

# Building Brave Spaces:

The Path to Engaged  
Leadership

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01



# The Leadership Program

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# The Leadership Program



Since its inception in 2002, the Pierre Elliott Trudeau Foundation has proudly supported and encouraged research, reflection, and engagement in four principle areas: Human Rights and Dignity, Responsible Citizenship, Canada and the World, and People and their Natural Environment. While these Four Themes remain of critical importance, Canada and the world have changed over the past two decades, and so has academia.

Among other trends, academic researchers are now facing greater demands to make their work more widely accessible to the general public and to conduct research that has meaningful social impact, is connected to communities, and demonstrates leadership in helping to address some of the most pressing issues of our time. In addition, with more and more PhD holders finding careers outside the halls of academia, transferable professional skills beyond those

strictly linked to a given academic field of study can, more than ever, help prepare our Scholars for life beyond their studies.

Conscious of the need to enhance a researcher's capacity to take action and play a significant role outside academia, the Foundation has renewed its mission to focus on the core goal of developing the leadership potential of its Scholars with respect to our Four Themes. The Foundation's Leadership Curriculum is designed to support a new generation of Scholars in the Humanities and Social Sciences who not only excel as thinkers and researchers, but who have the potential to become inspired agents and catalysts for positive change in society. The Foundation's Leadership Program enriches the academic experience by preparing and empowering Scholars as Engaged Leaders who will have meaningful impact in their institutions and communities.

## Contextualizing Engaged Leadership

Today, Canada is notably defined by its increasingly diverse population fuelled by growing rates of immigration, and its efforts which are underway to implement recommendations which were put forward in the Truth and Reconciliation Commission's final report with respect to First Nations, Inuit, and Métis peoples.

Canada is evolving in multiple contexts: the continual acceleration of technological advancement, navigating the complexities of globalization, and acting on the growing global imperative to slow climate change; all while social inequities persist.

To successfully address Canada's social, political, cultural, health, economic and environmental issues, and build a more prosperous, harmonious, and sustainable co-existence, leaders must work in an environment marked by a plurality of perspectives.

The increasingly complex conditions in which we lead demand a new set of leadership abilities that foreground inter-relational engagement with people, systems, and the planet. How do we lead in a context of diverse world views, belief systems, and forms of knowledge? How do we relate across differences and work together to cultivate an inclusive public imagination? Can we embrace diverse ways of knowing, being, and doing?

The Pierre Elliott Trudeau Foundation's desire to develop Engaged Leaders reflects

a 21st-century vision of leadership that expands radical curiosity about people and ideas, and encourages a willingness to be challenged and take risks while learning how to collaborate across a plurality of perspectives. The Foundation's unique Leadership Curriculum seeks to build on Scholars' existing skills and strengths by offering opportunities that are stimulating, challenging, and purposefully move outside of one's traditional comfort zone.

This approach presumes all Scholars have room to grow as leaders, and is centered around building healthy relationships with self, others, society, and the natural world, in the pursuit of imagining shared futures, including with those who hold opinions and goals you may not necessarily espouse.

The Engaged Leader cultivates a deep and meaningful connection with self, others, ideas, systems, and societies. Engaged Leaders act for the benefit of their communities, their cities, their country, and our planet. When Engaged Leaders work in generative, interdependent relationships, they can influence community dynamics, government policy, public opinion, and evolving social values.

The notion of Inclusive Excellence is closely related to the Foundation's vision of Engaged Leadership. Inclusive Excellence encapsulates our firm commitment to diversity, equity and inclusiveness in our practices, and our commitment to exposing Scholars, as part of their Engaged Leadership training, to a diversity of people, cultures, institutions, knowledge, ideas and perspectives. The Foundation believes




that exposure to diversity brings excellence by broadening one's understanding of the world and encouraging dialogue and engagement across difference. The ability to relate across difference, to cultivate diverse networks, and to establish respectful relations within different environments is essential to Engaged Leadership.

The value of 'togetherness' is inherent in the notion of engagement. Navigating change in a highly complex society driven by a diversity of perspectives, Engaged Leaders ask: "How can we lead together? What can we create together? How can we build community together? How do we

take action together?" This understanding of leadership is a generative one where process becomes content. It understands that complex challenges demand emergent responses, and aims to shape collective action inside this dynamic context.

Our Leadership Program proposes a path to community engagement through exposure to challenging debates, a diversity of perspectives, and by moving outside one's traditional comfort zone through engagement with self, others, systems, and the environment.



A photograph of a man and a woman smiling together. The man is on the left, wearing glasses and a dark suit over a light-colored patterned shirt. The woman is on the right, wearing a dark top and a pearl necklace. They are both looking towards the camera. The background is a light blue wall with some geometric patterns.

