In April 2007, Dartmouth College articulated its mission as follows:

Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

In support of the emphasis on leadership now evident in the mission statement, the Rockefeller Center has devised a set of criteria for the way it will develop the leadership potential of Dartmouth students.

**Definition:**

Leadership is the process of influencing and organizing a group to mobilize its resources toward accomplishing an identified goal.

**Criteria:**

Leadership development at a liberal arts college is marked by four fundamental elements:

1) Rigorous environments in which to learn knowledge and skills relevant to leadership, whether in or out of the classroom;
2) Consequential opportunities to apply this knowledge and practice these skills;
3) Critical and constructive feedback on performance in these opportunities;
4) Reflection on lessons learned and the setting of future goals.

**The Challenge:**

As the nation’s premier undergraduate college, Dartmouth excels at providing rigorous environments for learning across the liberal arts. The challenge to the leadership development of Dartmouth students is not that the remaining criteria are nowhere to be found but that they are not systematically and universally available to students. Opportunities to apply the knowledge gained in a liberal arts classroom specifically to real world situations are not systematically available. Despite the existence of a number of leadership programs, there is no campus-wide commitment to develop more practical leadership skills in all or even most of the student body. Critical feedback is limited in large part to classroom activities. Opportunities for reflection are not structured as part of most activities. Perhaps most importantly, student performance in these criteria beyond the liberal arts curriculum are not systematically tracked and integrated, so that students who get one element may not get others.
The Rockefeller Center:

The Nelson A. Rockefeller Center at Dartmouth College aspires to inspire and energize undergraduates to become effective leaders in their communities and to cherish and participate in democracy on the state, national and international stages throughout their lives. Over the past five years, the Rockefeller Center has been building a comprehensive program to engage students in and out of the classroom, on and off campus, to reach this goal. These programs include:

- The Public Policy Minor, an interdisciplinary selection of courses to acquire the tools of public policy analysis, learn about public policy challenges, and investigate and propose possible solutions
- Public Lectures by nationally and internationally known policy makers, scholars, and commentators that expose students to a range of viewpoints
- Internship Funding for students to take leave term, unpaid internships in the public and non-profit sectors
- Civic Skills Training, a five-day intensive internship training program in Washington to help students be effective in their internships
- The First Year Fellows Program, which combines the initial coursework from the Public Policy Minor with Civic Skills Training and a summer internship in Washington with a Dartmouth alumnus/a serving as a mentor.
- The Policy Research Shop, in which teams of students conduct research on behalf of the New Hampshire and Vermont state legislatures, with many students having the opportunity to testify on their findings
- Rockefeller Leadership Fellows, a senior year experience to learn leadership skills, reflect on lessons learned in college, and prepare for life beyond Dartmouth
- Discussion Groups, student-directed sessions in six different areas including law, politics, and leadership that enable students to learn, speak, and reflect on public policy issues in a diverse group

Each of these programs touches on one or more of the fundamental elements of leadership development. In many cases, the programs have emerged to strengthen the leadership aspects of other programs. For example, Civic Skills Training was developed and implemented in response to feedback from students that they felt ineffective in their off-campus internships. The Public Policy Minor was completely redesigned to ensure that the projects undertaken in the Policy Research Shop were of the highest quality. The work in the Policy Research Shop is now integrated with the curriculum through a core course in the Public Policy Minor. The Leadership Fellows Program was expanded and improved in order to offer a genuine opportunity for reflection by highly accomplished students from all parts of the College. It also now includes a curricular option for students who want to combine it with an independent study.

