

2023 AERE Scholars Leadership Workshop Agenda

May 30 13:00-20:00 (Day 1)

13:00-14:00

Opening: Welcome and Introductions

Purpose: Get to know one another. Communicate that we're here to learn as well.

Facilitators: Jill and Ian

14:00-15:15

Session #1: Values

Purpose: Identify and discuss the values that are most important for economics associations to promote and encourage. Identify which values are not yet reflective of the academic culture in economics.

Secondary Purpose: Understand the 4-player model that serves as a leadership mindset and framework for healthy and dynamic structural balance in teams.

Facilitator: Jill

15:15-15:30

Break

15:30-16:45

Session #2: Communication

Purpose: Identify and discuss the positive communication patterns: what makes a successful mentorship relationship.

Secondary Purpose: Understand how questioning can be used as a part of a successful leadership strategy.

Facilitators: Ian and Ludo

16:45-17:00

Break

17:00-18:30

Session #3: Organizational Structure

Purpose: Identify and discuss the layers of connection needed for a mentoring organization to thrive.

Secondary Purpose: Understand the challenges to a successful mentoring program.

Facilitators: Jimena & Steve

18:30-19:00

Closing: Good and Bad Headlines

Purpose: Think about how you might apply what you have learned today in your own programs and associations

Facilitators: Steve and Ludo

19:00

Dinner

May 31 8:00-12:00 (Day 2)

08:00 - 08:15 Welcome/Opening

Purpose: outline skills for mentoring and relationship building learned day 1, identify what will be covered in day 2

Facilitator: Jill

08:15 - 09:35 Session #4: Reflective Listening

Purpose: Work on voicing, listening, respecting, and suspending judgment; and understanding the powerful role that listening, respecting, and suspending judgment plays in leadership.

Secondary Purpose: We will reflect on a positive professional experience which will have lessons for identifying leadership qualities.

Facilitator: Margaret

09:35 - 09:50 Break

09:50 - 10:45 Session #5: Balancing Advocacy and Inquiry

Purpose: To understand the difference between advocacy and inquiry and to learn about and practice the Ladder of Inference.

Secondary Purpose: To understand that as mentors we often need to suspend judgment and to realize that there may be times when it is ideal to listen and not to fix.

Facilitators: Margaret and Committee

10:45 - 11:30 Session #6: Reciprocity Ring

Purpose: Build connections with others at the workshop and learn how to ask for and get help.

Secondary Purpose: Develop a community who is interested in seeing economics become a more welcoming and diverse field.

Facilitators: Margaret/Jill

11:30 - 12:00 Closing

Objectives: Outline how we might continue to support one another

Facilitator: Group (looking for volunteers)

Opening: 30 Seconds Left

Reflect: Think about one of the best leadership moments of your life. This could be a professional or personal experience and could be an experience you had as a leader or as someone who was a part of a group with an impressive leader.

Pair up: Tell your story to a partner.

Pair up again: Tell your story to a second partner. This time you want to work together to narrow down your story to the best 30 seconds.

Share: We will go around the room and ask each person to describe their moment. Listen for what factors made these experiences significant.

Session #1: Values

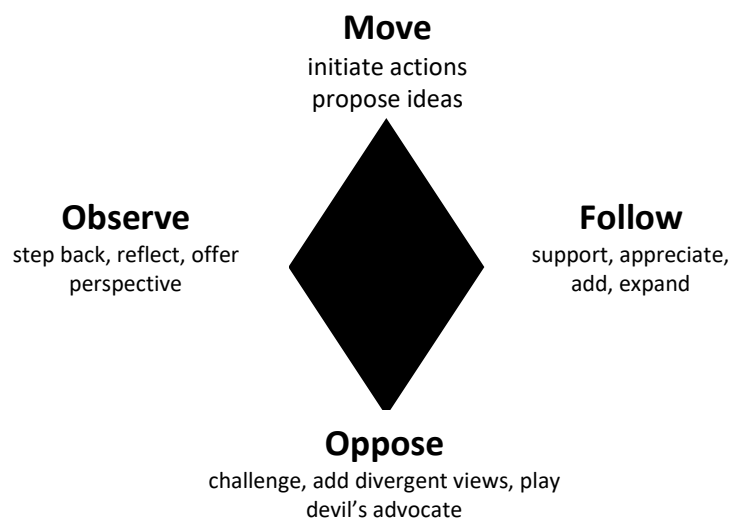
Purpose: Identify and discuss the values that are most important for economics associations to promote and encourage. Identify which values are not yet reflective of the academic culture in economics.

