
LGO Leadership: An Introduction to a Two-Year Journey

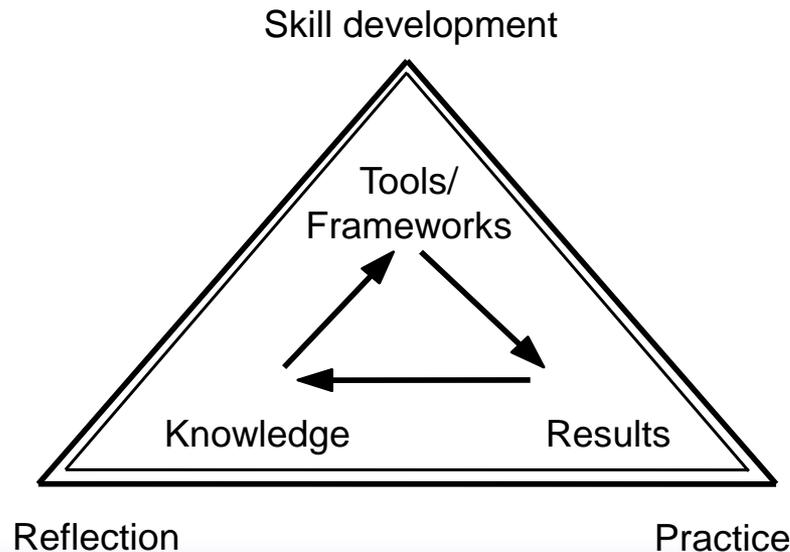
Jan Klein
Session 1

Today's Agenda

- LGO Leadership Vision & Roadmap
- Overview of Leadership Perspectives

LGO Leadership - *A Work in Progress*

- History
 - Student initiated
 - Viewed by Governing Board and Operating Committee as pivotal and essential to LGO program
- Leadership Development Philosophy



LGO Leadership Curriculum

- Integrated into the fabric of the program
 - Builds upon your experiences
 - Support mutual learning from each other
- Focus on implementation and making things happen
 - Grounded in solid theoretical foundations translated into practice
 - Multiple opportunities to practice leadership
 - Builds upon LGO utilization research
- Shaped by Leadership Committee based on student feedback
 - Your active participation is key in shaping *your* leadership experience

