

LEADERSHIP IN ACTION

Developing Leaders
for the 21st Century



GEORGE W. BUSH
INSTITUTE



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1 THE GEORGE W. BUSH PRESIDENTIAL CENTER



THE GEORGE W. BUSH PRESIDENTIAL CENTER



“ *The Bush Institute is an exciting place: a place of learning, a place of scholarship, but most importantly, a place of action — a results-oriented institute that will have an effect on our country and, we think, on the world.”*
– President George W. Bush

The George W. Bush Presidential Center engages communities in the United States and around the world by developing leaders, advancing policy, and taking action to solve today's most pressing challenges. Built on the campus of Southern Methodist University (SMU), it is home to the George W. Bush Presidential Library and Museum, which is operated by the National Archives and Records Administration, and the George W. Bush Institute, a nonpartisan policy organization founded in 2009.

OUR UNIQUE CONTRIBUTION

Built upon the principles that led President and Mrs. Bush in their lives of public service, the Bush Institute works across two impact centers: domestic excellence and global leadership.

Our work promotes policies that are essential for a strong American economy and we fight to ensure every

child has access to quality education. We believe that ingrained in every human being is the desire to be free; and we support those who are fighting for their rights against repressive regimes.

Our programs improve the health and well-being of veterans and military families by setting the conditions for a successful transition and their continued leadership as civilians. We support women around the world to be catalysts for change.

AN EMPHASIS ON RESULTS

Results matter. Since its inception, the Bush Institute has rigorously measured each program to assess the extent to which it achieves its objectives and continuously works to identify ways each program can increase its impact.

EXECUTIVE SUMMARY








“One of the guiding principles of my presidency was: ‘To whom much is given, much is required,’ and America is such a blessed nation that I believe we have an obligation. Life is service until the end.”
— President George W. Bush

Leadership is an essential, often underrepresented, component that drives social change and builds communities. When strong, compassionate servant leaders are at the helm, their efforts are far more impactful and sustainable.

Effective leaders are important in every aspect of society. Whether it’s school principals working to improve student achievement, first ladies using their platform to solve challenges, or young leaders in a transitioning democracy, leadership is critical in all societies.

Developing and supporting effective leaders is central to the work of the Bush Institute; since its founding in 2009, we have helped develop leaders around the world. Our leadership development programs —

Presidential Leadership Scholars (PLS), the Women’s Initiative Fellowship (WIF), and the Liberty and Leadership Forum (LLF) — are focused on different audiences and issues but share an integrated set of programmatic components:

-  A diverse network of peers
-  Access to exceptional leaders and resources
-  Personal leadership projects
-  A core leadership development curriculum
-  Inspiration through exposure

Graduates of each program take part in an active alumni network, benefit from ongoing connections across classes and programs, and maintain continued association with the Bush Institute. Each program invests heavily in measurements and evaluations to prove and improve its impact and value over time.

Because the Bush Institute aims to continue the work that President and Mrs. Bush began during their time in public service, leadership is a vital element in all of the initiatives we’ve developed. The Stand-To Veteran Leadership Initiative, the First Ladies Initiative, the School Leadership Initiative, and Team 43 Sports are designed to improve leadership. The remainder of this report describes the purpose, approach, and outcomes associated with each program or initiative.

EXECUTIVE SUMMARY

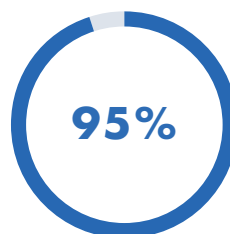
MEASURED RESULTS

We have carefully measured results across the 300 participants to date in the three leadership development programs since the founding of the Bush Institute — Presidential Leadership Scholars, the Women’s Initiative Fellowship, and the Liberty and Leadership Forum — and are proud of the results. During each program, participants put their new knowledge and skills to work through personal leadership projects (PLP) that directly benefit their communities, countries, and the world. This report outlines examples of those skills and projects in action.

The Bush Institute is humbled by the difference its more than 300 participants are making around the world. Society faces ever-growing and constantly evolving challenges, but the Bush Institute is committed to preparing, connecting, and supporting tomorrow’s leaders today.



The programs received a **net promoter score of 89**, meaning nearly every individual highly recommended the experience to their closest friends and associates.



reported they experienced a dramatic increase in their confidence and purpose as a leader.



said the path or focus of their work progressed in an unexpected way after participating, an indication of the degree to which these programs help clarify and elevate participants’ focus and aspirations.

Prior to beginning, only 30% felt likely to achieve their long-term vision for impacting society. After, 86% said they were likely to achieve their long-term vision by using the skills, resources, and inspiration they obtained during our leadership programs.



said their involvement played a significant role in the expansion of their leadership opportunities and responsibilities.



indicated their exposure to and appreciation of a wider variety of perspectives dramatically increased.



“Leadership is a choice, not a gift.” – Emna Ben Arab (WIF 2015)

2 LEADERSHIP AT THE BUSH INSTITUTE



LEADERSHIP AT THE BUSH INSTITUTE



The Bush Institute makes leadership a consistent theme across its programs—from education reform to military service to women’s empowerment—effectively linking policy and action in order to drive positive results now and into the future. We believe we have a unique opportunity and responsibility to inspire and empower leaders from around the world through a combination of diverse and purpose-driven participants; universal leadership principles and skills; proven development methods and resources; and exposure to and inspiration from world-shaping luminaries.

“No event, program, or experience has connected me to more amazing thinkers and change-makers than the Presidential Leadership Scholars program.”

— Antonio Williams (PLS 2017)

COMMITTED LEADERS

The Bush Institute’s priority is to nurture a unique brand of leader modeled from the values, principles, and capabilities President and Mrs. Bush have espoused throughout their lives. We believe highly effective leaders share three attributes:

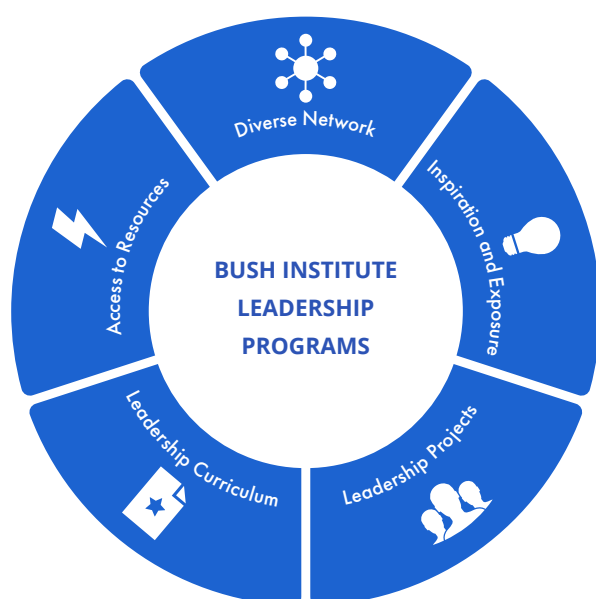
1. They are deeply rooted in a clear set of core values and are defined by authenticity. These values include passion, self-reflection, empathy, humility, and servant leadership.
2. They are effective, bold leaders who work with natural allies and across traditional divides in order to pioneer strategic partnerships and more efficiently accomplish mutually-beneficial goals.
3. They are committed to achieving social change by setting goals and getting results that make their communities better—whether in their neighborhood, across the nation, or around the world.

The most important ingredient for high-impact leadership development is the inclusion of extraordinary individuals. In each of our programs, participants are selected through a competitive application process. We look for individuals who embody many of the fundamental traits described above and have begun to demonstrate their leadership capabilities in meaningful ways. Invariably, selected participants are passionate about making a difference, demonstrate significant leadership potential, are value-driven, and have empathy for others.

LEADERSHIP AT THE BUSH INSTITUTE

BUSH INSTITUTE LEADERSHIP PROGRAMS

The Bush Institute combines a unique set of resources, capabilities, and opportunities to deliver world-class leadership development programs. Each of our leadership initiatives addresses a compelling yet lasting societal need whether it be advancing freedom, empowering women, transforming communities, or working to improve the transition of post-9/11 veterans. With these needs clearly in mind, the programs incorporate a common set of adaptable characteristics that combine to produce a unique life- and society-changing experience.



The Bush Institute engages and develops leaders through an integrated set of five components: a diverse network of peers, access to exceptional leaders and resources, personal leadership projects, a core leadership development curriculum, and inspiration through exposure.

Each program adapts and applies these elements in ways appropriate to its objectives, context, and audience. We consistently find this combination of program elements is unmatched in other leadership development programs.



PRESIDENTIAL LEADERSHIP SCHOLARS:

The Presidential Leadership Scholars program is a partnership among the presidential centers of George W. Bush, William J. Clinton, George H.W. Bush, and Lyndon B. Johnson. It is designed for mid-career leaders from diverse backgrounds who share a commitment to helping solve society's greatest challenges. Participants connect with some of the best minds in the study of leadership. They benefit from the assets of the presidential centers and the insights of former presidents and the people who served with them.



WOMEN'S INITIATIVE FELLOWSHIP:

Building upon President and Mrs. Bush's commitment to the inclusion and leadership of women, the Women's Initiative Fellowship advances the role of women leaders who are already increasing economic opportunity in their countries in the Middle East, North Africa, and Afghanistan.



LIBERTY AND LEADERSHIP FORUM:

The Liberty and Leadership Forum equips young leaders with the knowledge and skills they need to lead during a democratic transition. The goals of the program are to cultivate individuals who share a common vision, foster democratic political currents, and prepare men and women for increased leadership.

LEADERSHIP AT THE BUSH INSTITUTE



DIVERSE NETWORK

By bringing together individuals from different backgrounds, participants grow a large and diverse network.

A successful class is not simply a collection of the most qualified individuals. Bush Institute cohorts are rich in diversity along every dimension: gender, ethnicity, geography, ideology, religion, and more. They are also carefully constructed to bring together individuals in positions of influence across a variety of sectors — private, public, nonprofit, academic, military, media, policy, etc. — and the benefits of these diverse classes compound with our diverse alumni networks.

This deliberate diversity shapes the priorities, values, aspirations, and opportunities for participating leaders in at least two important ways.

First, it broadens people's mindsets by exposing them to a wider spectrum of thought, experiences, solutions, and collaborators than they would encounter on their own. Participants also clarify and refine their core values, which often illuminates previously untapped approaches to solve complex societal challenges.

The opportunity to work with dozens of capable and committed leaders who are very different than oneself is often a life-changing experience.

"The Liberty and Leadership Forum has given me a wider view on diversity and gaps among people from different backgrounds in my own country from having spent time and sharing experiences among LLF Fellows."

— Nang Zarm Moun Hseng (LLF 2016)

"I learned to better understand opinions that are different than mine and this gave me new perspectives."