In other cases, the Rockefeller Center has introduced new programs as an integrated sequence. The best example of a program that satisfies these four criteria for leadership development is presently the First-Year Fellows program. Students complete Public Policy 5 (Introduction to Public Policy) and a social science methods course to gain
knowledge. They learn leadership skills in Civic Skills Training. They apply the
knowledge and practice the skills in the summer internship under the supervision of a
Dartmouth alumnus/a working in the public or nonprofit sector. Feedback is given by the
mentor and through periodic check-ins with the students while on internships. Reflection
occurs in a debriefing session back on campus, both through written summaries and
discussions. Students are then ready as early as the fall of their sophomore year to take
on even more ambitious projects to develop their leadership potential.

The Need:

Many of these programmatic developments are based on the Center’s 2006 Strategic
Plan. As the objectives of that plan are met or modified, three new objectives have
shown themselves to be critically important to the Center’s mission:

1. Introducing the rigorous academic study of leadership into the Dartmouth
curriculum, with a foundational course on leadership theory and practice that is
integrated with the existing public policy curriculum and that may serve as the
basis for expanded and more advanced course offerings

2. Making the skill development modules that are central to the success of the off-
campus Civic Skills Training and senior-year Leadership Fellows Program more
widely available to Dartmouth students – on-campus and at any point in their D
Plan – through a new Management and Leadership Development Program

3. Connecting the disparate elements of leadership education that occur on campus
into a more integrated program of leadership development, expanding programs
that are effective and introducing new programs that enable better feedback,
reflection, and goal setting for Dartmouth students

To achieve these objectives, the Rockefeller Center will need additional funds.

The Proposal:

Corresponding to the objectives above, the Rockefeller Center’s new programs will have
three components. Each component is designed to be introduced in stages, with the most
critical aspects addressed first and within the Center. Later stages can build on the work
that precedes them. The components are:

New Leadership Courses in the Public Policy Minor

The Public Policy Minor is open to Dartmouth undergraduates from all majors who seek
a coherent program of study in the broadly defined field of public policy. This program
prepares students for careers in a variety of policy-related fields, including jobs in policy
analysis, policy research, nonprofit organizations, and as consultants for business and
government entities. Intentionally flexible and broad in scope, the program draws faculty
from across the social sciences and interdisciplinary programs.
The Public Policy Minor requirements include a research methods prerequisite and six courses: the introductory course on policymaking, two core courses in public policy methods (selected from six offered in a rotation), two courses in a policy track of a student’s design, and one public policy seminar relating to the student’s policy track.

The following course is proposed as the first stage in what will ultimately become a three-course sequence in Public Policy and Leadership:

PBPL 47: Foundations of Leadership: Theory and Practice

The intent of this course is to distinguish leadership from other relationships between citizens and those in positions of power and to emphasize the various leadership models, perspectives, values, skills, and practices that are necessary for success in the 21st Century. In this course, we will critically review and analyze contemporary strategic thinking about leadership theory and practice (e.g., Burns, Gardner, Kellerman, Northouse) as well as ground our understanding of leadership in classical and early modern perspectives (e.g., Plato, Aristotle, Machiavelli, Weber).

This course will add to our menu of core courses (40-level courses) and will be required, along with PBPL 42: Ethics and Public Policy, for those students completing the Leadership and Public Policy track in the minor.

The following two courses are not formally part of the proposal but are being planned for a later stage of implementation. When offered, they would be available as electives in the Leadership and Public Policy track in the minor.

PBPL 51: Leadership in Civil Society

This course will focus on those aspects of leadership that are directly applicable to the accumulation and utilization of social capital through the various organizational manifestations of civil society. Students will explore the broad literature on nonprofit leadership as well as the more targeted literatures that address grassroots mobilization, religious (lay/servant) leadership, interest group influence, organizational maintenance and political representation, and the leadership problems associated with collective action. In addition, the course will focus on the roles of political parties as aggregators of societal interests and as intermediaries between citizens and the state. The various roles of the news media in civil society will also be critically analyzed in order to evaluate the leadership capacity of news organizations in providing the information necessary to participate in American society as informed citizens.