Secondary Purpose: Understand the 4-player model that serves as a leadership mindset and framework for healthy and dynamic structural balance in teams.

Expected Outcome: A shared experience, awareness and language around how we communicate and behave in teams. Increased ability to navigate any situation together with others, and adapt our style of communication and leadership based on the needs of the situation. A listing of the values that economics more broadly needs to work on supporting.

Session #1 Resources: The 4 Actions

Leadership in economic associations requires self-aware, socially intelligent leaders who can employ process tools to develop consensus and guide action. According to Kantor and Koonce (2018) exceptional leaders develop “situational awareness of the specific kind of leadership required of them in a given moment and the social agility to toggle and pivot in their use of different conversational stances as discussions proceed.” The Four-Player model stances these authors outline include four different actions—each with value—that leaders need to move between to advance group dialogue. These four actions include



Movers initiate action in group settings by setting the agenda, providing direction, offering ideas or suggesting courses of action to take. Movers are catalysts of action. This mover stance is the role most typically associated with the role of a leader. **Without movers there is no direction.**

Followers elevate the opinions and ideas of others. They support and align themselves with what others say, sometimes adding their own opinions. They play a vital role by helping to drive a group's decision making toward closure and completion. Their voice gives credence and legitimacy to what others say. **Without followers there is no completion.**

Opposers help take group discussions to deeper levels. They aren't negative, but instead ask for clarification and point out weaknesses others may not see. They help to vet ideas using inquiry to sharpen the focus of a group's conversations. They also counter-propose ideas in response to what movers suggest. Opposers ensure that group decision making is thoughtful and robust. **Without opposers there is no correction.**

Observers play a critical role in the iterative process of group decision making by providing perspective on a group's discussions, process, and conversational progress. Observers also reflect on the actions and statements of others, sometimes piggybacking on what others say to offer their own perspective on topics under discussion. **Without observers there is no perspective.**

These four action positions are necessary for high-quality conversations, effective participative decision-making, and producing results. Being a leader does not mean one must always “move”; rather a skilled person sees what is needed in any given conversation and adds that voice.¹

¹ Sources: Kantor, David. 2012. Reading the Room: Group Dynamics for Coaches and Leaders. 1st ed. 1 online resource vols. San Francisco, CA: Jossey-Bass, A Wiley Imprint.

| | Action comes across as Enabled or Strong: | Action comes across as Disabled or Weak/Stuck: |
|---------|--|--|
| Move | Direction Discipline Commitment Perfection Clarity | Disengaged Judgmental Deserting Withdrawn Silent |
| Follow | Completion Compassion Loyalty Service Continuity | Critical Competitive Blaming Attacking Contrary |
| Oppose | Correction Courage Protection Integrity Survival | Placating Indecisive Pliant Wishy-Washy Over accommodating |
| Observe | Perspective Patience Preservation Moderation Self-Reflection | Omnipotent Impatient Indecisive Scattered Dictatorial |

Action Positions – Practice Suggestions (for the future)

1. What is my preferred/strong Action Position in ideal team situations or conversations?
2. What is my preferred/strong Action Position in high stakes situations or when under stress?
3. What is my weak Action Position?
4. In the next meeting you attend, notice what are the Strong/Weak/Stuck Action Positions that various participants engage in. Notice what Action Position is missing. Notice what Action Position you are taking.
5. In future meetings, notice what Action Position is missing and choose to provide it in order to move the meeting forward.

Session #1 Activity

Academic organizations typically uphold a set of values that guide their work and interactions with their members and stakeholders. The following is a list of common values that may or may not hold for economics associations.