— Asma Ahmadi (WIF 2015)

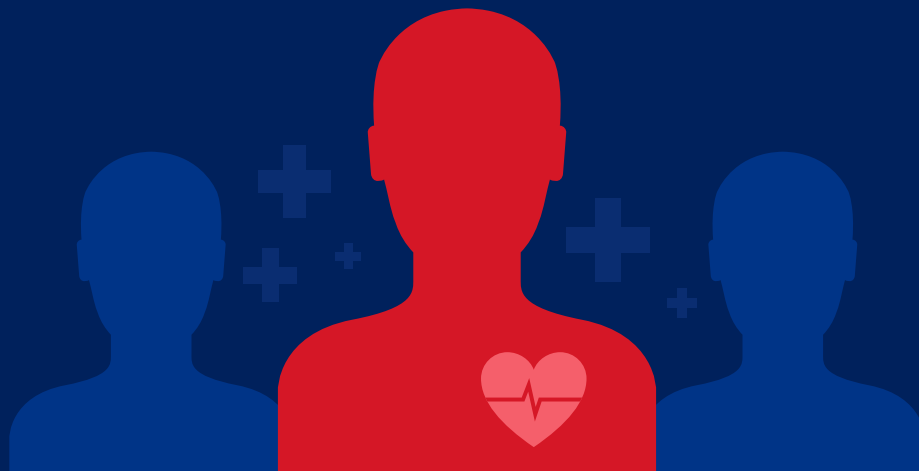
"The range of perspectives that we are exposed to as participants and alumni is incredible. Whether the perspectives are influenced by political affiliations, geography, race, gender, orientation, socio-economic status, or occupation, our differences allowed us to increase our own understanding of other people's experiences and to empathize with them."

— Tim Ware (PLS 2016)

Second, these diverse groups often yield uncommon and unexpected partnerships between groups of people who would never collaborate in most circumstances.

The Bush Institute has opened channels of communication for Rohingya Muslims and Buddhists; Democrats and Republicans; and corporate leaders and non-governmental organization leaders to work together to solve the world's most challenging problems.

LEADERSHIP AT THE BUSH INSTITUTE



SHOEB SITAFALWALLA

SCHOLAR CONNECTIONS

Five minutes after walking into the first module of PLS, Scholar Shoeb Sitafalwalla was strategically connected by staff with a Scholar from the previous class, Esteban Lopez. As a result, Shoeb's project in health care accelerated within months.

“What PLS comes down to is people with good intentions wanting to do good things and working together to bring scale,” Shoeb said.

Shoeb, a cardiologist, entered PLS with a goal to bring together players in the health care industry. He wanted to identify disparities in chronic disease among various ethnic populations and formulate solutions.

For him, the project was about recognizing the diversity of the U.S. population and the varied risks for diseases. Just as we should respect people's ethnic identities, we should respect the health care risks that come with those identities.



ESTEBAN LOPEZ

Esteban, who is Chief Medical Officer of Blue Cross Blue Shield Texas, had always been interested in health equity. When he was introduced to Shoeb, he knew he could add value to Shoeb's project. Shortly after connecting through PLS, Shoeb started working with Blue Cross Blue Shield and it put a spotlight on his work. It wasn't long before news of the collaboration attracted other important partners to join his cause.

Although interested in pursuing this project for years, Shoeb said he felt he did not have the right insight or connections to implement it until he began PLS. The lessons and relationships he built during the program allowed his project to become a reality.

LEADERSHIP AT THE BUSH INSTITUTE

ACCESS TO RESOURCES

As participants travel to the Bush Institute and other sites, they gain access to exceptional leaders and resources including former presidential administration officials, business leaders, world leaders, and luminaries.

“It’s hard to explain how President Bush changed my life in our few meetings, but he has. He took the time to meet with me on multiple occasions, sharing his principles and lessons that he has learned, which continue to inform how I understand the world. He also made me a better citizen and leader if only by helping me to see that people who I have such deep political disagreements with can also be, fundamentally, good and decent human beings who care deeply about making the world a better place.”

– Casey Gerald (PLS 2015)

Across all programs, the Bush Institute works closely with SMU – where the Bush Center is located – and benefits greatly from the expertise of its faculty. The Presidential Leadership Scholars program works with other presidential centers including those of Presidents William J. Clinton, George H. W. Bush, and Lyndon B. Johnson. This network of individuals and partners allows participants to learn from others and expands opportunities for networking and collaboration.

LEADERSHIP PROJECTS

Over the course of each program, participants work on a leadership project addressing a social problem.

The Bush Institute’s leadership programs emphasize the importance of learning-by-doing to yield real-world outcomes. Each program participant selects a personal leadership project (PLP) designed to improve the civic or social good by addressing a problem or need in a community, profession, or organization. PLPs provide practical application of the lessons learned throughout the program in service of an issue participants are deeply passionate about.

The projects create opportunities for meaningful interaction and collaboration among participants as they share information and support each other.

The goal of each program is to enable participants to see they can change the world. Each PLP provides participants with real-life applications of their new skills, inspirations, networks, and resources.





“The Presidential Leadership Scholars program is a unique leadership development program. It not only introduces participants to new leadership concepts but also allows them to practice and master those skills as they develop their personal leadership project.”

– Antonio Williams (PLS 2017)

LEADERSHIP CURRICULUM

Each program features a unique leadership curriculum designed to teach participants the essential skills to be an impactful leader.

While all participants enter the Bush Institute’s leadership development programs with some experience, often even training in leadership, the Bush Institute has developed a core leadership curriculum to teach the most fundamental skills every leader must master to be successful, especially in advancing social change. These include:

-  Vision and communication
-  Decision-making
-  Working with and leading others
-  Developing partnerships and collaboration, especially by working across traditional divides

The content for each topic is tailored within the programs and drawn from the best leadership thinking, research, and experience. It is typically taught at an advanced level to help good leaders become great ones.

LEADERSHIP AT THE BUSH INSTITUTE

The curriculum is often expanded to include additional leadership capabilities and/or other subjects participants must understand in order to be successful. For example, the Liberty and Leadership Forum provides extensive training on topics such as political philosophy, democratization, and economic freedom. The Stand-To Veteran Leadership Initiative instructs participants on factors that contribute to veterans' well-being.

All of the leadership development curriculum at the Bush Institute is taught by world-class faculty and leadership experts through a series of modules and workshops.

One of the benefits of our programming is that participants are able to learn from the leadership of President Bush, often firsthand.

They hear how he addressed challenges and issues during his tenure as president. Additionally, the curriculum incorporates analyses of how other leaders across a variety of sectors addressed similar challenges.

“The content taught through classes, especially political philosophy, literally opened my mind’s eye to see and understand more about how the world functions and make sense of things that happen in the country.”

– Yan Htaik Seng (LLF 2015)

INSPIRATION AND EXPOSURE

One of the most powerful results of the Bush Institute’s leadership programs is the degree to which participants adopt a more expansive view of their role as a leader to drive change. This outcome is the result of at least three essential factors.

“There is no doubt that PLS has not only inspired me, but given me the courage to do more. Hearing the great work other scholars [are doing] and figuring out how I might be able to help them is a privilege. Figuring out what I can do to grow my own work has been supercharged because of the encouragement and expertise of my fellow Scholars.”

–An-Me Chung (PLS 2015)

First, throughout the course of the Bush Institute’s leadership programs, participants repeatedly engage – often in intimate and informal settings – with a wide range of extraordinary leaders and experts. This obviously begins with opportunities to interact with President and Mrs. Bush, whose wisdom, enthusiasm, experience, and encouragement is infectious for program participants. In addition, every leadership program includes regular involvement from world-renowned experts and leaders, including alumni from the Bush administration, who share insights about leadership and the specific skills or issues the participants are learning about at the time. Participants said exposure to these individuals was both inspiring and illuminating.

“President and Mrs. Bush gave hope and inspiration to the people of Burma for decades, and it was a great privilege to meet them face to face and have an opportunity to learn at the Bush Institute. As I face new challenges, particularly promoting democracy and human rights in Burma, they will often be my inspiration and support when I feel upset or I’m in need of moral help.”

– Wah Ba Saing (LLF 2016)

Participants reported their greatest source of inspiration, motivation, energy, and creativity came from their cohorts and the alumni network. Through these interactions, participants motivated each other, learned from each other, and ultimately inspired one another to be better, do more, and aim higher. As Ime Archibong, Presidential Leadership Scholar, 2016, said, “Inspiration breeds inspiration. It’s good to be part of a group of individuals who think big, as it pushed the boundaries of my thinking.”

In parallel, each program emphasizes extraordinary leaders must have the humility to recognize their own weaknesses and be vulnerable to accomplish something that requires more capacity and capability than they currently possess. In most circumstances, comparing the accomplishments of others with one’s own deficiencies is demoralizing, not edifying. But participants reported having the opportunity to explore challenges and shortcomings with people they trust and respect was a powerful experience. It created hope and fanned aspirations to become better leaders who were mindful of others.

RESULTS & HIGHLIGHTS



The combination of extraordinary participants with one-of-a-kind resources, opportunities, interactions, and experiences generates significant outcomes. The Bush Institute's leadership development programs produce well-rounded, principled leaders dedicated to leading social change by using their experiences and opportunities to create remarkable results.



JAKE HARRIMAN (PLS 2015)

PLS enabled former United States Marine Jake Harriman to elevate the visibility of his organization, Nuru International. His organization creates lasting agricultural choices for impoverished farmers in conflict states to generate greater global stability and security. Through PLS, Jake refined his communication skills and gained the support needed to launch Nuru's first conflict state project.

“PLS helped me become more comfortable leveraging my strengths, experience, and accomplishments in an authentic, humble way to further the cause of Nuru.”



EMNA BEN ARAB (WIF 2015)

WIF alumna Emna Ben Arab utilized her training to help Tunisian children. She and her business partner established two private secondary schools that provide children with global job market preparation.

“I learned that I have to ‘own’ my own path. I learned to take thoughtful risks, and that I should always say, ‘Yes, and...’ not ‘Yes, but.’”



YAN HTAIK SENG (LLF 2015)

Yan Htaik Seng is a youth activist and journalist from Burma. Working for BBC Media Action, he contributes to a youth radio show focused on topics important to young people including education, health, democracy, and relationships. The program reaches 3.2 million people across the country. His work aims to bridge ethnic and religious divides in Burma.

