Leadership Program
subcommittee report & recommendations
01/13/2021

Dr. Stephanie Valentine

Dr. Robert Mackalski

N RAIKES SCHOOL

Preamble

It's a good time to look at the overall curriculum, now that we have a more stable faculty

This is what we produced – a high-level look at leadership

The purpose of this work [in progress]

Reflect on the current design of the leadership program.

Identify what we want our Raikes School students to be able to know and be able to do - when they exit the program.

- Conceptualize leadership, as it relates to a Raikes School of Computer Science and Management.

- Describe characteristics of a leader from the Raikes School.

- Make recommendations and develop objectives for the Raikes School Leadership program.

Contributions of this report

- Lays out the leadership program landscape in business and engineering;

- Lays out the current leadership program in the Raikes School;

- Conceptualizes what a Raikes School leader should be;

- Recommends outcomes and objectives for the Raikes School leadership curriculum;

- Presents next steps for designing a Raikes School leadership program.

We had 3 phases to our approach.

1. Researched & benchmarked leadership programs.

2. Analyzed how a leadership program fits in to the overall Raikes School experience.

3. Developed recommendations on where to focus the Raikes leadership curriculum.

1

Research and Benchmarks of Leadership Programs

	Internal Research	Readings	External Research		Interviews	Other
UNL	Raikes promotional material Raikes Outcomes Raikes 185 syllabi Raikes 186 syllabi Gallup Strengths	17 Indisputable Laws of Teamwork (Maxwell)			Anna Pressler Cheryl Nelson Rik Barrera James A. Yankech, UNL CoB Sierra Futterman, student	MNGT (Pending)
MBA / Business Programs and Schools	MNGT 811 (Leadership MBA) Leadership Excellence (link not working)	Dare to Lead (Brown) Start with Why (Sinek) Myers Briggs The Impact of Leadership in Applying Systems Thinking to Organizations Other?	Alcorn State Booth (2) Beulah Heights (3) Fayetteville State. Ohio U Paris Lutgert Stern NC Greensboro St Josephs St Mary's MN Spring Arbor. Wisconsin Stony Brook. Tamut. Toledo	1. HBS (16) 2. Wharton 5. Stanford 10. Chicago 16. HEC 29. NYU 30. Virginia USC Marshall U of U of Florida U of Manitoba	Alfred Jaeger, McGill University Pablo Martiun De Holan, HEC	Exercising Leadership: Foundational Principles (HBS)
Engineering Faculties & Schools	EMGT 805 Teamwork for Organizational Commitment and Collaboration EMGT 808 Engineering Leadership Theory and Application	N/A	Georgia Tech University of Florida (Gainsville)			
Corporate Training		N/A	Disney Jack Welch Management Institute (Strayer University)			

	Internal Research	Readings	External Research	Interviews	Other
UNL	Raikes promotional material Raikes Outcomes Raikes 185 syllabi Raikes 186 syllabi Gallup Strengths	17 Indisputable Laws of Teamwork (Maxwell)		Anna Pressler Cheryl Nelson Rik Barrera James A. _____ UNL CoB Sierra _____	MNGT (Pending)
MBA / Business Programs and Schools	MNGT 811 (Lead_ MBA) Leadership _____ Why (link n_)	The Impact of Leadership in Applying Systems Thinking to	Alcorn State 1. HBS (16) Booth 2. Wharton (2) Beulah Heights 5. Stanford (3) Fayetteville State. 10. Chicago Ohio U 16. HEC Paris Lutgert 29. NYU Stern NC Greensboro 30. Virginia St Josephs St Mary's MN USC Marshall Spring Arbor. U of Wisc Stony Brook. U of Florida Tamut. U of Manitoba Toledo McGill U	Alfred Jae_ _____ Univer_ P_____ _____ EC	Exercising Leadership: Foundational Principles (HBS)
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Callout labels: HBCUs, Top 30s, Private, Public, Religiously affiliated, Everyone's alma maters, Local, R1

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Engineering Faculties & Schools	EMGT 805 Teamwork for Organizational Commitment and Collaboration EMGT 808 Engineering Leadership Theory and Application	N/A	Georgia Tech University of Florida (Gainsville)			
Corporate Training		N/A	Disney Jack Welch Management Institute (Strayer University)			

Summary of research & benchmarks

- Leadership is a very broad field, is difficult to conceptualize and has many different conceptualizations when taught.

- Leadership courses (especially engineering) frequently blur lines among leadership, management, and organizational behavior.

- Leadership curricula usually have customized approaches, customized course / program objectives, and the courses do not appear to be integrated with other courses.

- Top tier core leadership programs tend to share a common course foundation – self-discovery of the student and how to apply this understanding with others.

- Leadership courses generally are designed for grad students and executives.

Leadership is a *very broad field*, is difficult to conceptualize and has many different conceptualizations when taught.

BUSINESS

Leadership Principles

Develop the leadership skills to advance your career, team, and organization in this course from Harvard Business School Online.

BUSINESS — TRENDING

Exercising Leadership: Foundational Principles

Mobilize people to tackle tough problems and build the capacity to thrive through the dangers of change

BUSINESS

The Authentic Leader

Unpack the myths and realities of authentic leadership and provides research-based tools, activities, and strategies to become a...

BUSINESS

Case Studies in Leadership Through Literature and Film

Today's business leaders must possess so many qualities and deal with such challenging situations that no group of academic...

BUSINESS

High Potentials Leadership Program—Virtual

This program will help you recognize and overcome challenges that arise as you take on broader leadership roles.

BUSINESS

Leading Through Change

Learn how to adapt to rapidly changing changing conditions such as the increasing automation of the workplace.

BUSINESS

Ethical Leadership

Develop the ability to recognize competing values within your organization and integrate them into a strategy to help respond to...

BUSINESS

Gender, Leadership, and Management

This course, which is equally important for women and men, examines leadership and management from a gender-based perspective

BUSINESS

Leadership Perspectives

This course explores various models of leadership that have been developed from both a theoretical and practical perspective

BUSINESS

Leading In Health Systems: Navigating Crisis and Change

In this online program, you will build leadership skills to best engage stakeholders, develop innovative solutions, and create...

BUSINESS

Leadership Communications

Students learn how to communicate clearly and persuasively, in a way that inspires action

BUSINESS

Leading Change and Organizational Renewal—Virtual

Learn to lead an organization that blends best practices and innovation to respond nimbly to shifting conditions in this virtual...

BUSINESS

Leadership for Senior Executives—Virtual

Become a motivational leader who can overcome today's tough challenges and maximize company value in this virtual program.

BUSINESS

Entrepreneurship and Innovation

Innovation, globalization, and digitalization are transforming every industry

Leadership is a very broad field, is *difficult to conceptualize* and has many different conceptualizations when taught.

"Students are given an end-of-term assignment to create one original one sentence definition of leadership and then unpack it." – UNL

"Rather than defining what leadership is, we will instead analyze… what leaders actually do." – NYU Stern (B65.2363.60 MBA syllabus)

"Leadership is not just about work, it's about life…Total Leadership is a proven method for integrating work, home, community and self, and improving performance of all these parts…" The Wharton School MGMT 761 Executive Leadership course outline, 2019.

Leadership is often not conceptualized on course outlines, but is identified as a set of traits or characteristics, or answers to a series of questions.

"Setting direction, figuring out the level of influence, being the example that people rally to create what you are creating…We are going in this direction…" – Cheryl Nelson

"Setting a vision, influencing the vision, getting the most of your team." – Anna Pressler

Leadership courses frequently blur the lines among leadership, management, and Organizational Behavior.

"This course provides an overview of the roles that groups and teams play in achieving organizational success… critical issues in leading teams and managing team effectiveness are examined including but not limited to power, influence, and conflict." – UNL Syllabus EMGT 805

"…The main goal of the course is to provide MBA students with developmental opportunities to assess and improve their managerial skills and performance." – Lutgert College of Business syllabus MAN6266

"…issues of organizational structure, job qualifications, job satisfaction, and leadership." – Alcorn State University

Leadership curriculums usually have wide range of approaches, customized course and program objectives, and the courses do not appear to integrate with other courses.

Individual development

Harvard Business School Online

Developing Yourself as a Leader is designed to enable high-potential, emerging leaders to benefit from live, direct interaction with Harvard Business School faculty and talent development coaches without having to travel to campus and interrupt their work schedules. Participants will leave the course armed with a number of actionable learning outcomes, including bridging differences and collaborating more effectively; putting leadership theory into action; identifying goals to increase professional influence and impact; and how to work to tangibly improve colleagues' perceptions during and after the program.

Theoretical emphasis

SPRING ARBOR UNIVERSITY

The purpose of MBA617 Leadership in Business course is to familiarize students with the principles of traditional and contemporary approaches to leadership in organizations. The course will review the main theories of leadership and compare these with relevant practices and processes observed in business organizations. The aim is to provide students with the understanding necessary to analyze leadership effectiveness and develop self-leadership strategies to meet academic and professional goals. Special emphasis will be on current topics in the field of leadership, including: self-leadership, adaptive, transformational, authentic, servant, ethical, and team leadership.

Herbert Wertheim College of Engineering UNIVERSITY of FLORIDA

Course Description: *Engineering Leadership* introduces engineering students to the concepts, theory and practice of engineering leadership; effective written and oral communications and presentations; engineering leadership characteristics, individual differences and self-awareness; developing and building teams; managing change, conflicts, and crises; and understanding real-world ethics and core values.

Application emphasis

Leading an organization

ASPER MBA

This course introduces students to different ways of thinking about the cognitive dimensions of organizational leadership. Approaches include the creative (divergent perspective), the critical (convergent perspective) and the holistic (systems-perspective) with special emphasis on understanding the nature and appropriateness of different forms of cognition in organizational leadership.

We explore the systematic, critical, and the creative forms of thinking. Our goal is to apply these patterns of directed mental labour to outcomes appropriate in organizations, and in other aspects of life as well. These forms of thinking are practiced in the individual and group settings.

Top tier core leadership programs tend to share a common course foundation – self-discovery of the student and how to apply this understanding with others.

HARVARD BUSINESS SCHOOL

Modules	Session Titles
Module 1 Self-Discovery and Honest Self-Assessment	• **Prework (available 1/15):** DISC Assessment • **Week 1 (1/29):** When Opportunity Strikes (Bernstein) • **Week 2 (2/5):** Understanding Your Leadership Profile (Lynde) • **Week 3 (2/12):** PACE Discussion and Q&A (Bernstein and Lynde) (Optional) and Coaching Session #1 (Required)

This course explores various models of leadership that have been developed from both a theoretical and practical perspective. The learning objectives are twofold: First, students gain an understanding of the major leadership theories. For each model studied, students are expected to understand the theoretical basis of the model, the strengths and weaknesses of said model, and how to apply the model to practical situations in business and other settings. Second, students explore their personal leadership style through a series of assignments and classroom activities. These activities enable students to reflect on how they view leadership as both a subordinate and a leader. By the end of this course, students will have developed a well-rounded understanding of leadership concepts for use in their own leadership situations.

STANFORD BUSINESS GRADUATE SCHOOL OF

Traditional leadership curriculum often fails to challenge students in a way that compels them to reflect on their own personal leadership capacities, and to improve them. Our approach involves rigorous application of personal experiential testing, analysis, and reflection that unfolds in multiple steps, including formal classes (both required and elective) and structured, on-going coaching opportunities.

NYU

Understanding your own mindscape as a leader: Since effective leadership requires you to be aware of your own assumptions about leadership, your unarticulated preferences and unconscious style, we would , through discussion of actual cases, try to identify, comprehend, and critique our own assumptions and attitudes towards leaders and leading.

Wharton

Be Real: Clarify What's Important and Take the Four-Way View

• Explore being real – acting with authenticity by clarifying what's important.
• Articulate your personal leadership vision – your legacy – and your values.
• Take the four-way view – work, home, community, and self (mind, body, spirit).

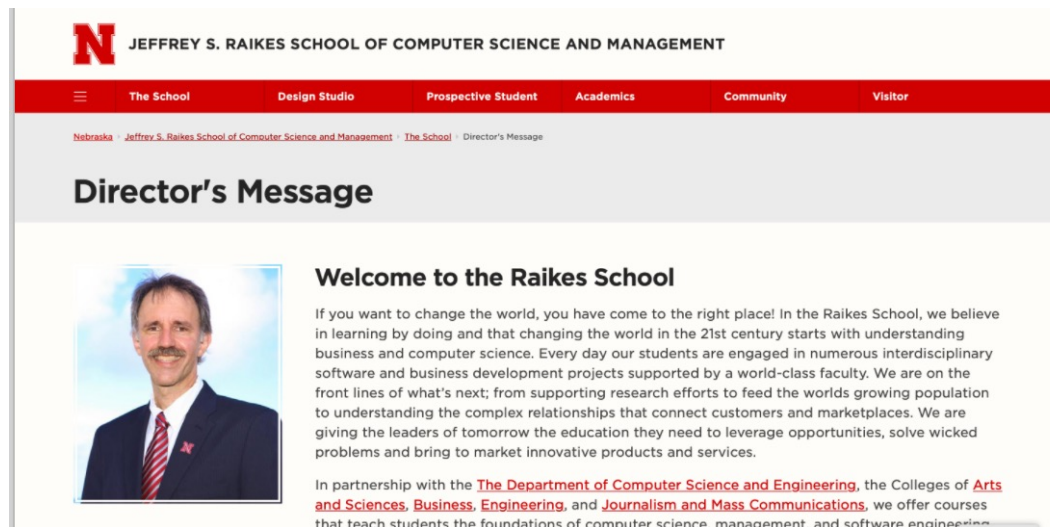Leadership courses generally are designed for grad students and executives.

2

Analysis of how a leadership program fits in to the overall Raikes School experience.

(We attempted to) Distill the Raikes School experience.

If you want to change the world, you have come to the right place! In the Raikes School, **we believe in learning by doing** and that changing the world in the 21st century starts with understanding business and computer science. Every day our students are engaged in numerous interdisciplinary software and business development projects supported by a world-class faculty. We are on the **front lines of what's next;** from supporting research efforts to feed the worlds growing population to understanding the complex relationships that connect customers and marketplaces. We are giving **the leaders of tomorrow** the education they need to leverage opportunities, solve wicked problems and bring to market **innovative** products and services.

(We attempted to) Distill the Raikes School experience.

RAIKES SCHOOL GRADUATES ARE TOMORROW'S INNOVATION LEADERS

Raikes School graduates have the ability and confidence to become transformational leaders of innovation at the intersection of technology, business, and human needs.

Graduates push forward fearless innovation, build meaningful relationships within and outside their teams, and continue leading into the future they design.

Raikes Program Outcomes, spring 2019

Lead In From the start, graduates are ready to participate in the full product development life cycle – from inception of the concept to deployment of the solution by employing the state-of-the-art methodologies for product development. Graduates adapt quickly to new development teams and are equipped to develop creative solutions to challenging problems from the word "go".

Lead Innovatively Graduates navigate the intersection of technology, business, societal needs, and their own interests by resolving uncertainty and embracing the interdependence of various domains. Graduates address complex challenges using model thinking, data science, and innovative business strategy.

Lead Fearlessly Graduates of the Raikes program focus on trust, collaboration, and flexibility as they adapt to ever-changing horizons. Raikes graduates focus on making bold decisions based on existing shortcomings and forecasts of societal trends.

Lead Articulately Graduates communicate with precision and professionalism while exploring the needs of a wide variety of stakeholders. In conversation, graduates transparently motivate employees, customers, and investors alike. Graduates deliver engaging presentations, draft eloquent written reports, and author self-documenting, readable code.

Lead Humbly Graduates of the Raikes program embrace their own strengths while simultaneously recognizing the strengths and contributions of others. Graduates keep their ideas larger than their egos, their products as exceptional as their relationships, and their work ethic as rigorous as their quality control.

Lead On Graduates understand that innovation yesterday will be history tomorrow. Graduates stay abreast of the newest technologies, trends, and needs of an evolving societal landscape. This commitment to lifelong learning, fostered at the Raikes School and embraced long beyond their residence in our halls, facilitates innovative growth for our graduates, for the organizations they lead, and for the communities they serve.

Raikes School: interdisciplinary understanding of tech and business with the following characteristics

Vision

"If you want to change the world, you've come to the right place."

Graduates stay abreast of the newest technologies, trends, and needs of an evolving societal landscape…to shape the future.

Forward thinking.

Commitment to lifelong learning.

"A leader is one who sees more than others see, who sees farther than others see and who sees before others see." – *Leroy Eimes, author and leadership expert*

Innovation

Developing the front lines of what is next.

Art and science of creation.

Creativity.*

Competence

Graduates are ready to participate in the full product development life cycle.

Ability to execute.

"We believe in learning by doing."

People Skills

Ability to work in teams.

Ability to develop relationships.

Existing Raikes School Leadership Courses

RAIK 185H

The overall goal of this class is to prepare students to be effective leaders and teammates.

1. Recognizing our strengths and weaknesses as leaders;

2. Recognizing situations where our strengths will work in both the physical and virtual worlds;

3. Assessing different forms of effective communication;

4. Understanding the special challenges of working on a team;

5. Developing thinking and behavioral skills that will help us be effective teammates.

RAIK 186H

This course will examine the processes of leadership and team development.

1. Develop and enhance their understanding of and abilities to comprehend the nuances of how communication impacts personal and organizational success;

2. Examine group dynamics theory and practices in order to increase personal and organizational efficacy;

3. Explore the individual role and responsibility for promoting "healthy" group processes;

4. Discern the differences between groups and teams and appreciate which should be utilized in various circumstances;

5. Understand how leadership thrives when effective group process and communication occurs.

The Raikes School leadership programs shares a common course foundation – self-discovery of the student and how to apply this understanding with others.

Journey of self-discovery

- Recognizing our strengths and weaknesses as leaders;
- Recognizing situations where our strengths will work in both the physical and virtual worlds.

Understand the self in the context of others.

- Developing thinking and behavioral skills that will help us be effective teammates.
- Examine group dynamics theory and practices in order to increase personal and organizational efficacy;
- Develop and enhance their understanding of and abilities to comprehend the nuances of how communication impacts personal and organizational success;
- Examine group dynamics theory and practices in order to increase personal and organizational efficacy;
- Assessing different forms of effective communication.

3

Recommendations for a Leadership Program tailored to the Raikes Experience

Conceptualizing leadership
Our distilled working conceptualization of leadership

The capacity to get people to do things that they would not do without you.

Broadly speaking, the aim of our leadership program is to develop the people skills so our students can lead.

Understand what leadership is.

Understand leadership.

Identify personal leadership style.

Know yourself

Improve how to relate to others.

Know others

Develop a toolbox to bring others along.

Activate a vision

What does a Raikes School leader look like?

A Raikes School leader:

Understand leadership.

Know yourself

- Leverages one's own strengths while ever-seeking improvement in one's own leadership practice.

- Empathetically identifies and develops potential in others;

Know others

- Empowers others to reach clear, courageous and innovative goals, aligned with personal and organizational values;

Activate a vision

- Articulate what leadership is and is not.

- Identify and critique one's own assumptions and attitudes towards leaders and leading.

- Compare & contrast leadership, power, and management.

- Explore the role followership plays in the leadership process.

- Initiate strategies for applying one's own personal strengths.

- Devise and enact strategies for success when one's weaknesses are tested.

- Launch a personal agenda that supports lifelong productivity, and satisfaction.

- Seek out mentors to support future growth and development.

- Help others understand their potential by relating their individual strengths, motivations, and values to the need at hand.

- Adapt one's own leadership style to meet the needs of a diverse organization.

- Listen with the intent to understand.

- Recognize and name the emotions of one's self and others and respond with empathy.

- Acknowledge interpersonal conflicts with courage and utilize appropriate strategies for their resolution.