**“At the Pierre Elliott Trudeau Foundation, we have built the leadership curriculum around leadership of self, leadership among others, and leadership of systems. First, you need to know yourself, and be able to identify your own blinds spots.”**

**Pascale Fournier, President & CEO**





## Components of The Leadership Program

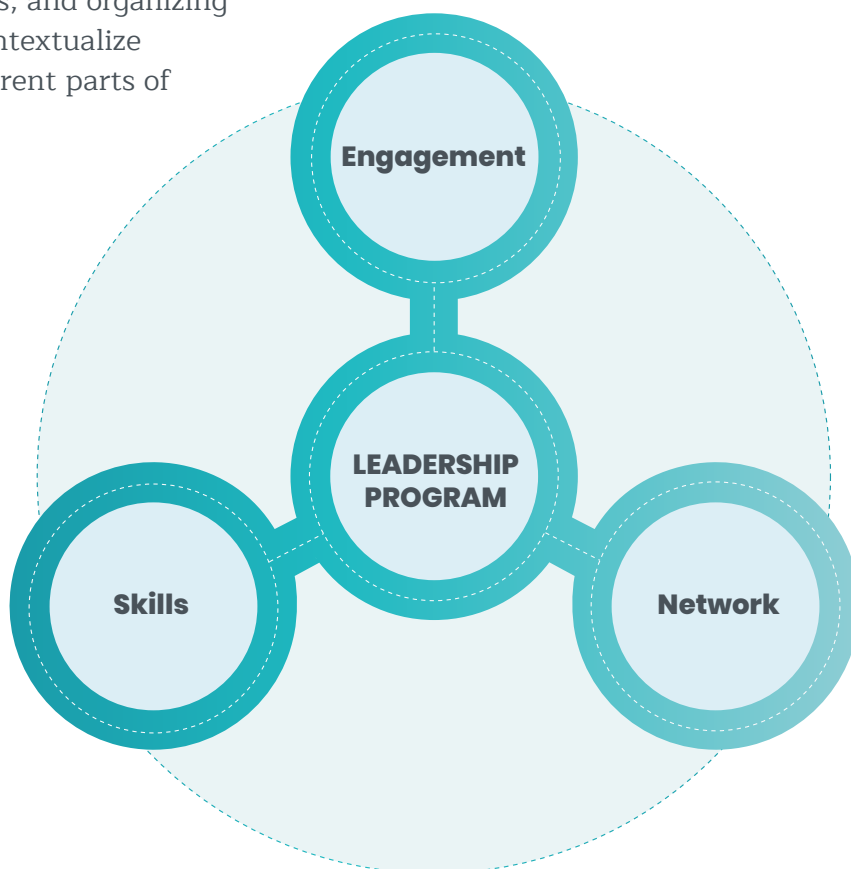
### The Base Components of the Leadership Program

**Engagement:** To support a cohort of Scholars to engage in and interact with the increasingly complex, social, cultural, and political environment in which they operate.

The objective is to provide diverse contexts for engagement by situating learning in the community. Visiting institutions and organizations on location has Scholars engage with diverse social and political ideologies by co-ordinating experiential learning opportunities that aim to illustrate real-world conditions and the leadership strategies inherent in these contexts. These opportunities also facilitate learning by exposing Scholars to diverse cultures, structures, policies, and organizing principles that contextualize leadership in different parts of the world.

**Skills:** To equip Scholars with leadership skills, competencies, capabilities, and practices that will allow them to effectively apply their work beyond academic contexts as influential agents of change in the world. The objective is to prepare Scholars with experiences that expand ways of knowing, being and doing, ways of understanding patterns through sensing changes and opportunities and sharpening foresight, as well as equip Scholars with a set of enterprising skills and competencies. Using these skills to work towards a desired future, Scholars will subsequently be able to lead successfully within organizations, institutions, and societal contexts.

**Network:** To facilitate the development of Scholars' networks across the private, public, and social sectors that will enable them to excel as engaged civic leaders.



## Scientific Cycle

Each cohort's leadership journey is framed by a Scientific Cycle that has interdisciplinary dimensions and reflects a timely and significant issue, or set of issues, for the future of Canada and the world. The Scientific Cycle is not a substitute for the Foundation's Four Themes. Rather, it provides the lens through which these four fundamental themes are explored.

As leading academics with expertise on the Scientific Cycle of their program cycle,

Fellows (and Mentors who have such expertise) will lead learning sessions on the Scientific Cycle at our *Institutes of Engaged Leadership*, equipping Scholars with a greater understanding of key issues involved and how engaged leadership can help address them. By contrast, Scholars are not selected based on their expertise on the Scientific Cycle. Rather, Scholars look beyond their respective areas of expertise and develop their engagement with issues and ideas that lie outside their academic training.

