client focused and there is a pressure to get billable hours, personal development falls off. 100 percent of the reason is because what we do is to sell hours and bill hours, we are providing value but it leaves no time left in the day to grow our own people, its not a priority. ”

It is still undetermined if the five weeks allocated for the Mission Action Packets was too much time or too little. Some of the participants thought it was the appropriate amount of time, some thought it could be longer for continued practice, and others thought that maybe a shorter deadline would have prompted more engagement and immediate action. In a future iteration of the program, a shorter timeline would be suggested to compare with this prototype.

ADJUSTMENTS

After conducting the Mission Action Packets there were adjustments that could be made to improve the experience for mid-level leaders. Many of these adjustments are based on feedback from the mid-level leaders.

- The Mission Action Packets were created as the leadership development program was in progress. Since this was the first prototype it was difficult for the design researcher to describe the Mission Action Packets earlier in the program because they were still being developed. Now that the materials are created, the design researcher should **show the packets at the initial introduction of the leadership development program.**
- Leadership is already an abstract concept, **clear examples of actionable change** should be emphasized throughout the engagement.
- As part of the people-centered approach with an emphasis on transforming rather than informing, the mid-level leaders were encouraged to customize their experience. As experts of their own experience, they could make it what they wanted. However, the **participants desired more concrete direction.** In future iterations clear objectives and examples of outcomes could be provided to help guide direction.
- Since the packet had four materials, a participant suggested adding a simple guide for how to utilize each of the materials, with **clear objectives** and where to begin.
- To not cause harm or stress to the participants the expectations for the outcomes of their leadership development were not very high, and were not concretely articulated to let each participant decide for themselves their commitment level. The mid-level leaders interpreted the lack of high expectations to mean that the leadership development was not a high priority. If conducted outside of a research context, higher expectations could be emphasized by both the facilitator and the executive team if **high expectations align with the established culture.**

“ We are a culture of high achievers... expected to perform at a high level, a lot of multi-tasking. ”

Expectations were not aligned early on.

One of the biggest challenges was that many of the mid-level leaders did not fully realize they would be asked to focus on their leadership development beyond the workshop. For many of the participants the introduction of the Mission Action Packets came as a surprise despite having been informed through e-mails and in person when reviewing the leadership program and consent form. The mid-level leaders were not mentally prepared or aligned with the expectations of the leadership development program. As an adjustment to future iterations the following actions should be taken:

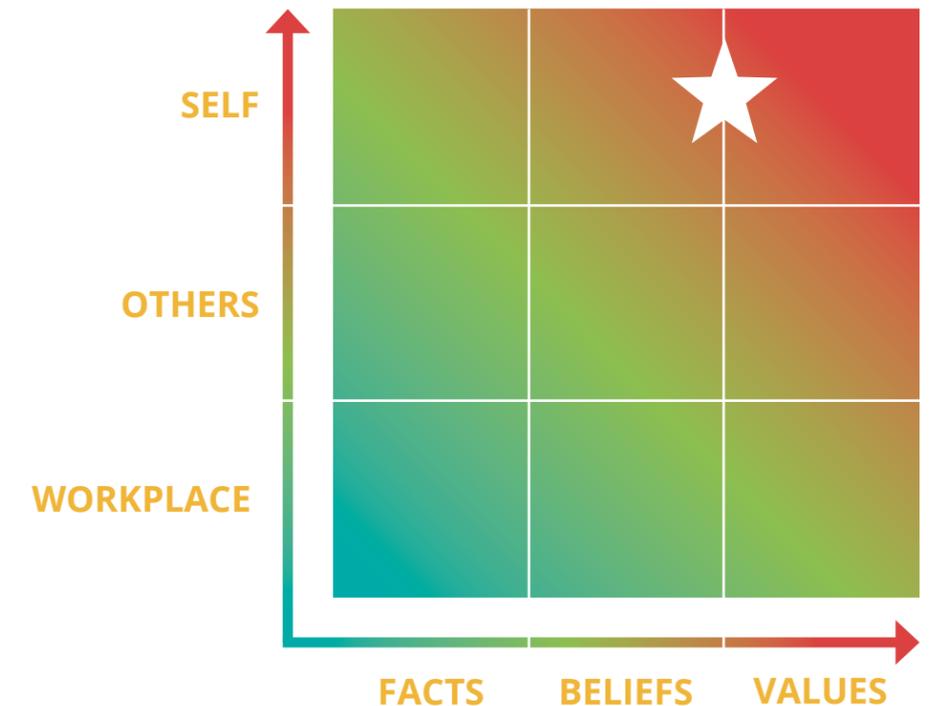
- **The design researcher should be present for the initial introduction of the leadership development.** In this thesis research, a video introduction was created at the request of the executive leadership team rather than attending the management meeting and being introduced in-person. Being introduced in-person would have enabled the mid-level leaders to ask more questions about the leadership development program, and to clarify expectations early.
- **Secondly, all members of the executive leadership team need to be included in the initial conversations about the program.** The design researcher primarily worked with two of the four executive leaders, and while the other executives were aware of the program they did not understand the scope of work or commitment needed. There should be clear solidarity among the leaders on the commitment and value of the development.

“ I felt completely caught off guard by the mission packets, I didn’t expect a project after the workshop, I thought the workshop was the end. ”

“ I didn’t really think an executive leader was behind it. ”

The mid-level leaders also wanted more commitment and participation from the executive leadership team. The executives were intentionally asked to not participate in the program so that the mid-level leaders could have the safe space to develop without pressure from their superiors. However, since many of the mid-level leaders trusted and admired the executives they wanted to see them get involved in the program too. **Established trust and admiration could be a factor for determining how much involvement should be expected from the executives.** This could be a question to incorporate in the interview process.

Resistance increases as change becomes more personal.



*Adapted from Jan Hillier PhD
Clinical Associate Professor of Management
Kelley School of Business, Indiana University*

Overall, most of the participants were still engaged and willing to participate in the leadership development, they were simply caught off guard by the continued practice to make a leadership change.

A high level of resistance was also to be expected. Based on previous research, as change becomes more personal resistance to that change increases. With the Mission Action Packets the participants were being asked to change themselves, and depending on how they interpreted the Design Leadership Competencies, they were being asked to change their beliefs and/or values.

Presentation & Reflection

METHOD OBJECTIVE

After the five week mission experience the mid-level leaders were asked to share the changes they made and the transferable learnings they had from the experience. **For the design researcher the purpose of this method was to evaluate if a personal leadership change was made, and if the core DLCs were leveraged.** At the end of the presentations the design researcher was going to facilitate a reflection exercise to gather data on the Mission Action Packets and the overall experience.

SUPPLIES

- Projector / screen
- Pen & paper
- Camera

ACTIVITIES

The participants were asked to present as a group on their synthesized changes and transferable learnings. They were **encouraged to utilize visuals** in their presentation format to align with the Design Leadership Competencies. The mid-level leaders had the option to leverage a provided template to present or could select a different way of sharing their experience. **Three of the four groups presented, about 10 minutes each.**

TOOLS

- Designed presentation template

DESIGN RESEARCHER NOTES

This designed presentation template was based on an existing KSMC PowerPoint template. The design researcher wanted the mid-level leaders to feel comfortable using the template. The slides were familiar to the mid-level leaders and were conducive for ease of use.



TIME & ENVIRONMENT

The presentations were combined with a quarterly management meeting for convenience of scheduling. The presentations were held in the training room at the KSMC office.



ADJUSTMENTS

The planned reflection did not get executed due to limited time and miscommunication between the meeting leader and the design researcher. The meeting leader was not the main point of contact for the leadership development program and this caused confusion on what was being presented. This also limited the design researcher’s facilitation ability for the planned reflection. In future iterations, **the purpose of the leadership program and presentations should be clearly articulated to the meeting leader.**

Based on how this method was conducted, future iterations would benefit from separating the presentations from the typical quarterly meetings. This would allow due diligence to be given to each group, and would also provide more time for reflection and facilitation. The design researcher should also provide their planned agenda for the meeting far in advanced to be integrated into any other discussion items.

The expectations and evaluation component of the presentations were de-emphasized so that the participants would not feel harm or stress as part of the research. **The mid-level leaders actually wanted higher expectations** for the presentations and for the value to be reinforced by the executive team. Participants also wished that the executives knew more about the DLCs and program objectives so that they could provide feedback on the work they accomplished. Again this shows the trust and admiration the mid-level leaders have for the executive team.

“ The expectation wasn’t very high for the presentation, so we just wanted to meet the minimum expectation. ”

Post Self-Assessment & Reflection

METHOD OBJECTIVE

This method was the second **evaluation method** following the presentations. The mid-level leaders were given this assessment to gauge their comfort level with each of the DLCs. The format was identical to the pre self-assessment so that the ratings could be compared before and after the prototyped leadership experience.

TIME & ENVIRONMENT

This method was conducted online using **SurveyGizmo**. It was estimated that the participants would need about 20 minutes to complete the assessment.

ACTIVITIES

The mid-level leaders were asked to complete a post self-assessment of their comfort level with each of the eight Design Leadership Competencies. Following the self-assessment they were also given some reflection prompts on the DLCs and the overall leadership development experience.

DESIGN RESEARCHER NOTES

The post self-assessment was **completed by 7 of the 12 mid-level leaders**.

Based on feedback provided on the pre self-assessment and the electronic cultural probe, the planned reflection exercises were combined with the post self-assessment so that participants only had to complete one link.

SUPPLIES

- Internet
- Computer

TOOLS

- Designed Assessment

The survey contained 3 parts:

1. Self Assessment
2. Reflection on Experience
3. Reflection on DLCs

POST-Self-Assessment & Reflection

Self-Assessment

4. **How comfortable are you with practicing humility and relinquishing control?**
Do you often seek out advice and listen to others? How often do you empower your team members and give them important tasks?

