


LEADERSHIP + COMMUNICATION

OfficeNinjas & UC Berkeley Haas School of Business
Executive Education Program

Berkeley Executive
UNIVERSITY OF CALIFORNIA Education



THE NEW ERA OF ADMINISTRATIVE EDUCATION



The New Era of Administrative+
Education is here.

You own what happens next.

Welcome to the flagship course of the OfficeNinjas & UC Berkeley Haas School of Business Executive Education Program! You're here because you know that the professional world is changing faster than ever, and you've got the audacity to take the reins in reshaping your career in this new era.

You're in good company. Both Edwin and I strongly believe that prioritizing life-long learning is the key to unlocking incredible opportunities to serve as a leader in your career, your organization, and the community.

Although, we arrived at our shared mission from strikingly differing points of view.

Edwin grew up in a home full of books. Inspired by his mother's love of learning (she was a proud graduate of secretary school in Ecuador), Edwin's passion for knowledge burned brighter as he grew.

His dedication to education has influenced bold choices — like leaving a career in electrical engineering to study entrepreneurship full-time at Stanford Graduate School of Business. But above all, it sparked a lifelong commitment to sharing knowledge.

Over the years, he has tutored peers in engineering (and me in Calculus), and developed an after-school education program at his alma mater elementary school. At OfficeNinjas, his dedication to education and knowledge-sharing guides our team's research on the evolving workplace and informs the development of our programs.

My passion for learning came from a much different place.

I grew up as the oldest daughter of Chinese immigrants — neither of whom spoke English. And throughout my secondary school years, my father's small business relied on me to translate invoices, draw up contracts, and manage customer communications.

I learned at a young age that the inability to effectively communicate limits the opportunities available to you.

Later, in my role as a hotel operations manager, I saw non-English speaking housekeepers suffer a similar

experience and that lit a fire in me. I petitioned my bosses and with their support, spearheaded a free ESL program taught by a college lecturer at the hotel.

For me, learning is driven by a spirit of scrappiness and determination to clear any obstacles. That's why in my leadership at OfficeNinjas, my priority is to ensure that every experience we bring to our community provides tangible solutions that create long lasting impact.

Our personal learning journeys are filled with life experiences that shape the way we present ourselves to the world.

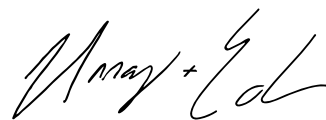
And no one understands this better than the faculty of UC Berkeley's Haas School of Business — known around the world for challenging convention to redefine the future of business.

Through Haas's esteemed Executive Education program, countless top executives from across all industries have uncovered their authentic leadership style. And now, through our Leadership & Communication course, so will you.

This course will be unlike anything else you've experienced. It will challenge you to leave your comfort zone to identify your weaknesses and transform them into strengths.

Together, we're advancing administrative and operational skill development and changing how the greater business community views the Admin+ role.

Your partners in learning,



Nancy + Edwin
OfficeNinjas Co-Founders

COURSE AGENDA

LEADERSHIP + COMMUNICATION

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OfficeNinjas Leadership + Communication Course

August 26-27, 2021



TIME	DAY 1	DAY 2
9:00 AM start time AM SESSION I	Welcome from OfficeNinjas Authentic Leadership A. Course Goals: <i>You are the Curriculum</i> B. Best Practices of Authentic Leadership C. The 5 Powers of Authentic Leadership	The Leader as Communicator: Part 2 A. Quotidian Meeting in 5 Steps B. Grounding Exercises: Breathing, Voice, Energy, etc.
	Break	Break
AM SESSION II	The Art of Leadership Presence <i>Motivating, Inspiring & Reaching Out to Others</i> A. Active Communicating: The Use of Voice, Body, Imagination, and Energy B. The Ten Active Communication Skills C. The Four Universal Communication Principles	The Leader as Coach: Part 1 A. The Mindset and Qualities of the Coach B. The Roles of the Leader C. The Trust Equation
	Lunch - Approx. 12:30pm PT	Lunch - Approx. 12:30pm PT
PM SESSION I	The Leader as Communicator: Part 1 A. The Power of Dialogue B. Building Meaningful Relationships and Partnerships in the Workplace C. <i>Curtain Up! Curtain Down!</i> Practicing Dialogue and Courageous Conversations	The Leader as Coach: Part 2 A. <i>Pro-Con</i> : An Exercise in Spontaneity B. <i>What's Working, What Needs Work?</i> Three Types of Listening C. Playback and Empathy as Coaching Tools D. Inquiry: The Art of Curious Questions, Developing Listening Skills, Asking the Right Questions
	Break	Break
PM SESSION II	The Leader as Storyteller A. <i>Curtain Up! Curtain Down!</i> Presentations B. The Art of Giving and Receiving Constructive Feedback C. Creating a Community of Excellence through Active Communicating	The Leader as Visionary A. Integrating the learning from the 2 days B. Workplace Application Scenarios C. <i>Why I Got My A...</i> A Visualization Exercise
WRAP UP	Putting It All Together A. Integrating the Learnings B. Debrief and Dialogue C. Closing Remarks	Debrief and Self-Reflection A. Final Debrief and Dialogue B. Gratitude and Closing Remarks
4:30 PM end time	Office Hours, Quotidian Meeting Set-Up A. Optional Q+A with Facilitators on Day 1 Course Material B. Five Volunteers Prep for Quotidian Meeting on Day 2	Campus Virtual Tour, Office Hours A. Live Virtual Tour of the Impressive Campus with UC Berkeley Executive Education CEO Michael Rielly B. Optional Q+A with Facilitators on Day 2 Course Material