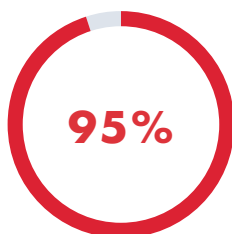
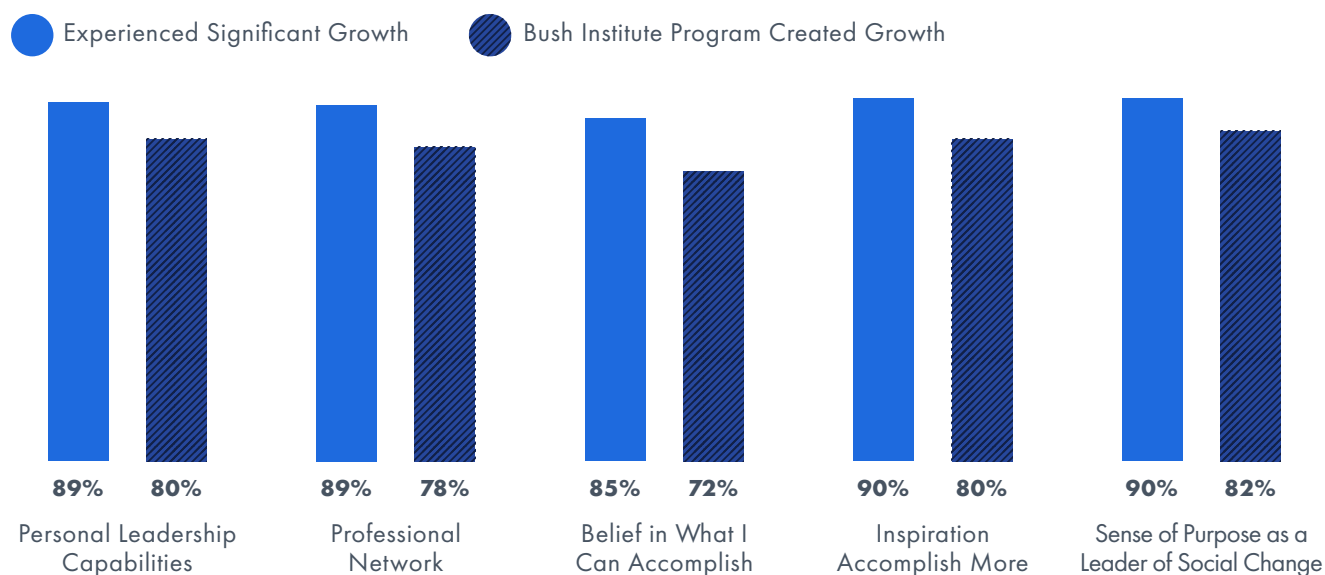
“The Liberty and Leadership Forum gave me the confidence to express my opinion of future Burma by respecting the diversity in the country.”

RESULTS & HIGHLIGHTS



Participants in the three primary programs — Presidential Leadership Scholars, the Women's Initiative Fellowship, and the Liberty and Leadership Forum — gave their experience an unparalleled net promotor score (NPS)* of 89, meaning nearly every participant highly recommended the experience to their closest friends and associates. Few, if any, leadership programs, let alone companies, can claim such high satisfaction levels.

The high satisfaction rates likely came from the many benefits the programs provided. Approximately 90 percent of participants said they experienced significant growth in a number of dimensions through their involvement in their respective programs (see figure below).



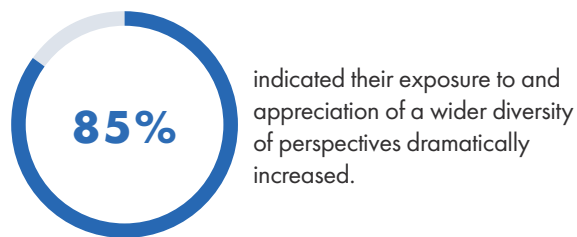
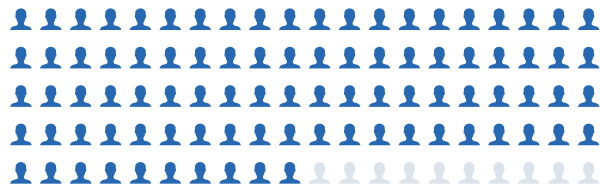
These benefits led 95 percent of program participants to experience a dramatic increase in their confidence and purpose as a leader, which will spur significant opportunities for greater leadership and impact on society.

* Net Promotor Score (NPS) is a widely-used metric to quickly determine satisfaction with an experience, program, company, or product by assessing an individual's willingness to promote that experience. Scores higher than zero are considered very good; scores above 50 are excellent.

RESULTS & HIGHLIGHTS

AS A RESULT, OUR PARTICIPANTS HAVE ALREADY CHANGED THE WORLD IN SIGNIFICANT, HIGH-IMPACT WAYS:

90% of participants in the three primary programs said their involvement in the program played a significant role in the expansion of their leadership opportunities and responsibilities.

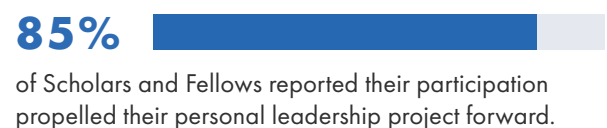
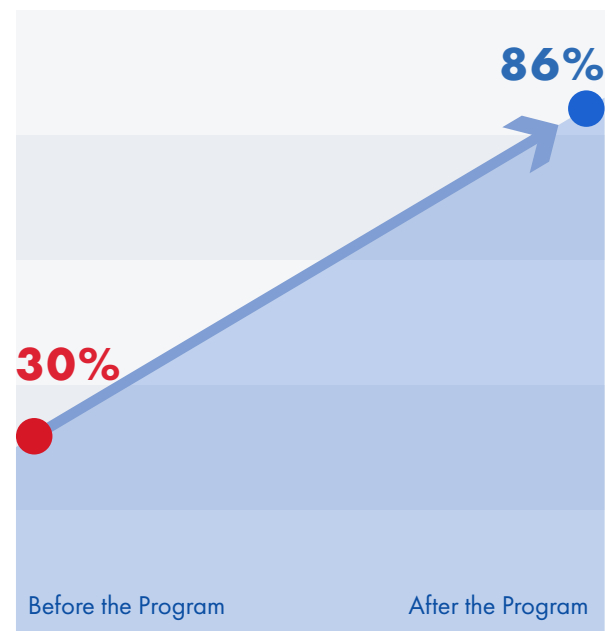


indicated their exposure to and appreciation of a wider diversity of perspectives dramatically increased.



Many participants emphasized the clarity and focus they developed through their involvement in these programs. For example, three-fifths of participants said the path or focus of their work progressed in a different way than they previously expected.

Eighty-six percent said they were likely to achieve their long-term vision for impacting society thanks to the skills, resources, and inspiration they received by becoming a Bush Institute leader, whereas only 30 percent said the same prior to beginning the program.



of Scholars and Fellows reported their participation propelled their personal leadership project forward.

IN THEIR OWN WORDS



SIWAR DOUSS (WIF 2016)

EDUCATION

“In the forUs project, I have helped train 200 youth in the marginalized areas of Tunis to be prepared for a professional life. After the project, 80% of them have found jobs.”



DANIEL ANELLO (PLS 2015)

“We recently led the successful charge on a common application system for high schools throughout Chicago Public Schools to ensure all students have access to high-quality educational opportunities. Already more than 80% of the rising 27,000 eighth graders have applied to schools through one comprehensive system.”



TODD CONNOR (PLS 2016)

VETERANS

“Six new chapters across the United States are helping 80 new veterans start businesses this year and each following year. We have launched an online program to expand the impact of our work since PLS and this year will help 800 veterans around the world and in remote/rural communities pursue entrepreneurship. PLS more than anything has reenergized me for the work I am doing. PLS allowed me to see the importance of the work I am doing and the opportunity it presents.”



ANNE SPRUTE (PLS 2015)

“Over the past three years, Rally Point/6 served over 26,000 service members, veterans, and military family members. In the first full year of operations, we formed a strategic partnership with the USO scaling the model into five major military installations. In 2017, RP/6 was acquired by the USO. RP/6 was re-branded as the Pathfinder Program and is now expanding, serving military and military families globally.”

IN THEIR OWN WORDS



GRIFFIN MYERS (PLS 2017)

HEALTH

“Our organization, since we founded it in 2012, has created access to neighborhood-based primary care for over 35,000 adults on Medicare and Medicaid living in medically underserved communities. Presidential Leadership Scholars gave me a practical understanding of my values and a leadership framework that helped me, as an individual leader, become a better member of the team and a better advocate for our team’s mission: To rebuild health care as it should be, personal, equitable, and accountable.”



MYO MYINT AUNG (LLF 2017)

“One hundred thousand people have consumed fortified rice and 2,500 households in Northern Rakhine State benefited from fortified rice through a partnership with the Union Enterprise for Humanitarian Assistance, Resettlement, and Development in Rakhine State. LLF has contributed to achieving those outcomes by improving my leadership effectiveness.”



ANTONIO WILLIAMS (PLS 2017)

TECHNOLOGY

“Four million low-income Americans are now connected to broadband at home. PLS helped me to think more broadly about the impact that I wanted to create and how to leverage resources across my network to achieve that impact.”



CHIKE AGUH (PLS 2017)

“EveryoneOn has connected more than 500,000 people in 48 states and will connect a total of one million by the end of 2020. PLS has allowed me to deeply focus on conquering the digital divide in rural America.”

IN THEIR OWN WORDS



DALEL KRICHEN (WIF 2014)

INTERNATIONAL DEVELOPMENT

“When I was accepted to the George W. Bush Institute Women’s Initiative Fellowship, I found it to be a wonderful experience because it broadened my scope and built my capacities to be more effective. I made sure to cascade what I learned to all the women who I work with now. I trained 300 women on leadership and 100 on political leadership last year.”



JAKE HARRIMAN (PLS 2015)

“We raised approximately \$45 million in private capital to end extreme poverty in highly volatile regions. We have a highly effective global team of servant leaders: 20 Americans, 90 Kenyans, 70 Ethiopians, two Nigerians. PLS helped me build the coalition of support and network that we needed to successfully launch the project in northeast Nigeria.”



YE MYINT WIN (LLF 2015)

HUMAN RIGHTS

“In private and confidential meetings with MPs and government officials to release wrongfully convicted Muslims in Myanmar, a dozen Muslim prisoners got presidential amnesty last year and this year. Providing leadership knowledge and skills, professional network with other participants, working with philosophical foundation(s), and focusing on principles-centered leadership are vital benefits of LLF that have contributed to all of my achievements.”



DIANA MAO (PLS 2015)

“I’ve impacted 2,000 women and their families through vocational training, jobs, and savings; graduated 40 leaders in our fashion incubator and school in Cambodia; and won a court case (a child was murdered) in one of the most corrupt states in India. PLS has given me encouragement from peers, expanded my network, support financially through Nomi Network’s gala, and advice from peers and peer affiliates.”

3 OUR PROGRAMS



PRESIDENTIAL LEADERSHIP SCHOLARS



A QUICK LOOK:



Launched in the U.S. in 2015



240 Scholars to date



Aim: Improve local and national communities in the U.S. and beyond



Six modules, hosted by four presidential centers in Texas and Arkansas

In partnership with the presidential centers of William J. Clinton, George H.W. Bush, and Lyndon B. Johnson, the Bush Institute is dedicated to enhancing the leadership impact of a diverse group of high-performing leaders from across the United States through the Presidential Leadership Scholars (PLS) program.

PLS is designed to build on the unique assets of the four presidential centers. The program seeks to instill a sense of principled leadership in the people who we believe

will help the nation overcome the challenges it will face in the years ahead. We want to equip them with the skills necessary to unite Americans behind solutions to pressing national problems. PLS is distinguished by its unique combination of resources from four presidencies including: active engagement of two former presidents; four presidential museums and libraries and their affiliated universities; administration alumni from each presidency who are now serving in leadership positions across the country; and case studies that illustrate the practice of principled leadership in action at the highest level. The collaboration of four presidents from two political parties exemplifies the type of leadership we wish to engender and provides a model for others to emulate.