Instructions: Develop a top 5 ranking of the values that you think are most important for economics associations to uphold from those provided on cards with your group. (You can add any values you find are missing to your top 5). To begin, discuss the values on the cards while using your assigned action (move, follow, oppose, or observe). Think about your own economic association values that are either explicit or implicit. Review the prior pages to identify the actions that are common for your assigned action role and try your best to stay in this role throughout the discussion.

What is your group's top 5?

1.

2.

3.

4.

5.

Session #2: Communication

Purpose: Identify and discuss the positive communication patterns: what makes a successful mentorship relationship.

Secondary Purpose: Understand how questioning can be used as a part of a successful leadership strategy.

Expected Outcome: Participants will explore different situations of mentor/mentee relationship and identify individually and together what makes a successful relationship.

Session #2 Activity

Instructions: The facilitators will divide the participants in half and place one-half the participants on the “mentor” side and the other half on the “mentee” side. You will be given a card that outlines your role in the first situation. You will be paired with a mentor if you are a mentee and with a mentee if you are a mentor. You will have 5 minutes to discuss this first situation and will then be asked to switch roles for the second situation. There are three situations in total.

Session #2 Resources: Asking Questions

Questions can improve mentoring and leadership because they open up (rather than close or focus) conversations and move the focus to the person you are talking to. They also keep you from giving advice. The philosophy here is that your solutions may not be best for your mentee. Instead, you want them to discover their own solutions through your questioning. Word of advice from Stanier: Stick to questions starting with “What” and avoid questions starting with “Why” when you want to keep your values, solution and advice at bay.

The Seven Essential Questions of Leadership

From: Stanier, Michael Bungay. *The Coaching Habit* (2016) Box of Crayons Press. Toronto, Canada.

1. The Kickstart Question: “What’s on Your Mind?”

The question, “What’s on your mind?” quickly gets the conversation into something that’s “real.” Stanier calls this a “Goldilocks question,” neither too open nor too broad nor too narrow and confining. It communicates that you are open to talking about the things that matters most.

2. The AWE Question: “And What Else?”

This question opens the door to wisdom, insights, self-awareness, and possibilities and can also be used to buy yourself time when you need just a moment or two to figure things out

3. The Focus Question: “What’s the real challenge here for you? Implied here is that there are a number of challenges”

This question leads you from high-level or abstract challenges that might be out of reach to something that is focused. The “for you” is what pins the question to the person you’re talking to. It keeps the question personal and makes the person you’re talking to wrestle their her struggle and what they need to figure out.

4. “The Foundation Question: “What Do You Want?”

Stanier notes this question is at the “heart of the book” and calls it “Goldfish Question” because it often elicits that response: slightly bugged eyes, and a mouth opening and closing with no sound coming out. This question can be difficult to answer because we often don’t know what we actually want. Spending some time on this question and help your mentee understand what they really want from a particular situation.

5. “The Lazy Question: How Can I Help?”

According to Stanier, the power of “How can I help?” is twofold. First, you help identify a direct and clear request. Second (and possibly even more valuably), it helps to keep you from giving advice or “leaping into action.”

6. “The Strategic Question: If You’re Saying Yes to This, What Are You Saying No To?”

This question reminds you and your mentee about of the opportunity cost of new endeavors.

7. “The Learning Question: “What Was Most Useful for You?”

There are a number of questions you can ask to help drive a generative and retrieval process that can help with learning. “What did you learn?” “What was the key insight?” “What do you want to remember?” and “What’s important to capture?” are some of the questions people ask to do this. This question immediately frames what just happened as something that was useful and creates a moment to figure out what it was.

Questions that Focus and Lead to Actions

From: Berger, Warren (2014) *A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas*, Bloomsbury, New York

Motivating your team to action can begin with questions that help broader discussion. The Why-What if-How format outline in Berger’s book can help. Begin with open-ended “Why” questions and then follow these up with “What if” and “How” questions.

Example: Why aren’t faculty and other researchers rewarded for diversity, equity and inclusion (DEI) work? What if we were to reward researchers for this work? How would this change impact faculty and the faculty promotion process?

