

*“Learn to fail, or fail to learn”*  
- Jon Doochin, founder, Leadership Institute at Harvard College



**Leadership for Change  
“Effective Practices” Team Training Trip  
January 25-28, 2012**

**Final Report**



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## Executive Summary

In January 2012, Princeton's Leadership for Change (LFC) traveled to Boston to explore “effective practices” for leadership development at other institutions. The trip included visits to Northeastern University, Boston College, Harvard University, and the Massachusetts Institute of Technology (MIT). During our visits, we met with both staff and students to better understand leadership development opportunities at other colleges and universities. Our visit confirmed the unique niche in which the Princeton undergraduate experience is situated.

## Key Lessons Learned

### Building an organization

*Given that there is such large turnover from year to year, LFC can take several steps to develop institutional memory and a successful leadership development program.*

- **Structure & resources.** Before handing over LFC to the next team, LFC team members should make sure to create a sustainable organizational structure. This will make the transition easier and allow students to work on developing LFC, instead of focusing on organizational design. Currently, LFC is working on creating an organizational structure that includes a plan for transition. In addition, LFC is working to ensure that all resources are available to LFC successors. LFC has a highly-organized portal for all its documents through Google Docs.
- **Vision & mission.** In addition to providing structure, LFC should ensure that the successors of LFC understand the vision and mission of the organization. While strategy may change over time, it is important that LFC maintain a clear understanding of its organizational purpose. LFC hopes to build an abbreviated Strategic Planning element into the new member orientation process to highlight the importance of reexamining and reevaluating our mission and vision statements.
- **Culture.** Due to the high turnover in college students, and thus, organizational leadership, maintaining the culture of LFC is crucial. It is important that the passion and energy that is currently present in LFC trickles down to future team members.
  - **Bring on organization builders.** Innovators, not managers, are the key to LFC’s success. LFC wants a reputation for putting on great events, but this will only happen if we bring on innovators, people who can think outside the box and not simply keep existing programs running.
  - **Context.** Team members need to be held to a standard of excellence. This is important because it will make students want to be involved in an impactful organization.
  - **Emphasize non-positional leadership.** LFC must create a culture where leadership is not based on a title or position, but rather a set of skills.



- **Branding.** It is important that LFC have a strong brand name and positive external message and image. During the Team Training Trip, LFC devoted time to working on LFC branding by creatively naming our programs and developing a “tagline” for LFC moving forward.
- **Communication.** Good communication is paramount to a successful organization. It is imperative that everyone knows what is going on and there is good communication between committee “captains.” This will ensure that LFC maintains a cohesive mission and vision.
- **Internal Development.** Internal development is important because it gives team members a reason to stay involved with the organization. In addition, it will help the LFC develop and gain more legitimacy in the eyes of their peers. In order for internal development to be successful, LFC must be a tightly coupled organization.

LFC is following this model of continuous leadership development within its team members. LFC team members have run internal workshops geared towards developing LFC and its team. Whether through workshops or another mechanism, LFC should ensure that team members have access to leadership development beyond the programs offered by LFC.

- **Accountability.** Accountability is important because it ensures that programming is accomplished successfully. There needs to be pressure from the top, e.g. a Board of Advisors, to hold team members accountable and have a sense of accountability spread down through the rest of the organization.

However, in order for successful enforcement of goals and tasks, there needs to be a tight organizational structure. LFC is currently piloting a project management software that outlines goals and timeline of tasks, which should hold team members accountable for their tasks by making project progress visible to all team members.

- **Mentorship** It is very important that LFC develop a clear relationship with the board of advisors by managing the relationship between the two bodies and setting agendas for individual meeting time so time can be used constructively.
- **Outside Support.** Steady funding and administrative support is very important to leadership development programming, especially at Princeton where there are fewer graduate students to provide institutional support for LFC.
- **Diversity in Programming.** It is important that leadership development is thought of in many different ways and as a result, programming targets different audiences. Thinking “outside the box” is very helpful here.



## Growing an organization

*Through all of our conversations, LFC received a lot of advice about growing an organization through previous experience with leadership development programs at each of the institutions.*

- **Timing.** LFC should offer programs that fit many time commitment levels (e.g. daylong retreats, discussion groups that meet for a semester, etc.), which will be inclusive to a wide range of students.

In addition, LFC should be aware of the time at which programming is offered. At Princeton, we should be aware of doing programming between 4:30 and 6 pm, as that prevents athletes from taking advantage of leadership development opportunities offered through LFC.

- **Global Leadership.** Princeton's aims to develop “leaders in the nation’s service and in the service of all nations.” Thus, it is important that LFC aligns its missions with those of the University.
- **Assessments.** Constant assessment yields data that can be used to guide the way that LFC programming evolves. Specifically, assessments can allow LFC to reflect on whether its programs align with its mission, as well as the mission of the University as a whole.
- **Partnerships.** Partnerships can be a powerful tool; however, when partnering with other campus centers and programs, LFC needs to set clear expectations. Key questions to ask, include: “Where does this relationship fit on your list of priorities? Who is doing what? What is your understanding of this relationship? Are we creating something new, or using existing channels and tailoring it to fit your center’s needs?”
- **Patience.** Making programs successful takes a long time. The LFC team will need to be patient and be willing to keep working through challenges.
- **Administrative Support.** Beyond financial support, some dedicated staff would really help institutional memory and program growth. For example, a graduate student who has great experience with leadership or an academic background in leadership development may be a very powerful resource for LFC.
- **Marketing & Branding.** The way LFC markets its programs is key to its growth. During the Team Training Trip to Boston, LFC devoted a few hours to developing program identity and marketing strategies.
- **Thematic Events.** By holding a series of thematic events, LFC can promote leadership within a greater context. This may be a good way of applying leadership to different fields.
- **Leadership Theory.** LFC was encouraged to ground its work in leadership theory as this will build LFC’s legitimacy and provide a foundation for which LFC can expand its programming.