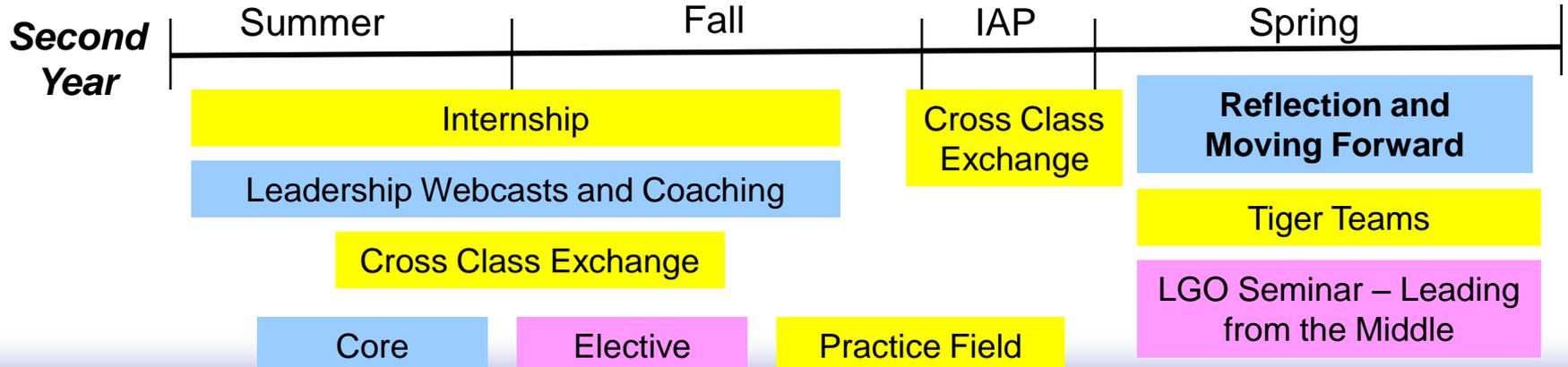
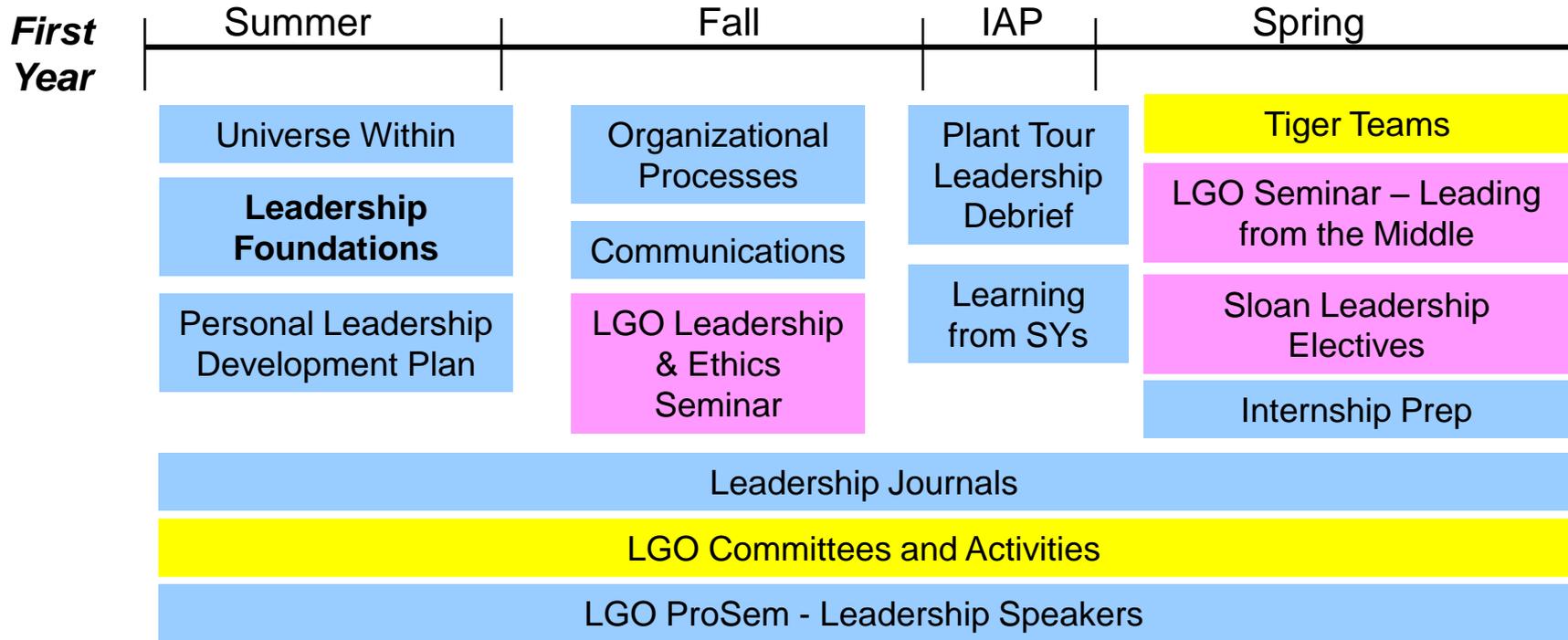
How important is the “L” in LGO to you personally?

What do you personally want to take away from your LGO leadership experience?

Leadership Reflections from Prior Classes

In the past, I believed that some people were natural leaders and others were not. LGO taught me that leadership is not that different from any other skill; you have to practice to get better. This sounds so simplistic, but the idea of actively trying to improve my leadership skills instead of just hoping that they improved on their own over time was actually a new idea to me.