I'm not comfortable, I rarely do that.

5. **How comfortable are you with ambiguous situations?**
These are situations where you don't have all the answers but still have to move forward. Do you welcome it or avoid it?

I'm not comfortable, I avoid that.

6. **How comfortable are you with taking initiative in collaborative action?**
How often do you seek out collaboration with others?

I'm not comfortable, I rarely do that.

7. **How comfortable are you with practicing emotional intelligence?**
Emotional Intelligence includes:

- Empathy--- the ability to understand and share the feelings of another
- Emotional Freedom--- demonstrating your authentic personality
- Suspending Judgement--- I'm not quick to judge, especially when it comes to people. I analyze all the facts first, then make an

I'm not comfortable, I rarely do any of those things.

8. **How comfortable are you with understanding the ethical implications of design?**
Do you consider the implications of your designs and how they will affect other people, places, or things?

ADJUSTMENTS

While it was beneficial to combine the reflection prompts with the post self-assessment, the reflection prompts were not marked as required questions. This was designed intentionally to allow the participants to click through and see how many questions were in the survey. Since the questions were not required, not very many of the mid-level leaders completed that portion of the survey. **Making all of the questions required is necessary in order to get responses.** A different survey tool could also be considered as an adjustment.

Only seven of the participants partially completed the survey. This was probably because the whole experience was drawn out over about a month, and the mid-level leaders had lost motivation towards the end of the engagement. As an adjustment, having a **shorter overall program or completing the survey in-person** after the presentations might garner more participation.

Phone Call Follow-Up

METHOD OBJECTIVE

Since the reflection portion of the presentation and the post self-assessment did not get completed, phone call interviews were set up with willing participants to ask about their overall experience as well as more detailed reflection on specific methods, particularly the Mission Action Packets. This method evaluated the first prototype and overall experience.

TIME & ENVIRONMENT

The design researcher scheduled 30 minute phone call interviews that could be conducted at the most convenient time and place for the participants.

SUPPLIES

- Pen & paper
- Phone

TOOLS

- Reflection prompts

ACTIVITIES

The design researcher followed up with three of the mid-level leaders, each from a different group. The design researcher focused on gathering data on how to improve the overall experience and considerations to improve the individual methods.

DESIGN RESEARCHER NOTES & ADJUSTMENTS

This was a very effective method for gathering meaningful reflection. It was simple and easy, allowing the mid-level leaders and the design researcher to be comfortable during the interview—each in their own desired setting without distraction. The participants provided sincere and relevant feedback on ways to improve that helped to inform adjustments and outcomes.



Outcomes

After the completion of the design research methods, outcomes were derived from the insights gathered based on the results of the research and how the methods were conducted.

How might mid-level leaders leverage the core competencies of a Design Leader in order to initiate a personal leadership change?

KEY ELEMENTS TO THE PROPOSED OVERALL ANSWER:

An already established Design Leader who is...

- well versed in the DLCs
- has the ability to conduct design research
- and has the ability to facilitate a Design Leadership workshop

...can take mid-level leaders through these key elements in order for them to initiate a personal leadership change. Mid-level leaders can aspire to become Design Leaders themselves with continued practice of the core Design Leadership Competencies. The below methods were the most successful in accomplishing the goal of the research.



Interviews

Conducting design research can help to identify each mid-level leader's personal change and can inform a customized challenge to use during the workshop.



DLC Workshop

Facilitating a Design Leadership workshop will allow mid-level leaders to be introduced to the core DLCs, and can practice the DLCs through a relevant design process.



"Mission" Action Packets

After the workshop, mid-level leaders can continue to leverage the DLCs to make a leadership change through the use of the Mission Action Packets to guide action steps.



Presentation

Having any method that allows the mid-level leaders to share and reflect on their change, and how they leveraged the DLCs will help to evaluate the effectiveness of the program.

Through the design research, answers to the **sub-questions** emerged from the data and from how the methods were conducted. Since only one organization was a part of the design research, some of the answers to the sub-questions are very specific to KSMC and the technology consulting industry. **These outcomes should be compared to other companies and industries in future research.**

Sub-Question 1: What are the core competencies of a Design Leader, and how can we measure and evaluate those competencies?

DESIGN LEADERSHIP CORE COMPETENCIES:



Practices humility and empowers others



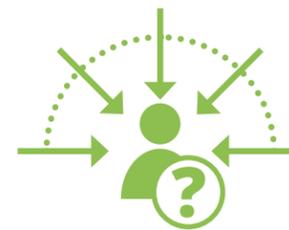
Welcomes ambiguity



Takes initiative in collaborative action



Practices emotional intelligence



Understands ethical design



Creates peace from tension



Visualizes the future and implements solutions



Reflects for learning and improvement

The capabilities below were synthesized through secondary research and are being proposed as the core competencies of a successful Design Leader. Design Leaders may demonstrate and practice other competencies, but the eight below are proposed as the **essential competencies** to be considered a Design Leader.

The proposed methods for **measuring and evaluating these competencies** include:

- Conducting Pre and Post-Assessments with the suggested adjustments to gauge a mid-level leader's comfort with the competencies, including prompts on how they were leveraged. The results should be evaluated by a Design Leader.
- Facilitating a method where the participants share their experience and a Design Leader evaluates how they leveraged the core competencies. This could manifest as a presentation, a phone interview, or other activity that elicits the sharing of actions and reflection.

Sub-Question 2:

How are mid-level leaders being trained for leadership now and what resources are at their disposal?

Based on the interviews conducted with the KSMC mid-level leaders, **no formal structure** was established to train for leadership. Most of the professional development focused on technical ability, and not training as a leader. Each mid-level leader determined for themselves their own ways of developing as a leader.

Some of these ways included:

- Seeking counsel from a mentor
- Reading about leadership best practices
- Attending conferences related to their area of expertise

It was discovered that many of the mid-level leaders **focused their growth on technical ability** with less intentionality on developing as a leader. Technical ability translates into “hard skills” that have tangible applications where as leadership tends to be translated into “soft skills” where the applications are not always concretely defined. The mid-level leaders knew the value in developing as a leader, but because of the “soft” nature of the skills and the demanding nature of their work, more of a focus was placed on developing technically in order to provide the best possible solutions for clients.

“ For myself and a lot of others, there is a lot of focus on growing technically as opposed to leaderly. I would like to do more development as a leader, and I think it would be really valuable to our organization. ”

While no formal structure to develop as a leader was in place, resources were available to the mid-level leaders. **One of the resources that was cited most by the mid-level leaders was the access to thought leadership.** Working with such esteemed colleagues, many felt like they could learn from those around them. **Mentoring** was cited as a resource for developing leadership, along with access to readings, articles, and podcasts from respected leaders in their industry.

“ There is ample opportunity to leverage the knowledge and experience of the really good people around you. ”

“ The environment we have is very entrepreneurial which is one of the things that attracted me to the organization. By that I mean that if I have something I really feel passionate about and think we should pursue, I’m given a lot of leeway to go do that. ”

Another resource that the mid-level leaders could leverage to develop their leadership was the **entrepreneurial spirit of the organization.** Many of the mid-level leaders expressed how they felt they had the freedom to pursue their own interests, and this could be directed into leadership development.

One of the greatest resources the mid-level leaders articulated was having an already established **people-centered value system.**

“ Extremely pleasantly surprised by the **personalities of the people here**, everyone is warm and friendly. ”

“ I like the **human interaction**, seeing the accomplishment of growth, productivity, or problem solving. ”

“ I care a lot about the people and the clients, **I let that care guide me.** ”

“ I think if you have a **true love and compassion for the people and the work** then you can use that power to motivate and get great results. ”

“ I **appreciate our culture**, for a lot of people here it comes down to the core values of the quality of the people. ”

“ I see others as **humans first**, employees second. ”

There was a desire to continue to capitalize on this value.

Sub-Question 3: What current leadership challenges do mid-level leaders face?

During the interviews the mid-level leaders expressed their current challenges as a leader, as well as things that seemed to hinder their development as a leader. A synthesis of the raw data for these two areas are included below:

CHALLENGES BEING A MID-LEVEL LEADER

- Hard to be accessible and available to all of their team members
- High stress around “putting out fires”- nature of the work
- Difficulty hiring qualified people due to the complexity of the work
- Strain to find work / life balance, a lot of effort is made to keep up with growth
- Difficult for mid-level leaders to relinquish control and empower their team members: “In the interest of serving the clients I want to fix the problem as fast as possible, but I also want my team to grow and learn so there is a delicate balance”
- Struggle to balance standardizing processes for efficiency, but also maintain flexibility in order to be agile

“ I wish that I had more time to put into it. ”

CHALLENGES WITH LEADERSHIP DEVELOPMENT

- Limited time to spend outside of billable hours
- High pressure to perform with work, less emphasis on leadership development
- “Client-first” value and mentality driving priorities and time allocation
- Lack of clarity on company growth/direction to inspire the appropriate type of development
- Lack of role clarity
- Continued growth can cause employee strain without the appropriate support and resources
- Reactive work culture rather than proactive when it concerns professional development
- Don’t have an internal training mechanism, reliance on people to be self-motivated
- There is access to thought leadership within the organization, but many of those people are also limited on time to give to others
- There is an expectation to work autonomously paired with a culture of “high achievers.” Due to this it can be hard for mid-level leaders to ask for help or to seek out development for fear it may be perceived as a weakness

One of the greatest challenges is devoting time to leadership development. While the current training, resources, and challenges are specific to KSMC, it is believed that many companies across many industries may have similar experiences. This should be validated with further research.

Did the mid-level leaders leverage the DLCs to initiate a personal leadership change? **Yes.**

The collective experience of the design research methods enabled the mid-level leaders to make a personal leadership change. This was reflected in their comments from the presentation, the post self-assessment, and the phone call follow-up interviews.