## Motivating an organization

*With constant turnover, it is important that students involved with leadership development initiatives remain motivated towards a common goal.*

- **Teach how to pitch and recruit.** LFC will only thrive if it can recruit passionate students who are able to commit time and energy towards making LFC stronger. To that end, it is imperative that LFC teach its successors how to recruit “all-star” students, as they are the future of LFC.
- **High standard of performance.** By holding an extremely high standard of performance, members will feel as if they are a part of something powerful and purposeful. As a result, they will feel self-pressured to perform at a high level, thereby contributing substantially to LFC.
- **Reach out.** In order to get ‘rock stars’ on the LFC team, LFC should reach out with individualized e-mails to students who would be a phenomenal asset to the team. This will encourage students, who may not have previously thought about LFC, to consider joining the LFC team.
- **Leverage Fear of Failure.** No one wants to fail. To that end, some people are most motivated by the fear of failure. By leveraging this fear, students may be more motivated to take action.
- **Internal Training.** Team members should feel like they gain in some way from being a part of LFC. As a result, internal training is key, both for growth and organizational transition.
- **Personal Narrative.** It is important to build personal relationships within the LFC team. Building connections through sharing personal stories and having social events is a powerful way to build trust, respect, and community within the organization so everyone is motivated to work hard for each other.
- **Sharing.** Sharing best practices is imperative in transferring knowledge from year to year. It will enable students to build upon previous knowledge and learning and ultimately form a stronger group.
- **Train by Doing.** People learn best by actually *performing* a task. As a result, it is important that LFC trains people by actually *doing* something instead of *talking* about doing something. The best example of this is illustrated fundraising phone calls. Instead of merely discussing how to make a fundraising pitch on the phone, a training program should focus on actually making phone calls.

## Overview of Programs & Visits

### Northeastern University

#### **Lead360**

Chris McGill, Director  
 Sarah Decker, Assistant Director  
 Dexter Bush-Scott, Coordinator  
 Taylor Mahanna, Graduate Assistant

A decade ago, Northeastern University, an institution of approximately 15,000 undergraduate students, shifted from a being a commuter to being a residential campus. As a result, campus life began to develop accordingly, with an increase in student-led activities, Greek life, and leadership programming.

In 2009, Northeastern saw a dramatic change in leadership development programming. Prior to 2009, the main leadership initiative at Northeastern was LEGO (Leadership Education Growth Opportunities); however, LEGO began seeing a drop-off in attendance, thereby forcing the Student Leadership Team, comprised of three staff members and a graduate assistant, to rethink leadership development at Northeastern. The overhaul in leadership programs aimed to improve upon previous programming in three key ways: the inclusion of leadership in a “global society,” flexibility for coop students, and practical applications, instead of theory-based programming.

The new initiative, Lead360, offers a wide range of leadership development programs, geared to students in all years. Their mission is “[t]o provide students a premier leadership program that facilitates, evaluates, assesses and recognizes leadership growth. These opportunities will build upon the curricular experience and instill an understanding of and respect for their global influence and ability to lead with integrity.” Their initiatives include cohort programs, retreats, and leadership consultation.

Notably, LEAD360 conducts many assessments of its programs and constantly revamps its programs. Lead360 uses the Council for Advancement Standards (CAS) in order to develop its programming. The program has seen success as a majority of students report that they would return and/or recommend LEAD 360 programming to others

Lead360 fits into the University’s priorities of being innovative and preparing students to succeed in the professional world. Lead360 is able to be so innovative because the program is awarded space to overhaul unsuccessful programming and is not micromanaged. Furthermore, the staff desires personal professional development through flexible channels.



*LFC team members at Northeastern University after meeting with Lead360.*



As mentioned previously, Lead360 has a wide range of offerings. In brief, the programs offered include: BLUEPRINT, Intergroup Dialogues, Leadership Consultants, Leadership Pathways, Women in Leadership, LeaderShape, and a series of retreat. BLUEPRINT and Intergroup Dialogues follow a cohort-model, with weekly meetings focusing on the foundations of leadership and diversity and social justice in leadership, respectively.

*a) BLUEPRINT*

Upon the conclusion of BLUEPRINT, participants (first-year students) create a “blueprint” of their leadership journey, which allows students to ask: What issue do I want to tackle? And how do I wish to accomplish that goal? After brainstorming answers individually, students solicit feedback from their peers. The program culminates in a retreat to reflect on individual strengths and weaknesses.

*b) Intergroup Dialogues*

The Intergroup Dialogues, on the other hand, is geared for students in their first, second, or third years at Northeastern. The 6-week program focuses on understanding personal identity and leadership journey, and how to apply different leadership skills to achieve social justice and change. Each group has one student mentor, one faculty member, and 8-10 student participants. Another cohort program organized by Lead360 is specifically for women and focuses on “relational leadership,” by addressing issues of strength and confidence often dealt with by women.

*c) Leadership Consultants*

Leadership Consultants, piloted in Spring 2010, offer leadership development for interested student organization. Consultants co-lead presentations on leadership development upon request. However, “a la carte” presentations led by leadership consultants open to the entire student body, were not well attended and thus eliminated from Lead360’s programming.

*d) Retreats*

Finally, Lead360 offers a series of retreats, most of which are geared towards specific student populations.<sup>1</sup> In addition to Northeastern-organized retreats, the University also sends students to national retreats, such as LeaderShape, a six-day retreat for leadership, which takes place in various locations across the United States.