### Scientific Cycles:



## Six Key Leadership Concepts

Six key leadership concepts guide the design and development of the Foundation's Leadership Curriculum. These concepts are responses to three guiding questions:



What do we want Scholars to **know**?

What do we want Scholars to **experience** and feel?

What **actions** do we want Scholars to take?

These three questions provide the foundation for three different learning approaches to leadership development that will weave through the program, especially during the content design of the *Institutes of Engaged Leadership* in Year One of our Scholarship program. Years Two and Three will give Scholars the opportunity to put their leadership skills into practice through the application of new ways of being, doing, and knowing.

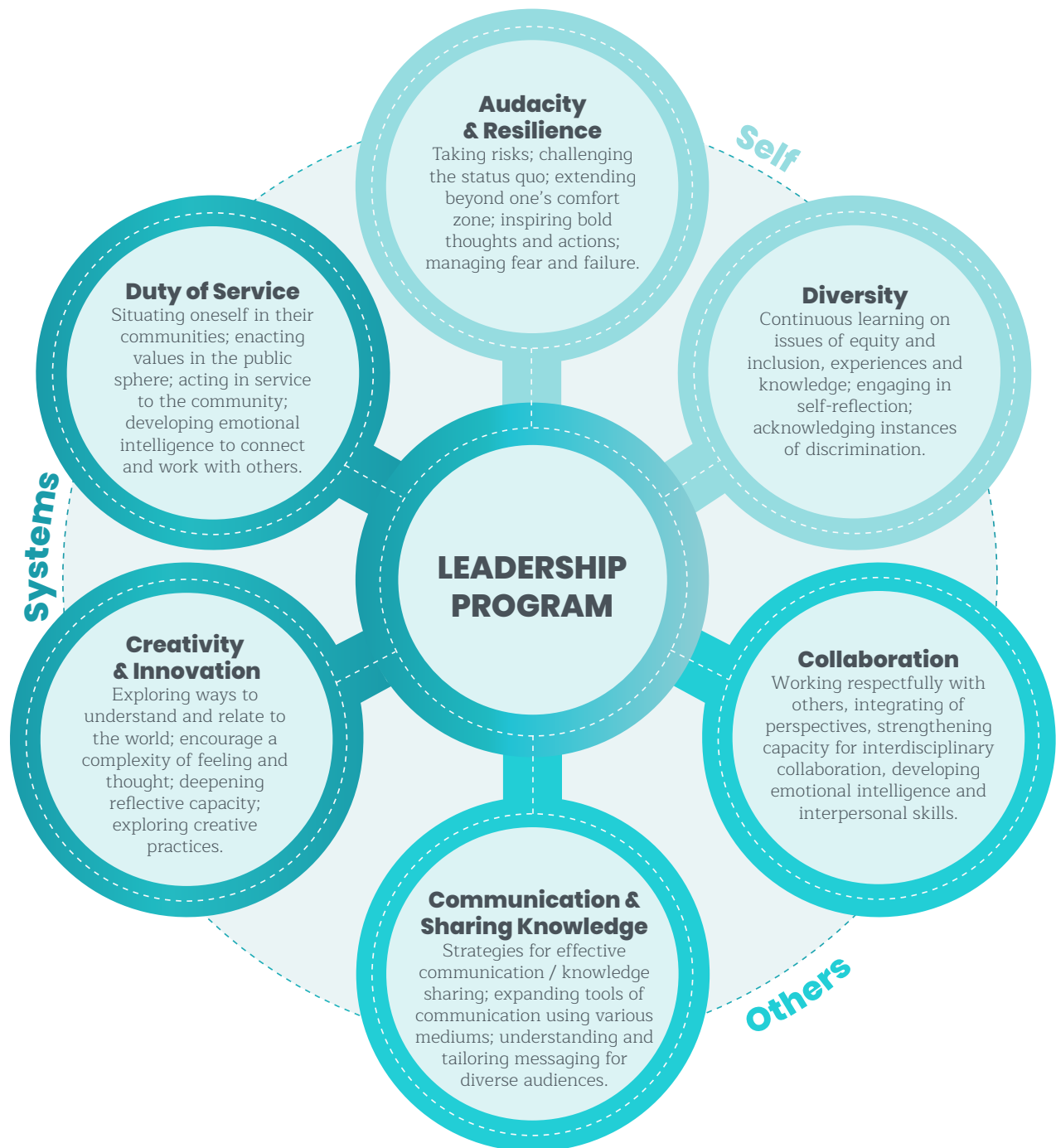


Figure 1 The Foundation's Six Key Leadership Concepts represent three aspects of leadership (Self, Others and Systems).