PRESIDENTIAL CENTER COLLABORATION

PLS is designed to develop a new generation of leaders in the United States who are focused on social impact—whether at home or abroad. As the initiator of this program, the Bush Institute saw an opportunity to develop the first-ever ongoing, programmatic collaboration between multiple presidential centers, two Republican and two Democratic. Throughout the course of the program, Scholars visit each presidential center and participate in trips to other historic sites to learn from the leadership of our presidents, including the founding fathers.

PRESIDENTIAL LEADERSHIP SCHOLARS



WHAT MAKES A SCHOLAR

Every year, hundreds of high-performing leaders apply to be Presidential Leadership Scholars and go through a competitive application and interview process. With an acceptance rate ranging from seven to 15 percent each year, the Bush Institute ensures each 60-member class is comprised of well-qualified participants who represent the capability, humility, and diversity the program seeks to promote.

“[PLS] is a life-altering experience. I’m a better leader—by many orders of magnitude—than I was before I entered the program.”

— Manuel Palaez-Prada (PLS 2017)

Scholars are extremely diverse in gender, region, race, and sector (see infographic on page 27). As in the Bush Institute’s other programs, the diversity amongst Scholars goes beyond traditional categories.

Scholars are experienced professionals in positions of influence across all sectors – private, public, nonprofit, and the military.

Equally important, they are passionate about a wide variety of issues and approaches that impact everything from education to health care to veterans affairs to the environment to democracy.

The Bush Institute seeks to reflect that same diversity in the leaders who teach and speak in the program. In the first three years, Scholars heard from the three living presidents; former British Prime Minister Tony Blair; former cabinet secretaries such as Condoleezza Rice, Robert Gates, Margaret Spellings, Don Evans, Alexis Herman, Donna Shalala, and Sylvia Mathews Burwell; and eight former White House chiefs of staff.

A hallmark of Presidential Leadership Scholars is its focus on bridging divides. This begins with the nature of the program itself, as Scholars see Republican and Democratic presidents and their teams working together to shape impactful leaders of the future.

Furthermore, these diverse cohorts are unified by a deep commitment to being servant leaders and an intense desire to learn from and work with others to bridge traditional divides to promote change.

PRESIDENTIAL LEADERSHIP SCHOLARS

FINDING INSPIRATION THROUGH DIVERSITY

Another defining ingredient of PLS is inspiration, which, when combined with diversity, makes PLS more powerful than traditional leadership programs. PLS was designed to inspire through several avenues including exposure to world leaders, subject experts, and high-caliber scholars. The source of this inspiration starts with interactions with the presidents — learning from their legacies of leadership as well as through access to presidential administration alumni.

Additionally, Scholars are inspired by exposure to change-makers across sectors and to peers across cohorts. In order to achieve more as a leader, it is paramount an individual is inspired by their potential impact.

This inspiration starts during the initial six months in the program, but ultimately results in a deep and lasting sense of inspiration that drives a lifetime of social change.

“PLS is by far the best network I’m a part of for a number of reasons. First, the diversity of folks in terms of sectors, backgrounds, locations, and day-to-day roles. Second, the humility and help the network provides. Everyone is united by a common bond of passionate change-makers, yet humble leaders, willing to help.”

– Steve Ressler (PLS 2015)

PLS isn’t just about networking and exposure to impressive leaders. The executive-style instruction teaches essential leadership skills and approaches as exemplified by each of the participating presidents. It provides Scholars with unique access to the presidents, members of their administrations, and world-class educators. Scholars travel to each presidential center to study and put into practice

core leadership abilities illustrative of the many competencies from that president.

Drawing from the resources of each presidential center, the curriculum provides insight into how each president addressed challenges and issues during his tenure and incorporates analyses of how leaders across all sectors address similar types of challenges. Scholars attend sessions where they hear from compelling experts and receive feedback and support toward their personal leadership development.

PLS concentrates on four leadership abilities:



Engaging others through vision and communication



Making decisions



Influencing and persuading stakeholders



Building working and strategic partnerships

“PLS afforded me the opportunity to understand high-stakes decision making and coalition building at the most important level of American society. Having one-on-one experience with the leaders that have shaped American policy for the last 30 years gave me new insight into the tools necessary to build stronger coalitions and affect broader change.”

– Kendra Johnson (PLS 2016)

During the program, Scholars apply the skills they are developing with a personal leadership project (PLP). These projects leverage the Scholars’ existing knowledge and experience with the skills and competencies learned throughout the program to produce exceptional results.

PRESIDENTIAL LEADERSHIP SCHOLARS

ABOUT OUR SCHOLARS

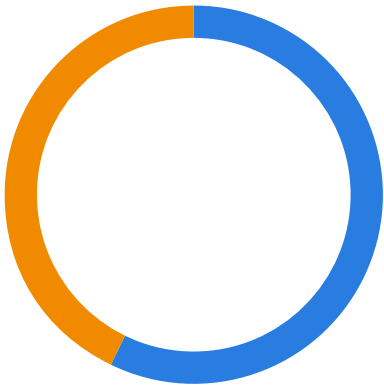
ACCEPTANCE RATE

The acceptance rate ranges from **7-15%**

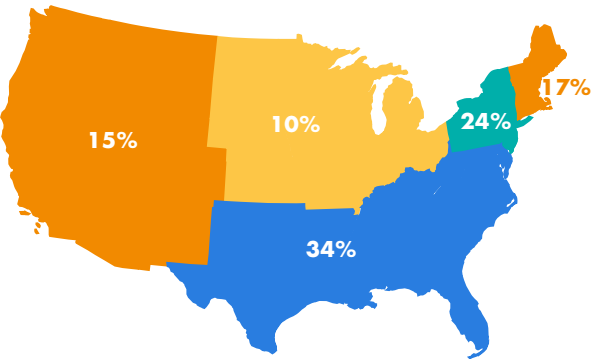


GENDER

- Male: **57%**
- Female: **43%**

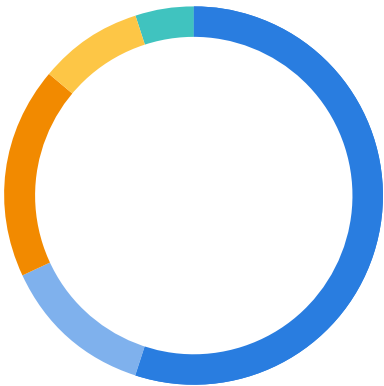


GEOGRAPHIC REGION



ETHNICITY

- Caucasian: **55%**
- Black: **18%**
- Asian: **13%**
- Hispanic: **9%**
- Other: **5%**



SECTOR

- Corporate: **33%**
- Nonprofit: **29%**
- Education: **12%**
- Public: **12%**
- Military: **7%**
- Other: **7%**



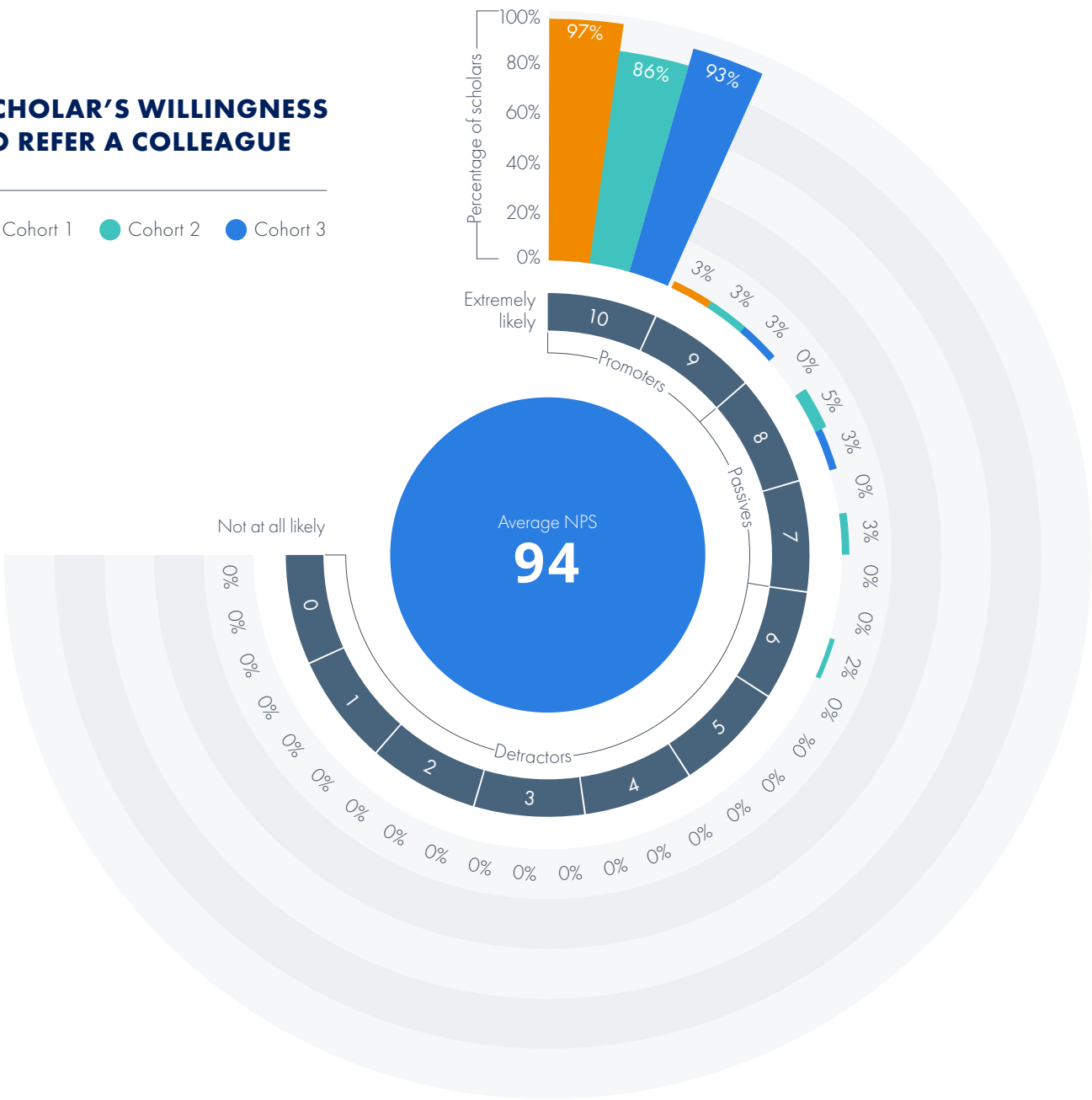
PRESIDENTIAL LEADERSHIP SCHOLARS

RESULTS & HIGHLIGHTS

As noted earlier, a simple but effective measure of a program’s value to participants is assessed through its net promoter score. Across all three years of the program, PLS has received an enormously positive score from Scholars. The average score is 94. (See figure below; any score above zero is considered positive while scores of 50 or above are excellent and rare.)

SCHOLAR’S WILLINGNESS TO REFER A COLLEAGUE

Cohort 1 Cohort 2 Cohort 3



PRESIDENTIAL LEADERSHIP SCHOLARS

One way this level of satisfaction manifests itself in concrete results is in the degree to which Scholars are inspired to become better leaders. Of our Scholars, 92 percent said they were significantly more inspired to accomplish greater goals than when they entered the program, and 94 percent said that PLS played a significant role in that change.