- Foster creativity in one's self and others by embracing ownership, diversity of thought, and setting low stakes for failure.

- Identify and divert procedural or personal roadblocks that stand in the way of one's own or one's team's success.

- Communicate clear objectives with enthusiasm, transparency, and honesty.

- Correlate tasks to a team's goals and values and prioritize accordingly.

Defining a Raikes School leader

At the end of the leadership sequence, students should be able to...

- **Articulate** what leadership is and is not.

- **Identify** and **critique** one's own assumptions and attitudes towards leaders and leading.

- **Compare** & **contrast** leadership, power, and management.

- **Explore** the role followership plays in the leadership process.

Leverages one's own strengths while ever-seeking improvement in one's own leadership practice.

At the end of the leadership sequence, students should be able to...

Know yourself

- **Initiate** strategies for applying one's own personal strengths.

- **Devise** and **enact** strategies for success when one's weaknesses are tested.

- **Launch** a personal agenda that supports lifelong productivity, and satisfaction (Stanford and Wharton both value this, the holistic life)

- **Seek out** mentors to support future growth and development.

Empathetically identifies and develops potential in others.

At the end of the leadership sequence, students should be able to...

Know others

- **Help** others understand their potential by relating their individual strengths, motivations, and values to the need at hand.

- **Adapt** one's own leadership style to meet the needs of a diverse organization.

- **Listen** with the intent to understand.

- **Recognize** and **name** the emotions of one's self and others and respond with empathy.

- **Acknowledge** interpersonal conflicts with courage and utilize appropriate strategies for their resolution.

Empowers others to reach clear, courageous and innovative goals, aligned with personal, organizational, and Raikes School values.

Activate a vision

At the end of the leadership sequence, students should be able to...

- **Foster** creativity in one's self and others by embracing ownership, diversity of thought, and setting low stakes for failure.

- **Identify** and divert procedural or personal roadblocks that stand in the way of one's own or one's team's success.

- **Communicate** clear objectives with enthusiasm, transparency, and honesty.

- **Correlate** tasks to a team's goals and values and prioritize accordingly.

We can refine our *people skills* further to enhance the Raikes School experience

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Vision

"If you want to change the world, you've come to the right place."

Graduates stay abreast of the newest technologies, trends, and needs of an evolving societal landscape…to shape the future.

Forward thinking

Commitment to lifelong learning.

"A leader is one who sees more than others see, who sees farther than others see and who sees before others see." – *Leroy Eimes, author and leadership expert*

Innovation

Developing the front lines of what is next.

Art and science of creation.

Creativity

Entrepreneurship*

"Innovation distinguishes between a leader and a follower." – *Steve Jobs, co-founder and CEO of Apple*

Competence

Graduates are ready to participate in the full product development life cycle.

Expertise

Ability to execute.

"We believe in learning by doing."

People Skills

Strong people skills

Self awareness

Empathetically identify and develop potential in others.

Empower others to reach clear, courageous goals with personal and organizational values

Strong communication skills

"As we look ahead into the next century, leaders will be those who empower others." – *Bill Gates, co-founder of Microsoft*

Recommendations for Next Steps

- Refine the recommendations from this report.
- Expand the subcommittee (including representation from those who instruct the leadership classes) to:
  - Flesh out objectives.
  - Recommend approaches on how to approach leadership in the classroom.
  - Recommend how to integrate the content through Design Studio, common experiences, and other courses.

Some additional recommendations

- The design of all Raikes School courses ought to be put in the context of the Raikes School Outcomes.

- People Skills is a very diverse and rich field. In long term planning, it would be helpful to have other organizational behavior / leadership courses.

- Articulate what leadership is and is not.

- Identify and critique one's own assumptions and attitudes towards leaders and leading.

- Compare & contrast leadership, power, and management.

- Explore the role followership plays in the leadership process.

Understand leadership.

- Initiate strategies for applying one's own personal strengths.

- Devise and enact strategies for success when one's weaknesses are tested.

- Launch a personal agenda that supports lifelong productivity, and satisfaction.

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Activate a vision