### Three Aspects of Leadership

Leadership traits and skills can be broken into three aspects: **leader of self, leader among others and leader of systems.** Each year of our three-year cycle of the Scholarship program focuses on developing one of these dimensions of leadership:

**Year One – The *Institutes of Engaged Leadership*:** The *Institutes of Engaged Leadership*, which take place in locations across Canada and the world, are the primary setting for delivering our Leadership Curriculum through learning sessions led by our Fellows and Mentors. Among the three aspects of leadership mentioned above, the *Institutes* are tailored to develop leadership of self as a first step in Scholars' leadership journey through the program. At the same time, these events help build community among each cohort of Scholars, Fellows, and Mentors, while providing valuable opportunities to network with active members of the Foundation from previous years, and with external parties who may be invited as guests to the *Institutes*.

**Years Two and Three – *Impact Conference*:** Building on the experience and leadership training received in year one, Scholars organize a public conference during their second year of the program and hold this conference during their third and final year. The purpose of this event is to engage the public on academic ideas in new ways and foster public dialogue on the Scientific Cycle. In so doing, the Scholars' objective is to build bridges, foster dialogue, and open

the door to new ways of framing issues through interdisciplinary approaches and community dialogue. In this way, Scholars' expertise contributes to the democratization of knowledge and new, socially inclusive forms of sharing academic research. Through the organization of this *Impact Conference*, Scholars have a unique opportunity to put into practice the knowledge and skills they acquired during their first year, while also developing their ability to work effectively with others, and additional skills under the thematic Leadership Among Others.

With a focus on capacities relative to leadership of systems, years two and three of the program are also dedicated to a reflection process that results in the production of knowledge for public dissemination. The *Impact Conference* is an opportunity to experiment with a diverse range of knowledge dissemination practices and creative formats—such as books and academic papers to plays, films, or any other medium with the potential to convey the Pierre Elliot Trudeau Foundation experience. Scholars are invited to step beyond traditional academic and intellectual methods and think about their research in innovative ways.

### Throughout the Three-Year Program – Inter-Sessional Events

In addition to the *Institutes for Engaged Leadership* (year one) and the *Impact Conference* (year two and year three), planned inter-sessional events may take



place in the form of either in-person or virtual gatherings. The inter-session events may be hosted and organized by Scholars, Fellows, and Mentors or by Foundation staff and are aimed at either deepening existing key concepts or broadening perspectives related to the program. Format and location are driven by the objectives of each session and is

determined by the Foundation in conjunction with the leadership needs of its community of Scholars, Fellows, and Mentors.

Such inter-session events may include but are not limited to facilitated discussions with extended networks, topical workshops, and webinars.



02



# The Leadership Journey of the Scholar

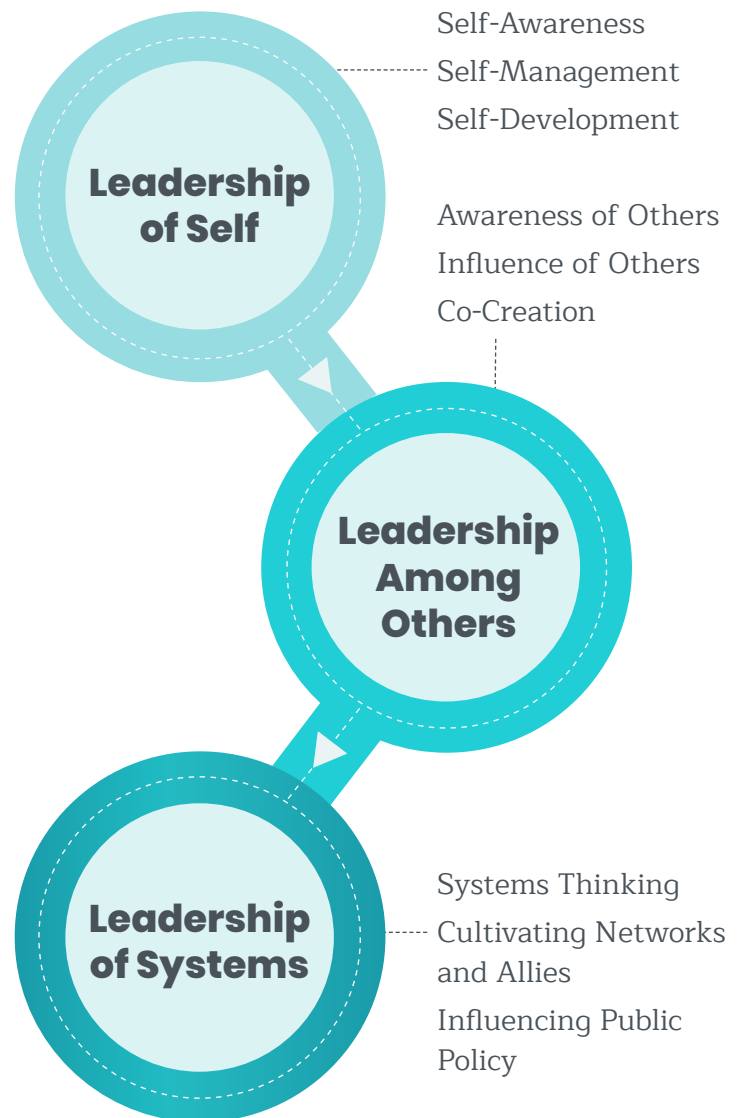
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# The Leadership Journey of the Scholar

