

Leading with Curiosity: An Integral Approach

Young Leaders 2025 Workshop

Reference to offer: 2025-IRB-002

Sanjin Marion, PhD

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IRB 2025 - Young Leaders 2025 Workshop

The purpose of this leadership program is to strengthen IRB's organizational capacity by developing the leadership skills of its employees. The workshop aims to:

- Enhance team formation and collaboration by improving interpersonal effectiveness and communication.
- Support personal wellbeing as a foundation for sustainable leadership.
- Provide up to 21 participants with access to current research and proven practices in leadership and personal development.
- Foster learning through facilitation, group discussion, collaborative work, and guided reflection.

The facilitator, **Sanjin Marion**, is an accredited EMCC Practitioner Coach and was awarded the European Mentoring and Coaching Council (EMCC) Yearly Mentoring Award in 2023 for his work in developing and providing his Leadership workshop to Scientists, called:

Leading with Curiosity: An Integral Approach

The Workshop content, methodology and learning outcomes are based on the facilitator's experiences, literature and a lineage of practitioners he was exposed to. References are provided throughout all written materials.

What?

The leadership course is meant to provide basic training in the domain of leadership and management. It targets skills relevant for interpersonal communication and influence, but also skills beneficial for developing organizations to a level of higher efficacy, efficiency and wellbeing of its members. The topics covered are essential both in an academic and non-academic environment, and are focused to stimulate further personal development of participants.

The course is based on established research in leadership and management and experiences accumulated in the private sector. The course is built upon the trainer's experiences working in academia, R&D, NGOs and with private sector clients.

Leadership development for R&D professionals

Why?

A recent Nature survey ([Nature 557, 294 \(2018\)](#)) finds that academia has a serious leadership problem which can negatively influence the research culture ([Nature 575, 403-406 \(2019\)](#)). There is a gap in training efforts which would support researchers in developing better leadership and management skills. The impact of this gap is seen in the scientific community ([Nature 577, 460 \(2020\)](#)).

How we show up in life

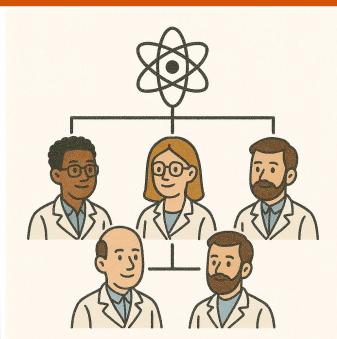
Internal world



External world



Culture



Organizations

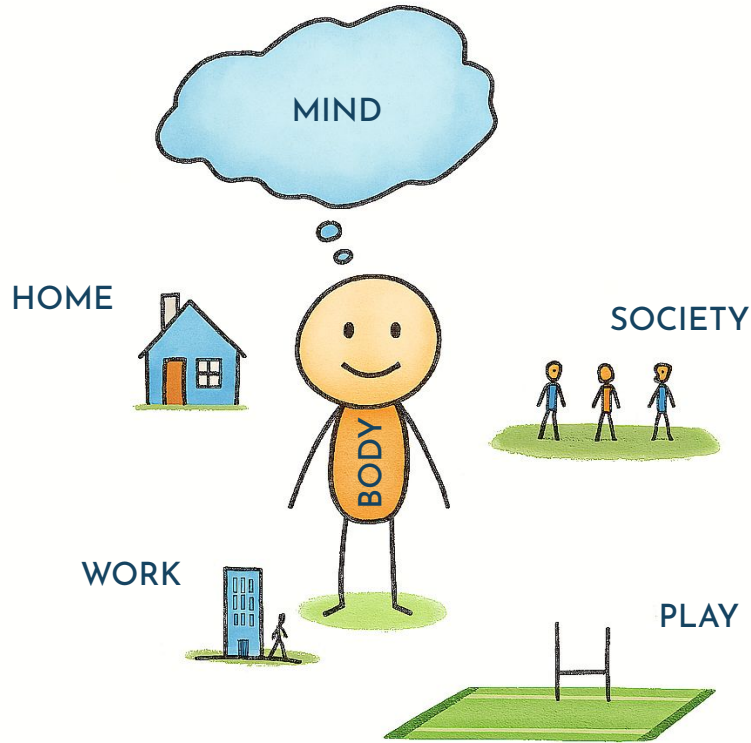
Leading with Curiosity

Leadership is how we influence people around us, in our roles both at work and at home.

We use curiosity as a driver to explore how we show up in Life:

- the internal world (e.g. emotions, paradigms...)
- the external world of physical reality (e.g. tasks...)
- the organizations we exist in (roles, structure...)
- And the common thoughts connecting us (e.g. culture)

Through an integral approach encompassing these four spheres of life, we give you a strong nudge to transform your leadership potential.



Integral approach

We observe our mind and body in various daily contexts (e.g. home, work, society, play) and integrate it into a framework for human-centered leadership.

We awaken our awareness of our internal world and how our contexts impact us, and how we in turn impact others.