“ I think I’m looking to the bigger picture more often. And, honestly, just trying to be more thoughtful about my day-to-day interactions. ”

“ I tried to keep humility and reflecting in mind from my top 3 DLCs to focus on, and I did a lot of reflection throughout the process. ”

“ I feel like I improved as a leader. ”

“ I focused on using reflective time before and after meetings, and sharing the results of this time with relevant team members through written communication. ”

Some of the mid-level leaders were **more intentional** about the changes they initiated, and thus their experience was more impactful to their overall leadership development. The commitment level to the leadership development varied among the participants, but even those that were less intentional about making a change were still reminded of best practices and that prompted further reflection on how they wanted to develop as a leader.

“ I realized there is more I can do with creating peace from tension. ”

Participants who had a greater sense of commitment and intentionality to their own development experienced greater value from the program. It would be beneficial for Design Leaders who facilitate this process to **have an understanding of what motivates commitment and intentionality** and to integrate that into the facilitation of the leadership development program.

Workshop Outcomes

The DLC Workshop was hosted on two dates: February 1, 2017 and February 2, 2017. During both workshops **four key activities** were conducted during the Organization Ideation portion of the workshop. These activities were leveraged as a means of practicing the core competencies by executing the solution formulation phase of the Design Thinking process. The activities included:

1. Group Brainstorm
2. Forced Connection & Prototype Worksheet
3. Share & Vote
4. Iterate, Refine, & Present

As these activities were facilitated, a **reflection-in-action worksheet** was provided to the mid-level leaders to gather data to determine if the participants felt they were practicing any of the Design Leadership Competencies. They were also prompted to explain how they felt they were leveraging the DLCs during the activity, and were asked to describe their impression of the overall activity.

The results from the reflection-in-action worksheets from both workshops are shared on the following pages.

“ Good job driving to real prototypes.
 Good job managing time.
 Good job keeping focus when we were disruptive. ”

“ Level of research and understanding was apparent. ”

ORDER OF ACTIVITIES THAT ALLOWED FOR THE MOST COMPETENCIES TO BE PRACTICED:

Each number in the below set represents the number of competencies that were selected during that activity divided by the number of total participants

2/1 Workshop

1. Iterate, Refine, & Present – 3.5
2. Brainstorm – 2.75
3. Forced Connection & Prototype Worksheet – 2.5
4. Share and Vote – 2

Total: 10.75

2/2 Workshop

1. Brainstorm – 3.3
2. Iterate, Refine, & Present -3.2
3. Forced Connection & Prototype Worksheet 2.8
4. Share and Vote – 2.6

Total: 11.9

INSIGHTS

- The 2/2 group felt like they were leveraging the DLCs more than the 2/1 group.
- **Iterate, Refine & Present** and **Brainstorm** were the top 2 activities for both groups, and both were the only collaborative activities suggesting that **collaboration supports the practice of the DLCS more than individual work.**

Activities that supported the DLCs the most across both workshops:



**GROUP
BRAINSTORM**



**ITERATE,
REFINE, &
PRESENT**

“ I liked collaborating on the exercises and getting to work with different people. ”

COMPETENCIES THAT RECEIVED THE MOST VOTES PER WORKSHOP/PER ACTIVITY:

2/1 Workshop

1. **Brainstorm** – Taking initiative in collaborative action
2. **Forced Connection & Prototype Worksheet** – Visualizing the future and implementing solutions
3. **Share & Vote** – Taking initiative in collaborative action & Creating peace from tension (tie)
4. **Iterate, Refine, & Present** – Visualizing the future and implementing solutions & Practicing humility and empowering others (tie)

Top 2 DLCs for the 2/1 workshop: Visualizing the future and implementing solutions & Taking initiative in collaborative action

2/2 Workshop

1. **Brainstorm** – Welcoming ambiguity
2. **Forced Connection & Prototype Worksheet** – Visualizing the future and implementing solutions
3. **Share & Vote** – Practicing emotional intelligence
4. **Iterate, Refine, & Present** – Reflecting for learning and improvement

Top 2 DLCs for the 2/2 workshop: Visualizing the future and implementing solutions & Reflecting for learning and improvement

INSIGHTS

- Visualizing the future and implementing solutions was the most practiced competency for both groups. This could have been influenced by the environment of the workshop being in the Herron School of Art & Design, surrounded by visuals.
- These competencies probably received the most votes because they were the most concrete in understanding and application.
- It takes practice and awareness to recognize when you're leveraging the more abstract competencies—the ones that don't always result in a tangible outcome.

ORDER OF COMPETENCIES FROM MOST TO LEAST PRACTICED:

Each number below represents the total votes each competency received for both sessions across all four activities

1. **Visualizing the future and implementing solutions** – 26
2. Welcoming ambiguity – 17
3. Taking initiative in collaborative action – 16
4. Reflecting for learning and improvement – 16
5. Practicing humility and empowering others – 14
6. Practicing emotional intelligence – 13
7. Understanding ethical design – 8
8. **Creating peace from tension** – 5

INSIGHTS:

- **Visualizing and implementing solutions was most practiced** given its tangible application and given that the workshop was centered around the solution formulation phase, with an emphasis on ideation. **The visualizing and implementing solutions competency is supported by ideation.** It also could have been influenced by the location of the workshop, the use of visuals was emphasized being in an art building and in a studio space.
- **Creating peace from tension was the least practiced competency** probably because it was the most confusing for participants to understand and be able to identify. It is reassuring though that in the comments, one participant on the 2/2 session highlighted using this competency during the iterate, refine & present activity with a comment of: **“[we] found common ground from different solutions.”** This shows that at least some understood the concept and could see how it was applied. Another participant during the 2/1 session also chose this competency during the group brainstorm with a comment of: **“peace through laughter; commiserating with participants.”** This comment was interesting because it implies peace of mind and peace in interaction with others, and less about the peace you find between opposing ideas. Expanding the meaning of this competency to also include the **peace you find when interacting with others** might help to make it more applicable and concrete.
- **Different phases of the design thinking process might elicit certain competencies more than others.** Also depending on the prompts and facilitator style, certain competencies could be emphasized more than others.



**MOST
PRACTICED
COMPETENCY**



**LEAST
PRACTICED
COMPETENCY**

Assessment Outcomes

Both the pre and post self-assessments were completed by 7 of the 12 participants. The data comparing the pre and post self-assessments for each participant is depicted in the table below. The green boxes represent an increase in comfort, and the red boxes indicate a decrease.



	Participant A		Participant B		Participant C		Participant D		Participant E		Participant F		Participant G	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
DLC #1	5	5	9	9	10	8 (-2)	6	7 (+1)	8	9 (+1)	9	9	8	7 (-1)
DLC #2	7	6 (-1)	7	8 (+1)	8	7 (-1)	4	5 (+1)	4	9 (+5)	10	9 (-1)	8	4 (-4)
DLC #3	6	7 (+1)	10	9 (-1)	10	9 (-1)	9	8 (-1)	8	9 (+1)	10	9 (-1)	9	10 (+1)
DLC #4	9	7 (-2)	9	10 (+1)	9	9	9	9	8	9 (+1)	9	9	7	8 (+1)
DLC #5	8	8	8	8	9	9	9	10 (+1)	8	9 (+1)	8	7 (-1)	5	6 (+1)
DLC #6	4	4	8	8	6	7 (+1)	4	5 (+1)	8	9 (+1)	10	8 (-2)	4	6 (+2)
DLC #7	9	8 (-1)	9	9	6	8 (+2)	9	8 (-1)	9	9	10	9 (-1)	3	5 (+2)
DLC #8	7	8 (+1)	9	8 (-1)	9	9	8	8	10	9 (-1)	9	9	8	8

Practices humility & empowers others	Welcomes ambiguity	Takes initiative in collaborative action	Practices emotional intelligence	Understands ethical design	Creates peace from tension	Visualizes the future and implements solutions	Reflects for learning & improvement

INSIGHTS:

- When looking at the overall results from all of the participants, there was a **greater average of improvement in comfort with Design Leadership Competencies**.
- Overall, most of the participants rated themselves within one or two points of their original rating for each competency. Their change in comfort was not significant except for Participant E and G, who each had a **variance of 4-5 points for welcoming ambiguity**. It is assumed that this could be due to the ambiguous nature of the Mission Action Packets. Participant E felt much more comfortable with welcoming ambiguity after the experience, and Participant G realized they were much less comfortable with ambiguity than they originally thought.
- Competencies that had an average increase in comfort:** practicing emotional intelligence, understanding the ethical implications of design, creating peace from tension, and visualizing the future and implementing solutions.
- The competencies that had an average decrease in comfort:** practicing humility and empowering others, taking initiative in collaborative action, and reflecting for learning and improvement.
- These results do not necessarily align with the qualitative data gathered from the presentations and phone-call interviews.** The discrepancy could be explained by the fact that the participants were not fully introduced to the DLCs before completing the pre self-assessment, which affected the accuracy of their ratings.
- In the pre self-assessment a majority of the participants rated themselves fairly high, above 6, in comfort with the DLCs before beginning the leadership development. This suggests that perhaps the organization values or type of work at KSMC support the core Design Leadership Competencies.