## Leadership of Self

Leadership of self is a lifelong process that includes self-awareness, self-management, and self-development, and the way these principles relate to one another. To grow as individual leaders, we develop leadership range by expanding our behaviours, mindsets, approaches, decisions, and actions. Through awareness and conscious practice, we can learn to embody a wide, accessible palette of leadership skills, competencies and behaviours that foster one's leadership across contexts, situations, and relationships.

Developing leadership range supports our ability to relate across differences. As leaders, we navigate relationships across diverse networks of people who embody a wide range of identities, values, beliefs, and socio-economic and cultural backgrounds that may differ from our own. Our ability to relate empathetically and collaborate effectively with people across a diversity of perspectives and backgrounds is a high value 21st century leadership skill.



### Learning Goals and the Link to Key Leadership Concepts

*Leadership of Self* mainly supports the Foundation's Key Leadership Concepts of *Audacity and Resilience* and *Diversity* as outlined here:

#### Leadership Of Self

	Self-Awareness	Self-Management	Self-Development
<b>Audacity and Resilience</b>	<p>Understanding one's beliefs and values</p> <p>Becoming aware of one's emotions and behaviours in a given moment</p> <p>Becoming aware of one's cognitive, emotional and behavioural patterns, in context, over time</p>	<p>Developing an ability to take risks and work beyond one's comfort zone</p> <p>Being able to regulate emotional and behavioural reactions that arise in moments of stress or adversity</p>	<p>Expanding leadership choice in response to a variety of contexts, situations, relationships, and environments</p> <p>Developing a leadership practice that supports the development of new ways of being as leaders</p>
<b>Diversity</b>	<p>Understanding how our current values and beliefs are embodied in our decisions and actions in relation to others</p> <p>Becoming aware of how our current mental, emotional and behavioural patterns define our leadership range</p>	<p>Developing empathetic capacity and the ability to relate across difference</p> <p>Expanding emotional intelligence, including the ability to understand the thoughts and feelings of others, to relate emotionally, and provide support if needed</p>	<p>Actively cultivating diverse networks</p> <p>Strengthening one's understanding of the diverse values and beliefs embodied in others through direct engagement with people who are different from us</p> <p>Practicing respectful and civil relations across different environments</p>

## Leadership Among Others

Leadership Among Others refers to the ways in which we engage in the stewardship of shared goals. Our ability to develop a shared vision, strategize, communicate, exercise influence, collaborate and create with others are essential leadership capacities that will support our hopes and dreams for a better world through high impact collective action. Leadership Among Others is a process that includes awareness of others, influence of others, and co-creation.

Engaged Leaders may play essential roles in their organizations and communities, either formally, within organizational structures (through a variety of official or unofficial roles), or informally, through participation in coalitions, committees, constellations, unions, movements, associations, networks

and other organizing structures. In either instance, leadership competence requires a complement of leadership skills focused on working effectively with others toward shared aims.

Leadership Among Others is about developing our ability to organize and create collaboratively. It is the process of achieving goals through the efforts of others and is dependent on working well with people in the community. As such, it involves developing our relational leadership capacities, including skills such as deep listening, emotional intelligence, effective communication, decision-making, navigating difficult conversations, conflict management, visioning, and storytelling.