“I certainly felt by the end of PLS that I had an increased, deep obligation to work to improve society, in part motivated by my fellow tribe of PLSers and in part motivated by my own selfish understanding that there is no greater gift than giving, but most of all motivated by the incredible investment made in me by the program and its funders. To be a PLS scholar is to have received an invaluable gift of personal and professional development and with it comes a responsibility, a duty, even, to do good in the world and to bring the message of cooperation across different perspectives to every interaction I have.”

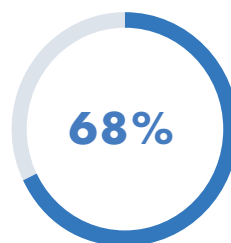
— Holly Gordon (PLS 2015)

INCREASE IN LEADERSHIP CAPACITY

Similar to the results seen across all the leadership programs, Scholars consistently reported remarkable growth in skills, responsibilities, and opportunities for impact:



95% reported their sense of confidence or purpose as a leader changed since beginning PLS.



reported new responsibilities or a role change in their work or career since beginning PLS.



indicated they experienced significant growth in their sense of purpose and role, with 93% of those indicating that PLS had a significant impact.



expressed significant growth in their belief of what they could accomplish as leaders for social change after the program.

PRESIDENTIAL LEADERSHIP SCHOLARS

IMPACTFUL PROJECTS

Scholars used personal leadership projects (PLPs) to apply the skills they developed through PLS and increase their leadership impact. They chose projects that improved our nation's schools, supported transitioning military members, brought poverty relief to communities around the globe, and implemented practical business solutions to enhance public and private partnerships.

“Using the PLP process, we stress-tested our ideas and assumptions around alternative approaches to addiction and its impact on a community's families. Additionally, we brought in PLS scholars and program staff to San Francisco to work on the ground with the program providers there. Given the extensive learning we have done, we have been able to move the city to a place of supporting a heroin safe injection program along the lines that we explored, in less than a year. Amazing.”

– Kevin Causey (PLS 2016)

PLP GOALS ACHIEVEMENT

- I have fully achieved my goals: **18%**
- I have made substantial progress: **42%**
- I have made some progress: **26%**
- I have made minimal progress: **7%**
- I haven't achieved my goals: **7%**

86% of Scholars have made progress toward their goals.



PRESIDENTIAL LEADERSHIP SCHOLARS



INCREASE IN SIZE AND DIVERSITY OF NETWORK

Scholars have unique networking opportunities with peers and feedback from faculty and staff to help them reflect and implement skills and learnings. Over 80 percent of Scholars indicated interactions and friendships with their classmates were the most valuable benefits of the program.

At the end of cohort three, Scholars said they knew at least half of their 60 fellow classmates “very well” and maintained monthly or weekly contact with an average of 26 of their peers after the program.

The strength of these relationships and the value they bring comes from the inherent and unique diversity of each cohort, their mutual commitment to societal improvements, and the experiences they share in developing as leaders. They learn from each other and are inspired by other great leaders.

“There is no question my interaction with other members of PLS has been the greatest impact. I have broadened my network and been challenged to be a much better leader. Hopefully, I have made an impact on them. I have met people extremely different from me on every level yet have found a bond, friendship, and partnership with people who I otherwise would never associate with. It has changed my view of leadership, opposing points of view, and the power of cooperation more than any other program or leadership training I have been a part of. I cannot say enough about this aspect of PLS.”

– Brent Taylor (PLS 2016)

“The Presidential Leadership Scholars program has been instrumental in enlarging my network, my tool belt, and leadership capacity to help build ethical supply chains that empower women and girls so they can have a chance to live and thrive.”

– Diana Mao (PLS 2015)

PRESIDENTIAL LEADERSHIP SCHOLARS



POWERFUL INTERACTIONS WITH PRESIDENTS

Across all cohorts, Scholars had personal experiences that helped them grow to better understand, respect, and appreciate the presidents and their achievements.

As mentioned previously, Scholars indicated that moments with the presidents were some of the most memorable from PLS.

“Talking to people—and learning how to truly listen—can sharpen convictions, change a course that was flawed from the beginning, or lead to a better outcome than originally planned. I learned a valuable lesson through PLS and President Bush—to listen more and postpone my conclusions until I fully hear from someone I may disagree with.”

– Ramsey Green (PLS 2015)

Interactions with and learning about former presidents dramatically changed participants’ perceptions of those presidents in positive ways. This paradigm shift, in many cases, prompted a willingness and ability to sincerely seek understanding and common ground with the “other” in order to improve the world around them, rather than defaulting to divisiveness, discord, and dismay.

92%

Across all of the cohorts, interaction with the presidents was ranked as very valuable by 92 percent of Scholars—the top driver of value in the program.

“It sounds hyperbolic to call it an epiphany, but it genuinely was. It (PLS) really encouraged me to get out of my comfort zone and challenge myself to be more open to other ideas and to use my skills and talents to help others in more impacting ways.”

– Cassie Farrelly (PLS 2015)

PRESIDENTIAL LEADERSHIP SCHOLARS



SCHOLAR SPOTLIGHTS



CHRIS BHATTI (2016)

During the program, Chris was inspired to leave the financial world and accepted a role at the University of Texas Dallas to develop an incubator for college students to become entrepreneurs through the campus's Blackstone Launchpad Center.

“PLS was literally like having 60 mirrors put in front of my face to look at myself from an introspective manner in terms of what I'm passionate about and why I get up in the morning to do the work I do.”

The Blackstone Launchpad Center at UTD has already raised over \$2.5 million dollars and continues to gain momentum.



SREY RAM KUY (2017)

Srey Ram Kuy is Associate Chief of Staff at the Michael E. DeBakey Veterans Affairs Medical Center in Houston, Texas. She was selected by her classmates to be the featured speaker at the PLS graduation ceremony in 2017.

“As a direct result of my experience as a PLS Scholar, I gained skills, strategies, and knowledge that have helped me across a wide spectrum of challenges – from supporting the creation and passage of legislation limiting opioid prescribing to organizing relief efforts during Hurricane Harvey.”



HOLLY GORDON (2015)

SCHOLAR STORIES

“Before PLS, I was leading by gut feeling – a sometimes effective, but often exhausting way to go through life, with lots of bumps along the way. PLS introduced me to a whole set of framing tools around the core interactions and functional areas that a leader must face every day. Whether it was insight into personal communication (through the lens of the State of the Union), or strategies for persuasion (through the study of LBJ), or how an undisciplined decision process can lead to devastating results (the Challenger exercise), I was introduced to a whole set of ideas and frameworks that have transformed the way I approach my work and increased my effectiveness significantly. I also understood more clearly than ever before what it means to lead effectively: It means that you listen; you are flexible; you seek to serve first; you are humble; and you find your grounding in a set of principles and values that are fixed rather than a set of ideas that are fixed.”

Early in her career, Presidential Leadership Scholar Holly Gordon understood the impact of a good story. After more than a decade of experience as an investigative journalist and documentary film maker, Holly combined her passion for storytelling with her desire to bring about positive change in the world. She successfully co-founded Girl Rising, a global campaign for girl’s education that uses the power of individual stories to share a big message: Educate girls, change the world.

“I really threw myself into Girl Rising almost flying blind,” Holly said. “What PLS allowed me to do was turn on the lights and have a map for how you lead change.”

After completing the PLS program in 2015, Holly accepted a role as Chief Impact Officer for Participant Media, an entertainment company that produces films, television, and digital content centered around social change. Participant Media is behind popular films like *Lincoln* and *The Help*. Holly creates campaign strategies to ensure viewers have the opportunity to take action.

“I’ve landed in a job where I am working on some of the most important social issues of our time,” she said. “Whether that be fighting on behalf of the environment, the education system, or our upcoming film on the foster care system, with PLS I have this extraordinary network of experts and community leaders with whom I can connect with to get advice, introductions, and partner with to drive measurable change across the country and the world. In my job at Participant Media where I’m working on a whole spectrum of issues and trying to make change, the PLS rolodex is on my speed dial.”

PRESIDENTIAL LEADERSHIP SCHOLARS



WILL MCNULTY (2015)

Will McNulty is a Presidential Leadership Scholar from the class of 2015. His family has a long history of serving our country. His father was a Green Beret and both of his grandfathers fought in World War II. Following in his family's footsteps, Will enlisted in the United States Marine Corps after graduating from the University of Kansas. On January 10, 2010, a 7.8 magnitude earthquake shook Port-au-Prince, Haiti. That day, Will's life purpose shifted forever—Team Rubicon began its first mission.

“Team Rubicon is an idea that was founded in the immediate aftermath of the Haiti earthquake,” he said. “Along with firefighters and other former Marines, I led a medical team into Port-au-Prince and we ended up being one of the very first teams on the ground. It was there in Haiti where we had the realization that veterans are really good at disaster response because of the skills they retain from their military experience. These are men and women who thrive in chaos.”

The small group focused on populations often overlooked or underserved by traditional aid organizations and served thousands of survivors in Haiti. Upon returning to the U.S., Will and former Marine Jake Wood established Team Rubicon USA as an official nonprofit. They were determined to continue to combine the skills and experience of U.S. military veterans with first responders to rapidly deploy emergency response teams into disaster zones.

“The veterans who serve with Team Rubicon regain a sense of purpose, community, and identity,” Will said. “Those are the things they lose after taking off the military uniform. We give them these things back through continued service, but this time, through disaster response.”

During one of the PLS program modules in April 2015, a deadly earthquake hit Nepal. Will seized the opportunity to launch Team Rubicon Global, a goal he set for his personal leadership project at the start of PLS.

“When I first began PLS, Team Rubicon was just Team Rubicon USA,” he said. “Team Rubicon Global has now launched in five countries, and I think a little bit of that has to do with what I learned through my experience in the program.”

Will said PLS inspired him to think about his own leadership potential. He attributes part of his success in advancing Team Rubicon to the PLS modules focused on strategic partnerships, vision, and communication.

“Without vision, you can't pull together this global network of country units,” he said.

Over the last eight years, Team Rubicon has deployed to over 25 countries during the world's most devastating disasters including the 2010 Pakistani floods and the 2017 hurricanes in the Caribbean. Will recently became Founder Emeritus of Team Rubicon and is focused on writing a book about the founding, impact, and brave veterans of Team Rubicon.

PRESIDENTIAL LEADERSHIP SCHOLARS



DARON ROBERTS (2015)

Former NFL coach and Presidential Leadership Scholar Daron Roberts traded crafting plays to win football games for teaching plays to win at life. As a lecturer and founding director of the Center for Sports Leadership & Innovations (CSLi) at the University of Texas, Daron's focus is to cultivate the character development, leadership skills, and long-term welfare of athletes and coaches.

Daron developed a course, "A Gameplan for Winning at Life," that is taught to incoming freshmen at UT. During each academic year, Daron teaches nearly 300 students.

While attending PLS, Daron was inspired to expand the reach of CSLi through the Captains Academy program.

“Captains Academy brings boy and girl captains of the high schools in Austin to UT to three half-day leadership training sessions,” **Daron said.** “The genesis for this idea was born from PLS. I saw how my own leadership style was enhanced after the first and second PLS sessions and understood that there was a need for this type of leadership training at the high school level.”

The program, jointly crafted by Daron and the Austin Independent School District, provides training to high school team captains in areas of effective communication, human intelligence, and decision-making. After 100 participants completed the pilot program in 2016, Captains Academy was made available to any high school team sport captain in Austin.



WOMEN'S INITIATIVE FELLOWSHIP



A QUICK LOOK:



Launched in 2012



64 participants to date from Egypt and Tunisia



Aim: To build the skills, resources, and network of women leaders in order to expand their influence and impact



Multiple modules in Dallas and the surrounding region plus engagement with leading private and public-sector organizations



Fellows represent the most influential industries: business, education, health care, law, media, and politics/civic engagement

The Women's Initiative Fellowship (WIF) builds upon President and Mrs. Bush's commitment to empower and equip women in the Middle East and North Africa to be more effective leaders.

"The success and progress of free societies depends on the participation of all citizens, men and women. A century of progress has shown us that when you educate and empower women, you improve nearly every other aspect of society."

— Mrs. Laura Bush

Fellows in the program are "rising stars" who possess the vision, desire, and capacity to transform their respective communities and countries. They come from various sectors of society including business, education, health care, law, media, and politics/civic engagement.

Alumnae include doctors, judges, teachers, and other prominent professionals who have used leadership skills honed through the fellowship to make lasting impact.

The fellowship is uniquely structured to provide training that aids each woman in developing the necessary tools to expand her knowledge, expertise, influence, and impact. Fellows visit the United States for leadership development classes at the Bush Institute. They cover topics such as principled leadership, effective communication, ways to create collaboration across divides, and how strategically leading change achieves results. Fellows also meet a range of community and business leaders. They hear from prominent American women and other exceptional leaders.

Upon conclusion of their time in the U.S., Fellows return home and implement plans aimed at becoming stronger leaders and improving the civic or social good.

WOMEN'S INITIATIVE FELLOWSHIP



Fellows do this by leveraging their existing experience, combined with the skills and competencies learned during the fellowship. Fellows also participate in in-country seminars and training facilitated by professors, experts, and alumnae.

The structure of the program ensures the Fellows' impact in their community is substantial, concentrated, and powerful. To date, 64 women from Egypt and Tunisia have graduated from the program. After participating, 33 percent received a promotion at work, 30 percent were offered a new leadership position, and 53 percent accepted a new job.

We have identified an opportunity to build upon the foundation of the program and expand its impact even further. The Bush Institute's ongoing work will focus on developing women leaders who are increasing economic opportunities in their countries; producing informed thought leadership and policy engagement; and using research to contribute to the field of knowledge.

We will also expand the geographic focus to include Afghanistan as part of Mrs. Bush's commitment to Afghan women and the challenges they face.

“Meeting women leaders in the WIF program who have achieved success and broke the ‘glass ceiling’ is something I am forever indebted to. They have inspired me so much and demonstrated real examples of practical female leadership. As for the leadership skills, I have gained so much insight from the program and I now know exactly what I want in my life and career.”

— Farah Chouayakh (WIF 2016)

“The fellowship made me realize that I might not change the world, but I can make a difference in the lives of a few so they can make a difference in the lives of a few others.”

— Miriam Ben Ghazi (WIF 2015)

WOMEN'S INITIATIVE FELLOWSHIP

RESULTS & HIGHLIGHTS



The program received a net promoter score (NPS) of 90.



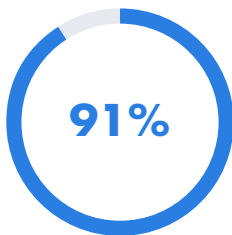
79% said they gained new skills and abilities in the program that improved their capability to make a difference.



86% said they received new responsibilities or role changes in their work since WIF.

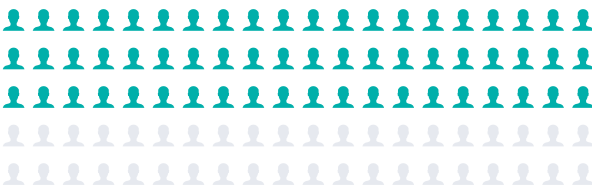


100% said the value of their network increased during the program,

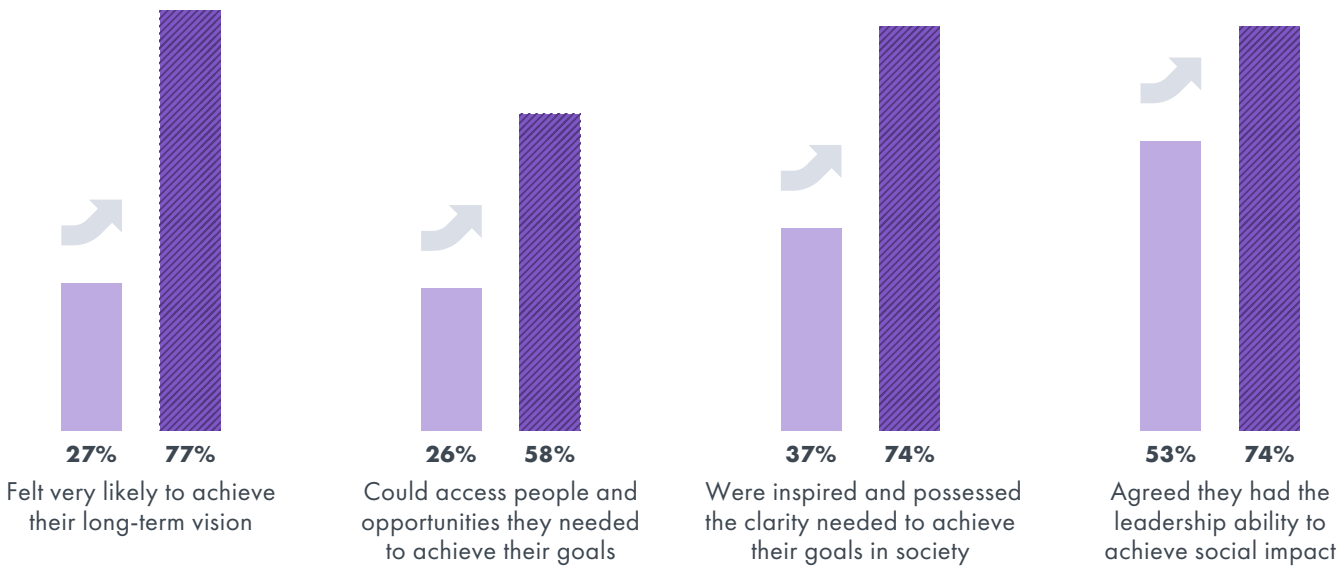


91% said their sense of confidence or purpose as a leader changed.

60% said that WIF was the primary driver of that change.



Before the Program After the Program



WOMEN'S INITIATIVE FELLOWSHIP



MARIZ DOSS (2014)

FELLOW STORY

Mariz Doss, of Cairo, is a Business Development Executive at Medmark Health & Life, a health services provider in Egypt. When applying for the job after her 2014 WIF graduation, Mariz said her experience in the program played a significant role in her hiring – and subsequent promotion.

“My job requires me to be brave, outgoing, and assertive,” **she said.** “I meet and negotiate with high-ranking people every day: business owners, important figures, and celebrities. The exposure I received through WIF helped me learn how to speak out and put my thoughts and dreams into words.”

The WIF program also helped Mariz realize an additional source of income. She serves as a brand ambassador for Travco Holidays, Egypt’s largest travel agency.

“They sponsor my travel and use my pictures and videos in their marketing campaigns,” **Mariz said.** “Because of my experience with women-related matters, they chose me to be their representative.”

Mariz is passionate about her volunteer work, which focuses on creating positive change through sports. As a personal empowerment and leadership coach, Mariz helps children identify their strengths and boost their confidence. Though Mariz admits she lacked clear goals before the program, she now believes this work – helping children develop new values, independence, and emotional intelligence – is her life purpose.

An avid runner, Mariz also helps to lead Cairo Runners, a group working to create a safe outdoor running environment in Cairo.

Broken pavement, traffic, pollution, extreme heat, and the threat of harassment discouraged the normalization of exercise we’ve seen in the U.S. Yet, the group – 60 runners when Mariz joined in 2013 – has now grown to 2,500 runners who meet for weekly jogs. Her leadership role has grown with the organization.

Despite ongoing unrest in Egypt, Mariz said she is committed to building upon the leadership training she received at WIF to improve her community.

“I always used to have a lot of thoughts and dreams in my mind, but I never did anything about them,” **she said.** “I can say today I’ve been transformed from a dreamer to an achiever.”

LIBERTY AND LEADERSHIP FORUM



A QUICK LOOK:



Launched in the U.S. in 2014



56 participants to date from Burma



Aim: To educate and empower leaders who are spearheading the consolidation of democracy and free markets in transitional societies



Young Leaders have included former political prisoners, a member of parliament, journalists, doctors, educators, women's rights advocates, and other emerging leaders in civil

The Liberty and Leadership Forum (LLF) launched in 2014 to build upon President and Mrs. Bush's commitment to universal principles of freedom and the expansion of democracy around the world. The program develops leaders in emerging democracies.

It started with a three-year pilot in Burma as the country began its transition from military rule to a civilian-led democracy. The Bush Institute saw a

timely opportunity to cultivate future leaders while also continuing President and Mrs. Bush's legacy of supporting Burma's pro-democracy movement.

“For me, this is an opportunity to encourage and inspire future leaders, and I'm looking at a future president. I really believe that given encouragement, these graduates will continue to transform Burma.”

— President George W. Bush

While Burma remains on the path to democracy, its destination is not yet guaranteed. The preparation of young leaders is critical to the country's long-term success. LLF seeks to equip young democracy advocates with the knowledge and skills needed to serve as tomorrow's political and civil leaders.

The Liberty and Leadership Forum focuses on young leaders who envision a peaceful, prosperous, and democratic nation. While participants represent the religious and ethnic diversity of the country, LLF aims to unify Young Leaders around a shared vision and cultivate a network of likeminded leaders. The goal is for LLF graduates to impact political and economic transitions, affect democratic and free market change in their countries, and achieve positions of influence.

LLF begins with a seminar in Dallas, which enables Young Leaders to experience life in a mature democracy. They learn practical leadership skills, read about other democratic transitions, and see principles of liberal democracy and economic freedom in action.

LIBERTY AND LEADERSHIP FORUM



The Young Leaders then visit Washington, D.C. to observe the real-life application of classroom theory and to absorb lessons to help them advance democracy back home.

While in the United States, participants also develop PLPs. The projects must improve society and accelerate democratic progress. Each project is designed to be personally meaningful, goal-oriented, and measurable.

After returning home, in-country trainings help the Young Leaders apply what they've learned, reinforce concepts introduced in the United States, and advance their PLPs. Before graduation, Young Leaders return to Dallas for a capstone week consisting of site visits and job shadowing. This allows them one final experience with key program principles and leadership skills.

Once participants graduate from the program, they join the alumni network and reap its benefits.

While short-term training opportunities exist in countries with new political openings, long-term and sustained engagement with emerging leaders in these societies is rare. LLF ensures participants gain the knowledge and skills necessary to achieve their goals and advance their vision of a free and democratic society.

