What Makes a Good Leader? Vision, Confidence, Training and Commitment
This session will introduce students to the most prevalent theories of leadership and leadership development. Students will share their own leadership stories, connect them to the theoretical frameworks that are introduced during the session, and then create personalized leadership development plans for the augmentation of various management skills that they would like to improve throughout the duration of the program.

Elizabeth J. Winslow ‘83
Associate Director of the MBA Program and Adjunct Asst. Prof. of Business Administration
Tuck School of Business at Dartmouth College

Before coming to Tuck, Winslow spent seven years as first an Assistant Director and then an Associate Director in the undergraduate admissions office at Dartmouth College, where she was responsible for hiring and training new admissions officers, organizing staff development activities, acting as a liaison for all alumni volunteers, and representing the admissions office on the Committee on Standards. Prior to her time in admissions, she taught English and coached soccer, ice hockey, cross-country and track, at several secondary schools in New England, including The Noble and Greenough School, The Salisbury School, The Loomis Chaffee School and Lebanon High School.

Winslow did her undergraduate work at Dartmouth College, graduating with a degree in English in 1983. She completed her Masters in Education (EdM) and her doctorate in Education (EdD) at the Harvard Graduate School of Education, in June of 2004, with a focus on Administration, Planning and Social Policy. Her dissertation, titled Proposing Significant Organizational Change: A Case Study Examining the Views of a Cross-Section of Participants' Perspectives About Dartmouth's Student Life Initiative, is a case study of the Student Life Initiative at Dartmouth, analyzed through the lens of Organizational Change Theory and Organizational Behavior. She also holds a faculty appointment at the Tuck School as an Adjunct Assistant Professor of Business Administration, and teaches a course called "Comparative Models of Leadership."

Writing in the Workplace I: Understanding the Collective Context
This session will explore the primary differences between writing for the workplace and writing in the academic classroom, and will introduce students to the skills they will need to develop as they make that transition. Starting with shared values of clarity, concision, and “correctness,” students will explore the ways in which the expanded audiences and purposes of workplace writing affect its recipients, forms, and execution. Using small groups and hypothetical problems, students will navigate the institutional needs and office politics of their problem, deciding upon the best combination of formats (e-mail, memo, letter, policy paper, brochure, etc.) and producing an e-mail to be used later in the session, in large-group discussion.
Julie L. Kalish, Esq. ‘91
Lecturer in Writing
Institute for Writing & Rhetoric, Dartmouth College

Julie Kalish is a Vermont attorney and Lecturer in both Dartmouth's Institute for Writing and Rhetoric and Vermont Law School's Legal Writing Department. She teaches Advanced Appellate Advocacy at Vermont Law School and what's come to be known as "the Supreme Court section" of Writing 5, at Dartmouth. (She has been very happy to note the high numbers of her Writing 5 students who go on to participate in Rockefeller Center programs and activities!) Julie earned her BA from Dartmouth in 1991, an MA in Literature from University College, London in 1992, and a JD from Vermont Law School in 2005. She serves as a member of ACLU Vermont's Legal Advisory Panel, and has given talks on topics ranging from academic program design and pedagogy, to "The Use of Narrative and Storytelling in Cases of Maternal Infanticide," to First Amendment Free Speech and "Sext-ing." Before her most recent return to Dartmouth, Julie was the Assistant Director of Academic Success at Vermont Law School, in charge of creating and developing bar passage policy and programming for the school. In this position, Julie had to produce a great deal of diplomatic "workplace writing."

Public Speaking & Communication through Public Narrative
This session will introduce students to public speaking and communication through the art of public narrative. Students will share their “call to action” as leaders, connect this narrative to theoretical frameworks on public speaking and communication, coach one another in practice, and develop an individual “story of self” to motivate and recruit any audience to act with them in public leadership.

Kate Hilton ‘99
Lawyer and Consultant
Hauser Center for Nonprofit Organizations at Harvard University

Kate Hilton graduated from Dartmouth College in 1999 with a degree in environmental ethics. After college, she traveled across the U.S. by Volkswagen van to examine community-based conservation projects, lived on a homestead in East Corinth, Vermont, worked with Maasai communities on community development projects in Kenya, and led high school community service trips abroad.

