



## Team Equipping Program



MAY 2023



## EXECUTIVE SUMMARY

### SITUATION

- BSWH desires to build on the successful Equipping Medical Leaders Program (EML)
- BSWH cannot scale EML in its current form across a 40,000+ workforce
- Since 2016, EML has 350+ graduates (mostly Physicians/APPs)
- Majority of the patient-facing workforce not receiving any training in these topics
- Need a solution for clinics that connects all team members

### SOLUTION

- Cascade successful EML topics to teams across the organization
- Propagate common curriculum to clinical teams & administrative staff
- Vision: essential behaviors integrated across the organization
- Form: monthly 45-min small group sessions in clinic
- Function: online video modules with exercises tailored to job series
- EML graduates can serve as an expert network to support

### OVERVIEW

- Video Module Instructors sourced from EML and the Rejuvenate Resilience Series
- Module = 20-min instruction + 25-min group exercises
- Delivery: Small group experience; mix of instructor videos + group exercises
- BSWH will expect all team members to complete modules monthly
- CME/CNE/CEU credits awarded to those who complete the modules
- Instructional design developed under Dr. Joe LeBoeuf (West Point / Duke professor)

## OUTCOME MAPPING

### **PROBLEM:**

Current BSWH Leader Training (Equipping Medical Leaders Program), although effective, cannot scale across a 40,000+ workforce in its current form. Since its inception in 2016, EML has resulted in a leader cohort across the organization of 350+ graduates, with the overwhelming majority of those being Physicians and APPs. Committed budget and operational constraints set the current pace of through-put for all in this population to have completed EML by 2028, assuming almost zero turnover. Recent efforts to include Administrators in EML cohorts have shown promise for various reasons.

Even with a strong contingent of Physicians, APPs, and administrators programmed for EML in the coming years, **there is still a majority of the patient-facing workforce that is not receiving any training in the topics contained in EML.** It is not feasible to replicate EML for these portions of the workforce. Therefore, the need exists to create a solution that connects all other team members through training that scales geographically, functionally, and economically.

### **SOLUTION:**

The following concept **expands the basis of the successful “Equipping Medical Leaders Program”** to teams across the organization. The intent is to build a common foundational curriculum that can be propagated to clinical teams, as well as administrative support staff.

The Vision is that essential leader behaviors are fully integrated across the organization over time. The solution comes in the form of monthly content modules designed for team members to engage in 45-minute sessions in the clinic. Team members in groups can access the modules online with appropriate embedded learning exercises and reflection questions tailored to their job series. These modules will mirror the 6 major EML topics for one year. EML graduates in clinical environments can serve as an expert network to support the learning as is practical.

### **OUTCOMES:**

Although the modules are not currently anticipated to be tracked for demonstration of skill proficiency, BSWH will expect all team members to complete all modules monthly. CME/CNE/CEU credits will be designed and submitted to allow BSWH to ensure all participants have benefited from the training.

**The instructional design of each module is being developed under the leadership of Dr. Joe LeBoeuf, former West Point and Duke University professor.**

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**The Praevius Group, Inc.**

Baylor Scott & White Health Vendor: #105947

## INSTRUCTIONAL DESIGN OVERVIEW

Modules will be taught by a variety of instructors from Equipping Medical Leaders Program and the Rejuvenate Resilience Series. The video modules in this solution will be 45 minutes in length (roughly 50% video instruction and 50% small group exercises/discussion). The finished video modules are intended to be experiences in small groups with periodic alternations between content presentation from our instructors and on-screen prompts for discussion and reflection among the participants.