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<sup>1</sup> Previous retreats include: PAAC - the Asian American Council; UNPLUGGED - the Spiritual Life Office; FSL Summit - Greek organizations; School of Pharmacy; Ujima Scholars - African American and Latino scholarship students; Husky Ambassador - tour guides; EMPLOWER - all cultural group; UNITE - any students interested in social justice; College of Science.

## **Boston College**

***Leadership Initiatives, Student Programming Office***  
 Mer Zovko, Assistant Director of Leadership Programming

According to Mer Zovko, leadership has always been a central part of Boston College's culture and mission. Through campus engagement (clubs, student government, and late night programming) and leadership programs, Boston College strives to develop student leaders. Boston College has a wide host of leadership development programs; however, most of our conversation focused on one particular program: the Emerging Leader Program (ELP).

During our meeting, Zovko noted that the biggest challenge for leadership development at BC is that there are "so many ideas and so little time." Furthermore, leadership programming requires significant patience and the ability to overcome the fear of the unknown. In addition, Zovko asserts that it is beneficial to have a common language of leadership on campus. Zovko concluded by highlighting the importance of theoretical foundations for campus leadership development initiatives.



LFC team members pose with an advertisement for the leadership awards dinner at Boston College.

leadership programming requires significant patience and the ability to overcome the fear of the unknown. In addition, Zovko asserts that it is beneficial to have a common language of leadership on campus. Zovko concluded by highlighting the importance of theoretical foundations for campus leadership development initiatives.

### *a) Emerging Leader Program*

ELP, founded 23 years ago, is a leadership development program for 50 freshmen, who are selected over the summer before they matriculate. Although the students are selected race-blind, approximately 40 percent of participants tend to be from minority groups. Through a series of workshops, the program aims to a) create a welcoming community for freshmen, b) instill a sense of value-based way of thinking about leadership, and c) allow freshmen to meet high-level faculty and administrators.

ELP is led by 10 upperclassmen facilitators, with two facilitators per group of 10 freshmen. ELP begins when participants arrive on campus, with a welcome party for all the 50 freshmen and 10 facilitators, immediately followed by a two-day retreat.

This past year, ELP changed its programming in order to be aligned with the social-change theory of leadership. ELP is the product of a lot of research and revisions. Students meet each week for the entire year, spending each session on a different topic, such as diversity, facing history, leadership exchange, and bystander education. ELP strives to convey that a leadership is *not* positional.



ELP has been met with great success, most notable in their 99 percent retention rate and satisfied alumni. Both freshmen participants and facilitators are chosen with extreme care. Facilitators must take the Myers-Briggs test and are then matched accordingly. Furthermore, ELP's success may be the product of constant assessment. Following each session, students must do an assessment, which helps Mer Zovko tweak the program in the future. Zovko noted, however, that she would not scale up the program, as it would lose its community feel.

*b) Leaders for Others*

In addition to ELP, Boston College has recently seen an increase in leadership development programming for the entire student body. Leaders for Others, initiated by Emily Hess, a graduate student assistant, organizes workshops on leadership development. Each event entails a presentation by Emily and a peer leadership consultant, as well as an assessment of some sort. In the past, workshops have attracted between 12 to 20 students, and have focused on topics such as how to establish vision, recruit members, develop effective time-management, and practice authentic leadership.<sup>2</sup>

*c) Leadership Awards*

For the past 34 years, Boston College has given out leadership awards for approximately 30 students. Instead of giving out one award to multiple recipients, there are multiple categories, including awards for: each class year, personal development, overcoming physical or other significant challenges, registered student organizations that exemplifies their stated mission, a student employee, social justice contribution to community, minority leadership, and a faculty member for contribution outside of the classroom.

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<sup>2</sup> Workshops include: “Don’t stop believing” - What’s your vision?; “Wish you were here” - Recruit and Motivate Your Members; “Be yourself” - Authentic Leadership 101; “Clocks” - Make Your Time Count; “Two is better than one” - Build Collaborative Leadership.



## **Harvard College**

### ***Leadership Institute at Harvard College (LIHC)***

Kara Kubarych, President

Jon Doochin, Founder

The Leadership Institute at Harvard College (LIHC), founded in 2004 by three Harvard undergraduate students, aims to address a gap in leadership training on campus. According to co-founder, Jon Doochin, Harvard College lacked a leadership development program that would teach ethical and applied leadership skills. As a result, Doochin and two others founded LIHC. Since its creation in 2004, Doochin has maintained a close relationship with the organization in an advisory role.

Leadership is a “hot topic” at Harvard, but it is often misconstrued, according to Kara Kubarych, president of LIHC. Often, leadership is thought of as the ability to have power over others. Kubarych, on the other hand, hopes to show that leadership is a resource that enable people to accomplish their aspirations. LIHC defines leadership not as something that depends on a title or position, but instead the ability to affect change even through being a “regular” member. Furthermore, Kubarych believes that leadership can be learned and developed. As a result, LIHC seeks to teach leadership skills to its members and those in the Harvard community at large.

LIHC is run autonomously from the University and administration; however, students have individually formed partnerships with various branches of the administration. Kubarych mentioned that it would be beneficial have a formal advisor within the administration to help LIHC achieve their goals and motivate members to be productive. As a result, LIHC must seek funding from various sources. While some funding comes from the University, LIHC has sought supporters from outside the University as well.

Outside of Harvard, LIHC has found it a challenge to find the right supporters, as there are often confused perceptions of the organization and leadership development at Harvard is a difficult pitch to the outside world. However, LIHC was successful in securing a \$50,000 grant from the Ford Family Foundation, as well as smaller grants for individual committees. Furthermore, LIHC occasionally charges for tickets at some of their events in order to cover costs.