By building a common language of leadership (values, principles, paradigms of thought) we create a community able to challenge and support each other in personal development.

With core concepts and understanding in place, we can adapt tools and methods we find in literature with intent and understanding.

And lead to a desired future.

How does a leadership workshop look like?

The Methodology

Training events are not structured in the form of classical lectures, but are experiential building on trainer facilitation and group interactions. We learn from our own experience and reflection in the same peer group of 15 to 21 people (the cohort) over the span of several months.

The training covers theory and practice with an emphasis on practical exercises in small groups (duos or trios), and is embedded in case studies.

- Explanation of the topic and its applications, common mistakes etc.
- Discussion of the topic including working examples or case studies in small groups
- Reading, listening or watching materials before or after the training session
- Trying new things and reflecting on the provided models and tools between modules



Immersive and engaging.

IRB 2025 - Leadership development for R&D professionals

Workshop modules	Topics	Helpful pre-reads
1st Module Thu 16th & Fri 17th October 2025 9:00 to 18:00	• Introduction to Leadership • Leadership by Values and Principles • Emotional intelligence: Understanding and managing emotions • Coaching and mentoring in academia: <i>Influencing without telling</i> • <i>Setting personal goals for the workshop</i>	Garvin, David A., Alison Berkley Wagonfeld, and Liz Kind (2013) "Google's Project Oxygen: Do Managers Matter?" HBR Goleman D. (2012) <i>Emotional Intelligence</i> , Random House.
2nd Module Mon 10th Nov 9:00 to 18:00 Tue 11th Nov 9:00 to 15:00	• Delegating, Feedback: <i>Clearly communicating</i> • Negotiating through conflict: <i>Finding a win-win</i> • <i>Personal Goal review</i>	Torbert W. (2004) <i>Action Inquiry: The Secret of Timely and Transforming Leadership</i> , Berrett-Koehler Publishers.
3rd Module Fri 5th Dec 9:00 to 18:00 Sat 6th Dec 9:00 to 13:00	• Team Leadership: <i>A team is more than the sum of its parts.</i> • <i>Personal Goal review</i> • <i>Making a Personal development plan</i> • Closing remarks	

Disclaimer: the actual content of the workshop can vary and depends on the group in question. Topics might be adjusted during the workshop to better support the personal development of the participants.

dr. Sanjin Marion



Passionate to help others grow their leadership potential.

PhD in physics with extensive experience in R&D as a scientist and technical team lead. Driving technology development by maintaining a system vision towards a product in the health domain. Leading in a multidisciplinary environment encompassing nanofluidics, microfluidics, physics, semiconductors, data science and biochemistry.

Working in the NGO sector for over 15 years to facilitate positive social change. From being a student representative, to working with NGOs to ensure organizational development.



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Appendix

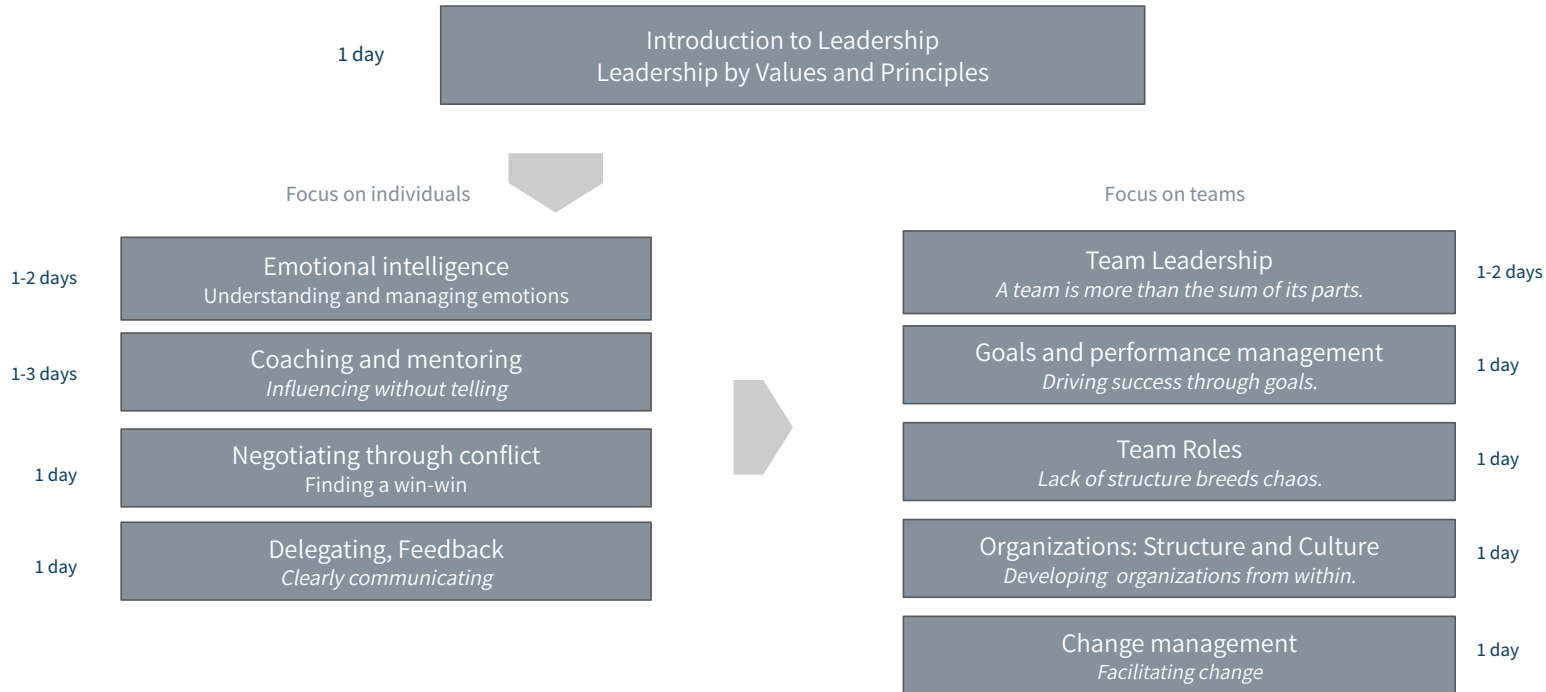
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Leading with Curiosity: An Integral Approach to Leadership