### Fundamentals:

We intend for every session to answer some fundamental questions:

**WHAT:** clearly define the concepts we're presenting

**WHY:** state a case that the concepts matter in the workplace and beyond

**HOW:** offer tools and exercises to solidify understanding in the concepts and their application in life (professional and personal)

### Learning Objectives:

We use Bloom's Taxonomy as guiding language in our Learning Objectives (LOs):

Bloom's Level	Key Verbs (keywords)
<b>Create</b>	design, formulate, build, invent, create, compose, generate, derive, modify, develop
<b>Evaluate</b>	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate
<b>Analyze</b>	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate
<b>Apply</b>	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present
<b>Understand</b>	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss
<b>Remember</b>	list, recite, outline, define, name, match, quote, recall, identify, label, recognize

## **Content Principles:**

Here are the foundational **Principles** we employ as we work toward a unified brand/tone (module guidance):

1. **Novelty**: No cliches. Original. Creative. Use your stories that no one else knows. Unique. Intriguing. Fun.
2. **Grounded**: Built on reputable academic literature that demonstrates some of the following a) evidence that the problem exists, b) evidence that the concepts, c) evidence that the strategy/tool will reliably generate results
3. **Practical**: Concepts learned can be applied at work and likely in other domains of life. Accessible, simple, powerful ways to immediately see change in relationships, performance, and/or well being.
4. **We-based**: Engage participants in a way that they see how they fit into the broader mission/service/community. Exercises should be conversation-based, experience-based, and encourage engagement with others.
5. **Growth**: Encourage a positive outlook/belief in their ability to improve themselves, their teams, and the organization

## **Module Structure/Flow:**

Our process for developing these modules to be enriching and engaging opportunities for connection with team mates includes the following guidelines/flow:

- A. Story Open/Hook: start with something unique, interesting, related to the topic at hand (Novel)
- B. Content Overview (Grounded)
- C. Concept/Tool/Exercise: (Practical/We-based) each concept/tool flow:
  1. introduced
  2. brief explanation
  3. applicable tool
  4. relevant exercise
  5. Repeat as necessary
- D. Close (Growth): tie the concepts into an aspiration closing, an encouragement



# CME DOCUMENTATION

The following provides an overview of topic titles, respective instructors corresponding EML Themes:

<b>Module</b>	<b>EML Pillar</b>	<b>Module Title</b>	<b>Instructor</b>
1	Trust	Trust, One Person at a Time	Joe LeBoeuf
2	Trust	Trust in Teams	BA Adair White
3	Communication	Making Messages Memorable	Geoff Tumlin
4	Communication	Praise's Pervasive Powers	Geoff Tumlin
5	Decision Making	Four Decision Styles	Jen Morgan
6	Decision Making	Practical Decision Making	Jamey Gadoury
7	Innovation	Billboard Creativity	Jokia Williams
8	Innovation	Practical Jamming	Nate Self
9	Compassion	Compassion Satisfaction	Kelley Russell-DuVarney
10	Compassion	Diversity of Hope	Alton McCallum
11	Resilience	Connection's Resilience Connection	Skeeta Jenkins
12	Resilience	Bounding Forward	Seema Desai

Learning Objectives for each Module can be found in the following pages.



# LEARNING OBJECTIVES

Module	LO1	LO2
1	Be able to describe trust, and understand why trust matters	Understand the core leader behaviors associated with trust: demonstrating care, concern, understanding, respect and fairness through the lens of diversity and inclusion
2	Identify actions and behaviors that build trust quickly	Apply trust building behaviors to teams
3	Understand the main variables that influence a message's memorability	Use memorable message strategies to increase the likelihood of message retention
4	Identify the key positive impacts of timely and relevant praise on people	Deploy best practice praising techniques to motivate and encourage people
5	Identify personal decision making styles	Understand the strengths and limitations of decision making styles, to include situational factors
6	Recognize and distinguish strengths and weaknesses in their own decision-making	Employ techniques to support better decision-making
7	Describe the components of effective emotional creativity	Employ techniques to promote greater emotional creativity
8	Understand the foundational components that enable improvisation	Apply creative jamming techniques to increase creative outputs
9	Understand the steps to improve your compassion satisfaction	Apply the steps to create a daily compassion intention and renewal practice
10	Explore intersectionality of compassion and hope	Understand effective strategies to diversify hope
11	Understand how interpersonal connection promotes resilience	Apply strategies to enhance relational connections
12	Explore resilience and the factors that influence it	Understand effective strategies to build resilience

The following section includes a narrative of each module, sources, and additional references.