INSIGHTS + ACTIONS

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OfficeNinjas Worksheet: Insight to Action

Capture key insights and action items from each lesson to share with your executive and team.

Day 1	Insight + Action #1	Insight + Action #2	Insight + Action #3
Authentic Leadership			
The Art of Leadership Presence			
The Leader as Communicator, Part 1			
The Leader as Storyteller			

OfficeNinjas Worksheet: Insight to Action

Capture key insights and action items from each lesson to share with your executive and team.

Day 2	Insight + Action #1	Insight + Action #2	Insight + Action #3
The Leader as Communicator, Part 2			
The Leader as Coach, Part 1			
The Leader as Coach, Part 2			
The Leader as Visionary			



Notes

A large, empty rectangular box with a thin black border, intended for taking notes.



Notes

A large, empty rectangular box with a thin black border, intended for taking notes.

COURSE MATERIAL

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LEADERSHIP PRESENCE

Leadership Presence is the skillset that enables leaders to motivate, inspire and connect to the thoughts and feelings of others.

Presence is what we reveal of ourselves to others. Our presence is how we engage in what is going on around us. Presence involves all of ourselves – body, thoughts, feelings, and words. It is the essence of ourselves as relayed to others.

Presence begins on the inside – how you think and feel about yourself and others. Even before you speak, these thoughts and feelings come across to others in how you use your body. People can sense if you're confident or unsure of yourself, and if you are receptive or closed to others. When you speak, your tone of voice and choice of words further add to this presence. Your presence, then, determines if your intentions – thought and felt on the inside – will come across to others.

Presence is energy within a person – it is an intensity combining self-confidence, awareness, and vulnerability. When you have the energy of presence, you are aware of working moment to moment as you interact with others in everyday activities: driving your car, meeting with co-workers, working out at the gym or being home with your family.

Presence depends on the decision to be present in what is going on in the moment – not yesterday or tomorrow, but now. Notice the connection in the words “presence” and “present”. To “have presence” requires “being present” in the here and now.

Presence entails being clear in your intentions. This includes knowing yourself well enough to identify questions you don't have answers to, then having the desire and commitment to answer the important questions. Presence is also dynamic. It changes from situation to situation, and it changes over time. It is an accumulation within you of how you've come to view life, how you're going to live it, and what you believe in.

This workshop will provide the opportunity for you to become more aware of your own presence and decide if there is anything you'd like to change. By addressing the various communication components of presence, this workshop will help you ensure that your intentions do come across to others in the way you want.

FIVE POWERS OF AUTHENTIC LEADERSHIP

POWER OF PRESENCE

POWER OF COMMUNICATION

POWER OF CONVICTION

POWER OF INTENTION

POWER OF KNOWLEDGE

FOUR UNIVERSAL COMMUNICATION PRINCIPLES

**With permission from Angeles Arrien, The Four-Fold Way © 1993*

In *The Four-Fold Way*, cultural anthropologist Angeles Arrien notes four principles for effective communications that are present in cultures worldwide.

Show Up and
Choose To Be Present

Pay Attention to What Has
Heart and Meaning

Tell the Truth
Without Blame or Judgment

Be Open to Outcome,
Not Attached to Outcome

First Principle: Show Up and Choose to Be Present

This principle refers to engaging others by bringing forth your focus, concentration, and energy when communicating. This is fundamental to giving feedback effectively and to receiving feedback constructively. When you engage your presence in communicating feedback, you increase your chances of being understood. When you engage your focus, concentration, and energy when receiving feedback, you improve your ability to actually hear and understand what is being said to you in a neutral and task-oriented way.

Second Principle: Pay Attention to What Has Heart and Meaning

Both the act of giving feedback and the act of receiving feedback can bring up a lot of emotion, distracting and irrelevant information. Keeping this principle in mind helps you to get to the heart of the matter and to address the real issues. It also allows you to listen to what is important to the other person.