Proposed Prototype 2:

Based on how the first methods and prototype were conducted below are the key elements to the proposed second prototype:



SYNOPSIS OF ADJUSTMENTS FOR EACH METHOD:

Interviews:

- Ask each individual if they would like to focus on strengths or improvement areas
- Time-saver: group interviews, question to pose to executive team

DLC Workshop:

- Write the agenda on the whiteboard for reference throughout the workshop
- Remind the participants of upcoming breaks between activities
- Create a reflection-on-action worksheet, collect feedback in a structured, meaningful way
- Have the mid-level leaders vote on the top priorities that will shape their criteria
- Provide ample time for activities, but emphasize rapid prototyping
- Facilitator still needs to be mindful of buzz words, relevancy and relatability are key

Mission Action Packets:

- Facilitator needs to be present for the initial description of the leadership program
- Set expectations ahead of time for level of commitment or risk the loss of trust
- Participants would like there to be less ambiguity, provide clear directions and challenges to focus on
- Commitment from executive leadership should be clear to participants
- End goals / objective and value should be clearly articulated early on

Presentation:

- Include leaders in understanding DLCs and leadership program, encourage them to provide meaningful feedback
- Presentation should be separate from the typical quarterly meetings

FACILITATOR TIPS

1

∞

Tips to consider throughout the entire design leadership experience—everything, all the time

•

∞

Tips to consider while facilitating the interview process

•

∞

Tips to consider while facilitating the workshop

•

∞

Tips to consider while facilitating the mission action packets

•

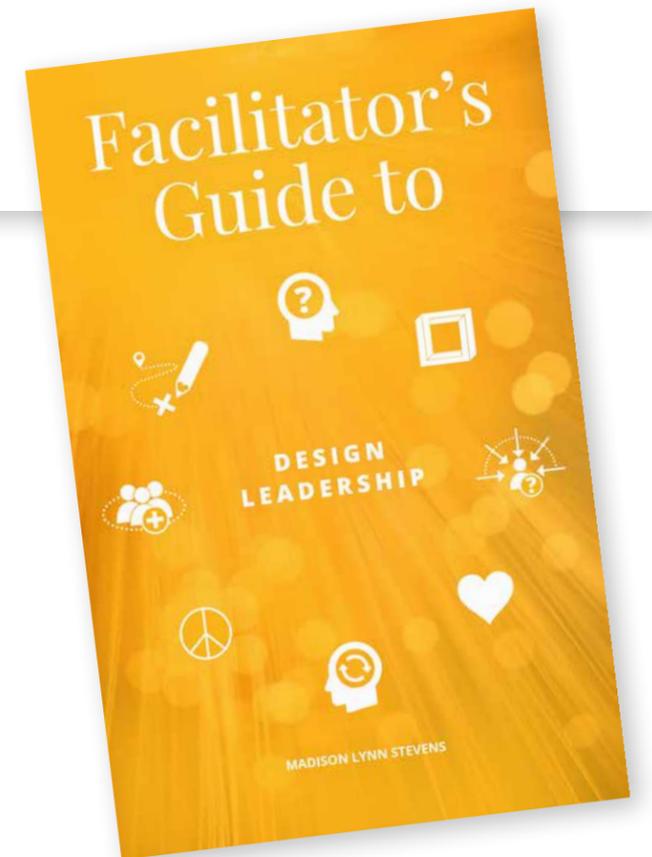
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Tips to consider while facilitating the presentations

————— **FACILITATOR TIP #1** —————

Don't panic.
When you expect the best,
you usually get the best.

A Facilitator's Guide was also created as an outcome from lessons learned based on how the methods were conducted. The Facilitator's Guide includes tips specific to each method as well as overall tips for a Design Leader to consider throughout the facilitation of the leadership development program.



Glossary & Bibliography

GLOSSARY

Appreciative Inquiry: a method for studying and changing social systems (groups, organizations, communities) that advocates collective inquiry into the best of what is in order to imagine what could be, followed by collective design of a desired future state that is compelling and thus, does not require the use of incentives, coercion or persuasion for planned change to occur (Bushe, 2013)

Co-Design: the creativity of designers and people not trained in design working together in the design development process; the person who will eventually be served through the design process is given the position of 'experts of their experience' and plays a large role in knowledge development, idea generation, and concept development...the researcher (who may be a designer) takes on the role of facilitator; Co-Design is a specific process that falls within participatory design methodology (Sanders and Stappers, 2012, p. 23-25)

Design Leader: a facilitator of innovation and shared understanding that demonstrates specific core competencies through a design process

Design Thinking: a people-centered methodology to innovation that draws from the design-specific cognitive activities that help people to understand challenges, formulate those challenges into opportunities, and generate creative solutions. Design Thinking seeks to integrate the needs of people, the possibilities of technology, and the requirements for business success (Martin, 2009)

Experience Economy: the next economy following the agrarian economy, the industrial economy, and the service economy; businesses must orchestrate memorable events for their customers, such that the memory itself becomes the product—the experience—it is not enough to provide quality service (qtd. In Gruber, 2015, p. 3)

Mid-Level Leader: a person that interacts between two or more people that can convey meaning in the pursuit of a positive outcome; in a traditional business model— a person that conveys meaning between strategy and tactics; the point of interaction between executive leadership and operational team members.

New Workplace Experience (NWX): applying Design Thinking to the roles of process re-engineering, workflow, the workplace itself, and the design of organizations with a focus on creating a richer and more compelling experience for businesses (Gruber, 2015, p. 3, 4)

Participatory Design: an approach to design that attempts to actively involve the people who are being served through design in the process to help ensure that the designed product/service meets their needs and dreams for the future (Sanders and Stappers, 2012, p. 14, 19)

Participatory Management: involving people in finding problems to solve for both personal and organizational improvement (Basadur, 1994, p. 97)

People-Centered Design Research: the study of people as users of products, services and environments; research to inform and inspire the design and development process with the inclusion of people; people are seen as the true experts in the domains of experience such as living, learning, working, etc. (Sanders and Stappers, 2012, p. 18)

Quality of Work Life (QWL): a comprehensive construct that includes an individual's job-related wellbeing and the extent to which work experiences are rewarding, fulfilling and devoid of stress and other negative personal consequences (Jaiswal, 2014, p. 86)

Shared Understanding: in the context of internal business, a state of mutual comprehension where staff understand the goals and values of the organization, and the organization understands the individual goals and values of their staff

Strategy: A plan of actions designed to achieve a long-term or overall aim

Tactic: An action carefully planned to achieve a specific end

Values: the ideals from which we shape our lives; the principles that sustain and give foundation to strategies for present and future action (Lindsay, 2015, p. 30)

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TOOLS

Appendix A:

Forced Connection & Prototype worksheet

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Reflection-In-Action worksheet

Appendix C:

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Appendix D:

Suggested Schedule

Appendix E:

Top 3 DLCs Sample

Appendix F:

HMI Leadership Mission Sample

In the interest of protecting the rights of the design researcher, the detailed question framework, the DLC workshop slides, the Mission Action Packet, and the Facilitator's Guide have been omitted from the document. For more information on these tools please contact the design researcher directly at: mlsdesignleader@gmail.com

RAW DATA

Appendix G:

Completed Forced Connection & Prototype worksheets

Appendix H:

Completed Reflection-In-Action worksheets

2/1 Workshop:

Group Brainstorm

Forced Connection & Prototype Worksheet

Share & Vote

Iterate, Refine, & Present

2/2 Workshop:

Group Brainstorm

Forced Connection & Prototype Worksheet

Share & Vote

Iterate, Refine, & Present

Appendix I:

Synthesis of final workshop prototypes

Stop Talking, Start Influencing

People Helping People

Match.KSMC.com

Consultant Apprentice

Appendix J:

Workshop Reflection-On-Action comments

In the interest of protecting the rights of the participants, raw data of the interview transcripts, the analysis/synthesis transcript, the personalized HMI leadership missions, and the presentation slides have been omitted from the document.

Appendix A: Forced Connection & Prototype Worksheet

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

1 Who		2 What
What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?		What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.
What resources are needed to develop the program?	Where could this program take place?	When would this program happen? How long would it be?
What is the long term change you see as a goal? How could it bring new value?		

	2 What	3 How
What are their goals, values, and struggles?	What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.	
Where could this program take place?	When would this program happen? How long would it be?	
What resources are needed to develop the program?	What is the long term change you see as a goal? How could it bring new value?	

Name your idea

Appendix B: Reflection-In-Action worksheets



Reflection-in-Action

ACTIVITY: GROUP BRAINSTORM

- 1** Mark any DLC(s) that you felt you were practicing, if any:
- 1. Practicing humility and empowering others
 - 2. Welcoming ambiguity
 - 3. Taking initiative in collaborative action
 - 4. Practicing emotional intelligence
 - 5. Understanding ethical design
 - 6. Creating peace from tension
 - 7. Visualizing the future and implementing solutions
 - 8. Reflecting for learning and improvement
 - None of the above
- 2** If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):
- 3** How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?



Reflection-in-Action

ACTIVITY: SHARE & VOTE

- 1** Mark any DLC(s) that you felt you were practicing, if any:
- 1. Practicing humility and empowering others
 - 2. Welcoming ambiguity
 - 3. Taking initiative in collaborative action
 - 4. Practicing emotional intelligence
 - 5. Understanding ethical design
 - 6. Creating peace from tension
 - 7. Visualizing the future and implementing solutions
 - 8. Reflecting for learning and improvement
 - None of the above
- 2** If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):
- 3** How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?



Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

- 1** Mark any DLC(s) that you felt you were practicing, if any:
- 1. Practicing humility and empowering others
 - 2. Welcoming ambiguity
 - 3. Taking initiative in collaborative action
 - 4. Practicing emotional intelligence
 - 5. Understanding ethical design
 - 6. Creating peace from tension
 - 7. Visualizing the future and implementing solutions
 - 8. Reflecting for learning and improvement
 - None of the above
- 2** If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):
- 3** How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?



Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

- 1** Mark any DLC(s) that you felt you were practicing, if any:
- 1. Practicing humility and empowering others
 - 2. Welcoming ambiguity
 - 3. Taking initiative in collaborative action
 - 4. Practicing emotional intelligence
 - 5. Understanding ethical design
 - 6. Creating peace from tension
 - 7. Visualizing the future and implementing solutions
 - 8. Reflecting for learning and improvement
 - None of the above
- 2** If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):
- 3** How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Appendix C: Reflection-On-Action worksheet

 **Reflection-on-Action**
OVERALL WORKSHOP & EXPERIENCE SO FAR

I like...

I wish...

What if...?

Appendix D: Suggested Schedule

Suggested Schedule



You will have 5 weeks to prototype 2 solutions for your leadership mission. The below schedule is just a guide, you are encouraged to customize your own experience. Use this time to invest in yourself and your own leadership development.

WEEK 1: FEB. 6 — FEB. 10
UNDERSTAND MISSION AND DISCOVER NEEDS

- Review mission packet materials
- Collaborate with others to fill in any gaps of understanding
- Refine and select final mission

WEEK 2: FEB. 13 — FEB. 17
DEVELOP PROTOTYPE 1

- Brainstorm ways to address your mission
- Develop, visualize, and plan prototype 1

WEEK 3: FEB. 20 — FEB. 24
CONDUCT & REFLECT P1, REFINE & DEVELOP PROTOTYPE 2

- Conduct prototype 1 during the week
- Reflect on how to improve it
- Refine prototype 1 and develop prototype 2

WEEK 4: FEB. 27 — MAR. 3
CONDUCT & REFLECT P2, REFINE & DEVELOP SOLUTION

- Conduct prototype 2 during the week
- Reflect on how to improve it
- Refine prototype 2 for a solution

WEEK 5: MAR. 6 — MAR. 10
DEVELOP WAY TO SHARE RESULTS

- Brainstorm action steps for future development
- Reflect on experience with team
- Collaborate with team to create a visual story / presentation of experience and next steps

Share your ideas

MARCH 16, 3:30 - 5 P.M.

SHARE RESULTS WITH TEAM

- As a team, you'll present and share what you accomplished, how you addressed your leadership missions and ideas for next steps
- You can choose any method to visualize and share your experience
- I will provide a PPT template as one option you can use

INTENDED BENEFITS

- Improved inter-professional communication and collaboration
- A better understanding of yourself and your team members
- Increased confidence in your leadership style
- Improved job satisfaction and quality of work life

Appendix E: Top 3 DLCs Sample

Your 3 DLCs

Madison, keep these design leadership competencies in mind as you develop your leadership.

- 1**
Create peace from tension

- 2**
Practice humility and empower others

- 3**
Take initiative in collaborative action


Ideas to practice the DLCs

Practicing humility and empowering others

- Ask a team member to teach you something new
- Write an anonymous, kind letter to someone on the staff

Understanding ethical design

- Ask upfront: Who does this benefit? Who does it hurt?
- Try re-designing an existing product so that it helps someone new

Welcoming ambiguity

- Sit and work in a new part of the office
- Take a new route home without a map
- Accept a project in an area you've never tried

Creating peace from tension

- When given a choice between two options, try to design a new choice
- When two team members are debating, engage and try to resolve

Visualizing the future and implementing solutions

- Practice drawing emojis and other useful icons
- Have a team member describe their career journey so far, draw it, list goals, action plan

Reflecting for learning and improvement

- Record a discussion, listen to it later and write down any new ideas
- Reflect-in-action, as you work or are in a meeting write down your feelings and ideas, review after

Taking initiative in collaborative action

- Bring a junior team member to a client meeting, ask for input
- Invite people from other practices to help solve your next client challenge

Practicing emotional intelligence

- Meet someone new in the office, ask about their goals and values outside of work
- Ask your team about a struggle they've had, abstain from judgment

Appendix F: HMI Leadership Mission Sample

How Might I... Leadership Missions

SAMPLE - MADISON

```

    graph TD
      A[How might I continue to refine and perfect my leadership?] --> B[How might I create consistency in what my team can expect?]
      A --> C[How might I connect more with people in-person?]
      A --> D[How might I maintain my composure and display calm emotions?]
      C --> E[How might I create more in person time with my teams? *]
      F[How might I create opportunities for myself to lead?] --> G[How might I cultivate mentoring relationships for myself?]
      F --> H[How might I drive the focus on completing and executing initiatives?]
      I[How might I add value for the people I lead?] --> J[How might I improve my ability to motivate people? *]
      J --> K[How might I coach and mentor people at KSMC?]
      J --> L[How might I conduct and facilitate more technical and relational trainings?]
      K --> M[How might I build more personal relationships with my team?]
      L --> N[How might I guide people through a new experience, keeping them engaged with high moral?]
    
```

★ = suggested leadership mission

All of these leadership missions are just suggestions based on our interview and your survey responses. Please feel free to craft your own mission or goal.

Appendix G: Completed Forced Connection & Prototype worksheets

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

Who: New Hires ~~Everyone~~

What: Client Expectation Mgmt. ~~Social Asana~~

How: Mentoring ~~Drinking~~

Goals, values, and struggles:

- +** Eager & willing
- +** Energy
- Blank slate
- inexperienced
- lack confidence
- Need guidance

Resources:

- Veterans at Client Expectation Mgmt.
- Dedicated time
- Admin support
 - Myer boss
 - PI

Where: Clients

When: First month after new hire

Long term change goal: Everything we do makes this skill.

Activities:

```

    graph TD
      A[NH] --> B[Paired with mentor based on PI/AD/unique traits]
      B --> C[1 month mentoring on client site]
      C --> D[Mentor shows mentee]
    
```

Idea Name: The art of Client Administration

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

Who: Team Leads

What: Client Expectation Mgmt.

How: Mentoring

Goals, values, and struggles:

They believe their job is to lead the team. They value billable time and struggle with client expectations and team mgmt.

Resources:

- one on one meetings
- exploratory meetings w/ clients
- Client tracking protocol

Where: Anywhere client offices, Ksme offices

When: 3 months of meetings to discuss client needs and setting expectations

Long term change goal: Team leads work autonomously with their clients for roadmaps

Activities:

```

    graph LR
      A[meeting to review clients w/ mentor] --> B[discussing needs and setting expectations]
      B --> C[3 months tracking conversations and outcomes]
      C --> D[team leads perform on their own for next 3 months]
      D --> E[Team leads perform autonomously going forward]
      F[Follow up w/ mentor and hold accountable] --> D
    
```

Idea Name: Client Management

Appendix G: Completed Forced Connection & Prototype worksheets

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

1 Who New Hire/Early Career **2 What** Client exp may **3 How** Autonomy

What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?

Probably think they are amazing but not sure why. They are eager to make an impact and own work, value recognition and praise as well as attention. Struggle at knowing how to apply themselves or when they did wrong.

What resources are needed to develop the program?

Time
Access to clients
Time

Where could this program take place?

Combo of Client and My

When would this program happen? How long would it be?

Part of 3 month goal - early in career.

What is the long term change you see as a goal? How could it bring new value?

Helping all team members understand how to work with clients.

- more professional
- less conflict
- less disappointed/upset clients

What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.

Meet
Talk
Watch
Reflect

Name your idea

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

1 Who PROFESSIONAL STAFF **2 What** COMMUNICATION SKILLS **3 How** CASE/WORKSHOP

What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?

- has to get it all done in the day
- hitting my believable goal
- want to get better/improve themselves

What resources are needed to develop the program?

- instructors
- curriculum
- time/hours
- participation (engagement/commitment)

Where could this program take place?

anywhere

When would this program happen? How long would it be?

- business hours
- ongoing?
- Done 13 weeks each week

What is the long term change you see as a goal? How could it bring new value?

- improve client interaction
- improve internal interaction

- EXPERTISE
- THOUGHT LEADER

TIE TO NEED, TASKS

What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.

Work w/ training vendor to create 13 week program that meets weekly for 1 hour.
Includes action items between class to show competency/growth.
Different 13 week sessions on writing PowerPoint/Presentations, public speaking, daily communication

- HOMEWORK IS "REAL CLIENT WORK"

BEGINNER/ADVANCED

Name your idea

Appendix G: Completed Forced Connection & Prototype worksheets

Forced Connection & Prototype Worksheet
 Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

1 Who ME

2 What Collaboration

3 How Tech

What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?
 goes down, struggles to solve complex problems in an ideal, goal to grow people & team while providing consistent client service

What activities would happen to accomplish the goal?
 Put all the pieces together and visualize the program activities and the journey people would go through.
 discuss opportunities, competencies, challenges personal / team weaknesses

What resources are needed to develop the program?
 - Motivation & openness
 - time
 - that opportunity

Where could this program take place?
 office & project planning

When would this program happen? How long would it be?
 project planning

What is the long term change you see as a goal? How could it bring new value?
 multi-dean projects extracting value from leveraging combined services

$\square + \circ + \Delta = \text{😊}$

Strategic Coupling
 Name your idea

Forced Connection & Prototype Worksheet
 Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

1 Who Young People

2 What Presentation

3 How Expense Based

What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?
 They have interest and potential but not sure how to engage and contribute.
 • Goal to grow
 • Want to contribute
 • Struggle to confidently engage

What activities would happen to accomplish the goal?
 Put all the pieces together and visualize the program activities and the journey people would go through.
 • Present a real-world problem
 • Define expectation for end deliverable
 • Challenge person with solving problem + presenting the solution, and how they got there to group + take questions

What resources are needed to develop the program?
 • Hypothetical or real-world scenario or topic
 • expectation around what they are to deliver
 • office-hours / support from experienced person they can use if needed

Where could this program take place?
 - computer

When would this program happen? How long would it be?
 - 1 month
 - computer every year

What is the long term change you see as a goal? How could it bring new value?
 [Confidence]
 - analysis
 - synthesis