Other Questions

1. Idea Creation: How might we?
2. Difficult situations: Is there anyone else in the room who feels this way? Once discussed: are you Ok with moving forward?
3. What I think I’m hearing....

Session #3: Organizational Structure

Purpose: Identify and discuss the layers of connection needed for a mentoring organization to thrive.

Secondary Purpose: Understand the challenges to a successful mentoring program.

Expected Outcome: Participants will learn about the multiple points of connection possible within a mentoring program and help identify individually and together what benefits accrue at each level and what challenges/barriers exist for successful organization of a mentoring program.

Outline:

- Organizational Structure Overview
- Activity 1 - Benefits of Communication Levels
- Activity 2 - Challenges of the Organizational Structure

Organizational Structure Overview

The AERE Scholars has four communication levels:

1. Mentor-Mentee

- Relationships are built around an Individual Development Plan (IDP). The IDP documents professional development objectives for the scholar and outlines how and how often the pair will meet throughout the year.
- Meeting logistics
 - Virtual
 - ~1 a month or every other month
 - Topics are chosen by the pair
- Challenge:
 - Getting to know one another (can be uncomfortable at first)

2. Mentee Pods

- Groups of 4-6
- Meeting logistics
 - Virtual
 - ~1 a month
 - Topics are chosen as a group
 - Examples: publishing, research, time-management, teaching, service, etc.
 - One mentee is in charge of running a session and sets the agenda
- Meeting agenda example:
 - Opening question (5 mins)
 - Check-in (5-10 mins)
 - Session topic (45 mins)
 - Closing (5 mins)
- Challenges:
 - Skipping meetings

3. Mentor Pods

- 1 AERE Scholars Committee member, 4-5 mentors
- Meeting logistics
 - Virtual, quarterly (4x) check-ins with mentoring relationships
 - Pod leader provides direction on topics & readings in advance of each meeting
 - Space for mentors to collaborate/troubleshoot on mentoring challenges
 - Discussion on topics geared toward becoming a better mentor
- Meeting agenda example:
 - Check in: how has the mentor-scholar relation gone so far? What has gone well?
Any struggles or questions we should discuss as a group?
 - General discussion of readings on hidden curriculum.
 - Closing discussion: What are the most crucial lessons that junior faculty should know about the hidden curriculum? Crowdsourcing and prioritizing tips from the hidden curriculum.

4. Broad Connections:

- Multiple virtual interactions each cycle
 - Mentor training/Scholar orientation
 - Talking about Diversity workshop
- In-person connections
 - Mentor-scholar pairs meet at annual meeting
 - Group activities at annual meeting that bridge cohorts

Session #3 Activity 1

Identify and discuss the layers of connection needed for a mentoring program to thrive

Introductions: Consider the 4 connection levels discussed and plans for a mentoring program at your respective organizations. What are potential key benefits you would like to see for participants in your program at each connection level?

Step 1: Individually reflect and come up with 2 key benefits from each level

Benefits of Level #1: Mentor-Mentee

Benefits of Level #2: Mentee Pods

Benefits of Level #3: Mentor Pods

Benefits of Level #4: Broad Connections:

Step 2: Share with your answers with your group

Step 3: Share your thoughts with a combined group and rank top 2 per level:

Mentor-Mentee

-
-

Mentee Pods

-
-

Mentor Pods

-
-

Broad Connections

-
-

Step 4: Report back: A representative from each group shares information with the larger group

Session #3 Activity 2

Challenges of Mentoring Programs

Instructions: Each participant is assigned 1 out of 3 questions.

1. How do we measure the success of the program?
2. How can we sustain a successful program over time?
3. How do we make the program more inclusive? How do we amplify the lessons from the programs beyond the mentors and mentees?

Step 1: Silent self-reflection on assigned question

Step 2: Generate & share ideas in assigned groups

Step 3: Report back at least one important idea with all to stimulate a large group conversation

Day #1 Closing

Envision the Future of Your Mentoring Program

Instructions: Close your eyes and imagine it's ten years in the future. Your organization's mentoring program has been a resounding success. After some initial challenge, your solution is having a huge impact on the world in ways you'd never even imagined!