Third Principle: Tell the Truth Without Blame or Judgment

Honesty is an essential ingredient in feedback. Unless we know what is *really* going on, we can't respond appropriately. However, being honest does not necessitate being blameful. For both giving and receiving feedback constructively, blame and judgment must be removed. When blame and judgment come in, communication breaks down into defensiveness, attacks, and counterattacks.

Fourth Principle: Be Open to Outcome, Not Attached to Outcome

It is impossible to script other people's responses. In giving feedback, we can prepare our own comments and set the stage to maximize success. However, we must exercise the skills of open listening and flexibility in our responses, to ensure that we create a situation of dialogue in which maximum understanding and subsequent change occur. In receiving feedback, we get to practice our breathing and keeping an open attitude when listening!

ACTIVE COMMUNICATING SKILLS

Ten Essential Skills for Clear, Positive, and Productive Communication

Communicating is an action. It requires all of ourselves – thoughts, feelings, voice, body, imagination, and energy. To improve communication, we have to go beyond theorizing about it. We have to do it. That is why the Active Communicating methodology is guided by the theater arts –the one human endeavour that is all about ‘hands-on” communicating. The actor is the instrument through which the message of a play is presented to the audience. To do this, the actor participates in an on-going discipline to develop a wide range of skills including:



ENERGY

Energy is a choice. We decide the kind of energy we would like to bring to a situation. Vibrant energy results in engagement and motivation of others, but when we are listless and bored others will respond to this attitude accordingly. In meetings, a person's use of energy will determine the tone, length, and outcome of the meeting.

PHYSICAL EXPRESSIVENESS

Actors recognize that when we speak we use the whole body, but this does not mean we need big gestures. We need to develop an awareness of our body language in order to ensure that verbal and physical expressions are aligned. When words and gestures aren't aligned, misunderstandings may result

RELAXATION

When we are tense and under pressure, it is reflected in our voices and our body language. Transmitting this tension to others is counter-productive. By learning relaxation techniques, it will greatly enhance the potential for positive communication, even in difficult circumstances.

EYE CONTACT

Eye contact is obviously important. Yet, due to both personal and cultural variations, we use this skill somewhat differently. These differences can sometimes lead to misunderstandings. As we become more aware of how we are using eyes we can be more flexible in adjusting our expectations and our use of eye contact from situation to situation.

SPONTANEITY

Often we prepare ourselves to discuss one topic in a meeting only to find the coachee wants to discuss something entirely different. Without the skill and confidence in our ability to be spontaneous, and to improvise or think on our feet, we get confused and tense, bringing confusion and tension into the interaction. As our abilities improve, we can respond flexibly clearly and calmly to any situation that may arise.

BREATHING

Breathing is the source of our physical energy, mental clarity, emotional control, and vocal strength. The more we understand how to use this vital communication resource, the clearer and more positive all of our interactions will be.

VOICE

The voice is the muscle of communication. How you use your voice determines whether people listen to what you have to say. Tense voices relay stress, monotonous voice produce boredom. Relaxed and colorful voices increase engagement with others. How you use your voice has an impact on your colleagues and clients.

LISTENING

Of all the communication skills, listening needs constant attention, it is very easy and sometimes tempting to stop paying attention. Sometimes we think we can anticipate what the person is going to say, or we butt in with something we think needs to be said. Good listening is not just a technique, it is a state of mind, and it requires practice, the right intention and to pay attention to hearing what others are saying especially when it's emotionally charged or contradictory to what we want to hear.

FOCUS & CONCENTRATION

The skills of focus and concentration help ensure we stay fully engaged when interacting with others. If concentration lapses we miss something we risk responding in an inappropriate way to what is actually happening and miscommunication may follow. Focus and concentration keep us in the present moment creating accuracy in our interaction with others.

AWARENESS

Awareness opens us to what is happening within us and around us. It is listening with all of our selves. Whereas focus brings attention to one area, awareness is like peripheral vision, taking in vast amounts of information about what is occurring. The more we notice what is going on in our daily lives, the more we can respond productively to our own and others' needs as we work together. Awareness allows us to take in all aspects of an interaction, helping ensure that accurate and positive communication has taken place.

Theater As Heightened Communication

We use theater as the basis in Active Communicating because theater is heightened communication. Theater is the form where the message is often “bigger than life” to cause an understanding.