## MODULE 1

# Leader Theme: TRUST

**Topic Title: Trust, One Person at a Time**

**Joe LeBoeuf, PhD**

LO1: Be able to describe trust, and understand why trust matters

LO2: Understand the core leader behaviors associated with trust: demonstrating care, concern, understanding, respect and fairness through the lens of diversity and inclusion

### **Engagement Strategy:**

Introducing the fundamentals of trust. Familiarization with the concept of Empowered Execution. Discuss behaviors that build trust/empowerment. Exercise on the personal interpretations of trust. Personal reflection on a trusting relationship. Explore the concepts of care/concern, mutual respect, and fairness.

### **Sources:**

LeBoeuf  
Lampley  
Tunji  
Zak  
Kasson





## MODULE 2

# Leader Theme: TRUST

### Topic Title: Trust in Teams

**BA Adair White, PhD**

LO1: Identify actions and behaviors that build trust quickly

LO2: Apply trust building behaviors to teams and settings

#### **Engagement Strategy:**

Examination of the Five Dysfunctions of a team. Small group exercise using a successful teams/trusting teams checklist. Practical discussion about applying one of the suggested trust-building tools. Introduction to humble inquiry and an exercise practicing the approach.

#### **Sources:**

Edmondson  
Schein  
White  
Lencioni  
Pentland



## MODULE 3

# Leader Theme: COMMUNICATION

## Topic Title: Making Messages Memorable

Geoffrey Tumlin, PhD

LO1: Understand the main variables that influence a message's memorability

LO2: Use memorable message strategies to increase the likelihood of message retention

### Engagement Strategy:

Recall a meaningful conversation and its impact. Describe the qualities of memorable messages, as well as the pitfalls that lead to poor messages. Understand strategies for creating memorable messages. Create a plan for crafting and delivering a memorable message.

### Sources:

Daly  
Knapp



MODULE 4

**Leader Theme: COMMUNICATION**

**Topic Title: Praise's Pervasive Powers**

**Geoffrey Tumlin, PhD**

LO1: Identify the key positive impacts of timely and relevant praise on people

LO2: Deploy best practice praising techniques to motivate and encourage people

**Engagement Strategy:**

Reflection on personal experiences receiving and giving praise. Examine the benefits of praise. Understand principles of effective praise. Plan to give praise in the near future.

**Sources:**

Dweck



## MODULE 5

# Leader Theme: JUDGMENT

## Topic Title: Four Decision Styles

**Jen Morgan, PhD**

LO1: Identify personal decision making styles

LO2: Understand the strengths and limitations of decision making styles, to include situational factors

### **Engagement Strategy:**

Examine individual decision-making styles through the use of a short self-assessment. Understand the strengths and limitations of each style. Utilize short scenarios in multiple domains to identify decision making styles in action. Reflect on recent life decisions and evaluate those decisions based on the decision making styles framework.

### **Sources:**

Boogaard  
Kinicki & Williams  
Miller



## MODULE 6

# Leader Theme: JUDGMENT

## Topic Title: Practical Decision Making

**Jamey Gadoury**

LO1: Recognize and distinguish strengths and weaknesses in their own decision-making

LO2: Employ techniques to make and support better decision-making

### **Engagement Strategy:**

Personal story of decision making challenge. Reflection on the personal strengths & weaknesses as a team member, as well as vulnerabilities (rushing, fatigue, emotion). Understand and apply tools to improve decision making before (stories), during (breathe), after (evaluate/review).

### **Sources:**

Kahneman

Klein

Nibbelink & Brewer



## MODULE 7

# Leader Theme: INNOVATION

## Topic Title: Billboard Creativity

**Jokia Williams**

LO1: Describe the components of effective emotional creativity

LO2: Employ techniques to promote greater creative persuasion

### **Engagement Strategy:**

Reflect on experiences with interpersonal creativity. Relate those experiences to components of effective emotional creativity. Understand the fundamental strategies for persuasion. Practice using the creative medium of songwriting to craft a creative persuasive message.