PBPL 52: Institutional Leadership: Power, Authority, and Influence in Government
This course focuses on political leadership in the United States as practiced by the formal policy actors (elected and appointed) in the policymaking process at all levels of government. The course is divided into three sections: I. Executive leadership, II. Legislative leadership, and III. Judicial leadership. In Section I, students will be exposed to the largest of the literatures on political leadership—those works focused on the leadership roles, styles, models, and practices of political executives—presidents, governors, and mayors. Section II will focus on legislative leadership as manifest in the United States Congress, in state legislatures, and in county and town/city/village councils across the country. Legislative leadership is distinct from executive leadership in that leadership in legislative bodies is derived from within; as a result leaders are viewed as firsts among equals. The course will conclude in Section III with an often overlooked aspect of institutional leadership—judicial leadership at the federal, state, and local levels. Students will critically evaluate the leadership qualities of these policy actors and assess the degree to which citizens have the capacity to judge such qualities.

These courses are further described in Appendix A. If funds become available to offer all of these courses, then the next stage of implementation will be to work collaboratively with other departments and programs to develop and sponsor seminars on leadership in a wide range of disciplines. Each of these courses will provide a rigorous environment in which to learn knowledge relevant to leadership. We expect that students who have completed them successfully will engage in further opportunities to apply this knowledge in subsequent work in off-campus internships, in projects related to on-campus co-curricular activities, and in their first jobs after college.

*The Management and Leadership Development Program*

Over the past five years, the Rockefeller Center has cultivated leadership skills in two key programs, Civic Skills Training and the Rockefeller Leadership Fellows Program. The former serves about 60 students per year in intensive, five-day sessions in Washington, DC. The latter serves about 20 students per year in weekly seminars during the fall and winter terms of their senior year. (More than three times this many typically apply for this program.) While skill development will always play a role in those two programs, the Rockefeller Center now seeks to expand those opportunities to a larger group of students on campus prior to their senior year through the Management and Leadership Development Program (MLDP).

The MLDP curriculum will develop management skills of students and prepare them to explore and reflect on leadership issues. The curriculum will frame the topics from a public policy perspective to stay consistent with the Rockefeller Center’s mission and expertise. The Center anticipates offering a mandatory nine-module program contained in one term and expects to repeat these modules fall, winter, and spring terms to extend its reach to more students and to address student absences on campus because of the D Plan. In addition to the mandatory modules, the Center also plans to offer optional modules in
collaboration with other departments on campus each term. The Center expects to accommodate 60 students per term. Students will be accepted into the program through a registration and application process.

Each module will consist of a two- to-four hour session, with the duration depending on the topic being covered. The module structure will contain a lecture on each topic and will be followed by small group work to practice key learning related to the topic. Each module will incorporate reflection on the topic being considered. Once students have completed the nine modules, self-identified groups of five-to-seven students will be qualified to submit proposals to the Center for projects they identify, design, and implement over the following term. These students will be assisted in their reflection on lessons they have learned upon project completion. A certificate of completion will be awarded to a student only if he or she completes all nine mandatory modules and the group project.

While the following are subject to continued modification, we anticipate offering nine of the following ten possible modules in the MLDP:

1. Leadership Theory and the Difference between Management and Leadership
2. Public Speaking and Communication
3. Computer Skills (PowerPoint and Excel)
4. Resume and Interviewing Skills and Mentorship
5. Networking
6. Problem Solving and Decision-making
7. Teamwork and Facilitating Differences
8. Ethics in Leadership
9. Professional Etiquette
10. Planning and Project Management

The modules are further described in Appendix B. The Management and Leadership Development program is designed to provide a large cohort of students with a rigorous environment in which to learn skills relevant to leadership. Each module will include opportunities to begin to practice those skills and receive feedback. The engagement of the students over the course of a term will enable students to measure their progress and, with the assistance of Rockefeller Center staff, to set goals for the future that incorporate these skills.