A Two Year Journey



Leadership Committee

- Coordination of LGO Leadership seminars
 - Ethics and Leadership with Don Davis & Bill Hanson
 - Leading from the Middle
 - Tiger Teams
- Curriculum review & improvement recommendations
 - Leadership Reaction Course
 - Leading from the Middle
 - Leadership Lab
- ROTC IAP seminar
- Alumni mentoring program
- Coordination with SDM and Sloan leadership activities

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- Spans the entire two years
 - This Summer and Spring 2011 classroom sessions
 - Internship prep sessions
 - Webcasts and deliverables during the internship
 - Midstream and Knowledge Review reflection sessions
- Receive one grade in Spring 2011
 - 1/3 Summer 2009 course (receive “J” grade for summer units)
 - 40% participation
 - 40% individual paper
 - 20% team activities (peer feedback + team paper)
 - 1/3 Spring 2011 course
 - 1/3 Leadership Practice Fields
 - Internship + other activities

LGO Leadership Challenge*

All students will challenge themselves to develop their leadership potential through experimenting and growing outside their comfort zone and leaving a sustainable legacy.

* Developed by the LFM07 Leadership Committee

Leadership Reflections from Prior Classes

I did not approach LGO as an opportunity to learn leadership. In fact I explicitly decided that I was not going to work on leadership while in the program. I was in the camp of “leadership can’t be learned”, I assumed I had enough experience, and I didn’t see a lot of relevance to my learning objectives. This was a terrible perspective for me to take... The frameworks that I now have at my disposal, the action skills I have developed, the reflection that this time has afforded and the guidance through this process that the leadership curriculum has provided has made me a better human. I will draw from this experience for the rest of my life.

Leadership Frameworks

Wangari Maathai

- Born: 1940 in Nyeri, Kenya
- Outside and inside formal education
 - B.S. Biology, Mount St. Scholastica College, Atchison, Kansas, 1964
 - M.S. Biological Sciences, Univ. of Pittsburg, 1966
 - Doctoral studies in Germany
 - PhD Anatomy, Univ. of Nairobi, 1971
 - Chair, Department of Veterinary Anatomy, Univ. of Nairobi, 1976
- Introduced idea of planting trees using ordinary people in 1976
 - Launched Green Belt Movement (GBM) in 1977
 - Over 30 million trees planted across Kenya
 - Similar initiatives successfully launched in other countries
- Nobel peace prize in 2004

Background

- Kenya
 - Colonized and ruled by the British from late 19th century to early 1960's
 - Won independence in 1963
 - 30 million people
 - 2/3 of population live in abject poverty with high rates of malnutrition
 - Land is primarily semi-desert with forested area < 2%

Distributed Leadership

I'm very conscious of the fact that you can't do it alone. It's teamwork. When you do it alone you run the risk that when you are no longer there nobody else will do it.

* Wangari Maathai, *The Green Belt Movement: Sharing the Approach & the Experience*, Lantern Books, 2004, p. 136

Historical Perspective of Leadership

- Personal Characteristics & Values
 - Individual Attributes/Traits
 - Not necessarily hard-wired; reflects lifetime experiences & development
 - One's moral code
- Situational Leadership
 - Critical situations provide an opportunity for leadership to be tested & displayed
 - Different situations call for different kinds of leadership

Technical vs. Adaptive Work

Situation	Problem definition	Solution & implementation	Primary locus of responsibility for the work	Kind of work
Type I	Clear	Clear	Leader	Technical
Type II	Clear	Requires learning	Leader and followers	Technical and adaptive
Type III	Requires learning	Requires learning	Leader as facilitator	Adaptive