The Workshop structure is defined from a selection of topics



Appendix: Example of learning outcomes

Topic	Learning outcomes	References
Introduction to Leadership	• Create class ground rules • Discuss how we learn and develop • Differentiate leadership from management • Project Oxygen good manager behaviour	• Garvin, David A., Alison Berkley Wagonfeld, and Liz Kind (2013) "Google's Project Oxygen: Do Managers Matter?" Harvard Business School Case 313-110. • David A. Kolb (1984), Experiential Learning: Experience as the Source of Learning and Development, Prentice-Hall
Leadership by Values and Principles	• Introduce mindset and impact on performance • Examine how managers can prime team members to operate in a fixed or growth mindset (Dweck) • Introduce loops of feedback and feedforward (Torbert)	• Torbert W. (2004) Action Inquiry: The Secret of Timely and Transforming Leadership, Berrett-Koehler Publishers. • Dweck C. S. (2006) Mindset: The New Psychology of Success, Random House.
Emotional intelligence	• Explain the importance of emotions in making informed decisions • Reflect on an amygdala hijack experience • Develop the skills of reframing • Emotional intelligence competencies (Goleman) • Analyse different leadership styles (Goleman-Boyatzis-McKee)	• Goleman D. (2012) Emotional Intelligence, Random House. • Goleman D. (2011) Social Intelligence, Random House. • Goleman DJ, Boyatzis R, McKee A. (2001). Primal Leadership: Unleashing the Power of Emotional Intelligence. Harvard Business Review Press.

Appendix: Example of learning outcomes

Topic	Learning outcomes	References
Coaching and mentoring	• Distinguish between various coaching definitions • Explain when to coach or not to coach • Walk through GROW model for coaching • Develop coaching skills through practice and feedback • Coaching for supervision of students	• Whitmore J. (2017) <i>Coaching for Performance Fifth Edition: The Principles and Practice of Coaching and Leadership</i>, Mobius • Julie Starr; The Coaching Manual: The Definitive Guide to the Process, Principles and Skills of Personal Coaching (2011)
Delegating, Feedback	• Delegating tasks • Give feedback with positive intent • Balance corrective and developmental feedback • Walk through SBI model for delivering feedback • Develop feedback skill through practice and peer coaching • Raise awareness of the biases that impact quality feedback	• Whitmore J. (2017) <i>Coaching for Performance Fifth Edition: The Principles and Practice of Coaching and Leadership</i>, Mobius • Torbert W. (2004) <i>Action Inquiry: The Secret of Timely and Transforming Leadership</i>, Berrett-Koehler Publishers.

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Topic	Learning outcomes	References
Negotiating through conflict	• Understand difference between psychological safety and trust • Define a conflict and reflect on its positive and negative aspects • Reflect on a conflict situation using the principled conflict resolution model (Harvard negotiation project)	• Edmondson, Amy C. The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Hoboken, NJ: John Wiley & Sons, 2018. • J. Crawley and K. Graham, Mediation for Managers: Resolving Conflict and Rebuilding Relationships at Work, Nicholas Brealey Publishing, 2002. • R. Fisher and W. Ury, Getting to Yes: Negotiating Agreement Without Giving In, Penguin Books, 2011.
Team Leadership	• Understand difference between a team and a group • Understand difference between tasks, activities, objectives and vision • Identify and reflect on team performance elements • Reflect on own Leadership styles and their impact	• Hersey, P. and Blanchard, K. H. (1996). Management of Organisational Behaviour: Utilising Human Resources (7th ed.) • Senge, P. (2006) The Fifth Discipline The Art and Practice of the Learning Organization • John Doerr, Larry Page (2017). Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs