



Developing Leaders for Today and Tomorrow



Table of Contents

Introduction	3
Program Objectives, Program Design	5
Prioritized Competencies	6
Sessions in the Program	9
Sample Outline from the Program: Session One	10
Individual Development Planning	14
Self-Assessments and 360° Feedback	15
Program Leader Biographies	16

Introduction

Since 1983, MOR Associates has been supporting organizational leaders by providing three core services: leadership development and enhancement, consulting and support of strategic initiatives, and survey services.

In 2002, Brian McDonald, MOR Associates' president, was invited to collaborate with Organization & Employee Development at MIT in designing a leadership program for MIT's senior leaders. So began MIT's Leader to Leader Program and MOR Associates' three-track approach to leadership development, which is further described in this booklet. The three track are:

- Workshop Series
- Applied Learning
- Individual Development

The confluence of these three tracks has produced real and sustained improvements for the participants in dozens of sponsoring institutions, including Stanford, Penn, Indiana University, and many others.

The program is designed and delivered to reflect the context of the participants. No two iterations of this program are exactly alike, as they are tailored for the participating institutions.

Program Objectives

- To enhance the professional and personal development of individuals who will play increasingly important management and leadership roles within their organizations.
- To broaden each participant's understanding of the strategic issues facing higher education and how each institution is shaping its choices.
- To strengthen the relationships within and across the participating universities in order to foster the collaboration needed to leverage resources when working on common interests.

Program Design

This program is designed to provide a variety of learning opportunities which are encompassed in three tracks:

Workshop Track

This track consists of four intensive workshop sessions, each three days in length, focused on providing a conceptual framework while building selected competencies needed to fulfill the leadership and management roles particular to individual universities.

The four sessions are spaced over six to eight months and each working session is conducted at one of the participating universities. Leaders from the host institution are invited to address and work with the group.

Applied Learning Track

Because sessions are spaced over six to eight months, participants have the opportunity to immediately put into practice what they learn and to expand on their learning when they meet again at future workshops. To further encourage the integration of program content with real-life challenges, participants are asked to complete pre-work and application assignments between the sessions.

Individual Development Track

Each participant is expected to commit to an individual development plan that includes receiving feedback from a 360° survey process, completing a self-assessment, establishing goals, and participating in one-on-one coaching sessions. This program component is designed to support people doing the individual "work on self" that is a critical dimension of the developmental process.



Prioritized Competencies Serve as a Cornerstone

Senior leaders from sponsoring institutions are asked to identify the most important competencies they expect to see in the next generation of university leaders and managers. Examples of prioritized competencies are described below. Each of these developmental areas are designed into the workshops and some become part of applied learning work as well. Additional competencies are often covered in the course of the program; those shown here are typically woven into all three tracks.

Strategic Thinking

Contributes to the organization's development of a vision and priorities.

Anticipates the future and builds scenarios based on explicit assumptions. Demonstrates a systems view when analyzing goals, strategies, services, or processes.

Identifies business/performance opportunities in areas to support teaching and learning.

Communication and Persuasion

Uses appropriate interpersonal styles to guide and persuade individuals and groups to meet expectations, accomplish tasks, and follow directions.

Distills ideas into focused messages that inspire support or action from others.

Effectively communicates when making presentations, offering recommendations, or through written materials.

Shared Leadership

Knows how to build working relationships with co-workers and external parties.

Can negotiate and handle problems without alienating people; understands others and is able to get their cooperation through influence.

Delegates both responsibility and authority as appropriate.

Develops the leadership and talent of those around him or her.

Change Management

Accepts role as a change agent and acts as a champion for change.

Develops plans and follows through on change initiatives.

Accepts the ambiguity that comes with change activities.

Decision Making

Makes timely and sound decisions based on data and facts, versus intuition.

Gathers and uses all available information and logic to make a decision, including evaluating the long-term consequences.

Makes decisions judged to be right for the university versus what his/her group might prefer, even though they may be difficult choices.

Takes ownership for decisions.

Financial and Business Acumen

Possesses financial savvy and demonstrates the ability to lead cost-efficient initiatives without sacrificing quality or core values.

Knows how to manage, deploy, and leverage capital (both internally and externally).

Selects and successfully leads projects/ programs that produce favorable results including both business and financial outcomes.

Demonstrates understanding of changing financial constructs.