Adapted from Ronald Heifetz, *Leadership Without Easy Answers*, 1994

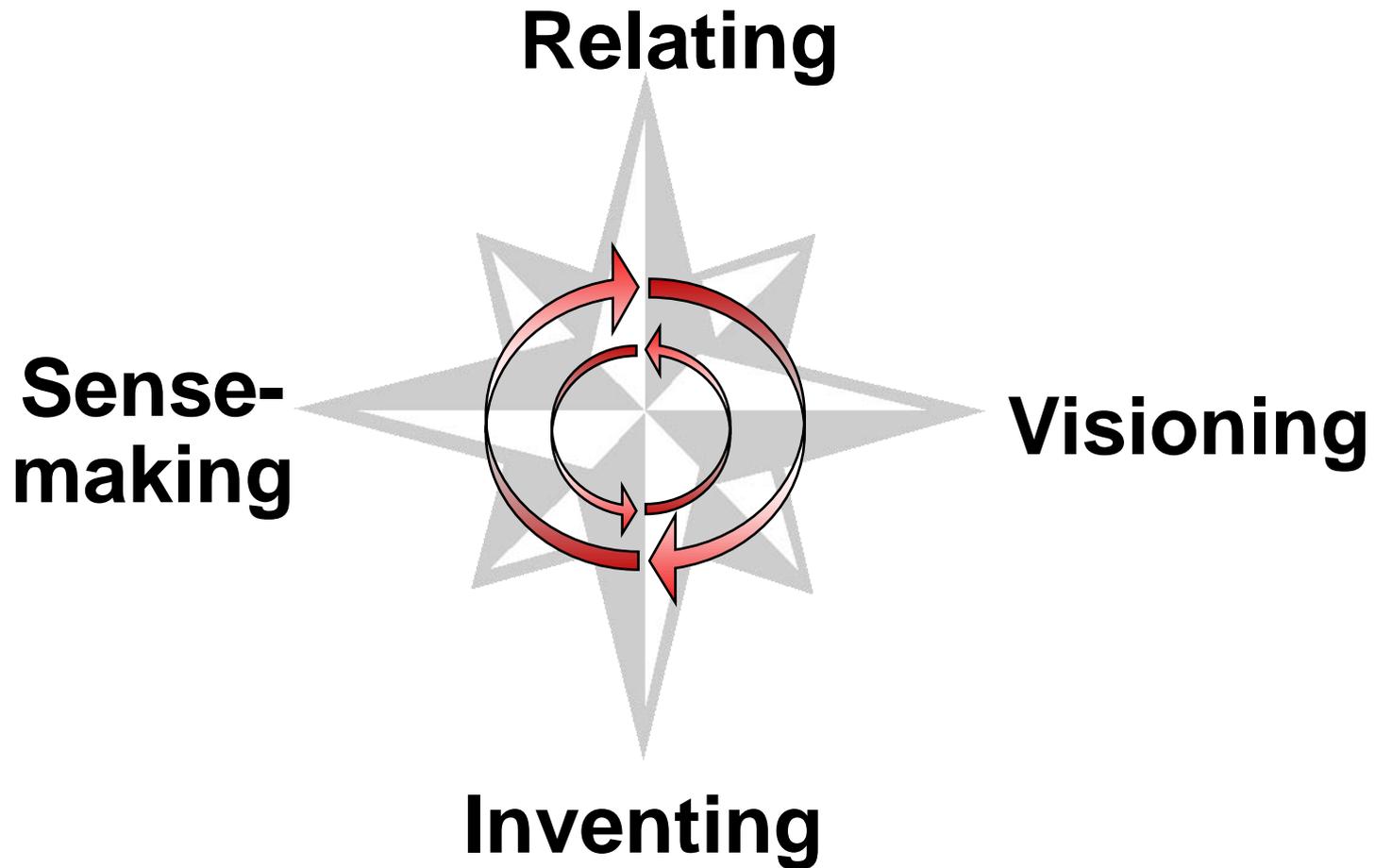
Transformational Leadership

- Inspire followers toward vision and goals
- Build trust between leaders and followers
- Develop creative solutions to problems
- Coach and mentor followers



Leading change

Sloan 4 Capabilities Model



Sloan Leadership Model

- > Seek many types & sources of data
- > Involve others in your sensemaking
- > Do not simply apply your existing frameworks & overlay them on the situation
- > Move beyond stereotypes
- > Learn from small experiments
- > Use images, metaphors, or stories to try to capture & communicate critical elements of your map