Without discussion with your neighbors, draft a newspaper headline for a New York Times article. What does the world look like? How has your mentoring program evolved? What is it known for?

Instructions: Close your eyes again and imagine it's ten years in the future, but this is a world where the problems you are trying to address remain and your solution has not had the impact you hoped for. Your organization's mentoring program has been a resounding success. After some initial challenge, your solution is having a huge impact on the world in ways you'd never even imagined!

Without discussion with your neighbors, draft a "bad" newspaper headline for a New York Times article. What does the world look like? How has your mentoring program evolved? What is it known for?

Share your headlines and discuss any themes you see across these visions for the future. What might this mean for your program today?

Examples for AERE:

Session #4: Reflective Listening

Purpose: Work on voicing, listening, respecting, and suspending judgment; and understanding the powerful role that listening, respecting, and suspending judgment plays in leadership.

Secondary Purpose: We will reflect on a positive professional experience which will have lessons for identifying leadership qualities.

Expected Outcome: A new understanding of how to listen for facts, values and feelings and how repeating back what is heard can validate a person and/or the discussion.

Reflective listening is the restatement of what you have heard a speaker say. Benefits include the opportunity to:

- deepen the communication level
- improve understanding
- assure clarity
- allow the listener to become more empathetic and curious
- allow for a shift in perspective.

Instructions: This activity will take about 45 minutes and require you to work through 4 different (rotating) roles:

1. Speaker (4 minutes)
2. Listener: Facts (2 minutes)
3. Listener: Feelings (2 minutes)
4. Listener: Values/Essence (2 minutes)

Each person will begin with one of these 4 roles and then rotate through the remaining 3. The workshop facilitators will be in attendance to keep time and answer any questions about the instructions, but will not be otherwise participating. This is our opportunity to learn from you.

Step 1: Assign Roles

The groups will quickly determine who will be the speaker, listener for facts, listener for feelings, and listener for values in round 1. You will then rotate through these roles in subsequent rounds. You also want to select one person to report out for the group.

Step 2: Share and Listen

We will begin with round 1. The round 1 speaker will answer this question, (speaking for 4 minutes) while the others listen and take notes according to their round 1 role. There is space for your notes.

Step 3: Listeners talk about what they heard

The round 1 listener: facts person will summarize their notes (for 2 minutes) and receive confirmation and clarification from the speaker. The round 1 listener: feelings person (see below for words you can use for this) will summarize their notes (for 2 minutes) and receive confirmation and clarification from the speaker. The round 1 listener: values/essence person will summarize their notes (for 2 minutes) and receive confirmation and clarification from the speaker. See below for words you can use for this.

Step 4: Rotate

The group is to rotate to the next round. Each participant is to rotate roles.

Listening for Facts, Feelings, and Values

Facts: Repeat back what the person said and check for confirmation that the important parts of the communication were heard accurately.

Feelings: Express the essence or meaning behind the words, including the feeling and tone. Ask for accuracy. You may want to use the vocabulary noted on the next page of this document to help articulate what you heard.

Values/Essence: Reflect the values or essence of what you heard. You may want to use the vocabulary noted on the next page of this document to help articulate what you heard.

FEELINGS

Likely to be experienced when our needs ARE being fulfilled

absorbed
adventurous
affectionate
alert
alive
amazed
amused
appreciative
aroused
astonished
blissful
carefree
cheerful
comfortable
concerned
complacent
composed
confident
contented
cool
curious
dazzled
delighted
eager
ecstatic
elated
electrified
encouraged
energetic
engrossed
enlivened
excited
exhilarated
expansive
expectant
exultant
fascinated
free
friendly
fulfilled
glad
gleeful
glorious
glowing
good-humored
grateful
gratified
groovy
happy

helpful
hopeful
invigorated
involved
inquisitive
inspired
intense
interested
intrigued
joyous
jubilant
keyed up
loving
mellow
merry
mirthful
moved
optimistic
overjoyed
overwhelmed
peaceful
proud
quiet
radiant
rapturous
refreshed
relieved
satisfied
secure
sensitive
splendid
stimulated
surprised
tender
thankful
thrilled
touched
tranquil
warm
wide awake
wonderful
zany
zestful

FEELINGS

Likely to be experienced when our needs ARE NOT being fulfilled

afraid
disgusted
aggravated
disheartened
agitated
dislike

alarmed
dismayed
aloof
displeased
angry
disquieted
anguished
distressed
animosity
disturbed
annoyed
downcast
anxious
downhearted
apathetic
dread
apprehensive
dull
averse
edgy
beat
embarrassed
bitter
embittered
blah
exasperated
blue
exhausted
bored
fatigued
broken-hearted
fearful
chagrined
fidgety
cold
forlorn
concerned
frightened
confused
frustrated
cool
furious
cross
gloomy
dejected
grief
depressed
guilty
despairing
hate
despondent
heavy
detached
helpless
disappointed
hesitant

discouraged
horrible
disgruntled
horrified
hostile
hot humdrum hurt
impatient
indifferent inert
intense
irate
irked irritated
jealous
jittery
keyed up lassitude
lazy
lethargic listless
lonely
mad
mean
melancholy
miserable
mopey
nervous
nettled
overwhelmed
passive
perplexed
pessimistic
puzzled
rancorous
reluctant
repelled
resentful
restless
sad
scared
sensitive
shaky
shocked
skeptical
sleepy
sorrowful
sorry
sour
spiritless
startled
surprised
suspicious
tepid
terrified
tired
troubled
uncomfortable
unconcerned
uneasy
unglued

unhappy
unnerved
unsteady
upset
uptight
vexed
weary
withdrawn
woeful
worried wretched

VALUES

In listening deeply to one another, our hearts assist us to hear the values underneath the words, rhetoric, or strongly held positions. When we listen deeply and can reflect the values that we hear, we connect to the wholeness in the other.

beauty
compassion
community
connection
courage
creativity
equality
faith
family
friendship
freedom
generosity
justice
goodwill
gratitude
harmony
humor
inclusiveness
love
order
patience
peace
respect
service
simplicity
trust
understanding
wholeness
wisdom

Round 1: We rarely have an opportunity to brag and share something we are proud of. Please reflect on professional experience. What is something you're proud of? Describe why it is a highlight? Who was involved? What happened? How did you feel?

| | Name | Notes/ Reflections |
|--------------------------|------|--------------------|
| Speaker | | |
| Listener: Facts | | |
| Listener: Feelings | | |
| Listener: Values/Essence | | |

Round 2: We rarely have an opportunity to brag and share something we are proud of. Please reflect on professional experience. What is something you're proud of? Describe why it is a highlight? Who was involved? What happened? How did you feel?

| | Name | Notes/ Reflections |
|--------------------------|------|--------------------|
| Speaker | | |
| Listener: Facts | | |
| Listener: Feelings | | |
| Listener: Values/Essence | | |

Round 3: We rarely have an opportunity to brag and share something we are proud of. Please reflect on professional experience. What is something you're proud of? Describe why it is a highlight? Who was involved? What happened? How did you feel?

| | Name | Notes/ Reflections |
|--------------------------|------|--------------------|
| Speaker | | |
| Listener: Facts | | |
| Listener: Feelings | | |
| Listener: Values/Essence | | |

Round 4: We rarely have an opportunity to brag and share something we are proud of. Please reflect on professional experience. What is something you're proud of? Describe why it is a highlight? Who was involved? What happened? How did you feel?

| | Name | Notes/ Reflections |
|--------------------------|------|--------------------|
| Speaker | | |
| Listener: Facts | | |
| Listener: Feelings | | |
| Listener: Values/Essence | | |

Session #4 Resources: Inquire: High-quality Conversations

Enabling Question Examples:

Clarifying Questions (emerge out of not understanding what happened and do not include assumptions):

- When did this occur? (be specific about a time, place, person, event, etc.)
- Can you explain what happened?
- Where can that take us?
- How did you determine that?

Expanding Questions:

- What is the importance of _____ to you?
- What does the word _____ mean to you?
- How did you decide to _____? What was your thinking about?
- What is central about _____?
- What is neglected if _____ is ignored?

Reflection Questions:

- What are your (hopes, dreams, fears) for this project/program?
- How might we... ?

Problematic Question Examples:

Attributive Questions (contain blame or judgment)

- Why didn't you?
- How could you?
- Why didn't you tell me?

Backward-looking Questions (focus on the past):

- What isn't getting responded to?
- What has contributed to things getting this bad?
- Why did you... ?

Instructive Questions (focus on informing):

- Don't you think it would have worked better if . . . ?

Source: Craig Weber. *Conversational Capacity*. 2013.

Session #5: Balancing Advocacy & Inquiry

Purpose: To understand the difference between advocacy and inquiry and to learn about and practice the Ladder of Inference. This model explains how we quickly and unconsciously move from the facts of a situation to a conclusion (and why our conclusions are sometimes wrong). This activity will outline how you can use the Ladder of Inference as a communication and decision-making tool.

Secondary Purpose: To understand that as mentors we often need to suspend judgment and to realize that there may be times when it is ideal to listen and not to fix.

Expected Outcome: This activity will help you to avoid jumping to conclusions when leading and participating in teams (including when mentoring) and help you to help others from doing the same.

Session #5 Resources: Balancing Advocacy and Inquiry

The 4 Actions can be combined to create two fundamental action strategies: A line between *Move* and *Oppose* is the line of advocacy or action. A line between *observe* and *follow* is the line of inquiry.

Together suggesting two central actions: Advocacy and Inquiry.

Advocacy: Sharing your expertise about a situation in order to influence how others see thing. It is also a way to be open about what you think and feel, your beliefs, priorities, and concerns, and your needs in relation to the subject of conversation. Advocacy can help build trust through openness.

Inquiry: Asking questions that are designed to solicit the other person's point of view, opining, judgments, concerns, priorities, and ideas. It is a way to discover more about the other person and demonstrate curiosity about their intentions, beliefs and concerns. It can help build trust through acceptance because, instead of judging the other on their behavior, you inquired into their intention.

Advocacy and Inquiry in Practice

Productive Advocacy

Speak for a particular point of view.

Reveal the thinking that leads you to have a point of view.

Illustrate your thinking with concrete examples that allow others to see how you arrived at your conclusion.

Be explicit that the interpretations you make about events, people, or yourself are just that – interpretations.

Be explicit about what you want from the other person

Be explicit that you want the other person to provide concrete ways to assess whether you and they have met those requirements.

Unproductive Advocacy

Speak unilaterally; provide no options for rebuttal or inquiry.

Do not reveal your thinking.

When asked for examples, give abstract, generic, and familiar ones, not the specifics of a particular case.

Do not claim your interpretations or attributions as your own, but belonging to everyone, “People say...”

When asked what you want, be abstract and non-specific in your feelings and attributions, and, if you make any requests, make them non-specific or hard to deliver upon.

Productive Inquiry

Explore other’s thinking, assumptions, and understanding about themselves or about some problematic situation.

Suspend judgment and look to how you might be missing what the other is doing that makes sense. Probe for another’s point of view.

State your point of view and encourage others to challenge it.

Ask: are there any other views? What are we missing? What will happen if we go in this direction?

Look for the thinking behind another’s actions.

Unproductive Inquiry

Ask questions when you actually have an answer in mind – a.k.a. “leading the witness.”

Disguise statements as questions (you don’t really want to do that, do you?)

Ask questions to avoid saying what you already think about the situation.

Ask unilaterally: Do you see what I see? (vs.. “What do you see? Let me tell you my view and get your reactions ...)

Make your own attributions about others’ actions without additional inquiry.

Phrases for Better Advocacy

“Let me tell you where I am right now.”

“This is what I am thinking while you are talking.”

“Let me tell you my reaction to that.”

“I’m uncomfortable right now, and I’d like to tell you why.”

Phrases for Better Inquiry

“How do you see this?”

“Help me to understand ...”

“What am I not seeing?”

“What is your reaction to what I have said?”