Consistent Appearance
~~"Live the Prototype"~~
 Name your idea

Appendix G: Completed Forced Connection & Prototype worksheets

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

Managers			Communications	Competition
1 Who			2 What	3 How
<p>What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?</p> <p>They may not realize there is growth needed. They feel empowered and insecure. They have too many demands on their time. They struggle between what is best, right + fast.</p>			<p>What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.</p> <p>Create challenges around communications to be executed in time blocks Generally envisioned to go overboard on messaging. Target an area, a channel or a recipient group per time block Measure number of participants Number of messages Channels attempted Adoption of techniques</p>	
<p>What resources are needed to develop the program?</p> <p>Time Multiple perspectives</p>	<p>Where could this program take place?</p> <p>Virtually</p>	<p>When would this program happen? How long would it be?</p> <p>Anytime 30 day blocks.</p>	<p>What is the long term change you see as a goal? How could it bring new value?</p> <p>Understanding of opportunities to comm by overdoing it the other way.</p>	
			<p>Broadcast Voicemail Daily Update Plan ahead Categorize</p> <p>Email to Groups Outcomes Counts</p> <p>Individual Email Take a scribe everywhere</p> <p>Online Chat Channels Try a new method</p> <p>Name your idea Communication Circus</p>	

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

Project Teams			Relationships	Mentoring
1 Who			2 What	3 How
<p>What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?</p> <p>As their work is either not valuable, or the most valuable Values: personal work Goals: for individual job Struggle: to see big picture + value/dependency on team + relationship + team + client</p>			<p>What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.</p>	
<p>What resources are needed to develop the program?</p> <p>experienced mentors</p>	<p>Where could this program take place?</p> <p>OTJ office session</p>	<p>When would this program happen? How long would it be?</p> <p>weekly/bi-weekly</p>	<p>What is the long term change you see as a goal? How could it bring new value?</p> <p>deeper relationships, team view trust, collaboration, fun, value/counts</p>	
			<p>Name your idea</p>	

Appendix G: Completed Forced Connection & Prototype worksheets

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

1 Who Young people **2 What** IT **3 How** Role Based Plans

What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?

- want to grow
- don't know how
- doesn't feel supported

What resources are needed to develop the program?

- role info
- labs
- mentors
- testers
- leaders
- \$\$\$
- PM/ownership
- time

Where could this program take place?

- cloud-azure
- in/out office
- during/after work

When would this program happen? How long would it be?

- ongoing throughout whole K-12 career
- maybe experiential new business line?
- hiring process?

What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.

- build role profiles
- build teams
- input existing data
- build the platform
- self x manager evals
- lab setup
- test planning
- define rewards
- define training roadmaps
- define costs/limits / employee
- align cert plans w/ work goals
- define org str/weak

What is the long term change you see as a goal? How could it bring new value?

- people will actually take dev seriously
- our people get better
- mistakes/costs go down
- hiring people is easier/cheaper

★ ★ Goald's IT Shop for people who don't know how to IT Good.
Name your idea

Forced Connection & Prototype Worksheet

Use this worksheet to flush out a professional development prototype. You can follow the prompts on the sheet, or use the back of the worksheet for a blank canvas.

1 Who New Hires **2 What** Values **3 How** Experience Based

What does this type of person think or believe about themselves and the world around them? What are their goals, values, and struggles?

Unsure, excited, enthusiastic, vulnerable, impatient
Value: integration, understanding, confidence, challenge

What resources are needed to develop the program?

People
Video
Written process
Resources - computer, phone, etc.

Where could this program take place?

When would this program happen? How long would it be?

What activities would happen to accomplish the goal? Put all the pieces together and visualize the program activities and the journey people would go through.

What is the long term change you see as a goal? How could it bring new value?

Quicker integration into company; higher quality output from beginning; greater employee satisfaction & retention

Strong first day including management interaction. Clear articulation of values in video, shadow
Name your idea

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: Group Brainstorm

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

When saying stupid/incomplete ideas and allowing others to do the same.

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Valuable → But only with driving deeper

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*Building on ideas
peace through laughter
Commiserating w/ participants*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

great! Change nothing

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: Group Brainstorm

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*- comfort in suggesting ideas
- Thinking of the end in mind*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Good. Valuable. Confusing thinking about PRIORITIES.

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*We were unsure of the approach
Worked Together.
Identifying the future*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Good.

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: Forced Connection & Prototype Worksheet

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

You have to do something - so makes me contribute.

Thinking through the perspective of "who"

when I explained "How" and "what"

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

good start to new ideas.

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

allowed the freedom to design a solution the way we want it to look

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Good. Decide the forced connections beforehand as a group.

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: Forced Connection & Prototype Worksheet

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Helping team leads achieve more without creating additional overhead

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

N/A

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Still unsure of approach/direction

Thinking about feelings/needs/etc of others.

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Seemed early/premature - could do more ideating/brainstorming first.

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: Share & Vote

Reflection-in-Action
ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

encouraged their ideas

showing mine

putting together overlap

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

good.

Reflection-in-Action
ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

be careful not to be critical in a supportive way

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Good. Valuable.

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: Share & Vote

Reflection-in-Action
ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

NA

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Good.

Reflection-in-Action
ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

lots of judging and influencing

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

N/A

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: *iterate, Refine & Present*

Reflection-in-Action
ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

consideration for time management

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

great

Reflection-in-Action
ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

working with partner

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

*iteration, improving
Good.*

Appendix H: Completed Reflection-In-Action worksheets
2/1 Workshop: *iterate, Refine & Present*

Reflection-in-Action
ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

We weren't clear on the objective and used that ambiguity to build on our ideas

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

The poster idea was confusing at first. Might be a better deliverable to get the ideas across

Reflection-in-Action
ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*encouraging others ideas - affirming
sharing idea
Re-thinking our idea and making it out again.*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

yes.

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Group Brainstorm

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*being open to any ideas
starting from blank whiteboard*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*Practicing humility: thinking beyond my desires & perceived needs
Ambiguity: Brainstorming v. list
Collaboration: Building off each other
Reflecting: About improvement*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

*Valuable
Change: Expand on specific ideas*

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Group Brainstorm

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

existing solution

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Not enough time to reflect.

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*letting ridiculous ideas happen
using ideas/thoughts I already had to help spawn others ideas.*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

how it looks and feels for the end users.

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Group Brainstorm

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

listen, contribution, build on others' ideas

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

like it. open. free.

Reflection-in-Action
ACTIVITY: GROUP BRAINSTORM

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

*Validating others' ideas
Building on others
Thinking about the future*

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Ground rules were helpful

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Forced Connection & Prototype Worksheet

Reflection-in-Action
ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

It was difficult to work through and visualizing w/o thinking through the outcomes.

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Rushed. I would brainstorm a little less quickly but I did like the structure to walk through to outcomes

Reflection-in-Action
ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Empower: Trying to give employees tools to feel comfortable and confident working @ KSMC

Visualizing: How could this happen what could it look like that's different from today?

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Pad The break down before the solution

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Forced Connection & Prototype Worksheet

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

when thinking of people
insider

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

felt good to think about what could be

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

giving control to employees around prof/dev

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

making it easy to use inside/outside/during/afterwork

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

iterative design on process

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Forced Connection & Prototype Worksheet

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

lack of detail
help people grow
" " get along & work together
better future

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Hard, short time
valuable - forced decisions/results

Reflection-in-Action

ACTIVITY: FORCED CONNECTION & PROTOTYPE WORKSHEET

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

put myself in shoes of younger person

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

good & somewhat creative

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Share & Vote

Reflection-in-Action

ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Validating, supporting thinking

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

like other perspectives/ideas

Reflection-in-Action

ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

I had to go first - hence needing to take initiative. Definitely had to be humble when my idea was not embraced.

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Stretched. A 7 minute idea on the spot.

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Share & Vote

Reflection-in-Action

ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Reflection-in-Action

ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

uncertain how received

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Share & Vote

Reflection-in-Action

ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Emotional Intelligence:
Suspending judgement

3 How did you feel about the activity? Why?
What was valuable? What was confusing? What would you change?

Yes. I'm excited about the ideas

Reflection-in-Action

ACTIVITY: SHARE & VOTE

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

- want to help people grow w/o sending them to deep water

3 How did you feel about the activity? Why?
What was valuable? What was confusing? What would you change?

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: Iterate, Refine & Present

Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Building model

reviewing other model

3 How did you feel about the activity? Why?
What was valuable? What was confusing? What would you change?

fun to build w/ "yes, and" thinking

Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

found common ground from differing solutions

3 How did you feel about the activity? Why?
What was valuable? What was confusing? What would you change?

- considered solutions for a better outcome

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: *iterate, Refine & Present*

Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

Like we were being more effective.

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Very valuable. I think we were able to flesh out ideas to get tangible steps to implement.

Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

reflecting on solutions

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

fun

Appendix H: Completed Reflection-In-Action worksheets
2/2 Workshop: *iterate, Refine & Present*

Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

there was a lot of visualization needed to come up with the full idea. We also got to go back over the idea a few times to evolve it.

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

Productive because we completed it and were less rushed.