### **Sources:**

Arnheim  
Sundararajan  
Aristotle  
Buckley



MODULE 8

Leader Theme: INNOVATION

**Topic Title: Creative Jamming**

**Nate Self**

LO1: Understand the foundational components that enable improvisation

LO2: Apply creative jamming techniques to increase creative outputs

**Engagement Strategy:**

Personal reflection of an innovative solution. Lecture describing the fundamentals of improvisation. Discussion of bases of expertise (intra-domain and extra-domain). Group exercise application of creative jamming techniques to a current problem set.

**Sources:**

Csikszentmihalyi  
Kahneman  
Levitin  
Torrance



## MODULE 9

# Leader Theme: COMPASSION

## Topic Title: Compassion Satisfaction

**Kelley Russell–DuVarney**

LO1: Understand the steps to improve your compassion satisfaction

LO2: Apply the steps to create a daily compassion intention and renewal practice

### **Engagement Strategy**

Lecture on the importance of compassion satisfaction and the signs of compassion fatigue. Discussion of best practices/strategies for renewal, refreshment, and rejuvenation. Reflection on personal experiences with compassion fatigue. Develop ways to promote/increase compassion satisfaction.

### **Sources:**

Hurley  
Kolts  
Sinclair  
Stevens  
Stoewen  
Trzeciak  
Whitlock





## MODULE 10

# Leader Theme: COMPASSION

## Topic Title: Diversity of Hope

**Alton McCallum**

LO1: Explore intersectionality of compassion and hope

LO2: Understand effective strategies to diversify hope

### **Engagement Strategy:**

Introductory distinctions of empathy and compassion. Group reflection on how the team shows compassion daily. Vision-casting exercise about making current care even better. Explore the fundamental research and concepts on the concept of hope. Group conversation about goal-achievement in the future.

### **Sources:**

Dollwet  
Gulliver  
Passmore  
Young



## MODULE 11

# Leader Theme: RESILIENCE

**Topic Title: Connection's Resilience Connection**

**Skeeta Jenkins**

LO1: Understand how interpersonal connection promotes resilience

LO2: Apply strategies to enhance relational connections

**Engagement Strategy:**

Personal story of BSWH care team's care for a family member and the importance of connection and its connection to resilience. Lecture to outline factors of resilience. Conduct a social inventory exercise. Explore the ways to expand and strengthen the core group. Group exercise to develop ways to bring work teams closer to increase resilience capacity.

**Sources:**

Burgess  
Coute  
Valliant



## MODULE 12

# Leader Theme: RESILIENCE

### Topic Title: Bounding Forward

Seema Desai

LO1: Explore resilience and the factors that influence it

LO2: Understand effective strategies to build resilience

#### **Engagement Strategy:**

Lecture demonstrating the benefits of positive response to life events, with a check for comprehension. A reflection to classify responses to life events as “Guard” Brain or “Guide” Brain responses. A series of stress management exercises—cognitive behavioral therapy, gratitude, and breathing/resonance.

#### **Sources:**

Brown  
Chamine  
Desai  
Oliver  
Simon–Thomas  
Waldorf

# INSTRUCTOR BIOS

# BOBBIE ANN “BA” ADAIR WHITE

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## EXPERIENCE

- Associate Professor, Mass General Hospital Institute of Health Professions
- Vice Chair, Faculty Development and Research, Baylor Scott & White Health
- Assistant Professor, Internal Medicine, Baylor Scott & White Health
- Faculty @ Texas A&M, SMU, UNT, Harvard, University of South Florida
- Assistant Director, Learning Resources, Texas A&M Health Sciences Center
- Assistant Director, Mentoring & Career Development, Texas A&M HSC

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

White BA, Cola P, Boyatzis RE, Quinn JF. (*submitted*). Emotionally Intelligent Leadership in Medicine. *Frontiers in Psychology*

White BA, White HD, Bledsoe C, Hendricks R, Arroliga AC. (2020). Conflict Management Education in the ICU. *American Journal of Critical Care*. 29(6):135-138

White BA, Johnson J, Couchman G, Arroliga AC. (2020). Ad Hoc Teams and Telemedicine during COVID-19. *Baylor University Medical Center Proceedings*.

White BA, Walker J, Arroliga AC. (2019). Avoiding Organizational Silence and Creating Team Dialogue. *Baylor University Medical Center Proceedings*.