Since the beginning of human culture, theater as an art form has been a crucial element in the intellectual, emotional, and spiritual life of cultures worldwide. In European culture, theater as a heightened form of communication began during the Golden Age of Athens as a way of understanding the great issues of the time. During the Elizabethan era, Shakespeare wrote plays as “a call for action” on a variety of ethical and moral issues ranging from betrayal to the dysfunctional family. Modern theater continues this tradition of presenting the issues of our time. The 1993 Pulitzer winning play, “Angels in America” is about AIDS with the unresolved McCarthy era in the background. “Children of a Lesser God” deals with the struggle and triumph of deaf people. “Dancing at Lughansa” mirrors the industrial revolution in Ireland at the beginning of the twentieth century, hinting at the current struggle of people losing their livelihood because their skills are no longer needed or valued.

The actor is the instrument through which the message of the play is presented to the audience. This is the reason that actors constantly train in voice, body movement, and the ability to use expressive language. In fifteen-hour days at theater schools, actors learn to concentrate, listen, maintain a high energy level, express emotions both verbally and physically, and create presence.



The actor’s communication skills determine whether the message of the play or film reaches the audience. If the audience is bored, it is possible that the actor’s energy or presence was missing from the performance. Perhaps the synergy of the ensemble was underdeveloped. There is always a reason communication as theater fails to take place. It is useless to discuss a “bad audience”. The actor’s task is to reach the audience, transforming them if need be, through excellent communication skills.

The parallel to everyday communication in the workplace is remarkable. It is through effective communication skills that you as the communicator can get your message across, whether you are talking to someone face-to-face, using voice mail, or speaking to an audience. If the message does not get across, there is a reason.

Getting a message across depends upon the nature of your relationship with the audience. This relationship can grow in strength depending on the level of awareness of the communication skills of the parties who are in dialogue with each other. Much of building a strong relationship has to do with being present, communicating effectively, and being aware of how to nurture a relationship on an ongoing basis. It is the ongoing relationship that achieves long-term gain for theater, for the workplace and for life.

Storytelling Skills

Vertical Takeoff!!!

Clear

Beginning

Middle

End

Vocal Variety

RITUALS IN YOUR COMMUNITY AND WORKGROUP

The word “ritual” often brings to mind religious services and ceremonies. These are of course rituals, but there are also many other rituals that fill our daily lives. Quite simply, a ritual is something that is repeated with regularity. It is repeated with regularity because it somehow contributes to the well-being of the person or people involved.

You may notice things in your life that you repeat on a daily or weekly basis. Perhaps you take a walk every evening after dinner. Or perhaps you have lunch with a close friend or family member every other week to ensure that you stay connected.

The regularity of rituals provides a sense of safety and security. No matter how unpredictable the events of the day or week are; we can count on personal rituals to provide structure and stability. And because our rituals are a special time out from the hectic activity of our daily lives, they provide us the opportunity to remember and reaffirm who we are, to center ourselves in the midst of chaos.

Groups of people also create and repeat rituals. The gathering of the family on Thanksgiving; the celebrating of an anticipated birth with a shower, or the annual fishing or ski trip among former high school friends are all examples of ritual. These events allow the relationship bonds between the people involved to strengthen and deepen. Such rituals transform a collection of individuals into a community. They help form the history of that community, as well as allow the community to define, express, and reaffirm its values. In this way, rituals add meaning to the lives of the individuals in the community.

The group of people with whom we spend the most time consists of our work colleagues. This is why the importance of rituals in the workplace cannot be overlooked, for it is essential to the well-being of the relationships among the people in the work group.

As with any community of people, it is important for work groups to find the way to take necessary time out together. We need to remind ourselves of who we are, what we’re doing, and why. This serves to re-commit us - as a group and as individuals - to the work we do together. We also need to find the ways to recognize, honor and celebrate our accomplishments - both the accomplishments of individuals and of the group.

Rituals allow people in a work group an on-going, regular, and predictable way of relating to each other in a fundamentally human way, separate from the pressures of the job. The relationships built in this way carry over into work activities, providing a sense of unity, support and mutual commitment.

Answer the following questions...

What are examples of rituals in your daily life?

What are the rituals that your workgroup does together? (Example: annual holiday party, birthday celebration, end-of-quarter celebrations, team meetings, etc.)

Quotidian Meeting

A Daily Team Meeting in 5 Parts

Instruction: Each part of the meeting should be facilitated by a different team member.

Part I: Warm-Up Exercise (2 mins)

A physical exercise, a martial arts warm-up, stretching, meditation, or other activity to get the group focus and be fully present for one another

* * * * *

Part II: Looking Back (4 mins)

Reflect on what we have accomplished, acknowledging both successes and challenges.
Focus on what we have learned and how we have grown.

* * * * *

Part III: Looking Forward (4 mins)

Discuss our goals and what we want to accomplish today.
What do we look forward to?
What are the challenges ahead?
How can we help each other accomplish our goals?

* * * * *

Part IV: Appreciations, Acknowledgments, Apologies (4 mins)

Team members step forward to express appreciation for someone on the team, acknowledge what they have done for you, or make a public apology to the person.

* * * * *

Part V: Words of Inspiration (1 min)

One person shares some words of inspiration.
This could be short story, a poem, or a song.

WHAT'S WORKING? WHAT NEEDS WORK?

The following exercise presents the opportunity for two people to tell each other what is working in their relationship and what needs to change.

OBJECTIVES

1. To encourage honesty and openness in communication.
2. To diminish blame and defensiveness.
3. To provide a technique for participants to continue to use after the workshop.

FORMAT

As directed by the facilitator, participants will choose a partner whom they normally work with and feel comfortable with. Participants should decide who is "A" and who is "B" for the following (note: under the direction of the facilitator, this exercise may vary slightly from this format):

ROUND 1: WHAT'S WORKING?

A speaks; B listens without speaking (90 sec.)

B speaks; A listens without speaking (90 sec.)

Two minutes is now provided for the partners to take notes and make any last comments about what's working.

ROUND 2: WHAT NEEDS WORK?

A speaks; B listens without speaking (90 sec.)

B speaks; A listens without speaking (90 sec.)

Two minutes is now provided for the partners to take notes and make any last comments about what's working.

ROUND 3: WHAT'S NEXT?

Partners now have a total of 4 minutes to discuss and note down what their next step is (e.g., a work meeting, lunch, etc.), as well as to be sure to discuss and record what they both appreciate about their relationship.

WHAT'S WORKING?
WHAT NEEDS WORK?
WHAT'S NEXT?

WHY I GOT MY A

HAIKU

Haiku is a form of Japanese poetry with the following structure:

1st Line: 5 syllables

2nd Line: 7 syllables

3rd Line: 5 syllables

Here are two examples:

*No blame, no judgment
Blows like prairie winds on me
Hard to do, yet great.*

*I listen and breathe.
I would rather be happy
Than need to be right.*

INSPIRATIONAL READING

Success

To laugh often and love much;

To win the respect of intelligent persons

And the affection of children;

To earn the approbation of honest citizens

And endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To give of one's self;

To leave the world a bit better, whether

By a healthy child, a garden patch or

A redeemed social condition;

To have played and laughed with enthusiasm

And sung with exultation;

To know even one life has breathed easier

Because you have lived—

This is to have succeeded.

A.J. "Bessie" Stanley November 30th, 1905

Anyway

*People are unreasonable, illogical, and self-centered
Love them anyway*

*If you do good, people will accuse you of ulterior motives
Do good anyway*

*If you are successful, you win false friends and true enemies
Succeed anyway*

*The good you do today will be forgotten tomorrow
Do good anyway*

*Honesty and frankness make you vulnerable
Be honest and frank anyway*

*People favor underdogs but follow only top dogs
Fight for some underdogs anyway*

*What you spend years building may be destroyed overnight
Build anyway*

*People really need help but may attack you if you help them
Help people anyway*

*Give the world the best you have and you'll get kicked in the teeth
Give the world the best you've got anyway*

Excerpt from "Simple Path"

"From a sign on the wall of Shishu Bhavan, the children's home in Calcutta"

Mother Teresa

Perspective Is Everything

If you woke up this morning with more health than illness, you are more blessed than the million who will not survive this week.

If you have never experienced the danger of battle, the loneliness of imprisonment, the agony of torture, or the pangs of starvation, you are ahead of 500 million people in the world.

If you can attend a church meeting without fear of harassment, arrest, torture, or death, you are more blessed than 3 billion people in the world.

If you have food in the refrigerator, clothes on your back, a roof overhead, and a place to sleep, you are richer than 75 percent of this world.

If you have money in the bank, in your wallet, and spare change in a dish, you are among the top 8 percent of the worlds wealthy.

If you hold up your head with a smile on your face and are truly thankful, you are blessed because the majority can, but most do not.

If you can read this message, you are more blessed than more than over 2 billion people in the world that cannot read.

Source: Various

Accuracy: Data can vary slightly from year to year

What's Really Important

A few years ago at the Seattle Special Olympics, nine contestants, all physically or mentally disabled, assembled at the starting line for the 100-yard dash. At the gun they started out, not exactly in a dash, but with the relish to run the race to the finish and win.

All that is except one boy who stumbled on the asphalt, tumbled over a couple of times, and began to cry. They slowed down and paused. Then they all turned around and went back -- every one of them. One girl with Down's syndrome bent over and kissed him and said. "This will make it better." Then all nine linked arms and walked together to the finish line.

Everyone in the stadium stood, and the cheering went on for 10 minutes.

