OBTC 2015 at University of La Verne
June 17th – 20th, 2015

Submission Template

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1) Title of Proposal:

Designing a Leader Development Program: From Conceptualization to Endowment in 5 Years

2) Abstract:

A Deloitte study indicated a 14% increase in investment by organizations in leadership development between 2012 and 2013. Educational institutions tend to follow industry's trend, and there is increased interest in leadership development for business students. In 2009 I was presented with the challenge of designing and directing a leadership development program for undergraduate students. Five years later, the program received a $1.5 million endowment. What did I do right? What could I do better? If you've only just considered launching a leader development program, or if you've directed leader development programs for years, let's learn from each other.

3) Keywords:

Leader development program. Mentor program. Industry immersion.

4) Format

___ Activity or exercise
___ Discussion roundtable (60 minute only)
_x_ General discussion session

5) Time Requested:

__ 30 Minutes
__ 60 Minutes (*Roundtables must select 60 minutes*)
_x_ 90 Minutes

6) Planning Details:

Needs video projection technology. This could be modified to fit a 60 minute period or to be used as a 60 minute evening roundtable.

7) Learning Objectives or Goals for the Session:

- Explore potential components of leader development programs designed in educational settings
- Consider specific components in more detail, including designing a mentoring program and collecting data to demonstrate outcomes
- Gain access to the budget associated with one leader development program, including a discussion of working with a private benefactor and naming the program
- Understand the use of executive sponsors in arranging speakers, mentors, and company visits and selecting students to participate in the program

8) Management or Teaching Topics:

In a 2010 issue of the *Chronicle of Higher Education,* Richard Greenwald's piece titled "Today's Students Need Leadership Training Like Never Before" highlighted the surge in occurrence of leader development programs on college campuses. In his list, he highlighted programs across majors ranging from undergraduate programs at community colleges to executive programs at the ivy leagues. Greenwald doesn't claim to be highlighting a new trend, with some programs dating back 20 years. However, he notes that the programs are increasing in number, especially in business schools.

"Many business schools have incorporated leadership training into their programs, or even created stand-alone business-leadership programs. Some undergraduate colleges have embraced the trend by starting leadership programs, which function much like honors programs, or by changing honors programs into leadership programs." (Greenwald, 2010).

There are numerous reasons for this growth. One reason, as Greenwald (2010) notes, is

that there is a recognition in our society of a crisis of leadership, and universities hope to fill this gap. Greenwald also notes that students need interpersonal and flexibility skills to manage careers that will change based on technological and cultural trends (2010); leader development programs equip students for this. Another reason is that there is an increase in industry spending in leader development programs; a study by Deloitte reports that organizational investment in leader development increased 14% between 2012 and 2013 (Leadership Development Factbook, 2014). Educational institutions tend to follow industry's lead. A fourth reason is that as traditional institutions of education seek a competitive advantage against growing competition from on-line institutions offereing mass learning at a lower cost (Barber, Donnelly, & Rizvi, 2013), offering leader development programs for the best and brightest students tends to be a selling point to students and their parents to traditional universities.

Because the number of universities offering leader development programs for undergraduates students is increasing, it is likely that there is a large population of OBTC attendees who are faced with the challenge of designing or directing these programs. From the facilitator's experience, the components included in each program and the programs elements (participants, funding, etc) is completely unique from program-to-program. These are influenced by many factors including the mission of the institution in which the program is housed, the funding structure and amount of the program, the availability of industry and leaders within the region, the readiness level of potential participants, and the other local programs against which there is need to carve a niche.

For these reasons, design and directorship of such programs is extremely challenging. This session is intended to serve as a gathering of individuals who (past, present, or future) design and direct leader development programs for undergraduate students, allowing them to share their experiences, learn from one another, and exchange valuable feedback.

As someone who was steward of a program from design to endowment over a five-year period, the author of this proposal feels qualified to serve as facilitator for the discussion.

9) Session Description and Plan:
What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

Pre-workshop (5 minutes into start): As participants arrive, annual review books from the program directed by the facilitator will be available to peruse. Any participants who plan

to attend are also encouraged to be prepared with examples from their programs, including easy links to websites that can be quickly shared to view on smart devices.

Opening (20 Minutes): The facilitator introduces the program he/she directs, telling the dramatic story of how the program was conceptualized, using pictures and student quotes to highlight the program's activities, sharing the results of a recent alumni survey with the audience, and discussing the challenges associated with the decision to endow the program.

Inclusion of participants (20 minutes): Others in the audience have the opportunity to make a similar impromptu presentation about their programs. Participants who are not currently directing programs will be asked to share their interest in the session (e.g., planning to develop a program). Every person will introduce him/herself, and note the reason for their interest in the session.

Back-up plan: If none of the participants currently direct similar programs or have experience with similar programs, or if several members in the audience appear to have no experience with leader development programs for undergraduate students, the facilitator will be prepared to share examples from other undergraduate institutions with successful leader development programs (e.g., The Leonard Leadership Scholars Program at the University of Georgia's Terry School of Business; The Global Leadership Scholars at The University of Tennessee's Haslam School of Business)

A common definition (10 minutes): As a group, create a common list of components that are included in these programs at the undergraduate level. What appears to be effective? What isn't? What is at the core, versus what is at the fringe?

Active discussion of the advantages (10 minutes): The facilitator will be prepared to present the advantages of the program for his/her institution. Others in the audience will be asked to expand on other advantages they've experienced.

Active discussion of "challenges" (10 minutes): Similarly, the facilitator will lead with a discussion of 3 to 4 lessons learning from designing and director a leader development program for undergraduates. The directors list will be short if there is much audience experience, but can be made as long as necessary if there is little audience experience (i.e., the facilitator has made *plenty* of mistakes!).

A period of mentoring (15 minutes): If an individual is currently designing a program, is dreaming of designing a program, or recently designed a program that is still taking shape, that individual can seek the input from the "veterans" who have already designed programs.

Back-up plan A: If time does not allow for this mentoring, individuals will be encouraged to make a plan to share lunch or a break to further discuss and share feedback about

ideas. This will allow the less experienced individuals to think through all of the contingencies involved in program design.

Back-up plan B: If no one is interested in being mentored or having one-on-one discussions, or if there are not enough veterans in the room, the facilitator will be prepared to make a nuts-and-bolts presentation walking participants through the design of the mentoring program, the program budget, and the selection process for the program.

10) For Activities and Exercises:

Not applicable.

11) Implications for Teaching or for Teachers:

The program will serve as a means to gather individuals who have designed and directed leader development programs. Because each program is different, having a space to exchange and hone ideas would be very beneficial.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community? The program on which the presentation is hinged is based on taking advantage of lessons learned from leaders and organizations within the community.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before?

I have never presented on this topic at OBTC.

14) References and/or Additional Materials:

Barber, M., Donnelly, K., & Rizvi, S. (2013, April 10). How universities will compete: Appeal to elites, move online. *The Globe and Mail* [on-line]. Retrieved 1/19/2015 from http://www.theglobeandmail.com/news/national/education/how-universities-will-compete-appeal-to-elites-move-online/article10942610/

Leadership Development Factbook (2014, May). Retrieved 1/19/2015 from Bersin by Deloitte. http://www.bersin.com/News/Content.aspx?id=15596

Greenwald, R. (2010). Today's students need leadership training like never before. *Chronicle of Higher Education* [on-line]. Retrieved 1/19/2015 from http://chronicle.com/article/Todays-Students-Need/125604/.