LIHC serves as the parent organization for several smaller initiatives. The executive board of LIHC is comprised of a president, two vice presidents, and committee chairs for each of their initiatives. In addition, LIHC will be adding an additional position to the executive board focused on member development. The member development chair will be tasked with focusing on programming that integrates new members so that they are not just part of a committee but a fully integrated club. LIHC executive board works with a board of advisors, approximately 14 graduate students from across Harvard University for one-on-one mentorship. Currently, LIHC is trying to get the board of advisors more involved in general strategic planning of the organization.



The committee structure for LIHC enables the organization to offer a wide range of programming. Each committee has a chair, as well as 4-10 members to assist with programming. Committees are intentionally kept small so that they can be most effective. At the beginning of each semester, committee chairs recruit students for their committees. Committees meet once a week and enable LIHC members to work with a smaller group of students to plan events. LIHC currently has the following committees (below), but new committees are always welcome, depending on student interest and motivation. LIHC committees include:

- Leadership Development Initiative (LDI)
- The Presidents Forum (TPF)
- Social Outreach (SO)
- Harvard Undergraduate Leadership Magazine (HULM)
- External Relations (ER)

The LIHC committee selection process is highly selective. LIHC receives a number of applications each year and must select approximately 45 students to become members of LIHC. The selection process entails a written application as well as individual interviews run by committees and a second round group interview. The group interviews examine how people work together on a specific issue, and are meant to be fun for both the interviewer and the interviewee.

The application process aims to detect people's motives for joining LIHC, as well as figure out the appropriate committee for an individual. LIHC recognizes that people have different levels of commitment and want to find those who will be fully committed to LIHC, even if their resume seems "less qualified" on paper. Furthermore, selectivity seems to help recruitment because of the psychology behind it; selectivity provides students with a sense of pride and commitment to LIHC.

#### *a) Leadership Development Initiative*

The Leadership Development Initiative (LDI) "hosts skill-building workshops and conversations with premier leaders to share lessons and connect undergraduates with role models." The programming is driven by members and changes from semester to semester. In the past, LDI has organized smaller discussion forums on women's leadership, cultural aspects of leadership, and athletic leadership. In addition, LDI runs larger events. Last spring, LDI organized a large symposium, sponsored by PepsiCo and presented students across campus with leadership awards that included a small monetary prize. According to Kubarych, LIHC president, the dinner banquet and award ceremony went well and increased LIHC's visibility.

Thematic events are also a big part of LDI programming. LDI aims to offer programming that applies leadership in an unconventional setting. In our conversation with Kubarych, she described what she believed to be LIHC's biggest and most successful event: a panel discussion with leaders in the local food and restaurant industry. In addition to fostering active conversation, each of the chefs brought food samples for students to try. LIHC received a lot of publicity and attention because of this event and added to the visibility of LIHC on Harvard's campus. By hosting his event, Kubarych hoped that LIHC would start mobilizing people to think outside the box and diverge from hierarchical notions of leadership.



LIHC also held an event on diverse forms of leadership through the lens of the military. LIHC invited a high official from the air force to speak about leadership within the military. The speaker shed light on a different system of leadership.

*b) The President's Forum*

The President's Forum (TPF) connects student group presidents from around the University. TPF, however, presents a contradictory message, according to Kubarych. LIHC tries to shy away from hierarchical definitions of leadership, and therefore recognizes the difficulty in balancing TPF with the idea that leadership is not positional. While this idea seemed exciting on paper, Doochin and Kubarych agreed that it is one of the least successful and most ineffective events that LIHC organizes each year, as it does not provide opportunities for internal or external development. In addition, it is really difficult to schedule and bring together presidents of campus groups, as everyone is extremely busy already.

*c) Social Outreach*

The Social Outreach (SO) committee “partners with the nationally-acclaimed Citizen Schools organization to teach leadership as an after-school program for low-income middle school students.” This program, founded two years ago, has challenged LIHC to create their own leadership development curriculum and through doing so has opened up many doors for LIHC members. Given their unique lesson plans, LIHC traveled to Bhutan in January 2011 to teach leadership skills to young students. In addition, creating and teaching lesson plans has enabled LIHC members to develop and practice their own leadership skills. In addition to outreach during the school year, members of the SO committee partnered with Harvard Business School to organize and lead a summer camp at Harvard for kids interested in building leadership skills.

*d) Harvard Undergraduate Leadership Magazine*

The Harvard Undergraduate Leadership Magazine (HULM) aims to provide leadership development opportunities to the entire Harvard campus. Student writers take information from workshops and forums and transform it into articles that are relevant to the Harvard student body. The annual magazine has produced five issues but is working towards publishing twice a year. In addition, the Magazine is working to capture the online community by having a stronger web presence. Currently, the editorial board is comprised of seven members, with twenty staff writers.

*e) External Relations*

The External Relations (ER) committee focuses on strategic and financial planning for LIHC. “This team works to provide LIHC with the necessary resources, assists each committees achieve their missions, and connects LIHC with the outside world. It serves as the main partner with the Ivy Council, the student government of the eight Ivy League Universities.” Specifically, the committee works on branding and funding, the LIHC blog and social media, streamlining grants, and connecting with alumni for funding and support.

### f) Vision for the Future

In the upcoming year, LIHC will be focusing on four key areas: membership experience, branding, relationship with board of advisors, and inter-committee communication. Each of these focus areas are explained in further detail below.