*From "A 3rd Serving of Chicken Soup for the Soul" by
Jack Canfield and Mark Victor Hansen*

Make a Difference

As she stood in front of her 5th grade class on the very first day of school, she told the children an untruth. Like most teachers, she looked at her students and said that she loved them all the same. However, that was impossible, because there in the front row, slumped in his seat, was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed that he did not play well with other children, that his clothes were messy and that he constantly needed a bath. In addition, Teddy could be unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big "F" at the top of his papers.

At the school where Mrs. Thompson taught, she was required to review each child's past records and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise.

Teddy's first grade teacher wrote, "Teddy is a bright child with a ready laugh. He does his work neatly and has good manners...he is a joy to be around."

His second grade teacher wrote, "Teddy is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."

His third grade teacher wrote, "His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest and his home life will soon affect him if some steps aren't taken."

Teddy's fourth grade teacher wrote, "Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and he sometimes sleeps in class."

By now, Mrs. Thompson realized the problem and she was ashamed of herself. She felt even worse when her students brought her Christmas presents, wrapped in beautiful ribbons and bright paper, except for Teddy's.

His present was clumsily wrapped in the heavy, brown paper from a grocery bag.

Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one-quarter full of perfume. But she stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume on her wrist. Teddy Stoddard stayed after school that day just long enough to say, "Mrs. Thompson, today you smelled just like my Mom used to."

After the children left, she cried for at least an hour. On that very day, she quit teaching reading, writing, and arithmetic. Instead, she began to teach children. Mrs. Thompson paid special attention to Teddy. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Teddy had become one of the smartest children in the class and, despite her lie that she loved all the children the same, Teddy became one of her "teacher's pets."

A year later, she found a note under her door, from Teddy, telling her that she was still the best teacher he ever had in his whole life. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in his whole life. Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best and favorite teacher he had ever had in his whole life.

Then four years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still the best and favorite teacher he ever had. But now his name was a little longer...the letter was signed, Theodore F. Stoddard, MD.

The story does not end there. You see, there was yet another letter that spring. Teddy said he had met this girl and was going to be married. He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit at the wedding in the place that was usually reserved for the mother of the groom.

Of course, Mrs. Thompson did. And guess what? She wore that bracelet, the one with several rhinestones missing. Moreover, she made sure she was wearing the perfume that Teddy remembered his mother wearing on their last Christmas together.

They hugged each other, and Dr. Stoddard whispered in Mrs. Thompson's ear, "Thank you Mrs. Thompson for believing in me. Thank you so much for making me feel important and showing me that I could make a difference."

Mrs. Thompson, with tears in her eyes, whispered back. She said, "Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you."

Our Deepest Fear

Our deepest fear is not that we are inadequate

Our deepest fear is that we are powerful beyond measure

It is our light, not our darkness, that most frightens us.

We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous?

Actually, who are you not to be?

You are a child of God. Your playing small doesn't serve the world.

*There's nothing enlightened about shrinking
so that other people won't feel insecure around you.*

*We are all meant to shine, as children do. We were born to make manifest the glory of God
that is within us.*

*It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously
give other people permission to do the same.*

As we're liberated from our own fear, our presence automatically liberates others.

Marianne Williamson
"A Return To Love: Reflections on the Principles of 'A Course in Miracles'"

OFFICENINJAS PROGRAMS

COHORT-BASED LEARNING

Berkeley Executive
UNIVERSITY OF CALIFORNIA Education





MAKE HIGH-IMPACT LEARNING A HABIT

OfficeNinjas Programs prioritize modern business acumen, meaningful network-building, and career growth. Create a habit of year round learning through highly interactive live sessions and step-by-step action plans that help you execute what you learn right away.

The Only Executive Education Program for Admin+ Professionals



Developed in partnership with UC Berkeley Haas School of Business, the OfficeNinjas Executive Education Program is a course of study for high-performing Admin+ professionals.

Our program is built on four core academic pillars, the first being *Leadership & Communication*. After you successfully complete the *Leadership & Communication* Course, you'll qualify to enroll in the next pillar, *Strategy & Management*, which is scheduled to launch late 2022.

- All *Leadership & Communication* 2021 alumni have the option to hold their seat for *Strategy & Management* 2022. More details forthcoming.
- The next *Leadership & Communication* Course will be offered in November 2021. Have Admin+ colleagues who would benefit from this experience? Tell us about them: education@officeninjas.com.

An Annual Career Accelerator Membership Program



High-impact learning is an ongoing pursuit. Our career accelerator OfficeNinjas Collective is your opportunity to develop your business acumen all year long.

Your membership includes innovative tools and frameworks to help you master key business skills and collaborate with supportive Admin+ professionals from around the country. And most importantly, we'll help you stay accountable to execute what you learn. Because true growth happens when learnings are put into practice.

- All *Leadership & Communication* 2021 alumni will receive a special membership invitation.
- Are you part of an Admin+ team who wants to grow together? We provide custom learning programs for Admin+ teams. Email us for details: education@officeninjas.com.

COURSE FACULTY

LEADERSHIP + COMMUNICATION

Berkeley Executive
UNIVERSITY OF CALIFORNIA Education



Faculty Biographies

Leadership + Communication



Faculty & Executive Coach
Haas School of Business

Chief Operations Officer
Berkeley Executive Coaching Institute

Susan Houlihan is a communications consultant, executive coach, and electrical engineer who leverages her 15+ years working in engineering and

operations in the high-tech sector to bring a perspective firmly rooted in business applications to her consulting and coaching work.

As a consultant to Fortune 500 Companies, she is particularly interested in helping technologists and introverts build persuasive communication sets through programs like “Technical Communications” and “Cultural Transformation.” She also heads up the Berkeley Executive Coaching Institute strategic operations.

Additionally, Susan teaches at business schools including: Lecturer for leadership, coaching and communications in the UC Berkeley Haas School of Business MBA programs, Instructor at the UC Berkeley Center for Executive Education, Guest Lecturer at the School of Creative

Leadership in Berlin, and Guest Faculty at the UCLA Anderson School of Management.

In her previous career, she led global engineering and operations teams in manufacturing, sourcing and supply chain.

Susan holds a Bachelor's Degree in Electrical Engineering from University College of Cork in Ireland, an MBA from the Haas School of Business at UC Berkeley, and is a certified Executive Coach from the Berkeley Executive Coaching Institute.

A native of Ireland now based in the US, Susan is an experienced cross-cultural communicator passionate about developing people to build business with high-impact results.



Faculty & Executive Coach
Haas School of Business

Chief Executive Officer
Berkeley Executive Coaching Institute

Doy Charnsupharindr is a faculty member at UC Berkeley's Haas Business School, teaching MBA-level courses focusing on developing leadership, communications, and coaching skills. He teaches High Impact Leadership courses at UC Berkeley Executive Education, and is also a visiting lecturer at the Berlin School for Creative Leadership (Germany) and

Nanyang Business School (Singapore). In addition to his role as an instructor, Doy is also a certified executive coach with specialty in leadership and communications skills. He has conducted many workshops in the USA, Asia, and the Middle East for leading high technology, consulting, and financial services firms, as well as non-profit and governmental organizations. When coaching and training professionals, he draws upon his own experiences as a business strategist, a product manager, and a director in operations overseeing global teams in the financial services and high-tech industry. Doy is the CEO and lead instructor of the Berkeley Executive Coaching Institute. Doy has a BA in Economics from Stanford University and an MBA from UC Berkeley's Haas Business School. He is a certified coach from the Berkeley Executive Coaching Institute.

While at Stanford, he directed Stanford's Mixed Company a cappella group,

produced an album, and won the 2001 Contemporary A Cappella Recording Award (CARA) for one of his many a cappella arrangements. His love for the performing arts extended to other stages as an actor—from Shakespeare to Broadway musicals—and a dancer with Bay Area's dance companies. Today, Doy utilizes his extensive experiences in the performing arts to develop communication skills and leadership presence for others.

Growing up in a multicultural and multilingual household, Doy has a deep appreciation for diversity and different perspectives. He spent half of his life in Southeast Asia and the other in America and has met many inspirational leaders and powerful communicators—each with their own qualities and approach. Doy's goal as a coach and instructor is to be the catalyst for others to discover their full potential as an authentic leader and inspirational communicator.

Faculty Biographies

Leadership + Communication



JENNIFER CALESHU

Faculty & Executive Coach
Haas School of Business

VP of Marketing & Operations
Berkeley Executive Coaching Institute

Jennifer Caleshu is a lecturer, facilitator and certified executive coach for programs in leadership, communications,

design thinking and innovation. Her coaching work is informed by more than 15 years of leadership in the cultural sector with functional expertise in strategy, marketing and communications, including most recently as Director of Earned Revenue for a museum.

She is a member of the professional faculty at the University of California's Haas School of Business as a Lecturer for the core design thinking course and a new Building Trust-Based Relationships course, team coach for applied innovation course, and Assistant Lecturer for leadership and communications programs. She has also facilitated both leadership and innovation programs

through the UC Berkeley Executive Education.

Jennifer earned an MBA with honors from the UC Berkeley Haas School of Business, where she received the "Outstanding Graduate Student Instructor" award. She also holds a BA in Human Biology from Stanford University with a focus on Issues of Adolescence. She is a certified Executive Coach from the Berkeley Executive Coaching Institute.

She is married with two children, and is working up to running her first marathon.