“ I learned two valuable things as a program participant: (a) We are not defined by the challenges that we are facing but how we are responding to them. (b) Never lose hope.”

– May Zaw Naing (LLF 2017)

“ LLF gives me confidence, inspiration, professional skills and network, and most of all, increased passion to get involved in the current political transition of my country.”

– Wah Ba Saing (LLF 2016)

LIBERTY AND LEADERSHIP FORUM

RESULTS & HIGHLIGHTS

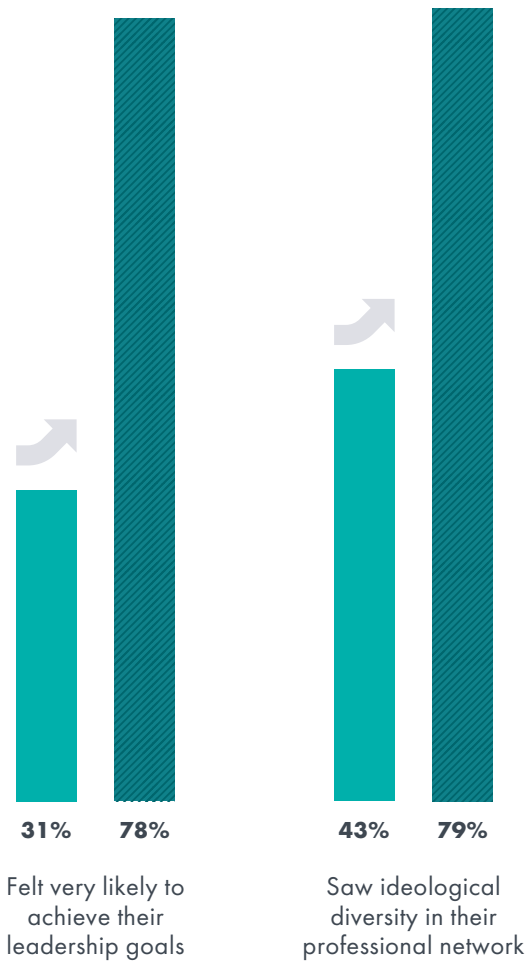


The program received a net promoter score **(NPS) of 82.**



Two Young Leaders are now members of Burma's democratically-elected parliament, one was elected after participating in LLF.

● Before the Program ● After the Program



saw significant growth in their level of inspiration.



agreed they are leaders in their country; 72% strongly agreed.

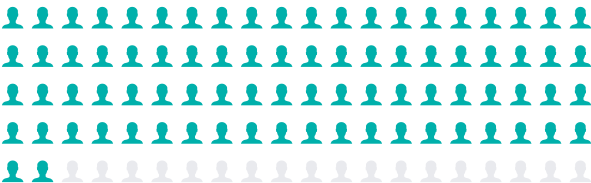


reported achieving significant progress in their personal leadership projects.



believed their sense of confidence or purpose as a leader changed since the program started.

82% experienced increased responsibilities and role changes since LLF.



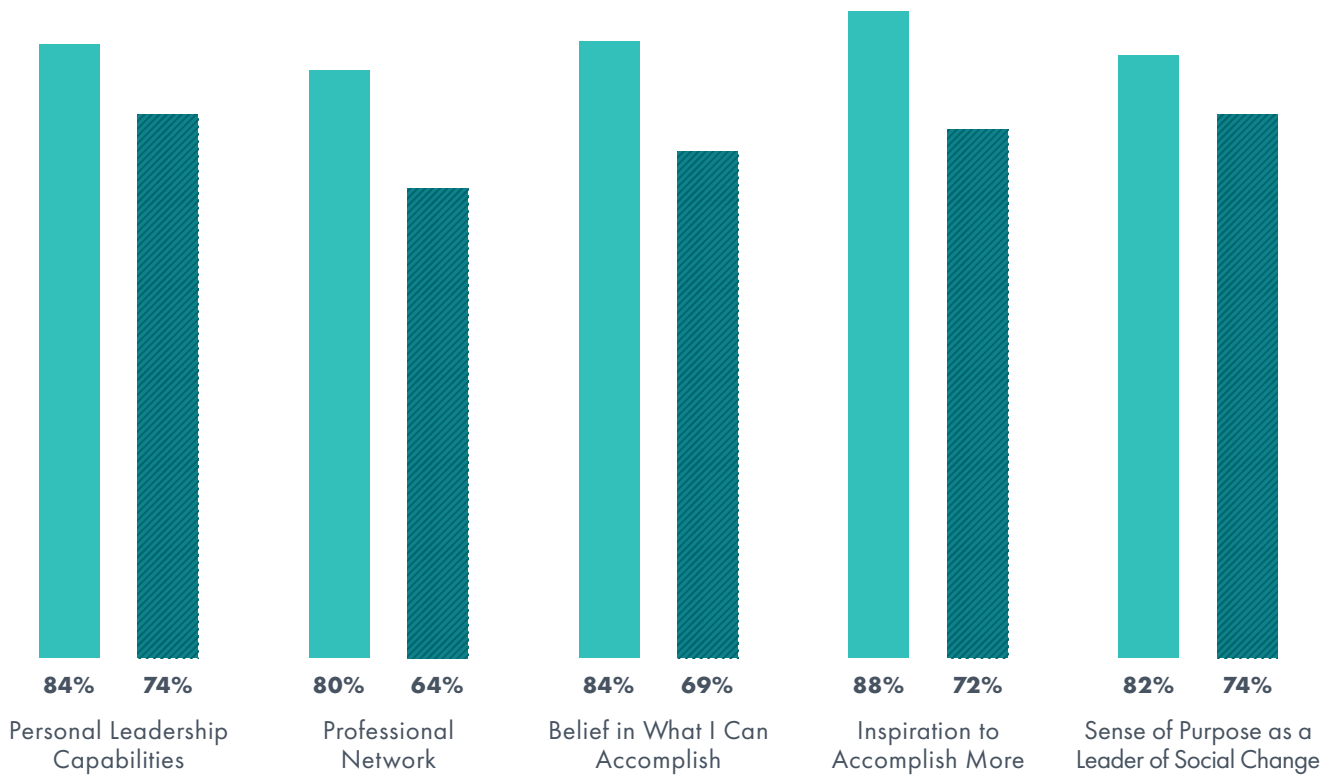
LIBERTY AND LEADERSHIP FORUM



**NANG ZARM MOUN
HSENG (LLF 2016)**

“The contribution of my skills and knowledge in the work of my organization, the Border Consortium, [which works] to support food security and livelihood, has benefited ... at least 180,000 people in conflicted areas in southeast Burma/Myanmar and 100,000 refugees from Burma along the Thai-Burma border.”

● Experienced Significant Growth ● LLF Created Growth





AUNG KYAW MOE (2017)

YOUNG LEADERS STORIES

Aung Kyaw Moe is a 2017 LLF graduate from Yangon, Burma. A Rohingya Muslim, he belongs to an ethnic minority group described as one of the most persecuted in the world. His community has been subject to mass atrocities at the hands of the Burmese military and forced to flee the country as refugees. As a former logistics manager at Coca-Cola Myanmar who managed 500 people, Aung Kyaw Moe's success — and Burmese citizenship — is highly unusual for someone in his ethnic group. In 2017, Aung Kyaw Moe used his PLP to establish the not-for-profit Center for Social Integrity (CSI) to promote peacebuilding and humanitarian work in Burma. As most of Burma's conflicts are rooted in differences of ethnicity and religion, CSI's dual missions—peacebuilding and humanitarian work—are closely intertwined.

“One of our goals is to promote diversity,” he said. “We want to show people that being different is a source of strength, rather than a cause for fighting. I want to convert the perceived threat of being different into an opportunity to make society more peaceful.”

Since graduating from LLF, Aung Kyaw Moe has transitioned to running CSI full time and managed to grow it from three employees to 24 in less than six months. CSI remains one of the few organizations delivering humanitarian assistance on the ground in Burma's Rakhine State, where more than 600,000 Rohingya have been forced to flee in the ongoing crisis. In just the last three months of 2017, CSI reached 80,000 refugees in the area.

“We're bringing aid — shelter, food, and hygiene kits — to the people who are most in need to survive,” he said.

Aung Kyaw Moe said he was surprised to meet 20 likeminded young leaders in his LLF cohort, much less 20 who would support him as a Rohingya — a group viewed by many in Burma as illegal migrants not worthy of citizenship.

“I was not expecting people to be that progressive. I didn't know this kind of group existed in Myanmar,” he said. “They were advocating for Rohingya human rights on behalf of me. You don't see this kind of advocacy for minority rights. It was something very much extraordinary that I saw in the people who participated in LLF.”

In 2018, Aung Kyaw Moe planned to continue CSI's rapid expansion, helping refugees in neighboring countries as well as continuing his support of those in Rakhine State. In five years, he hopes to be a policymaker, demonstrating how diversity strengthens nations.

“It's a crucial time for Myanmar,” he said. “Each of us needs to think about how we can make this nation better for everyone. How we can live peacefully, develop economically, develop good health and education systems, and ensure that the majority respects the rights of the minority.”

LIBERTY AND LEADERSHIP FORUM



HTET HTET OO (2017)

Htet Htet Oo, a 2017 LLF graduate based in Yangon, is a public information and communications expert for the United Nations. Her work involves reporting and raising awareness for people displaced by armed conflict, violence, and natural disasters.

Her passion lies in lifting Burma's children out of poverty. In a country where 1 out of 5 children between the ages of 10 and 17 work as child laborers, watching parents force their children out of school to work in unsafe environments was a constant source of sadness and frustration for Htet Htet Oo. Finding a way to help these children was a longtime dream, but she didn't know where to start.

“LLF is the whole package. You get classroom lessons, practical experience, and exposure. Within a short time LLF connects you to the right people, equips you with the skills you need for your daily job, and then builds your confidence as well. The program gave me the skills, resources, and network to put my dream into action,” she said. “I’m really grateful for that.”

Htet Htet Oo focused her PLP on helping children obtain vocational training for jobs that are safe and pay higher wages. The positions should also provide access to health care, education, and upward mobility.

“I provide the training cost for them — about \$200 each — and the transportation cost for them for six months,” she said. (That’s more than three times Burma’s monthly minimum wage.) “After they graduate, I connect them with potential employers so they can get a job.”

Htet Htet Oo's greatest challenge is obtaining parental approval. Families living in desperate poverty rely on their children's income and are reluctant to let them stop working to attend training. She said the negotiation skills she learned in LLF are particularly valuable in these situations.

“I’ve applied lessons from LLF at my workplace. I influence others by helping them see the big picture of what we’re trying to accomplish and demonstrating how a principled leader should think, act, and work with others. When I go see the parents and ask them if they’re interested, most of them say no. So, I have to negotiate: ‘Maybe you’ll have some challenges, but it’s really good for your children’s futures. These skills can get them a better job, better income, and maybe better access to health [care] and education for you as well,’” she said.

With Htet Htet Oo's assistance, two children completed their training and are successfully employed as nursing assistants. Three more are enrolled in training. Her goal is to help 10 children.