- **Membership experience.** LIHC's plan to enhance membership experience is two-fold: building group cohesion and developing marketing skills. By building relationships among the group, Kubarych hopes to develop a stronger team, which will feed back into LIHC programming and experience. The second area, teaching members how to articulate, communicate, and pitch LIHC to others will be influential in spreading a positive image of LIHC and attracting “all-star” new members.
- **Branding.** LIHC hopes to enhance branding in three ways: increasing online presence, co-sponsoring with other large organizations, and improving the relationship with the board of advisors. The first, online presence, will be accomplished through enhancing the LIHC website and utilizing social media outlets. The second, co-sponsoring with other organizations, will allow LIHC to have even more high-quality programming. The third, developing the idea of one-on-one advisors, will be seen as an additional perk of being a member of LIHC.
- **Relationship with Board of Advisors.** Improving the relationship with the Board of Advisors will enhance both membership experience and LIHC marketing. In the past, LIHC has not always done a very good job of managing its relationship with the Board of Advisors; however, the Board of Advisors, graduate students from all parts of the University, is a very valuable resource that Kubarych believes can contribute a lot to the organization.

LIHC plans to incorporate the Board of Advisors by encouraging them to help with organization-wide initiatives and strategy, such as fundraising, sustainability, training, and inviting speakers. Furthermore, LIHC hopes to receive more feedback from the Board of Advisors by encouraging them to attend monthly executive board meetings and matching each advisor with a specific committee.

- **Inter-committee communication.** This year, LIHC will focus on improving communication across committees.



## **Massachusetts Institute of Technology**

### ***Student Activities Office***

Leah Flynn, Assistant Dean and Director for Student Leadership & Engagement  
Katie Maloney, Director, Parents Association & Student Alumni Relations

Leah Flynn, Assistant Dean and Director for Student Leadership & Engagement, began our conversation by explaining leadership programming at MIT: “Leadership at MIT is going on everywhere. It is like a tangle necklace that is so complex, it’s difficult to unwrap.” Leah and Katie Maloney, Director, Parents Association & Student Alumni Relations, proceeded by listing a range of leadership development programs at MIT: LeaderShape (a national conference for leadership development), the Community Catalyst Leadership Program, the Emerging Leaders Conference, MIT L.E.A.D., Charm School, 450 Student Organizations, Greek Life, Public Service Center, Baker Leaders, FPOP (a freshmen leadership program), UPOP (an internship preparation program), Gordon Leadership Program (faculty-run program in the Engineering School), ROTC, and the Leadership Center at Sloan School of Management. After placing leadership development at MIT in context, Leah and Katie explained the role of the Student Activities Office, which is eleven years old, on campus.

With so many opportunities on campus, students have a hard time figuring out which programs to take advantage of. As a result, the Student Activities Office is thinking about making a flow chart outlining all of the opportunities available to students, which should help students map out a potential progression of programming on an appropriate timeline. The Student Activities Office is hoping to market opportunities through the Leadership Opportunities website, which has been dormant in past years. Furthermore, once a month, the Student Affairs Office brings together all administrators working on student leadership in some capacity. During their meeting, they have a guest speaker and informal conversation about leadership development. These monthly get-togethers are very helpful in collaborating across offices.

The staff that work in the Student Activities Office see themselves as thinking partners, not advisors, to student groups. To that extent, programming aims to aid students during their campus experience. Most programs are geared towards undergraduate students; however, graduate students have been utilizing existing programming and are asking for more. As a result, MIT is beginning to focus on graduate leadership development as well. MIT is currently participating in the Multi-Institutional Leadership Study, with a specific focus on graduate leadership development.

MIT has approximately 4,000 undergraduate students and 6,000 graduate students. Students who are engaged in leadership, however, do not always see themselves as leaders. Leah and Katie did note that over the past two to five years, there seems to have been a culture shift at MIT. In their opinion, everyone is now on the leadership bandwagon; however, students still see leadership as positional. In contrast, the Student Activities Office sees leadership as relational, non-positional, and transformative. Therefore, the Student Activities Office facilitates “AHA!” moments through advising student organizations, grounded in the reflective model of leadership. The office believes leadership development takes a lot of reflect and inner development and hopes to encourage this self-analysis. MIT recognizes the power of explicit leadership development, by



noting that employers are looking for leaders. As a result, MIT is thinking about creative ways to spread leadership development ideas, such as creating a periodic table of leadership elements or a leadership “recipes” to post on the web

*a) Community Catalyst Leadership Program*

Katie Casey Maloney, Director, Parents Association & Student Alumni Relations  
Leah Flynn, Assistant Dean and Director for Student Leadership & Engagement

The Community Catalyst Leadership program started through an overwhelming desire by MIT alumni for more leadership development experiences during their time at MIT. Alan Spoon, an MIT alumnus, donated a substantial amount of money for the Community Catalyst Leadership Program (CCLP) because he did not see enough MIT leaders in the work force. CCLP is for fifty MIT juniors each year and consists of a kick-off conference, three workshops for both students and coaches (networking, integrity and ethics, and mapping leadership stories), and a dinner at the president’s house. The program is a collaboration between the Student Activities Office and Alumni Association Office. The Student Activities Office handles the student involvement and the Alumni Association manages the alumni. Katie Maloney, Director of the Parents Association & Student Alumni Relation find the structure very beneficial because it gets students thinking about the Alumni Association early in their MIT experience.

Each student is paired with an alum, or “coach,” to guide him/her through leadership development during his/her junior year. Coaches include local alumni as well as administrators/faculty. CCLP looks for coaches with open personalities and strong skill sets. Coaches include: industry leaders, Alan Spoon, the MIT Dean of Admissions, entrepreneurs, retirees, and “regular” people. CCLP deliberately chose to term the alumni as “coaches” instead of “mentors,” as “coach” more accurately defines the role of the alum-student relationship.