In 2004, Kate received a Masters in Theological Studies from Harvard Divinity School where she focused her work on moral leadership. While at Harvard, she founded a conference for international community leaders that is now in its eighth year and continues to be organized by students.
After that, she worked in microfinance in India and with social entrepreneurs in the U.S. Program at Ashoka: Innovators for the Public.

In 2008, Kate received her J.D. from the University of Wisconsin Law School where she examined public leadership. She is now a lawyer in Massachusetts and a consultant at the Hauser Center for Nonprofit Organizations at Harvard University. She writes about nonprofit law and coaches nonprofit organizations such as College Summit and Common Ground in the art of public narrative and community organizing.

Problem Solving, Decision Making and Negotiation

Problem solving, decision making and negotiation provide the organized framework usually required for making progress and reaching goals. This session will introduce students to the basic tools and processes involved in systematically: identifying problems (or wants or needs); identifying the desired outcome; deciding what options are available to best achieve the desired outcome, and; negotiating with those who must be included in the process of obtaining the desired outcome. Students will first discuss the framework, apply it to their own experiences and then engage in short simulations. Finally, students will reflect upon the experience and increase their own personal awareness of their strengths and limitations when dealing with and resolving problems.

John Burwell Garvey
Professor and Director, Daniel Webster Scholar Honors Program
Pierce Law

Professor Garvey is the Director of the Daniel Webster Scholar Honors Program. He is leading a first in the nation program which will prepare law students for admission to the bar based upon rigorous evaluation of their practical legal skills as well as substantive knowledge of the law. This program was initiated by the New Hampshire Supreme Court, and is a collaborative effort of the Court, the New Hampshire Board of Bar Examiners, the New Hampshire Bar Association and Pierce Law. This ground-breaking program has already received national praise and encouragement from judges, lawyers and legal education scholars. Professor Garvey has been identified as a national leader in the evolution of legal education; he was selected to serve on the Carnegie Foundation’s Initiative on the Future of Legal Education and is often asked to speak at national and international conferences about the Webster Scholar Program and legal education. In addition to his extensive experience as a teacher, he has over 30 years of trial experience and is an accomplished mediator and negotiator. Professor Garvey’s courses include Pretrial Advocacy, Negotiations, Evidence and Client Counseling.

Eight Elements of Thinking: Creating Conditions for Thinking Critically

This session will introduce students to the eight elements of thinking and will explore how to use these elements for thinking critically about all issues from the mundane to the extraordinary.
Students will discuss the conditions necessary for productive thinking as individuals and in groups and will practice creating environments that meet those conditions while analyzing a contemporary issue.

Elizabeth (Liz) Agosto ‘01  
*Associate Director, Collis Center for Student Involvement*  
Dartmouth College

Agosto did her undergraduate work at Dartmouth College, graduating with a degree in Sociology in 2001. After graduation, Liz worked in New York City as an analyst for a company called Analysis Group, where she assisted with economic analysis for litigation trials. After two years she returned to graduate school and completed her Masters of Arts (MA) at Fordham University in May of 2005. She is currently working on completing her doctoral degree. Agosto also serves as Leadership Instructor and Director for the Student Leadership Training Program, a program that teaches leadership skills to middle school and high school age children through an experiential curriculum. She has been actively involved in this all volunteer organization for 15 years.

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**Diversity in the Workplace: It Is Personal!**

Discovering the ways in which we know ourselves and “know” who we are helps us to bring out our strengths, uncover untapped talents, and extend these assets to our colleagues. It is urgent that we each explore who we are and what we bring into the workplace in terms of identity, culture and contribution. Participants in this session will have an opportunity to participate in a self-assessment of their level of cultural competence and explore both their areas of strength and challenge in this context. Discussion will include exploring the importance of developing inclusive work environments through personal commitment, staffing and organizational change. Aspects of Emotional Intelligence (EI) will be presented that will contribute to the process. This session will include reflection, dialogue, and interactive learning opportunities.

**Gabrielle Lucke**  
*Direct of Training and Educational Programs*  
Office of Institutional Diversity and Equity

Gabrielle first joined the Dartmouth Health Service staff in February 1994 as the Coordinator of Health Education Programs. In January 1995, she was promoted to Director of Health Resources and held that position through March of 2002. At that point she and her family relocated to the Baltimore/Washington area until their return to the Upper Valley in April of 2006. In the summer of 2006 Gabrielle returned to Dartmouth and has served as an Associate Director both in the Office of Residential Life and at
Gabrielle joined the Office of Institutional Diversity & Equity by accepting the position of Director of Training & Educational Programs in July of 2009. In her current role, she develops, plans, and presents new and existing educational curricula and programs designed to facilitate understanding and awareness of equity, access, and diversity. Trains and supervises Dartmouth facilitators in the presentation of training programs and workshops. She chairs the Steering Committee of the Diversity Reading & Film Groups and serves on the College’s MLK celebration planning committee. Working with her Program Assistant, Molly St. Sauveur, they coordinate communications, manage the IDE web site, and develop promotional materials for events and educational outreach.