Working Across the Organization; Developing Strategic Partnerships

Develops networks and alliances; engages in cross-functional activities; collaborates across boundaries and finds common ground with a widening range of stakeholders; utilizes contacts to strengthen internal support.

Identifies the internal and external politics that impact the work; approaches each situation with a clear perception of organizational and political reality; can maneuver through political situations effectively to get things done.

Managing Complex Projects

Uses planning processes to assess opportunities and barriers. Develops short and long-range plans to meet goals. Can map and manage complex initiatives.

Continually adjusts plans and strategies based on new information.

Identifies and coordinates appropriate resources to support objectives.

Building Agreement

Recognizes different points of view, brings them out into the open, and builds on areas of agreement.

Exercises influence in ways that enhance the support needed to advance initiatives.

Builds consensus when appropriate.

Possesses Self Knowledge

Knows personal strengths, weaknesses, opportunities and limits.

Seeks feedback and gains insight from mistakes.

Is open to criticism and is not defensive.

Sessions in the Program

Session One: Leadership and Management

Leading, Managing, and Doing

Strategic Thinking in a Higher Education Environment

Coaching and Setting Developmental Goals

Session Two: Leading and Managing People and Change

The Immediate Preempts the Important

- The Unconscious Conspiracy Continues
- Delegation, Development, and Decision Making

The Leader's Role in Bringing About Change

How Culture Can Support Change or the Status Quo

Session Three: Delivering Services and Results

Enhancing Your Emotional Intelligence and Ability to Influence

Communication, Persuasion, and Negotiation

Developing Business and Financial Acumen at the Enterprise Level

Session Four: Leading and Learning in Fast Forward

Leadership Means Doing the Right Thing

- At the Strategic Level
- And within the Ethical Arena

Organizational and Political Savvy

Continuing Your Learning and Development

Sample Outline from Program: Session One

Session One: Leadership and Management in Higher Education	
<p>Day One:</p> <p>I Opening Comments Getting Started First Impressions Exercise</p> <p>II Provide Overview of the Program Background on the Participating Universities Provided by Participants</p> <ul style="list-style-type: none"> • Three Slides: IT Facts at Your School <ul style="list-style-type: none"> Strengths Your Group Has High-Level Issues Your Department Has to Address <p>Explanation of the Three-Track Approach</p> <p>III Leadership Perspectives Participants compare and contrast thought leaders; small groups present a synopsis from advance readings and contrast schools of thought.</p> <p>A) Bennis C) Heitfetz B) Kotter D) Raelin</p> <p>IV What Is Leadership? Defining Leadership; Shared Leadership within Your Group What Is Leadership as Distinguished from Management? How Are Leadership and Management Done within Your Environments?</p>	<p>Session I Key Competencies</p> <ul style="list-style-type: none"> • Shared Leadership • Strategic Thinking • Managing Complex Projects • Self-Knowledge

Session One: Leadership and Management in Higher Education

V Leadership and Management Competencies

Outline Competencies Selected for this Program (see sidebar)

Conduct an Exercise on Current Capability

VI Your Leadership Journey

What Are the Lessons You've Learned in Regard to Leadership?

Create a Leadership Timeline, Linking Experiences and Lessons Learned

Dinner: Fireside Chat: Jim Bruce on "Leading in a University Environment"

PROGRAM COMPETENCIES

- Strategic Thinking
- Shared Leadership
- Communication and Persuasion
- Change Management
- Decision Making
- Financial and Business Acumen
- Working Across the Organization; Developing Strategic Partnerships
- Managing Complex Projects
- Self-Knowledge
- Building Agreement

Session One: Leadership and Management in Higher Education

Day Two: Developing Your Strategic Thinking

I Opening Comments

Reflections on Yesterday's Session
Outline of this Session

II Developing a Strategic Perspective

Defining Strategic Thinking
Self-Assessment: Are You Strategic?
Outlining Strategic Issues in Higher Education

- Each university presents one slide on past and current strategic issues.

Break

III Introduction of Strategic Thinking Tools

Facilitate an Environmental Scan for Higher Education
Conduct a SWOT Analysis for Your Organization
Identify Key Strategic Choices for Higher Education

- The Client/Customer/Constituencies Role

Lunch

IV Focusing on Strategic Issues at [Host School]

Important Strategic Decisions Made at the School
Outlining Strategic Issues in Higher Education
Focus on Host-Selected Unique or Exceptional Area

Break

V Learning Teams

What Helps Influence the Strategic Choices Schools Make

- Introduction to Stakeholder Analysis

How You Can Develop a Strategic Viewing Point

Evening: Open

Session One: Leadership and Management in Higher Education

Day Three: Project and Individual Development Planning

I Opening Comments

Reflections on Yesterday's Session
Outline of this Session

II Strategic Team Work

Introduction to Project Management, Managing Complex Projects
Scope Out Your Project, Clarify the Charge and the Deliverables
Create an Outline of the Work Plan
Balance Task with Process and Learning

III Creating Your Development Plan

Revisit Competencies; Use of 360° Survey
Share Examples of Goals Appropriate to this Opportunity
Participants Work on Shaping Their Development Plans
Peer-to-Peer Coaching Conversations to Refine Goals
Next Steps for Completing Your Development Plan

- Consult the manager or sponsor to whom you are reporting.
- Discuss your plan with your coach.
- Finalize and submit your goals.

IV Developing Practices to Accomplish Goals

Defining Practices
How Practices Make the Difference Between
Good Intentions and Actual Improvement

Working Lunch

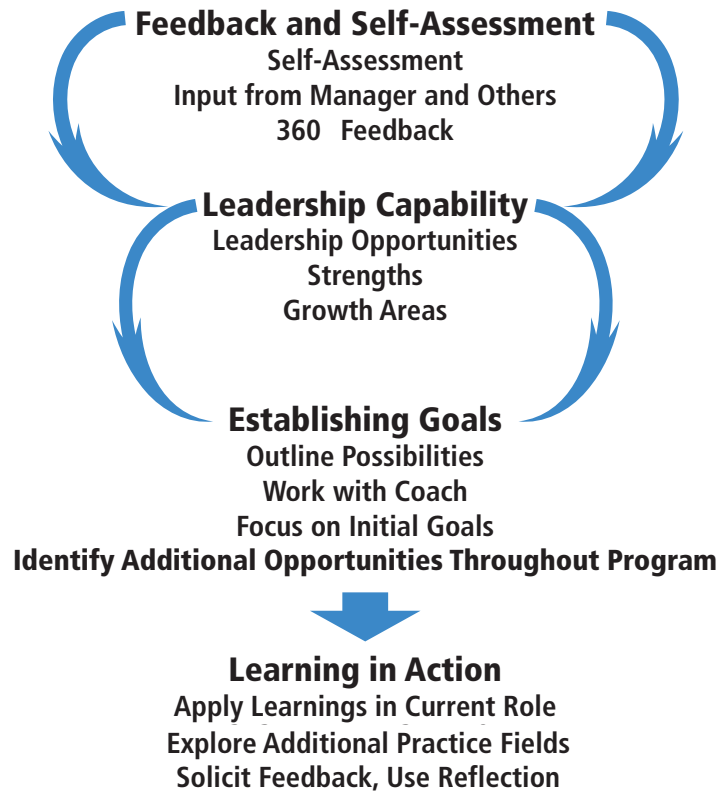
V Wrap Up

Feedback on the Session
Outline of the Next Session

Adjourn at 3:00 pm

Individual Development Planning

The illustration below describes the components of the individual development track. With the guidance of a coach, each individual creates a development plan that establishes the goals he or she wants to work on to enhance his or her effectiveness.



Self-Assessments and 360° Feedback

Prior to creating their development plans, each individual participates in an online 360° survey process that seeks feedback from eight respondents and also includes a self-assessment. These surveys are initiated one month prior to the first session.



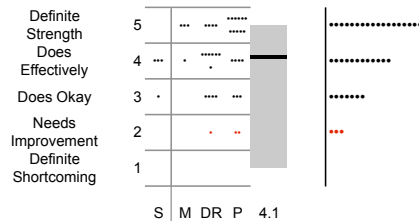
360 Feedback Leadership Survey

Please read each statement in the survey and consider the extent to which you have observed the particular skill or behavior demonstrated by this individual. Then choose the response which best describes your impression.

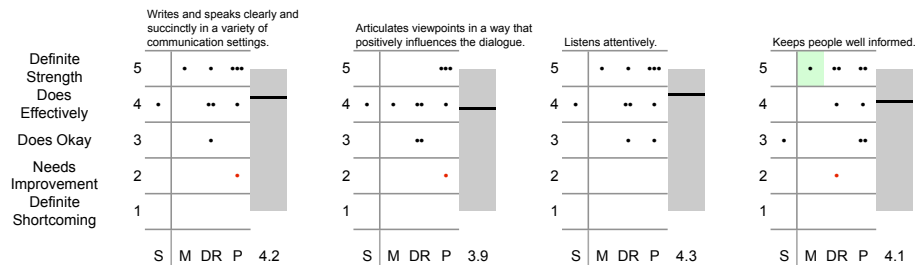
If you encounter a question that you don't have an answer for, please skip it. If you inadvertently answer a question you intended to skip, there is a "Reset Page" button you can click on at the bottom of each page.



Communicates Effectively



Specific Question Results



Brian McDonald

Brian McDonald is President of MOR Associates. Maximizing Organizational Resources (MOR) was created in 1983 to assist clients in developing strategies designed to elicit the contributions employees want to make to enhance the success of their enterprise.

Within the past seven years, Brian's expertise in designing and delivering leadership development has resulted in his facilitating four MIT Leader to Leader programs, two rounds of New England Business Service (NEBS) Leadership Development Program, and two iterations of the New York State Education Department's Leadership Academy. Brian played a role in developing each of these programs and others.

Brian is also currently facilitating a leadership development programs at Stanford and the University of Pennsylvania for high potential administrators. Brian is also co-leading the IT Leaders Program, which is specifically tailored to enhance the leadership within IT organizations.

Brian has been consulting to higher education organizations for the past fifteen years, including work with MIT, Stanford, Emory, NYU, the University of Texas at Austin, and Tufts University. MOR Associates has led dozens of major survey efforts on behalf of business owners in higher education, including client satisfaction surveys, workplace climate surveys, and job satisfaction surveys.

Prior to establishing the firm, Brian was the Associate Director for the Northeast Labor Management Center and before that he was Deputy Chief Secretary to the governor of Massachusetts. He has taught courses as an adjunct faculty member for the Suffolk University School of Management, and he has been a guest lecturer at the Boston University Graduate School of Management and the Tufts University School of Engineering. Brian was awarded his undergraduate degree from the University of Massachusetts and his graduate degree from Boston University.

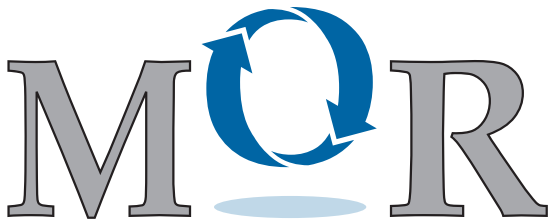
James D. Bruce

James D. Bruce is a consultant to academia and industry. From 1987 to 2003, Dr. Bruce was Vice President for Information Systems and Chief Information Officer at the Massachusetts Institute of Technology, where he is currently Professor of Electrical Engineering Emeritus. As CIO, Professor Bruce was responsible for directing the evolution, integration, and effective use of computing and communications resources throughout MIT in support of planning, management decision-making, education, research activities, and day-to-day operations.

Prior to becoming Vice President for Information Systems in July 1986, he was Director of Information Systems. Professor Bruce was also program manager for Reengineering at MIT from 1994 to 1998. From January 1979 to June 1983, Professor Bruce was Director of the Industrial Liaison Program. There he managed MIT's activities to provide industry with efficient, timely access to its research and staff resources.

Early in his tenure as CIO at MIT, Professor Bruce was a leader in the development of MIT's Athena computing environment that revolutionized educational computing. Athena both transitioned student computing at MIT from time-shared computers to graphics-based, high performing workstations, and opened up the use of educational technology to new learning applications in a broad range of fields.

A decade ago, Professor Bruce was a founder of NEARnet, the first academic and research IP-based network for the New England states. He was a founding member of the Board of Trustees of the Consortium for Scientific Computing, which operated the John von Neumann Center, one of the original National Science Foundation supercomputer facilities. From 1999 to 2002, he chaired the Network Planning and Policy Advisory Committee for Internet2, and was a member of the Board of Trustees for the University Corporation for Advanced Internet Development. Professor Bruce also served as a member of Apple's Higher Education Advisory Committee, Microsoft's Higher Education Advisory Council, and Akamai's Education Advisory Board.



A S S O C I A T E S

MAXIMIZING ORGANIZATIONAL RESOURCES

COPYRIGHT 2009
MOR Associates, Inc.
462 Main Street, Watertown, MA 02472
tel. 617.924.4501 fax. 617.924.8070
www.morassociates.com

Brian McDonald, President
morbrian@aol.com