White BA, Bledsoe C, Hendricks R, Arroliga AC. (2019). A Leadership Education Framework Addressing Relationship Management, Burnout, and Team Trust. *Baylor University Medical Center Proceedings*. 32(2): 298-300

## EDUCATION

Edd, Educational Administration, University of Mary Hardin-Baylor, Belton, TX

MA, Industrial and Organizational Psychology, University of New Haven, West Haven, CT

BA, Psychology, University of North Texas, Denton, TX

# SEEMA DESAI

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## EXPERIENCE

- Associate Certified Coach, International Coaching Federation
- Certified Professional Coach, iPEC Coaching
- President, Austin Chapter, Pratham USA
- Owner & Operator, General Dentistry Practice
- COR.E Dynamics / Performance Dynamics Specialist
- COR.E Dynamics / Wellbeing Dynamics Specialist
- Energy Leadership Index — Master Practitioner

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

Desai, S. & Ballance, J. "Connected: Discovering Your Inner Guides." United Kingdom: Jai Jais, Ltd, 2022.

## EDUCATION

DDS, University of Texas Health Science Center, San Antonio, TX

BS, Biology, Midwestern State University, Wichita Falls, TX

# JAMEY GADOURY

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## EXPERIENCE

- Founder, Outsider Consulting, LLC
- Coached teams including at ELT, VP, Executive Board, and Board levels
- Facilitated multi-year culture maintenance effort for a Perot company
- Lead instructor for Master Army Profession & Ethic Trainer course
- Co-developed classes & learning simulations for leader & ethical development
- Leader in multiple combat deployments, US Army (Iraq & Afghanistan)

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

Gadoury, Jamey. "The CEO's Express Lane to Cohesive Leader Teams." 2019.

## EDUCATION

MA, Counseling, Gordon Conwell Theological Seminary, Hamilton, MA

BS, Psychology, United States Military Academy, West Point, NY

# CHARLES “SKEETA” JENKINS

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## EXPERIENCE

- Member, Screen Actors Guild
- State Director, Giocosa Foundation
- Keynote Speaker
- Chaplain, Fellowship of Christian Athletes
- Mentor, Temple High School
- Speaker, The Huddle Project
- TV Host, “Attention Central Texas”

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

66 x IMDB Film Credits

Jenkins, C. and Wheeler, C. (2011). *Friends for Life*.

Jenkins, C and Flowers, J. (2009). *Believe in Yourself, Bruce*.

Jenkins, C. and Flowers, J. (2009). *Never Give Up, Mary Lou*.

Jenkins, C. and MulMore, K. (2009). *You Can Do It!*

## EDUCATION

MA, Marriage and Family Christian Counseling, University of Mary Hardin-Baylor, Belton, TX

BS, Social Work, University of Mary Hardin-Baylor, Belton, TX



# JOE LEOEUF



## EXPERIENCE

- Retired US Army Colonel
- Academy Professor & Deputy Head, Department of Behavioral Sciences & Leadership, West Point
- Professor of Practice, Fuqua School of Business, Duke University, Durham, NC
- Dean, Tactical Officer Education Program, Columbia University & West Point
- Advised/Taught/Consulted for BSWH, FBI, MIT, Harvard, Vanderbilt University Medical Center, Johns Hopkins University Medical Center, US Army War College, and numerous Fortune 500 businesses

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

LeBoeuf, J. and Doty, J. "When It Comes to Effective Leadership, Trust Matters," in Army Magazine, Feb. 2022.

LeBoeuf, J., Chapter, "Military Leadership," in The Encyclopedia of Military Science, Sage Publications (2013).

Ruvolo, C. M., Peterson, S. A., & LeBoeuf, J. N. (2004). Leaders Are Made, Not Born The Critical Role of a Developmental Framework to Facilitate an Organizational Culture of Development. Consulting psychology journal: practice and research, 56(1), 10.

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LeBoeuf, J. (1993). Bookshelf's missing framework. Military Review, January. Ft. Leavenworth, Kansas: Command and General Staff College.

LeBoeuf, J. Case No.2: The 2000 Army Training and Leader Development Panel (Book chapter). The Future of the Army Profession (McGraw-Hill, March, 2002).