Gabrielle brings established and strong collaborative working relationships with many at Dartmouth, within the Upper Valley, and within higher education. She has had significant professional experiences at a variety of colleges and universities. Consistently Gabrielle has developed strong relationships with staff and students through teamwork, coalition building and attention to aspects of multiculturalism. These are exemplified during her work at Dick's House, ORL, the Collis Center, her years of service with LeaderShape, Inc. and her previous work at the University of Maryland.

For 25 years, Gabrielle has served colleges and universities in many roles, including administrator, faculty member, health educator and counselor. She has her BS in Social Sciences from St Mary's College of Maryland and her MS in Clinical Counseling from Shippensburg University of Pennsylvania. She has also completed her doctoral course work in Health Education at the University of Maryland College Park and is a certified early childhood educator.

Gabrielle and her family live in Hartford, Vermont where she also serves as an elected representative on her community’s Board of Education.

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**Sylvia Spears**  
*Acting Dean of the College*  
*Dartmouth College*

Sylvia Spears joined the Dartmouth Community as the associate dean of student life and director of the Office of Pluralism and Leadership in the summer of 2007. Prior to that, she was a professor in the Department of Human Development and Family Studies at the University of Rhode Island (URI). Dr. Spears was one of five co-conveners who established the URI Center for Nonviolence and Peace Studies. She is a certified Kingian Nonviolence trainer and has conducted training sessions for law students, police officers, social workers, religious leaders, college students, and school aged children. Spears holds over 20 years of experience in development and delivery of diversity programs. She has served as affirmative action officer at URI, as assistant director of Multicultural Student Services at Bryant University, as tribal administrator for the Narragansett Indian Tribe, and as a consultant specializing in the development of culturally competence practices in organizational settings. Spears has a B.A. in Speech Communication, an M.Sc. in Human Development and Family Studies, and a doctorate in education.
The Art of Facilitation – Principles and Practice
In this session, students will explore the principles and practice of effective meeting facilitation. They will share and reflect on their own experiences with facilitation, learn about the roles and responsibilities of a facilitator, explore facilitation techniques, and identify areas that they would like to improve throughout the duration of the MLDP program. Students will also consider the concept of facilitation as an approach to leadership.

Karen Liot Hill ‘00
City Councilor
City of Lebanon, New Hampshire

Karen Liot Hill is a City Councilor in Lebanon, New Hampshire, recently elected citywide to her third term. Committed to sustainability, Councilor Hill introduced legislation in 2007 to create the Lebanon Energy Advisory Committee, a citizen group. She served as Mayor in 2008-09 and, on behalf of her community, signed on to the US Mayors Climate Protection Agreement, a commitment to measuring and reducing the City’s energy use. In 2006, she spearheaded the City’s first-ever strategic planning effort. She currently chairs the City Council’s Westboro Yard Committee, dedicated to redeveloping an environmentally contaminated abandoned rail yard and revitalizing downtown West Lebanon. She serves on the Boards of Directors of Cable Access Television, Vital Communities, which facilitates solutions to regional challenges in the Upper Valley, WISE, a non-profit serving victims of domestic and sexual violence, and the New Hampshire Municipal Association, which advocates on behalf of city and town governments with the state government.

Councilor Hill is a member of Dartmouth College’s Class of 2000, where she received a BA with Honors in Government and a minor in Education. She is certified in Project Management and is pursuing a Masters degree through Dartmouth’s MALS program.

Strategic Planning and Program Management Applying a Systems Thinking Perspective
This session will introduce students to the concept of systems thinking and process of strategic planning and program management. Students will learn about how to develop a vision, assess current reality, brainstorm and prioritize goals, develop action plans, and evaluate progress. They will share examples of their own successes and failures and the learning they’ve gained through those experiences. Students will then apply their learning to a case study. Finally, students will be asked to reflect on what they find challenging about strategic planning and systems thinking, what they can do to meet those challenges, and how they will know if they are successful.
Marty Jacobs ’82
President
Systems In Sync

Marty Jacobs, president of Systems In Sync, has been teaching and consulting for almost twenty years, applying a systems thinking approach to organizations. She currently provides strategic planning and Policy Governance expertise for the Vermont School Boards Association and has worked with several school districts to engage them in community conversations. In the nonprofit sector, Marty provides strategic planning, board leadership training, Policy Governance implementation, community engagement facilitation, and staff development. Additionally, Marty has served on a variety of nonprofit, professional, and school boards over the past twenty years. Marty has also written articles for Vermont Business Magazine and the American School Board Journal on topics related to organizational learning, systems thinking, and community engagement. A graduate of Dartmouth College, Marty received her M.S. in Organization and Management from Antioch New England Graduate School in Keene, NH.

Etiquette and Professionalism in the Workplace
Through interactive exercises and behavioral examples, this session will provide students with an awareness of the professional environment and interpersonal dynamics that they will encounter as they begin their careers. The session will highlight the competencies and skills that employers look for and will connect the core concept of individual respect with success in the workplace. Topics will include personal appearance, office behavior, the “knowledge triad”, and effective communications. Additionally, students will participate in evaluations of body language and in writing exercises.

James Burger
Communications Manager, Office of Human Resources
Dartmouth College

James has been the editor and writer for xylostyle, an award-winning online magazine, and a guest lecturer for the Emily Dickinson International Society at Amherst College. His innovative CD, Resonating Twilight, comprises a series of ambient percussion pieces representing the cyclical moods of time and nature; in October, 2005, it was the basis for a choreographed presentation at the Arts for All festival in Lebanon, New Hampshire. In September, 2006, he coordinated, exhibited, and performed at Dartmouth’s first ArtWorks festival, an annual College event that he continues to chair.

He received a bachelor’s degree in English from the University of Hartford and has attained certification as a Professional in Human Resources (PHR). Organizations with which he is affiliated include Broadcast Music, Inc. (BMI); the Modern Language Association (MLA); the National Council of
Teachers of English (NCTE); the Northeast Human Resources Association (NEHRA); and the Society for Human Resource Management (SHRM). Additionally, he is a member of the Dartmouth Communicators Group, which was founded in 2008 to increase collaboration between professional communicators working across the institution for the College, Dartmouth Medical School, the Thayer School of Engineering, and the Tuck School of Business.

Workshops that James has offered at Dartmouth College and at the Tuck School include *The Electronic Resume; HR Branding: Concepts and Applications*; and *Proofreading Demystified*. Human resource articles that he has authored or co-written have appeared in such publications as *Insights* magazine and *CUPA-HR Journal*.

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**Special Session Speakers**

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**Time and Stress Management**

This session is intended to teach you the principles & benefits of relaxation and time management. Dartmouth is often described as a place that “breeds stress & anxiety”. If this has been your experience, come to practice relaxation with your peers who are also yearning for a more balanced life as a student. Please wear comfortable clothing and be prepared to practice “active relaxation”.

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**Kari Jo Grant**

*Health Education Coordinator*

Health Resources

Kari Jo Grant is the Health Education Coordinator in the Health Resources Office at Dick’s House. She serves as the trainer and advisor to 3 peer health advisor groups: Sexperts, Eating Disorder Peer Advisors (EDPAs) & Peer Education Action Corps (PEAC). She also advises the COSO-sponsored groups “Active Minds” and “ST. LUKE”. She has worked at Dartmouth since Fall 2004.
Interviewing Skills & Marketing Yourself Through Your Resume

Skip Sturman
Director
Career Services

Skip Sturman is the Director of Career Services, a position which he originally assumed in 1982 and re-assumed in 1996 after almost a five year absence from the College. Between 1991 and 1996, Skip was self-employed as head of his own career consulting/ outplacement service based in Norwich Vt. Prior to working at Dartmouth, Skip worked for three years as an academic/career counselor at the University of Rochester after receiving an M.S. in Counseling & Guidance from Indiana University and a B.A. in Government from Dartmouth.

Close to home, Skip has served on the boards of The Upper Valley Land Trust, the Hanover Co-op and the United Way, among other local organizations. He currently serves on the Thetford Conservation Commission. Skip helped found Thetford Recycling and the Vermont Businesses for Social Responsibility. Most recently he has served the College on the Advisory Committee on Investor Responsibility, the Committee on Academic Advising and the MLK Social Justice Awards Committee. Skip and his wife, Marilyn (who works in the Office of Judicial Affairs at Dartmouth), reside in Thetford, VT.

Rodrigo Ramirez ‘06
Acting Assistant Director
Career Services

Rodrigo Ramirez, Class of 2006, double-majored in Psychological and Brain Sciences & Asian and Middle Eastern Languages and Literatures (Japanese) at the College. After graduation he worked as Assistant to the Senior Associate Director of the Collis Center & Student Activities primarily on assessment and outreach projects for one year, before starting a position at Career Services. As the Outreach and Program Coordinator of Career Services he developed a new marketing and branding strategy for the office as well as coordinated the Career Services programming. He is currently the Acting Assistant Director of Career Services working primarily with first and second year students. When he is not at work he is an avid investor, mostly trading in stocks.
Excel

In this session, students will cover introductory Excel functionality, including entering data, manipulating data and performing basic calculations. The second portion of the session will teach advanced Excel techniques, including functions, charts and pivot tables. Each part will comprise a tutorial followed by hands-on exercises. Neither portion will cover VBA programming.

Natalya Shulga ‘07
Senior Associate
Parthenon Group

Natalya Shulga is a Senior Associate with the Parthenon Group, a strategy consulting firm based in Boston. She has been with the firm for 2 years and focuses in the company's public education sector work, completing projects in some of the nation's biggest school districts. Most recently, Shulga completed a 6 month transfer term in the firm's Mumbai, India office. Natalya graduated from Dartmouth in 2007 with a degree in Psychology and a minor in French. At Dartmouth, she was a Rocky Leadership Fellow, a researcher in the Cognitive Neuroscience Lab For Language And Childhood Development, head of Katrina Help Student Relief organization, and business manager of the Dartmouth Rockapellas. She currently lives in Boston, MA.

Michael Belinsky ‘08
Advanced Analytical Consulting Group

Michael Belinsky '08 works at Advanced Analytical Consulting Group (AACG), a startup economic consulting firm in Boston. At AACG, Mr. Belinsky's responsibilities include conducting econometric and statistical analysis for the company's law firm and corporate clients. Prior to AACG, Mr. Belinsky was associate consultant at Kaiser Associates. At Dartmouth, Mr. Belinsky majored in economics and government, started the Model United Nations program, and wrote op-eds for The Dartmouth. He also served as a key member for the planning team for the Democratic Presidential Debate held at Dartmouth.
**Event Planning: Steps To a Successful Presentation**

This session will provide students with the tools and processes with which to effectively and successfully plan an event, from idea proposal to final culmination. Emphasis will be on effective and constant communication, detailed organization, a proactive approach and willing and appreciative attitude. Students will learn how to proceed efficiently and thoroughly from concept to realization through discussion of examples of actual events and a practical walk-through of an event planning experience. They will explore what makes an excellent event and alternatively what makes a substandard event – what are some of the pitfalls to watch out for? What are some of the tips and tricks to make the event look professional?

**Keely Ayres**

*Senior Production Manager*

Hopkins Center

Keely Ayres (Senior Production Manager) Keely joined Hopkins Center Production in the Fall of 2000 as Assistant Production Manager and was promoted in 2007. Events she has production managed for the Hop have included, President Kim’s Inaugural “Dartmouth and the Performing Arts” performance with Rachel Dratch and Buck Henry, the 2007 MSNBC Democratic Debate, Merce Cunningham Dance Company, Maya Angelou, Dave Chappelle, Wynton Marsalis, YoYo Ma, Ben Folds, the Lifetime/GMA Democratic Presidential Candidate’s Forum, Alvin Ailey Dance Company, Johnny Clegg and Pilobolus. Previously, she toured for 6 years as Assistant Electrician/Lead Followspot Operator with the Broadway 3rd National Tour of Phantom of the Opera, following a year in the same capacity with the Broadway 1st National Tour of The Who’s Tommy. Other credits include work as a freelance stagehand for organizations ranging from the Kentucky Center for the Arts and Actor’s Theater of Louisville to the Papermill Playhouse in Millburn, NJ and for multiple Off-Broadway Productions, Television, Fashion Shows and Corporate Events in New York City.