The implementation of MLDP will occur in three stages. The first stage will be to run the nine modules once in each of the fall, winter, and spring terms. The second stage will be to determine what modifications make sense to other Rockefeller Center programs in light of a successful MLDP. For example, MLDP could become a prerequisite for the senior-year Leadership Fellows program, with the skill-building elements of the latter made more advanced. It is also likely that there will be imperfect overlap between participants in MLDP and those in Civic Skills Training. Optional, more advanced elements could be introduced to both programs. A third stage of implementation, assuming success in the prior two stages and growing demand for the program, could be
the expansion of MLDP into two concurrent sections (e.g., one that meets weekly on Monday and one that meets weekly on Tuesday).

*The Director’s Leadership Venture Fund*

The first two components of this proposal provide new and innovative opportunities to learn, apply, and practice the knowledge and skills that are fundamental to leadership development. They have evolved based on the lessons learned from successful programs that have been piloted, implemented, and revised at the Rockefeller Center over the past five years. There is every expectation that the implementation of the first stage of these programs will reveal new opportunities for expansion and refinement. Their rollout will also heighten the need to better integrate them with other leadership development opportunities that exist elsewhere on campus.

For the student, this integration occurs through structured opportunities for reflection. These opportunities prompt students to review what they have accomplished, analyze critically the key decisions they have made, and articulate the lessons they have learned. This reflection leads naturally to a forward-looking process of setting objectives and making feasible plans to achieve them. Opportunities for reflection are always in scarce supply. This is true at most colleges, but perhaps even more so at Dartmouth due to the fast pace of an academic schedule based on quarters rather than semesters and the disruptive elements of the D Plan. There are a number of ways that the reflection can occur – through facilitated workshops, academic counseling, career advising, and programs with recent alumni and distinguished visitors whose experiences are relevant to groups of students.

To anticipate the need for critical resources to expand and integrate successful elements of leadership development on campus, the third component of the proposal is for a Director’s Leadership Venture Fund. These funds will be deployed to capitalize on pedagogical advances related to leadership education; to identify timely opportunities that integrate leadership development more fully across campus; and to respond more quickly and effectively to the faculty- and student-generated ideas that will emerge from the successful implementation of the other components of this proposal.
Appendix A: Leadership Courses for Public Policy Minor

PBPL 47: Foundations of Leadership: Theory and Practice

The intent of the course is to distinguish leadership from other relationships between citizens and those in positions of power and to emphasize the various leadership models, perspectives, values, skills, and practices that are necessary for success in the 21st Century. In this course, we will critically review and analyze contemporary strategic thinking about leadership theory and practice (e.g., Burns, Gardner, Kellerman, Northouse) as well as ground our understanding of leadership in classical and early modern perspectives (e.g., Plato, Aristotle, Machiavelli, Weber).

This course will help students understand the value of leadership and the consequences of the absence of leadership in a democratic society as well as to assist in the process of becoming students of leadership while contemplating future positions of responsibility in public, nonprofit, or private organizations as well as future involvement in social, civic, religious, and other group activities in their lives beyond Dartmouth.

The course is designed to give students the collective opportunity to define and operationalize leadership in a variety of social contexts and to evaluate the merits of the various models of leadership presented in class readings and discussions. Through individual and groups projects and interactive class discussions, students will have the opportunity to expand their understanding of leadership in contemporary society and to test their own leadership skills.

(This course will add to our 40-level offerings and will be required, along with PBPL 42: Ethics and Public Policy, for those students completing the Leadership and Public Policy track in the minor.)

PBPL 51: Leadership in Civil Society

In the United States as well as in other democratic societies around the world, the social and political space between the citizen and the state is often referred to as civil society. Civil society, broadly defined, includes what is variously labeled as the “voluntary sector,” the “third sector,” or the “nonprofit sector,” but civil society also includes the news media as well as the organizational and electoral aspects of political parties. The voluntary or nonprofit sector includes all nongovernmental organizations (NGOs) that impact the daily lives of citizens, such as philanthropic organizations, religious institutions, social movement organizations (SMOs), and public interest or collective action groups.