When students apply to be in CCLP, they are expected to take their knowledge from the program and apply it to their student organization and other campus life commitments. Although CCLP is an additional activity, it is meant to be complementary to other campus engagements. Students meet with their coaches on a regular basis and discuss leadership challenges they are facing in their other campus commitments. Coaches try to help students through their challenges by providing feedback and support. CCLP intentionally pairs students with an “imperfect” match, as they do not want students matched with a coach whose career goals are similar to the students’ because the relationship would diminish into pure career building, instead of leadership development. While coaches are only required to take on one student, some coaches like taking on two students, as some students are less committed to the program, and coaches want to increase the likelihood that they will have one highly-engaged student. Of note, some relationships develop into a sustained mentorship, while others are just one-year relationships.

In order to be a part of CCLP, students must submit an application that inquires about past leadership experience and how students would utilize the program. The first year of the program, there were 120 applications. This number has since dwindled to around 50 students, but the applications are of much higher quality. Maloney and Flynn this change to word-of-mouth and clearer messaging about CCLP. In addition, Maloney and Flynn stressed the importance of individualized emails to encourage students to partake in the program.



CCLP is assessed using a pre- and post- program survey that measures students' perceptions of how their leadership development skills have changed. Right now, the experience is more for the individual, but Maloney and Flynn hope that over time, the CCLP develops into a group experience. CCLP hopes that CCLP alumni will eventually develop into a cohort that stays connected post-graduation. Due to feedback from the coaches who felt the experience could be even more valuable earlier in a student's MIT career, CCLP is considering starting the program sophomore spring, and is piloting CCLP for twelve sophomores Spring 2012.

*b) MIT L.E.A.D*

Alana Hamlett, Assistant Director, Student Activities and Events

MIT L.E.A.D. began at the beginning of the Fall 2011 term after a conversation with staff members in the Student Activities Office and Residential Life Office (in charge of fraternities, sororities, and independent living groups). The two offices work together each year to host the Emerging Leaders Conference, a weekend retreat for 25-30 freshmen and sophomores, to reflect and discuss the meaning of leadership. Over the summer, Hamlett, along with her colleagues, mapped the beginning of the year training for student organization officers and identified a gap in the program offerings. In the past, MIT had only offered financial training for club treasurers, as all the student group finances go through the Student Activities Office.

After establishing this gap in leadership development, Hamlett and her colleagues discussed student needs based on the competency model of student leadership and identified best-practices student leaders should know. After reaching out to campus partners for their feedback and input, Hamlett drafted a list of leadership development workshops, which included: fundraising, conflict resolution, transitions, and effective communication. Hamlett presented the topics of a large group of administrators and asked for help writing curriculum and presenting, with the help of the Student Activities Office. This past semester, workshops met one time a week at different times each week (lunch, late evening, afternoon, etc.) to accommodate different audiences. Students could sign up for workshops online.

Before the conclusion of each session, students were asked to fill out an assessment on their experience. L.E.A.D. received fairly positive feedback, but believe that the program can be further improved. Hamlett believes that students who attend L.E.A.D. workshops are often at their breaking point in an organization, due to external challenges and interpersonal tensions within their student group. Attendance varied across sessions, from two to twenty-five attendees. Hamlett found that the sessions with the highest attendance were in the evening. At the end of the semester, Alana debriefed with all the presenters and came upon three main conclusions. First, L.E.A.D. could increase attendance by using the same room each work. Second, there should be more targeted marketing for different audiences (graduate students and undergraduate students). Third, there should be differentiated curriculum for different audiences.



Moving forward, L.E.A.D. will continue to build out leadership development programming. A kick-off conference at the beginning of the year and outreach to freshmen through orientation programming are two of the program's planned new initiatives. Additionally, L.E.A.D. staff hope to continue using their workshops as forums for meeting students who would benefit from one-on-one advising. The L.E.A.D. staff have found that personal relationships that grow out of connections sparked at L.E.A.D. workshops allow them to continue counseling students on the practice of leadership, even in contexts in which they are not positionally defined as a 'leader.' The staff hopes to continue fostering these advising relationships. Finally, L.E.A.D. will try to communicate the non-positional nature of leadership by encouraging the presidents of student organizations to send other officers or members to L.E.A.D. workshops in their place, even when those alternate students are not defined as the group "leader."

## Survey of Harvard students

During LFC's visit to Harvard University, we surveyed a set of students in and around Quincy House. The purpose of the informal survey was to assess the perception of leadership and leadership development opportunities on Harvard's campus. Thirty-four students were surveyed in and around Quincy House. The key takeaways are outlined below:

- **Future Considerations.** Harvard students tend to be forward-looking in their leadership development goals. They tend to think about leadership development for their careers and future goals. As one student noted, “Harvard students are thinking about their futures and know that they will need leadership skills (and resume boosters) for success in the real world.”
- **Leadership Development as a Need.** Harvard students tend to practice leadership through participating in and leading student organizations. They see student organizations as their main leadership development opportunity rather than focusing on specific “leadership development.” Only thirty-five percent of students surveyed saw a need for additional leadership development opportunities on campus.
- **Presence: Breadth v. Depth.** Harvard students are aware of student-initiated leadership development opportunities; however, very few of them understand what student-initiated leadership development programs actually do. This was evident from the fact that while 80 percent of students surveyed were aware of student-initiated leadership development program, only 30 percent of the surveyed students either understood the offerings of the program, or have actually participated in explicit leadership development programs.

Our observations at Harvard can be translated into key takeaways for LFC and leadership development on Princeton's campus. The implications for LFC are listed below:

- **Marketing.** “Benefits for your future” may be a good way to market leadership development on campus, in addition to “making a difference” in your current organization.
- **Challenges.** Similar to Harvard students, Princeton students may not see a huge need for explicit leadership development on campus. To that end, LFC may need to overcome a similar barrier regarding students seeing a “need” for leadership development on campus.
- **Awareness.** LFC should aspire to the breadth of presence of leadership development opportunities at Harvard, but at the same time, aim for a higher depth of understanding among the student body.