Reflection-in-Action

ACTIVITY: ITERATE, REFINE, & PRESENT

1 Mark any DLC(s) that you felt you were practicing, if any:

- 1. Practicing humility and empowering others
- 2. Welcoming ambiguity
- 3. Taking initiative in collaborative action
- 4. Practicing emotional intelligence
- 5. Understanding ethical design
- 6. Creating peace from tension
- 7. Visualizing the future and implementing solutions
- 8. Reflecting for learning and improvement
- None of the above

2 If you selected any of the DLCs, please describe how and when you felt you were practicing each DLC(s):

fun to hear other ideas and build off it

3 How did you feel about the activity? Why? What was valuable? What was confusing? What would you change?

good b/c it was collaborative

Appendix I: Synthesis of final workshop prototypes



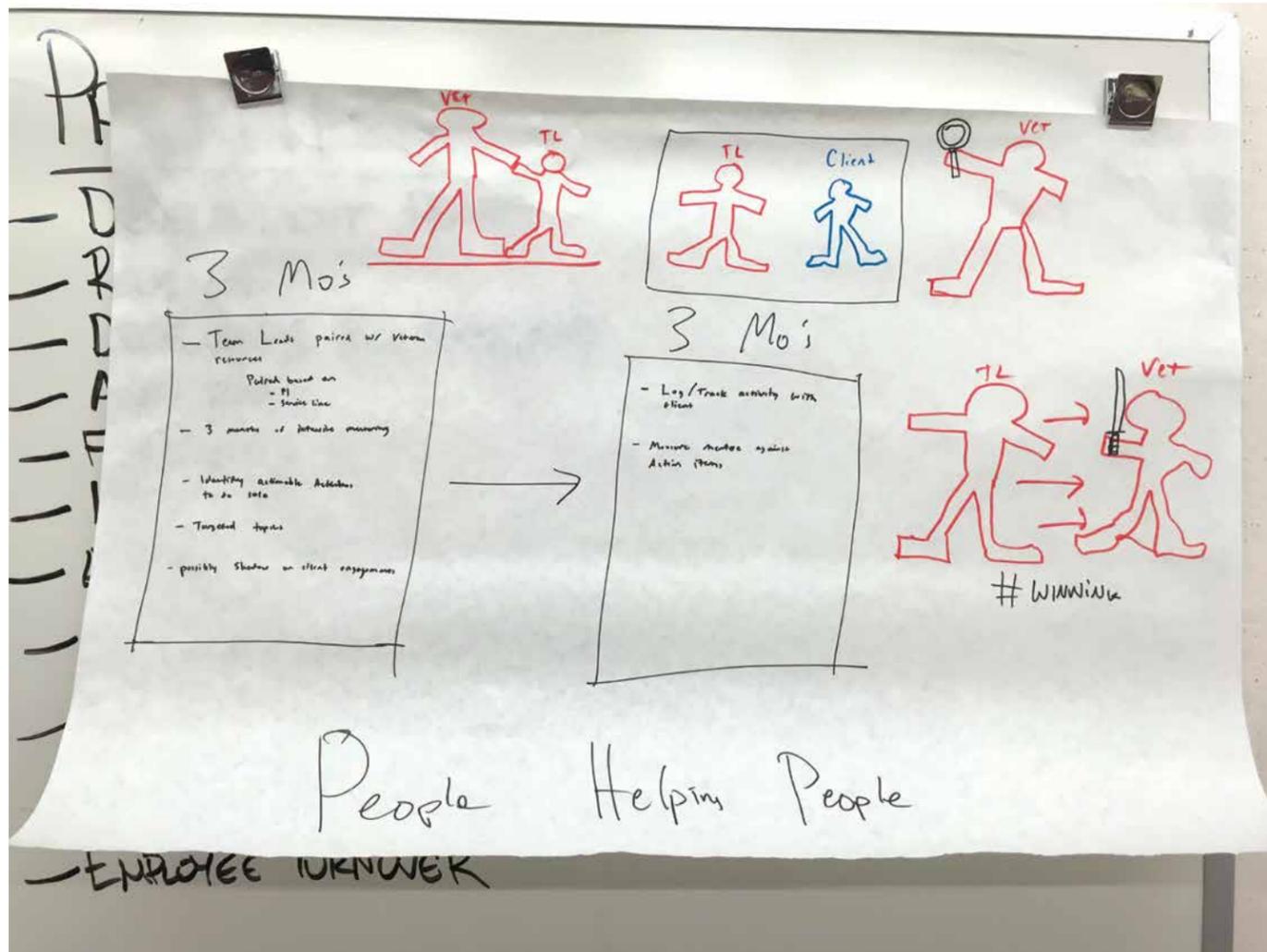
2/1 Workshop: Stop Talking, Start Influencing Poster

HOW MIGHT WE DEFINE AND CREATE A STRUCTURED PROFESSIONAL DEVELOPMENT PROGRAM FOR KSMC?

2/1 Workshop: Stop Talking, Start Influencing

- Four general topics on communication
- Outside (external) instructed class on communication
- Not necessarily from traditional teachers, but “thought leaders” would instruct the class
- Real-world component to all classes
- Homework is associated with current projects
- Time commitment, but if the homework is based on real work it will minimize the down time
- Green – written communication skills, and/or client deliverables
- Blue – public speaking
- Orange – PowerPoint and presentation skills
- Yellow – group meeting, internal communications, daily communications (how to run a meeting)
- 13 week is good run, each topic is 13 weeks long, course of a year you could cover it all
- 4 hour chunks of time would be easier to manage for people to carve out time, but could also be flexible
- Would be for all client-facing staff

Appendix I: Synthesis of final workshop prototypes



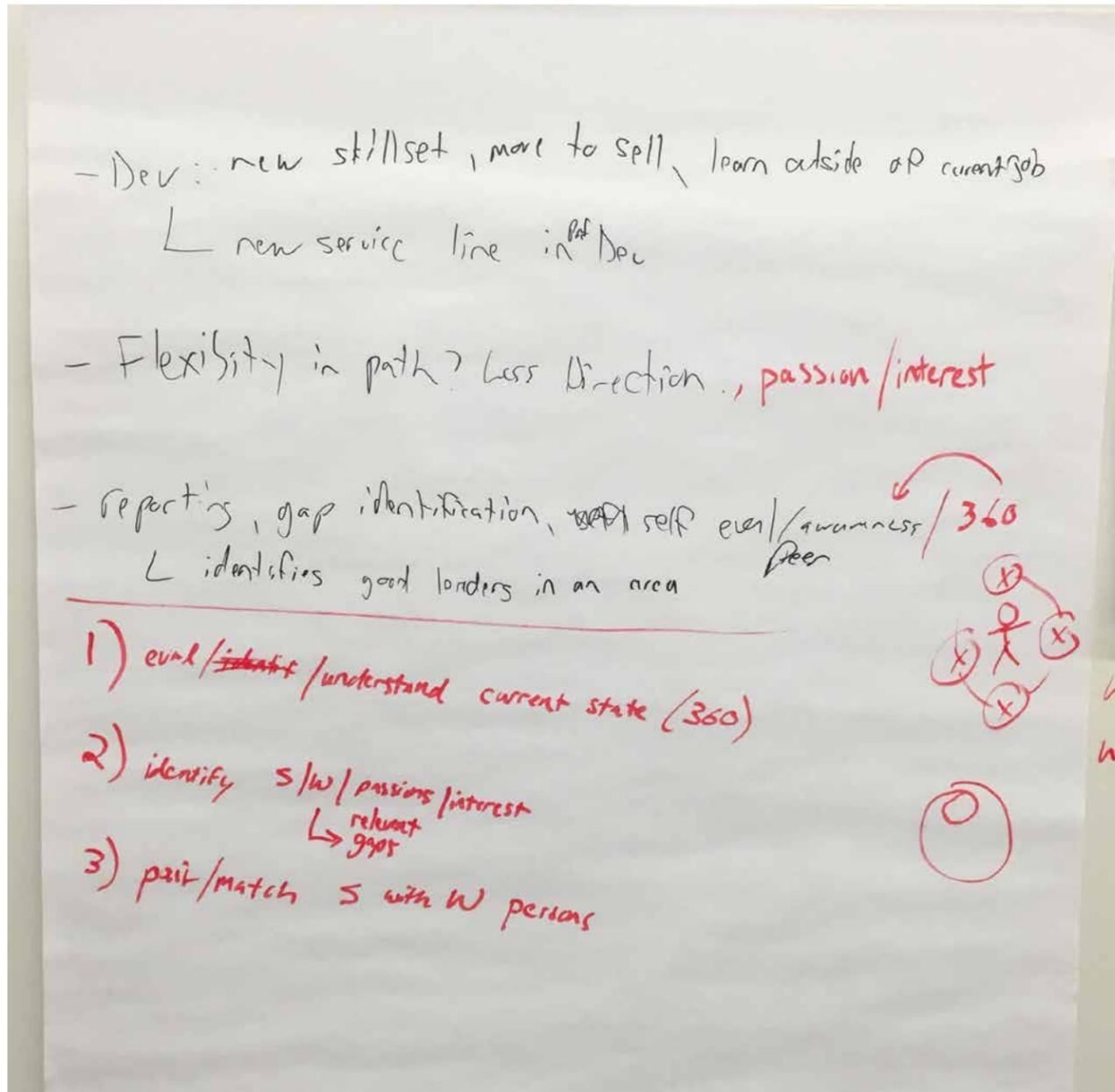
2/1 Workshop: People Helping People Poster

HOW MIGHT WE DEFINE AND CREATE A STRUCTURED PROFESSIONAL DEVELOPMENT PROGRAM FOR KSMC?