MEHMET SEVINÇ

Faculty & Executive Coach
Haas School of Business

Director of Business Development
Berkeley Executive Coaching Institute

Mehmet Sevinç is the Director of Business Development at Berkeley Executive Coaching Institute, where he oversees establishing and enhancing new and existing partnerships both locally and globally. He is also a communications consultant, lecturer and an executive coach with a consulting background in business intelligence.

Mehmet's business intelligence consulting background enabled him to work in various different industries such as energy, financial services, non-profit, higher education, biotech, pharmaceutical, technology, Internet Security and social networking. He is a certified Oracle Hyperion Developer. He managed local and offshore teams and worked in three different continents: Asia, Europe and North America.

After participating in a two-day workshop with Dr. Mark Rittenberg and his team in August 2013, which included sharing leadership stories, dreams and aspirations with his colleagues, Mehmet became a big fan of Mark's teaching methods and decided to quit his business intelligence career and moved into leadership development training with Berkeley Executive Coaching Institute. He has been working as a lecturer at

University of California, Berkeley with Dr. Rittenberg. He has also taught at University of California, Davis and Nanyang Technological University in Singapore.

Mehmet holds an MBA from San Francisco State University and a BA in Business Administration from Marmara University in Istanbul, Turkey. He is a certified executive coach from the Berkeley Executive Coaching Institute. Mehmet won two national sailing championships in his homeland Turkey. He was the captain of the Turkish National Sailing Team between 2001 and 2004. In 2016, he completed Escape from Alcatraz Triathlon in San Francisco. In 2017, he finished Santa Rosa Half Ironman Triathlon and became an Ironman.

Faculty Biographies

Leadership + Communication



INNA BUSCHELL

Facilitator & Executive Coach
Haas School of Business

Executive Coach
Berkeley Executive Coaching Institute

Inna Buschell is a certified executive coach who works with executives and high potential leaders in order to reach their goals and maximize their potential. She is an Assistant Lecturer at UC Berkeley's Haas School of

Business, teaching courses including "Leadership Communications," "Leader as Coach," and "Creativity and Leadership," and has led workshops on "Effective Communication Skills" for the San Francisco and Santa Clara Bar Associations. In addition, Inna facilitates workshops on authentic leadership and effective communication, and coaches clients one-on-one in various fields including technology, consulting, law, education, and healthcare, in the private, government, and nonprofit sectors.

Inna specializes in the areas of leadership development, high impact communications and presentation skills, and trust building. In her work on leadership development, Inna partners with her clients to foster a practice of self-reflection, empowering them to

develop an actionable plan for success, while providing them with honest feedback, unconditional support, and accountability. In communications coaching, Inna draws on her experience in theatre and public speaking to create a safe place for clients to take risks, while she shares an external perspective on strengths and areas for growth. There is no one-size-fit-all approach to professional and personal growth, and Inna works by developing custom-tailored coaching to meet each person's unique needs.

Inna attended Wellesley College where she earned a B.A. in Cognitive and Linguistic Sciences, UC Berkeley School of Law, and holds a Certificate in Executive Coaching from UC Berkeley's Haas School of Business.



REBA ROSE

Faculty & Executive Coach
Haas School of Business

Sr. Director of Leadership & Development
Berkeley Executive Coaching Institute

Reba Rose is a seasoned executive coach, social impact leader, martial artist and talent development executive. She is an Assistant Lecturer at UC Berkeley's Haas School of Business, and has served as Faculty in several Berkeley Executive Education programs, including High Impact Leadership.

As the Senior Director of Learning & Development at Berkeley Executive Coaching Institute (BECI), Reba works with a global audience offering leadership programs that focus on the mind and heart of the leader.

A Certified Executive Coach with BECI, Reba works as a faculty member and master coach for their executive coaching certification intensive. Over the last 20+ years Reba has worked with a global community of senior leaders in tech, finance, health, social sectors, government, life sciences, including several Olympians. Her specialty is in strengthening our ability to embody confidence and leadership as a daily practice.

Reba is the founder of Stand Tall Leadership Consulting and a highly skilled designer, facilitator and trainer who develops customized experiential

training to shift leadership behaviors, strengthen management practices and build team collaboration.

Invested in the development of business leaders, Reba has coached and led leadership programs at UC Berkeley's Haas School of Business, the Berlin School of Creative Leadership, Olin School of Business and Nanyang Technological University. Reba is dedicated to facilitating inclusive processes that build conscious communities and accelerate positive social impact.

Reba Rose holds a Masters in Educational Psychology from University of California at Berkeley. Reba grew up on the shores of Lake Michigan then found her way to California where she put down roots. She lives in Oakland with her family and energetic big black dog.



Notes

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