# PROPOSITIONS

1. When it comes to evidence of leadership development, people have different perceptions of what constitutes evidence for the effectiveness of the program.

2. In certain situations, it might not always be most effective to try to measure or demonstrate that leadership development programs actually develop leaders.

3. Some developmental interventions/programs that result in higher satisfaction rating does not necessarily mean that the leaders learn something from the experience (and vice versa).

4. The best trajectory for learning in a program might be to induce discomfort (with increasing intensity) for the leaders as the program progresses, but support is needed to help regulate the overwhelming emotion and with the sensemaking.

5. To effectively influence people's mindset, for example, about diversity, evidence from research may not be enough or as powerful compared to letting people come up with their own "evidence" based on personal experience.

6. Mindfulness has a paradoxical quality—it allows you to absorb more in the moment, but makes you less likely to be attached to the experience.

7. While the business case for diversity is appealing, people can get cynical about it in the organizations if the legitimacy arguments or moral imperative are not clearly articulated.

8. Diversity intervention or training is more effective if it's targeted at the team rather than at individuals.

9. Although emotion suppression might be a detrimental self-regulation strategy at an individual level, such a strategy is effective and beneficial for group performance.

10. The ability to attribute poor performance to one's own doing (rather than external factors) is the first crucial step to learning and performing better in the future.

11. We don't see things as they are, we see them as we are. (*Based on Anaïs Nin*)