

THE HARVARD EMERGING GLOBAL LEADERSHIP EDUCATION PROGRAM

SECOND STAGE PILOT

"Harvard has left an indelible mark. It has given this country eight presidents—from its second to its 44th—and has educated and shaped leaders in countries around the world. It has nurtured novelists and scientific pioneers, jurists and composers, architects and actors, business leaders and spiritual leaders, physicians and public servants, scholars and teachers in fields too numerous to mention.

All around us we see examples of how Harvard helps build our society and better our world—supporting students to find fullest expression for their talents, supporting research that may enable new treatments for diabetes or new ways to create sustainable cities or new understandings of the meaning of justice. It is up to us to make sure that we continue to build, to lead, to advance in a world almost unimaginably different from the one our founders inhabited nearly four centuries ago". President Drew Faust, September 21, 2013

THE LEADERSHIP IMPERATIVE

In today's world, we yearn for effective leadership. Leadership is necessary to build bridges, solve problems, and guide communities to better futures. As nations shift from information-based economies, as institutions are reshaped, as boundaries are redefined, and as societal challenges increase in complexity, leadership is at a premium.

We are still learning how to educate people to be effective leaders—and how to incorporate leadership education into our teaching on the complex challenges that most require excellent leaders. We are making strides, however, and we know that to be effective, leaders must possess a global mindset—the capacity to work across disciplines, sectors, and cultures.

The Emerging Global Leadership Education program (EGLE) helps prepare Harvard College students to be global leaders, able to drive positive social, economic, and political change, and to effectively address the most pressing challenges of this century.

THE FOUNDATION

The seed for EGLE was planted in January 2013, when a small group of Harvard students and faculty journeyed to rural Uganda to join local students and faculty in a program of education, discussion, and engagement on a real-world leadership challenge. The program probed the multifaceted conflicts inherent in a very practical question: How do leaders address the need for forest eco-system preservation while ensuring a livelihood for people dependent on foraging for wood and hunting forest animals?

"One of my main takeaways is that leaders must be grounded and in touch with the people. They must interact with the people that they are helping and learn about their lives, problems, dreams, goals, and fears. In order to enable productive change in a developing country, one must truly understand the nation and its communities, and instill change from within. So many factors are interconnected (agriculture, education, environment, economy, etc.), and as a leader it is necessary to see the big picture and work collaboratively with stakeholders in all areas." Student Participant

"This was one of the greatest experiences of my life and my time here at Harvard. We have had the privilege to learn and evolve as leaders after speaking to a range of distinguished professors and local leaders. A critical aspect of this experience was derived from interactions with my peers. We debated and questioned, we laughed and joked. We became a family. We were comfortable with each other's constant presence and respected each other's opinions. We grew to hold each other to a standard that we were accountable to give our best every day in Uganda, to make our debriefings meaningful. We were a family and a team acting as different parts of a single human brain. It was a collaborative effort throughout the group, including our head masters. Whereas classes are fueled by competition, we were fueled by our mission to understand and support progress in Uganda. It's quite a unique ambience that you rarely see in any classroom. We were motivated to do great work not for ourselves or for our goals but rather for the team. We may have shared a bit too many jokes and sung one or two too many songs. But in the end, you can't quantify how close we've become and how invested we have become in our mission." Student Participant

Now, the EGLE program pilot project replicates and expands on that extraordinarily well-received effort. It offers nearly 200 Harvard College students a year-long experience combining on-campus learning with first-hand exploration of complex leadership challenges. This transformative program engages students in the three dimensions of leadership development.

Knowing – using deep inquiry to attain pertinent content knowledge:

Students explore complex challenges that require a cross-disciplinary lens to fully understand – such as immigration, climate change, epidemic disease, or economic inequality; they consider the kinds of knowledge a leader must possess and the types of questions a leader must ask about these challenges. In parallel, they develop a deep understanding of fundamental leadership concepts and approaches, exploring the multi-dimensional skills leaders need to effectively bridge the gap between conceptual knowledge and practical application.

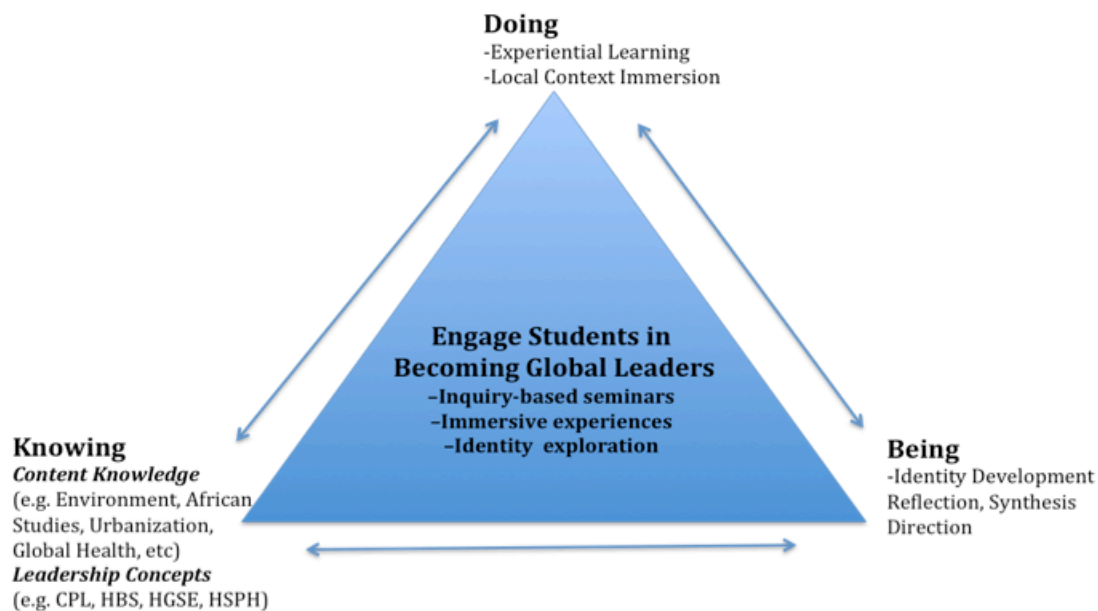
Doing – being immersed in a local context for practical understanding:

EGLE participants engage directly with local leaders to consider the practical facets of complex challenges. Through the experience, they gain an appreciation of the personal attributes contributing to leaders' overall effectiveness; and they deepen their cultural intelligence and their understanding of real-world situations. During this immersion,

students also begin to reflect on their own approach, judgment, and style as an emerging global leader.

Being— exploring one’s personal identity and capabilities as a leader:

Leaders who know themselves well and consciously develop their leadership abilities throughout their lifetimes are both more effective *and* more personally satisfied. Thus, students will be guided in creating a vision for their individual and collective identities as leaders. They will personalize and contextualize their learning by wrestling with questions such as: “Who am I as a leader?” “What does leadership mean to us as a community?” and “What are my strengths and weaknesses as a leader?”



THE EGLE PROGRAM

Over the course of an academic year, EGLE connects and integrates these key dimensions – Knowing, Being, and Doing – through three sets of activities:

- **A series of fall semester seminars providing deep content knowledge on specific global challenges and the field of leadership:** Utilizing background readings developed by faculty and graduate students, the seminars are faculty-facilitated, peer-led, question-driven conversations that give students a deeper understanding of the societal challenge under discussion. The seminars will draw upon research and curriculum from relevant disciplines to provide a foundation and framing of the global challenge. These weekly seminars also introduce core leadership concepts and analytical frameworks that students use in considering the role of leaders in solving problems.

- **A problem-focused immersion during the winter break, where students experience the complexities and opportunities of leadership on global issues:** Building on the seminar discussions, students travel together to a domestic or international locale to directly observe the global leadership challenge under consideration. Joined by local students and faculty, they engage with local leaders in a shared learning experience. These two-to-three week trips focus on information gathering, sharing, synthesizing, and idea generation, not hands-on interventions. The goal is to better understand the practical role leaders play in addressing complex problems and pursuing long-term solutions; and to experience the kind of personal attributes that effective leaders possess.
- **A series of spring semester discussion-driven reflections on the beliefs and personal characteristics that will shape their identities as global leaders; and the creation of personal agendas for continued learning and engagement:** Students reconvene for weekly faculty-facilitated discussions on how their experiences have affected their identities and aspirations as future leaders. They document what they've learned, both for their own use and to archive for collective reference and future participants. And they create a Personal Leadership Development Agenda—identifying specific courses, research subjects, activities, and experiences they will pursue to build their knowledge, professional capacities, and personal characteristics as global leaders.

For the EGLE program pilot project, nearly 200 sophomores and juniors—representing a broad array of concentrations and interests—are chosen through a competitive application process and organized into 12-person cohorts. These students participate on a non-credit basis; but, upon completing the program, they receive a formal certificate designating them as “EGLE Fellows.”

EXTENDING THE IMPACT

To maximize the effect and value of the core academic program, EGLE also incorporates:

Visiting Senior Leadership Fellows— senior-level leaders from the policy, business, or NGO sectors who come to campus for extended periods during the fall and spring semesters. Fellows engage directly with EGLE participants, present a formal lecture for the University community, and collaborate with faculty on research and in developing future EGLE seminar content.

EGLE Research Seed-Grants— underwriting early-stage research on practical and pedagogical questions regarding leadership on global challenges. Competitively awarded to EGLE participants and Harvard faculty and graduate students, the grants support work on both targeted questions and strategic research agendas, as well as creation of materials and approaches for leadership education in the context of global challenges.

Digital Repository and Collaboration Tools— capitalizing on capacities developed through HarvardX and the edX platform to maintain a digital repository with cases, course material, research reports, and summaries of student experiences; establish an

online community for dialogue among and between students and faculty and outside researchers and leaders; and expand seminar offerings through online channels.

Bi-Annual Global Leader Symposium—convening leaders from around the world to share ideas, best practices, innovative teaching and learning methods, and new knowledge. Focusing on the specific global challenges that EGLE Fellows have considered during their program year, the Symposium draws together present and former heads of government, NGOs, and corporations; academic researchers and students of global leadership; and EGLE Visiting Senior Fellows. EGLE participants are invited to present their own observations and research findings, and propose concrete interventions for feedback, refinement and possible action. The event connects students with powerful role models and creates opportunities for new relationships.

IMPLEMENTING THE PILOT PROJECT

The EGLE program pilot project is a 3-year initiative, slated to begin in the fall of 2014. In year one, six cohorts (totaling 72 students) will participate; in year two, ten cohorts (totaling 120 students) will participate; research grants will be awarded in years two and three; and the Global Symposium will be held in year three.

The program is being launched with the hope that it will merit significant expansion within the undergraduate community and to include graduate and professional students at Harvard. Formal assessment and evaluation processes will establish and monitor specific metrics on the effectiveness and impact of individual program elements and its overall success. An interdisciplinary Faculty Steering Committee, chaired by HBS Professor Rakesh Khurana, the EGLE Faculty Director (TBD), will oversee the program and its evaluation process.

The 3-year effort can be fully launched with funding of \$6.7 million.