## LFC Workshops

### Community Mapping

Led by Shirley Gao

#### *Overview*

Community mapping is an exercise used to identify local assets, networks, and opportunities in one's community. This participatory process helps to orient the individual or group in question (here, LFC) to its surroundings. The final product is often a visual map that shows where resources already exist, the relationship between these resources, and the gap that LFC hopes to fill. Though this systems-overview, participants will be empowered to understand and align the resources and policies around them to meet a specific goal, strategy, and expected outcome.



Shirley Gao leads an LFC workshop on Community Mapping.

#### *Materials*

Community mapping is a hand-on activity, and thus requires enough space for a group of people to gather. A variety of materials can be used to create the map. Materials can include: post-it's, pens, whiteboard, large posters, string, and so on. The time required is typically between 45 minutes – 1 hour.

#### *Our Exercise*

Shirley led the community mapping exercise in a three-stage process.

**Warm-up.** Shirley led a discussion on the two key elements of a community maps – actors (the ‘nodes’), and relationships (the ‘links between the nodes’).

- Relationships are created through the transfer of resources from one actor to another. We defined resources in a variety of ways – financial, (A gives B \$100) reputation (through association, B is influenced by A’s ‘brand’), expertise (A shares specialized knowledge with B), network (A gives B access to its personal contacts), decision-making power (A controls decision making power through a set political hierarchy), and so on
- By identifying multiple classes of resources, we then attempted to identify actors on the Princeton campus who controlled the most resources. This answered the question: ‘Who has the most power on campus?’ We identified actors such as President Shirley Tilghman, Provost Chris Eisgruber, Dean Dunne, the Board of Trustees, and academic deans.

**Map creation.** The map must be created for use towards a common vision and set of goals. Once these guiding principles have been discussed, the mapping process can begin. In this exercise, we identified the mission to be: “What leadership resources already exist on campus, and how can they be leveraged to further LFC’s mission? At the same time, how can LFC be useful in furthering the mission and goals of other on-campus leadership development stakeholders?”



- Shirley gave each LFC team member 10 post-it notes, and directed them to write 10 key actors on Princeton's campus.
- She drew LFC in the middle of a white-board\*, and instructed each team member to come up with 3 of their post-it notes and place these new nodes around LFC in the center. These nodes included leadership professors, alumni in NYC, RCA's, OA, ROTC, the Office of Religious Life, Pace Center, and so on. Each time a member added a new node was added, he or she drew a bidirectional arrow, labeled with the 'resource' that was transferred each way.

**De-brief.** We concluded the exercise with a 10-minute discussion, guided with questions such as: “Are there any surprising relationships you notice on the map? What actors does LFC have strong or weak relationships with? What resources are not being currently accessed by LFC, and how can LFC attain such resources in the future?”

### **Takeaways**

- **LFC as a “hub” of resources.** Because of the way that LFC has intentionally positioned itself, the organization sees itself as a ‘hub’ of leadership resources. The **LFC web site** will pull together a compilation of leadership resources and programs on campus in an attempt to create a comprehensive leadership database for the Princeton campus.
- **Constant Turnover & Reassessment.** The LFC team should be sensitive to the fact that programs and individuals may experience high turnover in the undergraduate college setting. With this high turnover, certain bodies of knowledge may be remembered, forgotten, or re-conceptualized with each incoming class of students. For instance, while the Report on Undergraduate Women’s Leadership exists as common vocabulary among students and staff today, it is doubtful that students five years from now will remember the report in the same way that we do now. This indicates that the LFC team should **constantly reassess its programs and its position** within the ‘leadership landscape’ of Princeton, in order to best meet the needs of changing contexts and times.
- **Underutilization of available resources.** The community map revealed that **many resources exist to support LFC’s mission**. Many on-campus centers and individuals, as well as off-campus resources, are currently underutilized. For instance, because both leadership and alumni loyalty are both hallmarks of Princeton, the alumni base can be better utilized. Local alumni, such as those living in the New York City area, can be invited as conference speakers or as visitors to a future NYC Team Training Trip.

*Note: Next time this exercise is carried out, Shirley recommends placing the audience in the center. In this case, the audience has been identified as “students who desire leadership development resources and programming.”*

## **Attendance**

Led by Anne Lee

### ***Overview***

We brainstormed internal and external challenges LFC faced as an organization during the fall semester using late averaging brainstorming techniques. Each team member was given sticky notes to freely answer the general, broad question of challenges LFC faced in the fall and results were “averaged” through consolidation after everyone shared his/her ideas. A particularly important challenge (as seen through the averaging system) was attendance at events, which was then extensively discussed through more use of brainstorming and late averaging.

### ***Materials***

Post-it notes, pen, board/surface to place all ideas (sticky notes). Time: 45 minutes-1 hour depending on topic.

### ***Our Exercise***

The brainstorming process took 2 stages.

**General question.** “What challenges has LFC faced as an organization this past fall?”

Each team member was given several sticky notes, on which they wrote and identified challenges that LFC has faced in the past year. We aggregated these sticky notes onto a wall and separated them into two groups: internal and external facing issues. The main internal challenges include scheduling consistent weekly meeting times and communication issues, such as keeping each team member up-to-date on all projects. The external challenge we all identified was low attendance at events.

**Why is attendance low?** Given that we all identified low attendance at events as a challenge, We narrowed the next question to why attendance at events were low, which generated four sub-topics: 1) branding of LFC and general marketing, 2) how to make events more appealing and generate more RSVPs, 3) how to translate RSVPs to actual event attendance, and 4) how to sustain long-term interest in LFC events and involvement in LFC.

