About MOR Associates Leadership Programs

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 tracks 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. Some program cycles have participants from multiple universities while participants in other cycles come from a single university or university system.
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 typically 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 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.
## 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
  - Within the Ethical Arena
- Organizational and Political Savvy
- Continuing Your Learning and Development
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. 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.

Examples of prioritized competencies

**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.

**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.

**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.

**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.

**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.
### MOR Leadership Programs

#### WORKSHOP TRACK

**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.

**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.

**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.

**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.

**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.
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.

Brian's expertise in designing and delivering leadership development has resulted in his facilitating three MIT's Leader to Leader programs, two rounds of New England Business Service's (NEBS) Leadership Development Program, and two iterations of the New York State Education Department's Leadership Academy. Brian played a key role in the development of each of these programs. He has participated in GE Capital's Leadership Symposium in Europe and has worked with Tufts University School of Engineering to integrate leadership and teamwork into the curriculum.

Brian has been consulting to IT organizations for the past ten years. This has included work with MIT, Stanford, Emory, NYU, and Tufts University. At Tufts he facilitated the formation of their Information Technology Council. This council, made up of sixteen representatives drawn from the seven colleges and central office, reached agreement on the services that need to be centralized, those that should be decentralized, and how all of them would be supported financially. At MIT, Brian has consulted to their Information Services Leadership Team on strategic direction, organizational design and improving customer satisfaction. His firm, MOR Associates, has also conducted large-scale customer satisfaction surveys for IT organizations at MIT, Stanford, NYU, USC, and others.

James D. Bruce

James D. Bruce is a consultant to academia and industry, who for the past five years, has served as a senior consultant for the IT Leaders Program delivered by MOR Associates to some 25 U.S. research-focused universities. Dr. Bruce has helped design and facilitate the workshop sessions for this highly regarded leadership development program as well as coach IT leaders across the country including participants from Stanford University, to University of Chicago, to the University of Wisconsin, to New York University.

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 the early 1990s, Professor Bruce was a founder of NEARnet, the first academic and research, IP-based network for the New England states. 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. He has also served on a number of IT corporate advisory boards and committees. Today, he is thoroughly enjoying this chapter in his on-going association with IT as he has an opportunity to influence the skills and competencies the next generation of IT Leaders will have to successfully address this ever-changing environment.