Conversational Recipes

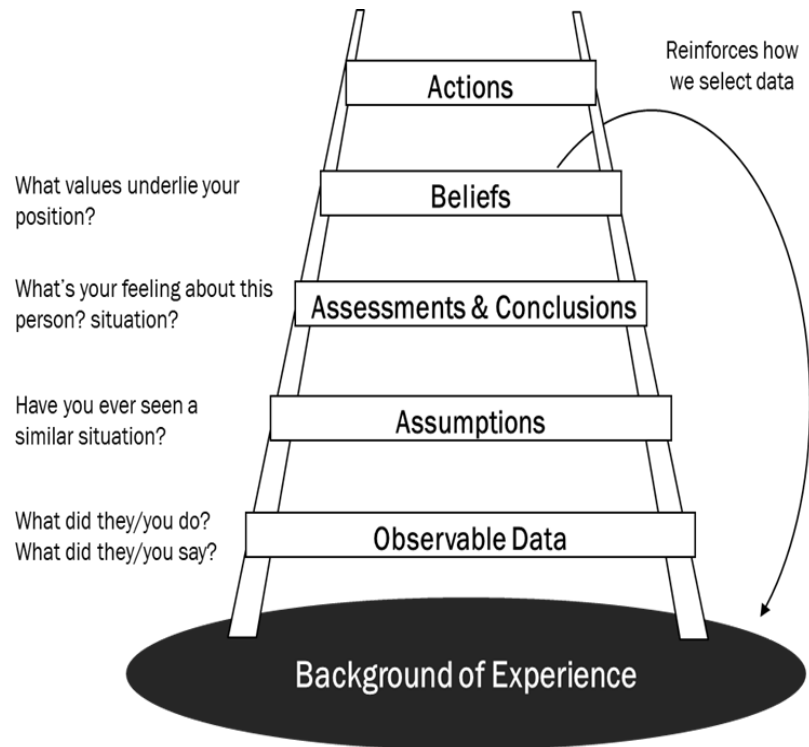
When you are first learning these skills, it is helpful to build a repertoire of phrases or *recipes*. It may seem unnatural at first but when your feelings emerge, it's helpful to have a phrase that will come quickly. With time, as with recipes, you will find that you don't need them anymore! Instead you'll be able to improvise and respond with your own natural voice.

Below, select two or three that you want to add to your repertoire. You may want to consult the list from the *Advocacy & Inquiry: in Practice* handout.

Advocacy

Inquiry

The Ladder of Inference



Using the *Ladder of Inference* to enhance advocacy and inquiry:

- Make your thinking and reasoning more visible to others. *Here's what I think and feel and how I got there.* Share your data and interpretive understanding.
- Inquire more effectively into others' thinking and reasoning. Be curious about their mental models. *Help me understand your thinking. What leads you to conclude this?*

Session #6: Reciprocity Ring

Purpose: Build connections with others at the workshop and learn how to ask for and get help.

Secondary Purpose: Develop a community who is interested in seeing economics become a more welcoming and diverse field.

Expected Outcome: Learn how to ask for and offer help.

Creating a Practice: What is the intention?

Adults learn through action and experience, when they are motivated and it matters, from peers and role models, and when supported by the right systems.

“Practice, practice, practice: all learning is doing, but the doing needed is inherently developmental. Bring together diverse stakeholders with little history of collaboration, different mental models, and different and even apparently competing aims is a high-risk undertaking. Good intentions are not enough. You need skills. But skills come only from practice. Everybody wants tools for systemic change. But too few are prepared to use the tools with the regularity and discipline needed to bring their own and others capabilities.”

Senge, Hamilton, Kania. *The Dawn of System Leadership*.

Tips

Learn together.

Make mentoring practices a “project.” *How Might We...*

Balance advocacy and inquiry:

Intentionally select a new phrase to practice

Build your own toolkit:

Try out some of the approaches that you are learning and note how they work.

Reflect:

Make time at end of meetings to talk about process.

What small steps can I start taking? What can I start doing or intensify?
What do I have to say “no” to? In what ways will that be challenging?
What shift in my mindsets, behaviors, mental models will make the biggest difference?
How will I know that I’m succeeding?
What are the potentials that I want to keep in focus? What risks will I work through?
What new tools? practices? skills? phrases? models?