### Learning Goals and the Link to Key Leadership Concepts

*Leadership Among Others* mainly supports the Foundation's Key Leadership Concepts of *Communication and Knowledge Sharing* and *Collaboration* as outlined here:

#### Leadership Among Others

	Awareness of Others	Influence of Others	Co-Creation
<b>Communication and Knowledge Sharing</b>	<p>Building trust with others through empathy (deep listening)</p> <p>Engaging emotional intelligence in order to perceive and understand the feelings, attitudes, beliefs, values, perspectives, and experiences of others while being mindful of bias</p>	<p>Expanding tools for effective written communication across audiences and platforms</p> <p>Practising effective interpersonal communication by developing the ability to persuade, negotiate, resolve conflict, and exercise diplomacy</p>	<p>Developing a clear leadership vision, orienting toward new possibilities</p>
<b>Collaboration</b>	<p>Exercising relational leadership strategies when working with others</p> <p>Engaging empathy to lead effectively across difference</p>	<p>Contributing to creating and sustaining cultures of equality when working with others</p> <p>Generating innovative solutions based on the contributions of many, across disciplines, interests, cultures, perspectives, and experiences</p>	<p>Creating compelling narratives that unite collaborators toward shared goals</p>

## Leadership of Systems

Leadership of Systems involves a set of skills and capacities aimed at influencing the process of systems-level change. It often involves a combination of systems thinking and insight (understanding how the system works), cultivating networks and allies in order to drive network-wide cooperation (integrated approaches to systemic influence), collaborative leadership to influence public policy (acting effectively within the system) and network-wide cooperation (integrated approaches to systemic influence).

Engaged Leaders who want to tackle complex challenges will need to engage in longer-term collective action that may involve working with coalitions, governments, lobby groups and large, decentralized networks of organizations and

individuals. Understanding how to navigate and act within complex systems is the duty of service of an Engaged Leader.

Considering the behaviours of the system in the context of its environment helps leaders see the factors that contribute to making (or prohibiting) change, including distribution of power as well as understanding the overall rules and goals of the system. Finding creative ways to navigate systems, to advocate effectively for change, and to cultivate networks and allies to influence public policy is an ongoing aspect of an Engaged Leader's work. For Engaged Leaders, commitment to addressing complex systemic challenges is a duty of service enacted through creative approaches. It is a commitment to a long-term process of sharing knowledge through ongoing learning and co-creating with a shared vision in mind.



## Learning Goals and the Link to Key Concepts

*Leadership of Systems* mainly supports the Foundation's Key Leadership Concepts of *Duty of Service* and *Creativity and Innovation* as outlined here:

### Leadership Of Systems

	Navigating Systems	Cultivating Networks	Influencing Public Policy
<b>Duty of Service</b>	<p>Understanding how systems work</p> <p>Understanding how to effectively influence systems in service of a healthier society</p>	<p>Expanding influence by developing civil relationships beyond current networks</p> <p>Participating as Engaged Leaders in community-driven civic action</p>	<p>Understanding how to leverage public policy-making processes to affect change</p>
<b>Creativity &amp; Innovation</b>	<p>Cultivating an ability to see various aspects of a system as well as to the whole</p> <p>Practicing seeing a system through the differing perspectives of its actors</p>	<p>Expanding reach by engaging creatively with interdisciplinary perspectives, particularly those that differ from one's own</p> <p>Engaging networks and communities through innovative approaches to convening, knowledge sharing and collective action</p>	<p>Exploring creative ways of disseminating ideas and engaging advocacy strategies in service of public policy aims.</p>

03



# Designing the Leadership Program

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# Designing the Leadership Program



Each year, the newest group of Fellows and Mentors are called upon to collaborate in the design of the leadership program on their cohort's Scientific Cycle, particularly in the development of the *Institutes of Engaged Leadership* in Year One.

## Active Roles for Fellows and Mentors

Each cohort of Fellows and Mentors will act as a content design committee for the *Institutes of Engaged Leadership* in Year One. Fellows and Mentors, with guidance from the Foundation, will design and deliver content reflective of their specific areas of expertise as they relate to both the Scientific Cycle and key leadership concepts.

In Years Two and Three, Fellows and Mentors will shift into an advisory role, supporting Scholars to create and deliver the public *Impact Conference*.

### Role of Fellows

- | Support Scholars through knowledge sharing and experiential learning related to the Scientific Cycle.
- | Participate in the design and delivery of the *Institutes of Engaged Leadership*.
- | Support Scholars through their leadership journey at the Foundation, including advising on the creation and delivery of the public *Impact Conference*.
- | Support the Foundation in the development and delivery of learning programs in support of Scholars' leadership training.

### Role of Mentors

- | Support Scholars' leadership development through knowledge sharing and experiential learning.



Participate in the design and delivery of the *Institutes of Engaged Leadership*.

Support Scholars through their leadership journey at the Foundation, including advising on the creation and delivery of the public *Impact Conference*.