Leadership in civil society is manifest in many ways, particularly at the grassroots level in American society. As Alexis de Tocqueville observed, “we are a nation of joiners.” It is through the joining of forces in collective action that citizens have a more direct impact on public policy and the more general “pursuit of happiness” in contemporary society. It
is through civil society that individual thoughts, preferences, and behaviors are aggregated to create social capital. The aggregation of individual preferences, behaviors, and resources in support of collective, societal goals requires leadership.

This course will focus on those aspects of leadership that are directly applicable to the accumulation and utilization of social capital through the various organizational manifestations of civil society. Students will explore the broad literature on nonprofit leadership as well as the more targeted literatures that address grassroots mobilization, religious (lay/servant) leadership, interest group influence, organizational maintenance and political representation, and the leadership problems associated with collective action. In addition, the course will focus on the roles of political parties as aggregators of societal interests and as intermediaries between citizens and the state. The various roles of the news media in civil society will also be critically analyzed in order to evaluate the leadership capacity of news organizations in providing the information necessary to participate in American society as informed citizens.

PBPL 52: Institutional Leadership: Power, Authority, and Influence in Government

This course focuses on political leadership in the United States as practiced by the formal policy actors (elected and appointed) in the policymaking process at all levels of government. The course is divided into three components: I. executive leadership, II. legislative leadership, and III. judicial leadership. In Section I of the course, students will be exposed to the largest of the literatures on political leadership—those works focused on the leadership roles, styles, models, and practices of political executives—presidents, governors, and mayors. Leadership is disproportionately defined in terms of the abilities and attributes of executives, whether in the business world or in the realm of politics. Students will read and evaluate the distinct literatures on business models of executive leadership and on models of political executive leadership. Students will also comparatively analyze the leadership styles of presidents, governors, and mayors by reading biographies of these top office holders. This section will conclude with an analysis of executive leadership in elective positions versus appointive positions and the tensions that may exist between these two executive sources of power and influence.

Section II will focus on legislative leadership as manifest in the United States Congress, in state legislatures, and in county and town/city/village councils across the country. Legislative leadership is distinct from executive leadership in that leadership in legislative bodies is derived from within; as a result leaders are viewed as firsts among equals. It is often the case that leaders may be relegated to “appeasers of interests” or “herders of cats.” As a result, legislative leadership requires special skill and political acumen. In this section, students will be exposed to some of the stronger and weaker models of legislative leadership in Congress as well as in state legislatures and city councils. This section will conclude with an analysis of legislative-executive relations and the challenges to leadership across institutions.
The course will conclude with an often overlooked aspect of institutional leadership—judicial leadership. At the federal level, judges as well as the justices of the Supreme Court of the United States are appointed and serve for life (on good behavior). As such, these policy actors are disproportionately shielded from the political challenges that leaders in the other branches of government face on a daily basis. At the state and local levels, however, most of those serving in judicial positions are directly elected and serve at the pleasure of the electorate. In this section of the course, students will critically evaluate the leadership qualities of these policy actors and assess the degree to which citizens have the capacity to judge such qualities.
Appendix B: Management and Leadership Development Modules

Note: We are aiming for nine mandatory modules that will be offered each term and five to six optional modules. Preliminary descriptions of ten possible modules are listed below.

1. **Leadership Theory and the Difference between Management and Leadership**
   Students will begin the MLDP program with an examination of the history of the development of leadership theory and be able to describe how to assess effective leadership using these theories. They will also analyze a case study focusing on a leader and describe what was effective about the person’s leadership style and what could the leader have done better. Students will also discuss the difference between management and leadership: management “is doing things right and leadership is doing the right thing.”