Bruce, K., LeBoeuf, J., Meese, M. J., & Malinowski, J. C. (2002). Assessing students' understanding of human behavior: A multidisciplinary outcome-based approach for the design and assessment of an academic program goal. Teaching Sociology, 30(4), 430.

## EDUCATION

PhD and MS, I/Or Psychology & Engineering Psychology, Georgia Institute of Technology, Atlanta, GA

BS, United States Military Academy, West Point, NY

# ALTON MCCALLUM

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## EXPERIENCE

- Founder and Clinical Director, Insight Counseling Center
- Nationally Certified Counselor, Licensed Professional Counselor
- Combat Tours in Iraq and Afghanistan; Wounded Warrior
- Board Member, Hope for the Hungry and Lone Star Circle of Care
- Adjunct Professor, University of Mary Hardin-Baylor (Belton, TX)
- Chaplain, Belton Police Department
- Lean Six Sigma Black Belt

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

McCallum, A. (2022). Spiritually Integrated Wellness for Emergency Response Personnel (Unpublished Doctoral Dissertation). Johns Hopkins University, Baltimore, MD.

Gulliver, S.B., Rostockyj, J., Pennington, M.L., Cardenas, Strack, J., M., McCallum, A., Dupree, J., Coe, E., & Meyer, E.C. (under review). Building a Peer Support Training and Supervision Program for Veterans and Their Families: Development and Preliminary Results.

## EDUCATION

Edd, Mind, Brain and Teaching, Johns Hopkins University, Baltimore, MD

MS, Clinical Mental Health Counseling, University of Mary Hardin-Baylor, Belton, TX

BS, Operations Research, United States Military Academy, West Point, NY

Certified in EMDR, Integral Breath Therapy, Crisis Intervention/Conflict Resolution, Cognitive Processing Therapy, Cognitive Behavioral Conjoint Therapy for PTSD

# YUN-CHEN “JEN” MORGAN

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## EXPERIENCE

- MBA Director and Assistant Professor, Southeastern Louisiana University
- Native of Taipei, Taiwan; speaks three languages
- Expertise: negotiation, diversity in organizations, international business, organizational behavior, human resource management, marketing, and labor relations
- Research interests: sustainability, negotiation, empowerment, and employee performance
- Spent several years in the banking, real estate, and tech industries

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

Waikar, A., Sweet, T., & Morgan, Y. C. (2016). MILLENNIALS AND JOB HOPPING--MYTH OR REALITY? IMPLICATIONS FOR ORGANIZATIONAL MANAGEMENT. *Leadership & Organizational Management Journal*, 2016(1).

Fok, L. Y., Morgan, Y. C., & Zee, S. (2021). The Linkages Between Commitment to Sustainability, Organizational Culture, Quality Management, and Organizational Performance. *International Journal of Applied Management and Technology*, 20(1), 6.

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Yu, H., & Yun-Chen, M. (2017). Is real depreciation and expansionary fiscal policy effective? The case of Serbia. *Economics, Management and Sustainability*, 2(2), 24-30.

## EDUCATION

PhD, Management, Louisiana State University, Baton Rouge, LA

MBA, Southeastern Louisiana University, Hammond, LA

BA, Management, Southeastern Louisiana University, Hammond, LA

# KELLEY RUSSELL-DUVARNEY

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## EXPERIENCE

- Founder, Vantage Coaching, LLC
- Co-Founder, Muse Stream, LLC
- International Coaching Federation-Austin Chapter Board President, Vice President, Membership Director, Advisory Council
- Coach and Instructor: Texas Women’s Conference, Mission Capital, Hexagon UX, and Hispanic Scholarship Consortium, and The University of Texas
- Fellow Member, Institute of Coaching

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

Russell-DuVarney, K.A. (2022) White Paper: An Authoritative Report on Leadership Coaching in Nonprofits.

Russell-DuVarney, K.A. (2021). Assertiveness & Empathy Underutilized and Misunderstood, *Coaching World*.

Russell-DuVarney, K.A. (2021) Improving Your Influence: The Interplay of Empathy and Assertiveness In *Explorations into the Being and Doing of Coaching*. Austin, Texas: Bowker.

Russell-DuVarney, K.A. and Moore, M. (2020). Resilience: It Takes a Village. *Institute of Coaching Research Dose*. <https://instituteofcoaching.org/resources/resilience-it-takes-village>

Russell-DuVarney, K. A. (2013). Insights to the consequences of fair trade from an all-female coffee cooperative. Texas State University-San Marcos, San Marcos, Texas.

## EDUCATION

MA, Sociology, Texas State University, San Marcos, TX

BA, Sociology, St Edwards University, Austin, TX

Certified by the International Coaching Federation; Certifications in Positive Psychology, Appreciative Inquiry, and Emotional Intelligence Assessments

# NATE SELF

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## EXPERIENCE

- Founder, The Praevius Group, Inc.
- Combat Tours in Iraq and Afghanistan; Silver Star & Purple Heart
- Faculty, Thayer Leadership Development Group
- Author of *Two Wars* and *A Platoon Leader's Tour*
- Contributing Author, *Army Magazine*
- Board Member, Camp Eagle Adventure Camps

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

Self, N. (2007). Prologue. In C. Adsit, *Combat Trauma Healing Manual* (pp. 7-10). BookSurge.

Self, N. (2008) *Two Wars*. Carol Stream, IL: Tyndale.

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Self, N. (2009, October). Trust on the Battlefield. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 53, No. 26, pp. 1918-1920). Sage CA: Los Angeles, CA: SAGE Publications.

## EDUCATION

BS, Engineering Management, United States Military Academy, West Point, NY

# GEOFF TUMLIN

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## EXPERIENCE

- Former faculty fellow at UT Austin’s RGK Center & Cátedras Laboris fellow at University of Monterrey, Mexico
- Former Assistant Director, LBJ School of Public Policy, University of Texas
- Founder and CEO, Mouthpeace Consulting; President, On-Demand Leadership
- Board Chair, Critical Skills Nonprofit
- Served as Assistant Director of Center for Ethical Leadership at UT Austin and infantry officer in Hawaii’s 25th Infantry Division
- Co-host, “Management Muse” podcast

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

Tumlin, G. (2013). *Stop Talking, Start Communicating: Counterintuitive Secrets to Success in Business and in Life*, with a foreword by Martha Mendoza. McGraw Hill Professional.

Tumlin, G. R. (2004). *Communicating negative feedback in performance appraisal interviews: An experimental study*. The University of Texas at Austin.

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Tumlin, G., & Baldi, C. (2014). *New approaches to manage employee complaints*. *Employment Relations Today*, 40(4), 33-38.

Tumlin, G. (2021, October). *How Negative Feedback Changed My Life* [Video]. TED Conferences. <https://www.youtube.com/watch?v=FvOHXQEA2wQ>

Tumlin, G (2013, October). *Feedback Without The Fireworks: How Not To Be A Negative Creep*. Fast Company. <https://www.fastcompany.com/3019657/feedback-without-the-fireworks-how-not-to-be-a-negative-cr>

## EDUCATION

PhD, Communication, University of Texas, Austin, TX

MA, Communication, University of Texas, Austin, TX

BS, United States Military Academy, West Point, NY

# JOKIA WILLIAMS

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## EXPERIENCE

- Staff Counselor/Wellness Coach, Insight Counseling Center
- National Recording Artist
- US Army Veteran, Combat Tour in Iraq
- Founder, GodSent clothing brand
- Certified in Music Therapy, GSUS Music Therapy Services and Center
- Chaplain, Fellowship of Christian Athletes

## SCHOLARLY WORK/PUBLICATIONS/AWARDS

Song “Yahweh” reached #1 position Billboard Charts (Gospel); finished #26 Song of the Year (2021)

Song “Let Him In” reached #11 position on Billboard Charts (Gospel)

Music has spent over 50 total weeks on the Billboard Charts

Music nominated for Stellar Award

Alumnus, US Army Soldier Show

## EDUCATION

MA, Counseling, LeTourneau University, Longview, TX

BS, Psychology, Texas A&M University-Central Texas, Killeen, TX

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