Support the Foundation in the development and delivery of learning programs in support of Scholars' leadership training.

### Role of the Foundation

Provide orientation to Scholars, Fellows, and Mentors around the Leadership Curriculum and its goals.

Support Scholars' leadership journey by providing personal reflection tools and platforms, guest speakers, and experiential visits.

Facilitate working sessions between Fellows and Mentors during the content design phases of the Institutes, and evaluate relevance and impact of the *Institutes of Engaged Leadership* and other Foundation programming as a whole.

Provide logistical support for the *Institutes of Engaged Leadership* and the *Impact Conference*.

Provide guidelines to Scholars for the delivery of the public *Impact Conference*.

Facilitate communication between the active community of Scholars, Fellows, and Mentors.

A preliminary planning timeline is provided in **Appendix 1**.

### Guiding Principles for Content Design – Year 1: *Institutes of Engaged Leadership*

Each cohort of Scholars' leadership development experience will grow from the following content design principles:

Learning will be developed specifically for each cohort of Scholars by assessing their leadership development needs and expectations.

Learning experiences will be supported by the Leadership Curriculum, its learning goals, and six key leadership concepts.

Learning design will be animated and contextualized by the designated Scientific Cycle.

Learning approaches will be holistic.

Learning content will flow from the diverse experience, knowledge, and networks contributed by Fellows and Mentors.

Leadership development experiences will be evaluated regularly by Scholars and adapted to support Scholars' leadership development needs

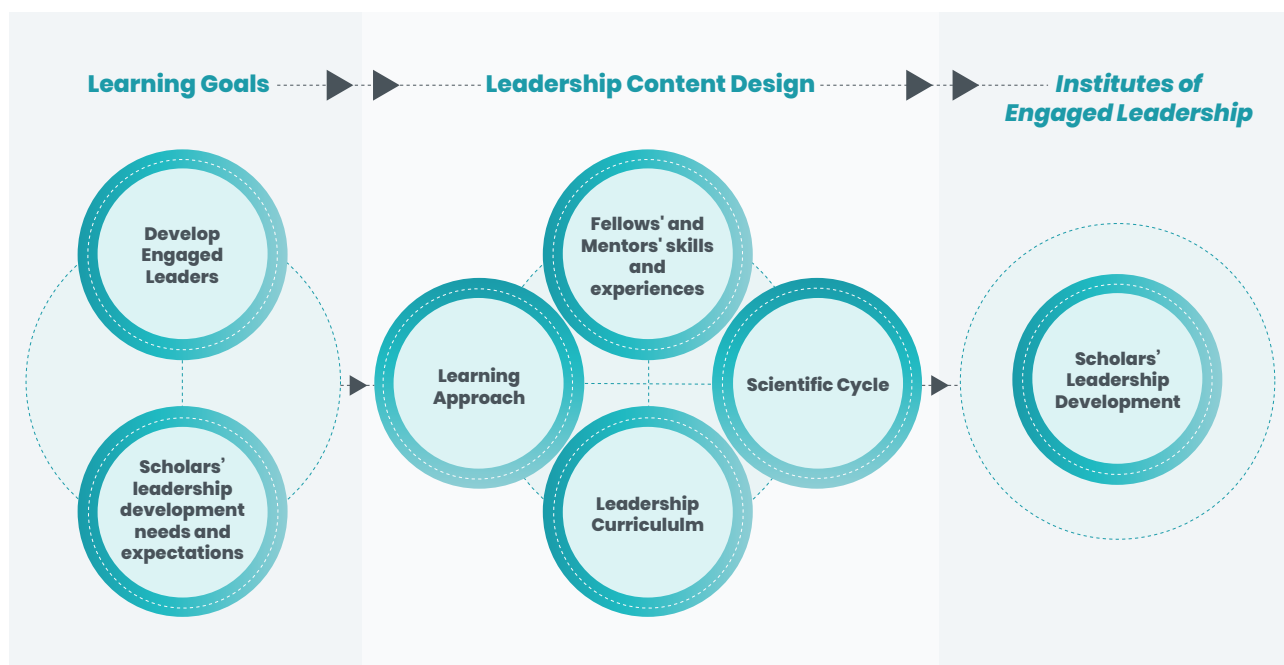


Figure 2 Guiding Principles for the Leadership Content Design of Institutes of Engaged Leadership

## Learning Formats

The Pierre Elliott Trudeau Foundation's Engaged Leadership program embraces a holistic approach to learning. The development of Scholars as Engaged Leaders is supported by Fellows and Mentors across three dimensions of learning: Learning To Do, Learning About and Learning To Be.