Sensemaking

- > Maintain focus on improving the ways that people work together in your team/organization
- > When a new task or change effort emerges, think through how it will get done—who will do what, by when, and in what configuration
- > Play with new & different ways of organizing work—examine alternative ways of grouping people together, organizing their internal interaction, & linking across different groups
- > Blend sensemaking & inventing

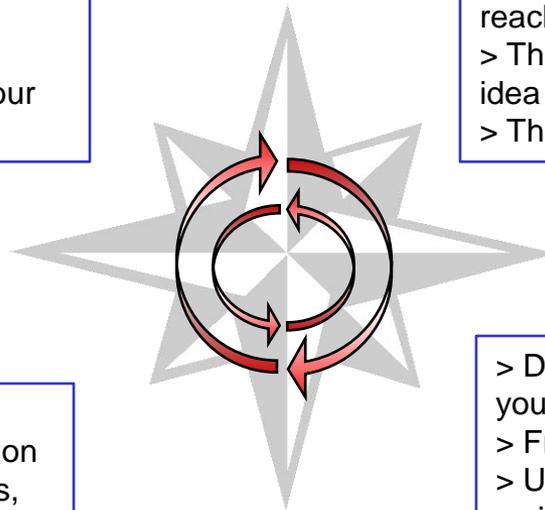
Relating

- > Understand the perspective of others within the organization & withhold judgment while listening to them
- > Encourage others to voice their opinions
- > Be clear about your stand and how you reached it
- > Think about how others might react to your idea & how you might best explain it to them
- > Think about your connections

Visioning

- > Develop a vision about something that excites you or that you think is important
- > Frame the vision with an ideological goal
- > Use stories, metaphors and analogies to paint a vivid picture of what the vision will accomplish
- > Practice creating a vision in many arenas
- > Enable co-workers by pointing out that they have the skills & capabilities needed to realize the vision
- > Embody the key values & ideas contained in the vision—“walk the talk”

Inventing



Leading Change

- “System” implies you are a change agent
 - Do you really want to be a change agent?
- Unintended development activities
 - LGO experience challenges your existing mental models and help you see gaps between prior assumptions and the root cause of problems

The World as “Insiders” See It

Organizational Assumptions



What we see
How we see it
What we do about what we see

The World “Outsiders” Often See

Missed Signals
Misinterpretations
Flawed analyses
Application of Wrong Solutions

Outsiders on the Inside Wear Two Hats

Outsiders

- Not blinded by internal cultural assumptions
- See mismatches between current approaches and root causes of problems

Insiders

- Understand cultural interdependencies
- Possess organizational credibility
- Leverage the existing culture



Being an Outsider-Insider

My background as a biological scientist and daughter of a peasant farmer provided the seed for growth and long-term commitment to the environment.

Looking beyond the ridges of the Rift Valley

- Wangari Maathai, *The Green Belt Movement: Sharing the Approach & the Experience*, Lantern Books, 2004, p. 9
- Frances Moore Lappe & Anna Lappe, *Hope's Edge: The Next Diet for a Small Planet*, Putnam, 2002, Chapter 7

This Summer

- Individual Characteristics & Situational Leadership
- Leading and Following
- Distributed Leadership
- Team Processes
- Transformational Leadership
- Don Davis/Bill Hanson
- Leadership Development Planning
 - Alumni panel
- Leadership & Ethics
 - 2 sessions with Leigh Hafrey
- Leadership in Action
 - Leadership Reaction Course
 - Reflection at end of summer on summer teams

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- Personal leadership development plan
 - Reflection of what leadership means to you personally
 - Assessment of your leadership strengths and development needs
 - Identification of where your passion lies and the legacy you would like to leave behind from your time in LGO
 - Begin to formulate a project/plan that will help you achieve your personal goals and objectives
- Team reflection paper
 - Analyze and evaluate your team's performance
 - Mid-summer peer team feedback

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15.317 Organizational Leadership and Change
Summer 2009

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