2/1 Workshop: People Helping People

- Program where a veteran team member will be helping team leads (mentoring program)
- 6 months total
- Mentoring them on client administration and client engagement and how to work with the client
- First 3 months: discussing ideas, concepts, role playing, possible client engagement, channeling, come out and see the veteran interact
- Then the team leads are sent off on their own for the second 3 months to meet with clients, take action items from the mentoring and apply them with clients
- The whole time the veteran will be overseeing this and correcting or managing along the way
- It will lead to the team lead evolving into the veteran (final step)
- “People helping people helping their clients helping themselves to succeed”
- Match up the mentors based on PI, Meyer Briggs, and Service Line
- We have very few people in our firm that already do this very well and we need to duplicate them- that’s the value
- We need enough time where we can pick out a client for them to engage with and measure their ability
- Have to have a long enough time to build a habit (first 3 months)
- Second 3 months needs to be long enough to evaluate and measure them against how they are doing, are they keeping to that habit, are they growing

Appendix I: Synthesis of final workshop prototypes



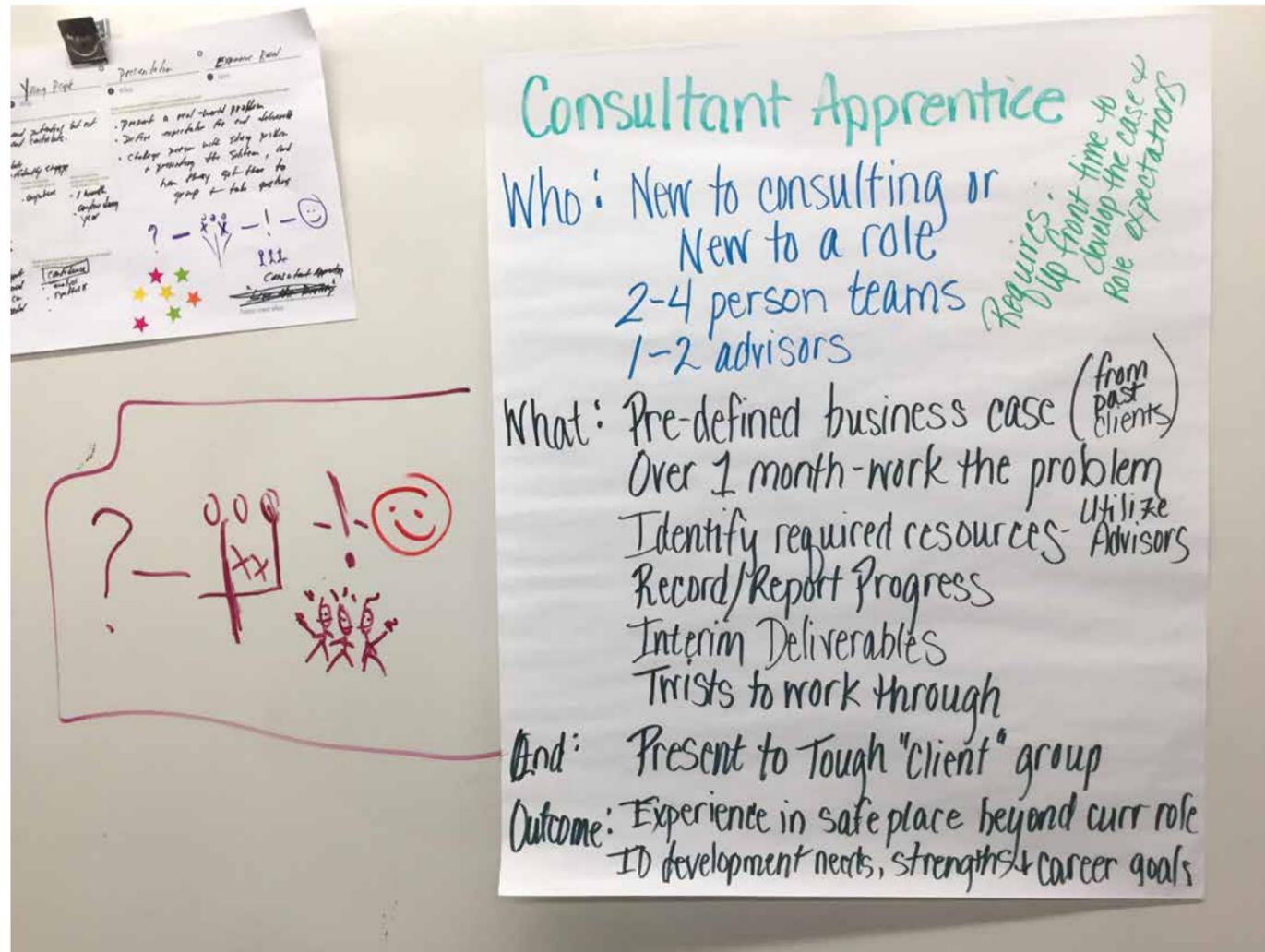
2/2 Workshop: Match.KSMC.com Poster

HOW MIGHT WE DEFINE AND CREATE A STRUCTURED PROFESSIONAL DEVELOPMENT PROGRAM FOR KSMC?

2/2 Workshop: Match.KSMC.com

- We can complement skills throughout the organization
- Grow skills from within
- Higher quality across the board, more consistency, have people follow passions that they can't get in their immediate career growth
- Start new service lines if someone has skills that they don't use at work, we can sell it elsewhere
- Rather than people raising their hands with what they are good at, start with 360s
- Evaluation of people who manage you, people that work below you, and people that are your peers
- Evaluate how you're doing, where you have gaps, where you have strengths, and have you evaluate yourself for your passions
- Based on 360s, Matching system: will match groups of people together (match people who have clear skill set with people who need that skill and people who want to learn that skill) create teams, or a pair, or a group of people
- Bring those people together and allowing them to develop each other
- Then conducting another 360 afterwards to see how they did
- Everyone in the company has one immersive learn week
- You have this team you are assigned to, go learn everything you can in a week, if it's related to project work great
- Build relationships, collaboration, and cross-department collaboration
- A leader in that area and the people who are weak in that area will be matched together
- Some structured learning, some project work
- A matching system will do this automatically
- Can also help you plan your resources accordingly as you get new projects
- Could tie it to schedules, see who is open or not
- Allow people to work in areas they are interested in, not just where they are always placed or needed most
- If there is someone who isn't super awesome at something, but we see a gap then we can know where to improve or where to bring in a leader

Appendix I: Synthesis of final workshop prototypes



2/2 Workshop: Consultant Apprentice Poster

HOW MIGHT WE DEFINE AND CREATE A STRUCTURED PROFESSIONAL DEVELOPMENT PROGRAM FOR KSMC?

2/2 Workshop: Consultant Apprentice

- Consulting simulator, 1 month long. For anyone that is new to consulting or new to a particular role. Based on consultant simulating world
- Right size, small team, 2-4 person team, 1 or 2 senior level people on a team to be available as a resource
- Key element: creating real-world, pre-defined business cases based on real examples and projects that have happened before, Immersive, intense, one month effort
- They would identify the needed resources, report progress, like an actual project in a highly simulated way. Do it in the context of a tough client, they have to present at an all-staffer
- Have multiple teams happening at once, present different teams together
- Have a panel that gives tough questions (questions that come up often with clients) Tough Question Sample: Thanks for the findings, but talk to me about how you got there. Defend your solution, and how you got to it
- Outcome: experience in a safe place and safe way that normally they would have to wait to experience with a real project
- This would accelerate that feeling and experience beyond current role
- Business Case (what do I do about this problem) 1. put together a team, what are we doing to solve it 2. go and sell your solution/results to a tough crowd, skeptical people 3. results in a more confident person in consulting
- Could be interesting to see how the problem was solved in reality, to how it was solved by team (compare solutions from reality to simulation) Could be a bit of both, based on real occurrences and some fabricated, throw in a couple of twists
- Could help shine a light for what people are not good at or capable of, or give people an idea of what they are really good at
- Let people see if they are frightened of consulting, get out now, could be good for the interns
- How do we cost effectively do this for the people we already have in the organization?
- Sometimes this job requires time outside of normal business hours, would be a one month push, get it done by any means necessary
- Could right-size the business case, doesn't have to be long, Could spoon-feed certain solutions where they are struggling, Give them answers from time to time, leave open the gaps where you know we want them to learn something, but give them the rest of the solution, Give them a lot of pieces with little gaps that they have to fill in
- Could work really well to have people understand business strategy

Appendix J: Workshop Reflection-On-Action comments

Workshop Reflection

Wednesday, February 1 Workshop

Positive (+):

- Very good materials and well thought out
- Level of research and understanding was apparent
- Does elicit reflection about leadership abilities and design thinking

Negative (-):

- Set expectations ahead of time for level of commitment
 - More focus of practical application of DLCs / DT
-

- Challenges around what to expect for participation
 - Identified personal development
-

Positive (+):

- Very professional presentation and materials
- Very thoughtful tools / experiences

Negative (-):

- Make sure you get commitment from management/exec team as well as participants
 - Make a clear presentation on the expectation of the client
-

Positive (+):

- Good job driving to real prototypes
- Good job managing time
- Good job keeping focus when we were disruptive

Negative (-):

- Maybe this is a general problem in the field but the intro part is a bit heavy on buzz words that in my opinion sound empty. My eyes and ears start to shut down when I hear too much about these without meat.

Appendix J: Workshop Reflection-On-Action comments

Thursday, February 2 Workshop

I like...

- Sequenced and thoughtful approach that has been taken

I wish...

- The after work session was probably half as long or done as 2 smaller sessions

What if...

- This became an aspect of leadership training for managers on a recurring basis
-

I like...

- Time to reflect and think about team and org

I wish...

- For more direction upfront on the process

What if...

- This were condensed into a day?
-

I like...

- Size of group
 - Approach
 - Application element
-

I like...

- Collaborating on the exercises and getting a chance to work with different people

I wish...

- I had a better understanding of the end goals at the beginning

What if...

- I have only done a cursory glance, but I didn't see any positive, strengths-based suggestions in the packet. Guidance on that would be helpful
-

Appendix J: Workshop Reflection-On-Action comments

I like...

- The personal touches, makes it more relevant / meaningful; the off-site venue

I wish...

- For less ambiguity, clearer directions are what is already a problem

What if...

- Executive team participated
-

I like...

- Application of real KSMC challenge to demonstrate the process
- I really appreciate the competencies that are tangible and actionable
- I appreciate the depth and thoughtfulness demonstrated in the packet

What if...

- This was applied to a broader group

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DESIGN LEADERSHIP THESIS

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