“I cannot reach a lot of people, but I start with what I can,” she said. “To me, helping others be successful is a way of achieving my own success.”



4 COMMITTED TO LEADERSHIP



STAND-TO VETERAN LEADERSHIP INITIATIVE



“By supporting and enabling our nation’s warriors in their new missions as civilians, we unleash the potential of a generation of resourceful, determined, and experienced leaders – for the good of our vets, and our country.”

– President George W. Bush

The Bush Institute is committed to improving transition and outcomes for post-9/11 veterans and their families. Until now, no single entity led the charge to promote collaboration or provided a unified vision. The Bush Institute is uniquely poised to spearhead this effort.

Learnings from our collective impact work and our 2017 Stand-To convening prompted the creation of the Stand-To Veteran Leadership Initiative. The program is designed to connect individuals from diverse sectors with our nation’s veterans who are motivated to increase their impact on the nation.

The program draws from and builds upon the Bush Institute’s existing leadership and the Military Service Initiative programming. By developing the leadership

skills of individuals who are serving our nation’s veterans, and by helping veterans scale their impact through leadership projects and the network, the program will widely affect our nation’s veterans by expanding the services and opportunities available to them.

The program was announced in 2017 and participants were chosen through a rigorous application process in spring 2018. The inaugural class of the Stand-To Veteran Leadership Initiative will begin in June 2018.

The six-month program will be made up of six modules hosted at the Bush Institute and other locations around the country.

The program model is focused on leadership training, systemic perspectives, and domain expertise about veterans’ issues, as well as individual leadership projects.

Program participants are rising leaders (both veterans and non-veterans) from a range of sectors who are working to improve post-9/11 veteran outcomes.

STAND-TO VETERAN LEADERSHIP INITIATIVE

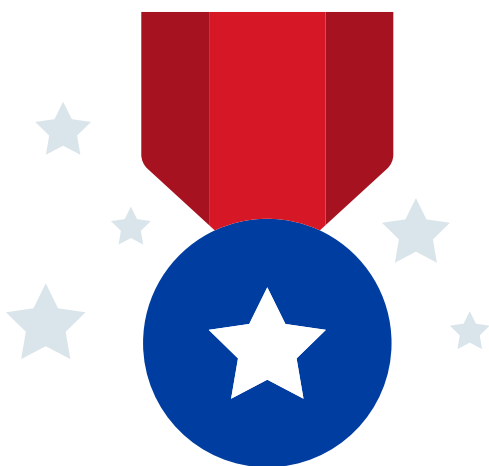


These individuals, who have dedicated their lives to serving our nation's veterans, will be able to learn valuable leadership skills that set them up to expand their positive impact on veterans and their families.

Through the network of participants, the program will build an alumni community and a "community of practice" around the military veteran support sector that will sustain past the time of the actual program. It will engage past participants as peer mentors.

Ultimately, the Bush Institute intends to create a forum for strategic conversations amongst thought leaders trying to improve and strengthen the lives of military veterans and their families by amplifying the reach of the program and each individual's contribution with project and action plans.

With Stand-To, the Bush Institute hopes to implement a leadership development experience that fully utilizes the assets and resources of the Bush Institute and is distinctive, sought-after, impactful, and inspired.



FIRST LADIES INITIATIVE



The First Ladies Initiative engages and supports first ladies from around the world to effectively use their unique platforms to improve lives in their countries.

“Each first lady has a unique platform and a podium to speak to the needs and challenges of the people in her country.”

– Mrs. Laura Bush

Guided by President and Mrs. Bush’s belief that women are catalysts for positive change, Mrs. Bush launched the First Ladies Initiative (FLI) at the 2013 African First Ladies Summit in Tanzania. The FLI collaborates with first ladies and connects them with organizations and thought leaders to advance issues impacting women and children. In addition, the initiative provides first ladies and their staff with training to identify opportunities for sustainable change and ways to expand their networks, promote dialogue, and share best practices.

In 2017, The FLI released a first-of-its kind report titled, *A Role Without a Rulebook: The Influence and Leadership of Global First Ladies*. The report expanded the limited research on first ladies and women’s leadership by exploring the potential influence of first ladies, the challenges women face in realizing their potential, and their ability to overcome

these challenges to make an impact. The analysis included profiles and interviews with 14 current and former first ladies from five continents. Influenced by recommendations from the report, the FLI is also working on a resource guide for first ladies and other leaders looking to foster sustainable change at community and country levels.

Elevating important issues – including access to education, health care, gender rights, and economic opportunity – the FLI has engaged with over 50 current and former first ladies through summits, roundtables, collaborative dialogues, and advisor trainings and workshops. This includes country-specific outreach such as the FLI’s ongoing engagement in Namibia.

Demonstrating the global influence of first ladies, the FLI has teamed with the First Lady of Namibia, Monica Geingos, as part of a targeted collaboration to enhance her efforts to address key social challenges including youth empowerment, inequality, gender-based violence, and poverty.

“Change happens when we break down silos and work together.”

– First Lady of Namibia Monica Geingos

SCHOOL LEADERSHIP INITIATIVE



“The United States faces a shortage of high-quality school leaders at a time when the importance of principals is more critical than ever.”
— President George W. Bush

Research shows that principals account for 25 percent of a school’s total impact on student achievement. But each year, more than 20 percent of principals leave their schools, retire, or leave the profession, requiring districts to find new principals – often without the right kind of pipelines or plans in place.

Rooted in President and Mrs. Bush’s belief that “excellent schools must first have excellent leaders,” the education reform team at the Bush Institute developed the School Leadership Initiative, formerly known as the Alliance to Reform Education Leadership (AREL), to dramatically improve the way our nation’s principals are prepared and supported.

Since this initiative began, the Bush Institute has published several high-profile reports and tools. Our first was *Operating in the Dark: What Outdated State Policies and Data Gaps Mean for Effective School*

Leadership. This report, which is still cited in research and school leadership books, is a state-by-state analysis of policies that affect principal preparation, licensure, tenure, and data collection. As a follow-up, the Bush Institute published the *Great Principals at Scale* report and toolkit. This report explored the school district conditions that often get in the way of a principal’s success. The toolkit is a free resource that allows districts to get a quick measure of their conditions. Recently, the Bush Institute published a suite of research on principal preparation effectiveness, which looked at effective ways to evaluate principal preparation and described policies to improve these. Finally, the *Principal Talent Management Framework* and its companion literature review were published in the fall of 2016. This first-of-its-kind compilation combined research and best practices to show how school districts can prepare, support, and retain the most effective principals; it will guide the next phase of school leadership work at the Bush Institute.

Over the course of a three-year period, the Bush Institute will work hand-in-hand with four school districts—Fort Worth Independent School District (Texas), Granite School District (Utah), Chesterfield County Public Schools

SCHOOL LEADERSHIP INITIATIVE

(Virginia), and Austin Independent School District (Texas)—in a District Cohort to help them implement best practices on principal talent management strategies identified in research by our experts. From working with human resources to refine recruitment efforts to helping superintendents enhance management skills and communication across all departments, the Bush Institute aims to create system-wide change in these districts to improve school leadership, and in turn, increase student achievement. As a result of participating in the District Cohort, the Bush Institute expects two levels of outcomes:

1. Districts will have a stronger pool of effective principals who stay longer in their schools.
2. Districts will be contributing to a body of work that has the potential to help educators and students across the country.

A third-party research partner will provide monitoring and evaluation services to support the District Cohort in real time. It will also measure district progress over the three-year period.



“Leadership matters and working with the Bush Institute will help us accelerate and become one of the top districts in the state and country.”
— Dr. Kent Scribner, Superintendent, Fort Worth Independent School District

OUR WORK WILL IMPACT:



4

Districts



402

Principals



8,437

Teachers



297,775

Students

TEAM 43 SPORTS



“We will crown a champion. More importantly, we will honor all those who serve and sacrifice to defend our freedom.”

– President George W. Bush

As part of a larger set of programs to support veterans in the transition to civilian life, Team 43 Sports showcases the courage, commitment, and resilience of our men and women injured in post-9/11 service. The program underscores the importance of sports in the rehabilitation process for these warriors.

The Bush Institute hosts two events featuring injured servicemen and women: the W100K, a high-endurance three-day mountain bike ride, and the Warrior Open, a highly competitive golf tournament. Since 2011, more than 140 warriors have participated.

Through these events, which include the personal participation of President Bush, the Bush Institute

connects the warriors with resources to assist in their transitions and helps them develop their networks.

The events also spotlight some of the leading nonprofit organizations delivering services to veterans and private sector entities that prioritize creating employment opportunities for veterans.

Building upon the impact and network of Team 43 Sports, the Bush Institute’s Military Service Initiative created the Team 43 alumni program as a vehicle for these warriors to continue to be leaders in their communities, to support their personal and professional development as part of their transition, and position them as mentors for other veterans.

“The program reminds us we are not forgotten, our sacrifices were not in vain, and that helping us towards a successful transition is a major priority.”

– Dave Smith (Team 43)

5 WHAT'S NEXT



WHAT'S NEXT



WHAT'S NEXT

In just a few short years, the Bush Institute has launched and refined innovative, high-quality leadership programs to help extraordinary leaders transform their communities. And while the momentum and results of these initiatives are already exciting, the full impact is only beginning.

In the coming months and years, we will continue to develop the alumni networks of these programs and work to assist these motivated leaders as they ascend to more significant leadership positions and areas of influence to positively impact their communities. We will launch our Stand-To Veteran Leadership Initiative and provide those working to improve outcomes for our nation's veterans a distinctive leadership development experience. We will work with school districts to develop an increasing pipeline of effective school principals for our nation's schools. We will continue working with our nation's warriors to help them overcome the visible and invisible wounds of war. We will support first ladies around the world as they strive to improve lives in their countries.

Our work continues to grow and drive outcomes in communities around the world, and most importantly, the hundreds of participating leaders are continuing to affect thousands, and even millions, as their influence expands throughout their lives.

RESULTS AND MEASUREMENT

With the help of our third-party evaluator, the Cicero Group, the Bush Institute administers regular assessments before, during, and after its programs including leadership assessments, module reviews, alumni surveys, and spontaneous feedback. The methodology was developed to inform administrators of (1) the effectiveness of individual program elements throughout the program's delivery, which allows for instant adjustment, and (2) the long-term impacts on participants and society.

Definitively and objectively measuring "extraordinary leadership" and the causal impact on leadership performance is the greatest ongoing challenge. In most situations, data comes from self-reporting and is best measured over an extended period. Many different approaches or tools are used to capture the progress of individuals. Each one provides a critical view of how well the program is achieving its objectives. The tools themselves are program-specific and continually adjusted as the programs are refined. All data and participant feedback included in this report was collected as part of this process with surveys and one-on-one interviews before, during, and after their respective programs.

Alumni are tracked up to five years post-program, which allows the Bush Institute to assess not only the short-term, but also long-term program outcomes. The Bush Institute is rigorous in its efforts to achieve its objectives and find ways to improve based on program survey results.

ACKNOWLEDGEMENTS

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GEORGE W. BUSH
INSTITUTE

2943 SMU Boulevard
Dallas, Texas, 75205

www.bushcenter.org