2. **Public Speaking and Communication**
   In this module, students will practice their public speaking skills and learn different techniques to make their presentations more compelling. They will also examine characteristics of effective and ineffective communication and develop a plan to improve their public speaking and communication skills.

3. **Computer Skills (PowerPoint and Excel)**
   The Rockefeller Center’s experience and surveys with alumni/ae have taught us that, in any internship on or off campus, students have had to use PowerPoint and Excel. Further fresh graduates and supervisors have also mentioned that being competent in these two programs gives fresh hires (interns or entry-level positions) comparative advantage and they are considered for increasing levels of responsibility faster. Students in this session will be required to complete successfully “a basic skills test” before they are allowed to attend this module that will focus on “intermediate skills.”

4. **Resume and Interviewing Skills and Mentorship**
   Feedback from colleagues in the Office of Career Services suggests that after recruiting season, recruiters often note that Dartmouth students, as great and accomplished as they are, do not know how to effectively speak about their abilities and their accomplishments. They lack that ability to “package” themselves to employers in the way that employers often look for in strong candidates. The Center will work with Career Services to develop this module. After a general overview of how to think and plan for career choices in the future, students will receive feedback on their resumes and will practice their interview skills as well. Finally, they will be assigned to a mentor who is an RLF alumnus/a or an alumnus/a from other programs of the Center for continued guidance and assistance with their resume and interview skills.
5. Networking
The Rockefeller Center recognizes the importance of networking and aims to help students to begin developing their networking skills and utilizing various resources to assess their career interests. Through this session, students will define what a network is, examine common perceptions about networking, identify their own ‘network’ for career guidance, and develop a plan for connecting with the individuals they have identified.

6. Problem Solving and Decision-making
This module will help students develop skills and strategies to address problems they anticipate they might face. After a presentation on decision-making and problem solving, students will work with facilitators to practice applying these models. Students will then identify a problem they anticipate facing and will develop a plan to address the issue they consider.

7. Teamwork and Facilitating Differences
In a world that increasingly places importance on working in teams to meet stated organizational objectives, the Center will introduce discussions about defining teams, understanding concepts about teamwork, recognizing work styles and facilitating differences. After a presentation on these topics, students will participate in group exercise to highlight key characteristics of different work style, identity their ‘preferred’ work style, and analyze a “difficult” group situation they have participated in recently, how they would analyze work styles of group members, and what they would do differently.

8. Ethics in Leadership
According to Julia Driver in *Ethics: the Fundamentals*, “Every human being thinks about how to live a good life—how to make the right sorts of decisions, and what sorts of conditions contribute to a morally good life.” A conversation of ethics in leadership is very important and has made its way into the curriculums of many of the top business and professional schools in the world. This module will leave students equipped to lead in any situation after reflecting on ethical issues related to it. After a presentation, students will discuss challenges and decision-making strategies necessary to resolve a morally ambiguous dilemma using a case study.

9. Professional Etiquette
This module will focus on professionalism in the workplace. Students will explore such topics as: e-mail etiquette, inter-generational dialog, dress codes, phone etiquette, correspondence, etiquette while visiting offices or hosting guests. After a general lecture, students will participate in exercises and role-plays that will help to highlight main learning points in the lecture.

10. Planning and Project Management
Claudia Baca, in *Project Management for Mere Mortals: The Tools, Techniques, Teaming, and Politics of Project Management*, defines project management as
“the act of managing an endeavor to bring in the required results.” Students can apply the tools of project management to any one of a number of endeavors including writing a paper, writing a book, starting an organization or putting on an event. Project management encompasses the notion that planning and steps involved in managing a project are the same despite any fundamental differences in proposed projects. A discussion of project management and planning involves a discussion of some basic vocabulary (goals, strategies or activities, objectives, tasks, resources and budgets, monitoring and evaluation). After a presentation covering the key concepts outlined above, students will identify and develop a project management plan to be submitted to the Rockefeller Center for funding.