**Solutions.** The group then brainstormed again for each of the four sub-topics and came up with ideas to solve each of the four issues.

- **Branding.** Multiple suggestions were made for a LFC “tagline” or short pitch to sum up our organization. We also saw the need for consistent external branding and marketing (standardization) of all LFC events.
- **Attracting RSVPs.** The group came up with several different ideas. In terms of marketing, publicizing event details early and often through multiple channels--effectively utilizing our member groups--should greatly enhance visibility. Playing up LFC events’ unique location and high-profile speakers and potential networking opportunities will also attract more interest. Another marketing strategy to adopt involves personalized emails to students. In terms of event planning, we recommend hosting events during more “relaxing”



periods of semesters (for instance, not when theses or junior papers are due), hosting uniquely themed events, and giving free gear to participants.

- **Translating RSVPs to actual attendance.** In terms of marketing and framing, sending multiple forms/means of reminders and sending reminders the day before or day of the event should help boost actual attendance. In addition, by advertising and framing LFC events in such a way that highlights their relevancy to concrete, tangible benefits students can immediately apply to their current leadership positions or life will most likely increase appeal. LFC members should also spread word of events on campus through talking to friends and other forms of communication channels in the weeks and days leading up to the event. Finally, in terms of logistics, LFC should plan events to be more centrally located on campus to ensure accessibility.
- **Sustaining interest in LFC.** There are several methods and channels for LFC to sustain interest. For instance, Twitter, Facebook (and other forms of social media), a blog, and weekly or bi-weekly email newsletters can serve to review and summarize events that happened for those that attended or were not able to due to conflicts, and to broadcast future events to give people something to look forward to. Individual follow-up emails and name-tags at events also add a personalized touch. Soliciting feedback through follow-up surveys also serve to remind people of LFC's events and LFC's commitment to improvement. Another idea was potentially installing a perks/loyalty program. Lastly, participating in the campus student activities fair and LFC members' constant promotion of LFC on campus will help everyone remember and generate more permanent interest and following in LFC activities.

### *Takeaways*

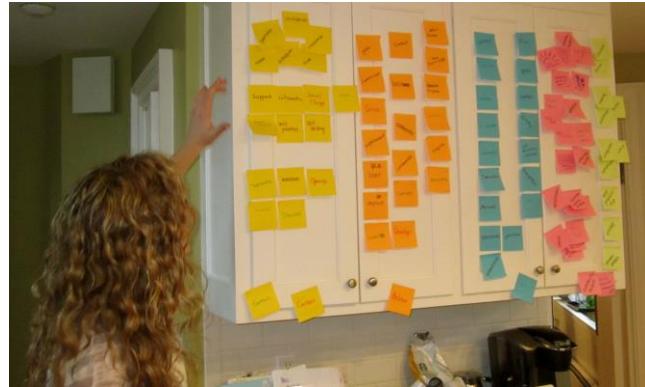
- **Be sensitive to branding.** LFC should be sensitive of its branding and positioning of itself and aim to promote a consistent image on campus throughout its different programs and events. This will help students identify and recognize very clearly what LFC is about, what it aims to promote, and what they can expect from any form of involvement with LFC.
- **Focus on marketing.** LFC should focus on marketing events early and often, and through multiple channels: in-person communication, social media, other forms of technology, and emails. LFC should also remind attendees of events close to the actual dates, and follow-up after events to ensure sustained interest and solicit advice for improving future events.
- **Consistent meetings.** Consistent, weekly LFC team meetings are necessary to ensure communication between team members on different projects and tasks.

## **Backwards Planning**

Led by Jack Ching

### ***Overview***

Backwards planning is an effective way to lay out the tasks and timeframe necessary for completing a large project. Instead of starting from the beginning of the planning process, and proceeding step-by-step chronologically, this process focuses on the date by which each element of a project needs to be completed. Backwards planning can help ensure timely project completion.



*Claire Cole organizes Post-its at an LFC workshop.*

### ***Materials***

Backwards planning can be done in a variety of ways, but it is always helpful to have a calendar for reference. Materials can include: post-its, pens, whiteboard, or large posters. The length of this activity increases in length based on the number of events, but planning a single event should take at most 10 minutes.

### ***Our Exercise***

We focused on three aspects of the planning process.

**Outlining Goals.** As a team, we determined several key areas we would like to address through this exercise:

- Communicating within the team about all ongoing projects
- Setting a clear calendar for our Spring 2012 projects
- Dividing up responsibility and establish clear ownership of projects

This step, part of which was covered in a previous brainstorming session, took about 5 minutes to complete.

**Creating a plan.** Because there were already a number of ongoing projects, including the dinner discussion series and spring colloquium, we took time to report out on each member's responsibilities. This took about 5 minutes.

Each team member was then asked to indicate the deadline for his or her projects, as well as to determine how long each step preceding the completion of the project will take. As a group, we placed post-its under each month with a deadline associated with each step, going backwards from the actual deadline to establish the dates by which each step must be completed. Due to time constraints, we were only able to complete this for the dinner discussion series and the colloquium during the workshop. This took about 10 minutes.



**Delegating Tasks.** To help address the issue of communication among team members, we began utilizing the project management software Freedcamp.com, which enables team members to view outstanding tasks for all other team members. We will re-evaluate this software in the near future to see whether it can be a viable long-term solution.

### ***Takeaways***

- **Keeps members updated on projects.** Using backwards planning in a team setting helps to keep members updated on which projects are currently underway and when they can expect deliverables from each project.
- **Awareness of deadlines.** Backwards planning also brought attention to the fact that many of our projects have quickly approaching deadlines as well as a realization that we will only be able to accomplish a few key projects before our team transition.



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