To do so, sessions may take various form that deliver leadership development content. These include, but are not limited to:

- | Facilitated workshops
- | Experiential visits
- | Discussions of scientific complexity
- | One-on-one coaching
- | Personal self-assessments



## **Appendix 1: Leadership Development Planning Timeline – Illustrative Purposes**

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## Appendix 1: Leadership Development Planning Timeline – Illustrative Purposes

	DESCRIPTION OF ACTIVITIES FOR FELLOWS AND MENTORS	FOUNDATION
SPRING	Introduction/orientation of the Leadership Curriculum for Scholars; consultation with Scholars on personal leadership development needs and goals	Foundation facilitates consultation of Scholars
SPRING	Orientation of new cohort of Fellows and Mentors on the Leadership Curriculum, Scientific Cycle, design principles/process, approaches to learning, six key leadership concepts, and learning goals	Foundation facilitates consultation of Scholars
LATE SPRING	Fellows and Mentors convene in person over a full day to design the overarching framework and content for their first <i>Institute of Engaged Leadership</i> , including key subjects, methods and questions to be addressed through the complement of sessions	Foundation facilitates the content design session(s)
SUMMER	Fellows and Mentors design individual or collaborative sessions	Foundation organizes and supports logistical and planning needs of sessions
LATE SUMMER	Fellows and Mentors convene to share details of content/session proposals, revisit design flow and adjust	Foundation supports process by facilitating meetings, ensuring consistency with the Leadership Curriculum, and providing support for any other logistical and planning needs

	DESCRIPTION OF ACTIVITIES FOR FELLOWS AND MENTORS	FOUNDATION
AUTUMN	Fellows and Mentors convene to finalize the design and content/sessions of the autumn <i>Institute of Engaged Leadership</i> , and to establish an evaluation process	Foundation supports by facilitating meetings, ensuring connection to the Leadership Curriculum, and providing support for any other logistical and planning needs.
AUTUMN	<b><i>Institute of Engaged Leadership #1</i></b>  <b>Evaluation</b>	Foundation supports event execution.  Foundation supports the collection of and reporting on evaluation input.
WINTER	Fellows and Mentors convene in person over a full day to design the overarching framework and content for the second <i>Institute of Engaged Leadership</i> , integrating evaluative input from Scholars, building on the first Institute to create learning content.	Foundation facilitates the design session(s).
WINTER	Fellows and Mentors design individual or collaborative sessions	Foundation organizes and supports logistics and session planning needs
LATE WINTER	Fellows and Mentors convene to share details of content/session proposals, review design flow, and adjust	Foundation supports by facilitating meetings, ensuring consistency with the Leadership Curriculum, and providing support for any other logistical and planning needs



	DESCRIPTION OF ACTIVITIES FOR FELLOWS AND MENTORS	FOUNDATION
SPRING	Fellows and Mentors convene virtually to finalize the design and content/sessions of the autumn <i>Institute of Engaged Leadership</i> , establish evaluation process	Foundation facilitates and provides logistical support
	<b><i>Institute of Engaged Leadership #2</i></b>	Foundation supports event execution.
	<b>Evaluation</b>	Foundation supports the collection of and reporting on evaluation input.



The Pierre Elliott Trudeau Foundation is an independent and non-partisan charity established in 2001 as a living memorial to the former Prime Minister. In 2002, with the support of the House of Commons, the Government of Canada endowed the Foundation with the Advanced Research in the Humanities and Human Sciences Fund. The Foundation also benefits from private donations. By granting doctoral Scholarships, awarding Fellowships, appointing Mentors, and holding public events, the Foundation encourages critical reflection and action in four areas important to Canadians: human rights and dignity, responsible citizenship, Canada and the world, and people and their natural environment.

[www.trudeaufoundation.ca](http://www.trudeaufoundation.ca)

## Acknowledgements

This Leadership Curriculum was collaboratively developed by the Foundation staff working with the Members of the Foundation and the Board of Directors. Discussions among Members and Directors, as well as the work of several committees, have guided the development of this document over the course of many months. The development of this curriculum grew from the strategic planning process and the Foundation would especially like to thank the Members and Directors who participated in the Strategic Plan Review Committee: Patrick Pichette (Chair), Sacha Haque, Bruce McNiven, Farah Mohamed, Madeleine Redfern, Peter Sahlas, Stephen Toope, Alexandre Trudeau, and Jennifer Welsh.

The Foundation would also like to acknowledge the help and support of its generous community. Special thanks to Shannon Litzenberger (2019 Mentor) who played an integral role in further bringing this curriculum to life, as well as our 2019 Fellows and Mentors who developed intellectual and experiential programming which has informed on the key aspects of leadership highlighted in this document.



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