Systemic Partnerships for the Preparation of our Next Generation of Leaders

Carol Bassie, JD, Director of Alumni and Parent Communities

Daniel Pascoe Aguilar, PhD, MDiv, Associate Provost for Immersive Learning & Career Design

Drew University

Contents

- Introductions

- The "Why" of our work
  - Supporting data
  - Critical responsibility and role

- Strategic partnerships and collaborations
  - Aligning values
  - Leveraging diversity
  - Sharing ownership
  - Sharing mindsets

- Launch partnership

- Q/A

The meaning of our work

The Golden Circle

WHAT

Every organization on the planet knows WHAT they do. These are products they sell or the services

HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.

WHY
HOW
WHAT

(Sinek's Golden Circle; 2016)
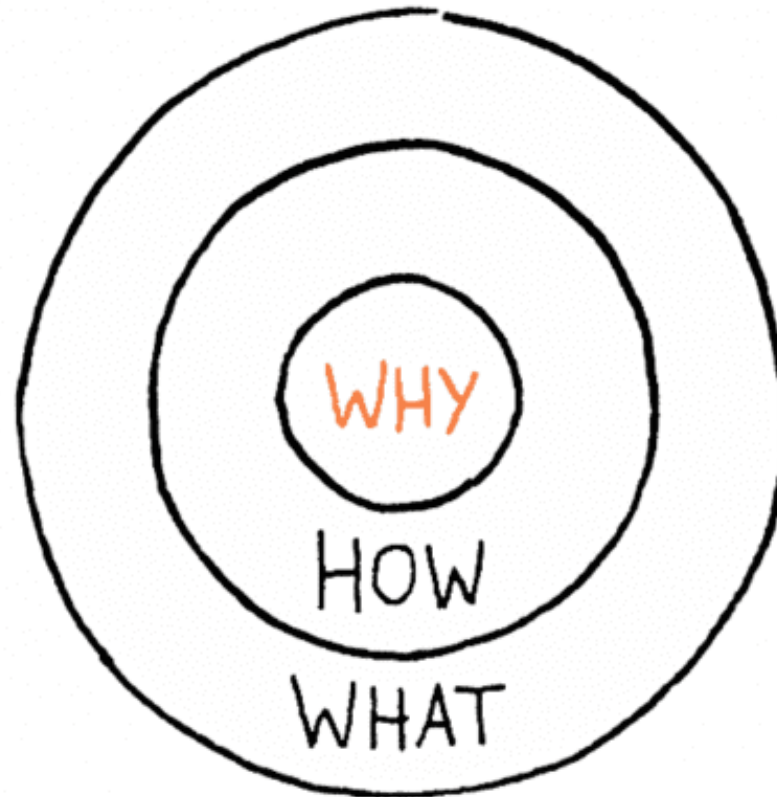
Comment sharing:

*In your perspective,
what is the "why' of our work?
"Why" do you do what you do?*

Our "why"

Our "why"

Systemic crises (e.g., ecological devastation, systemic racism/poverty)

Our "why"

Systemic crises (e.g., ecological devastation, systemic racism/poverty)

87% of the world's workforce is struggling to find meaning in what they do (Gallup, 2017; Crabtree, 2013)

Our "why"

Systemic crises (e.g., ecological devastation, systemic racism/poverty)

87% of the world's workforce is struggling to find meaning in what they do (Gallup, 2017; Crabtree, 2013)

1. **We must prepare a diverse, purpose-driven and systemic-challenge-ready next generation of leaders**

Our "why"

Systemic crises (e.g., ecological devastation, systemic racism/poverty)

87% of the world's workforce is struggling to find meaning in what they do (Gallup, 2017; Crabtree, 2013)

Current working generations are expected to change jobs, most often in different industries, 11.9 times (DOL, 2017; LinkedIn, 2016)

1. **We must prepare a diverse, purpose-driven and systemic-challenge-ready next generation of leaders**

Our "why"

Systemic crises (e.g., ecological devastation, systemic racism/poverty)

87% of the world's workforce is struggling to find meaning in what they do (Gallup, 2017; Crabtree, 2013)

Current working generations are expected to change jobs, most often in different industries, 11.9 times (DOL, 2017; LinkedIn, 2016)

95% of university administrators believe college graduates are ready for the workforce, while only 39% of students and 33% of employers agree (Strada, 2019)

1. **We must prepare a diverse, purpose-driven and systemic-challenge-ready next generation of leaders**

Our "why"

Systemic crises (e.g., ecological devastation, systemic racism/poverty)

95% of university administrators believe college graduates are ready for the workforce, while only 39% of students and 33% of employers agree (Strada, 2019)

87% of the world's workforce is struggling to find meaning in what they do (Gallup, 2017; Crabtree, 2013)

Current working generations are expected to change jobs, most often in different industries, 11.9 times (DOL, 2017; LinkedIn, 2016)

86% of prospective students consider college to enhance their career prospects (Gallup, 2018)

1. **We must prepare a diverse, purpose-driven and systemic-challenge-ready next generation of leaders**

My "why"

Systemic crises (e.g., ecological devastation, systemic racism/poverty)

95% of university administrators believe college graduates are ready for the workforce, while only 39% of students and 33% of employers agree (Strada, 2019)

87% of the world's workforce is struggling to find meaning in what they do (Gallup, 2017; Crabtree, 2013)

Current working generations are expected to change jobs, most often in different industries, 11.9 times (DOL, 2017; LinkedIn, 2016)

86% of prospective students consider college to enhance their career prospects (Gallup, 2018)

A. **We must prepare a diverse, purpose-driven and systemic-challenge-ready next generation of leaders**

B. **We must lead and partner institutionally, regardless of our assigned role**

Comment sharing:

What challenges are you facing or you fear you might face when leading institutionally in Alumni Relations – Career Services partnership?
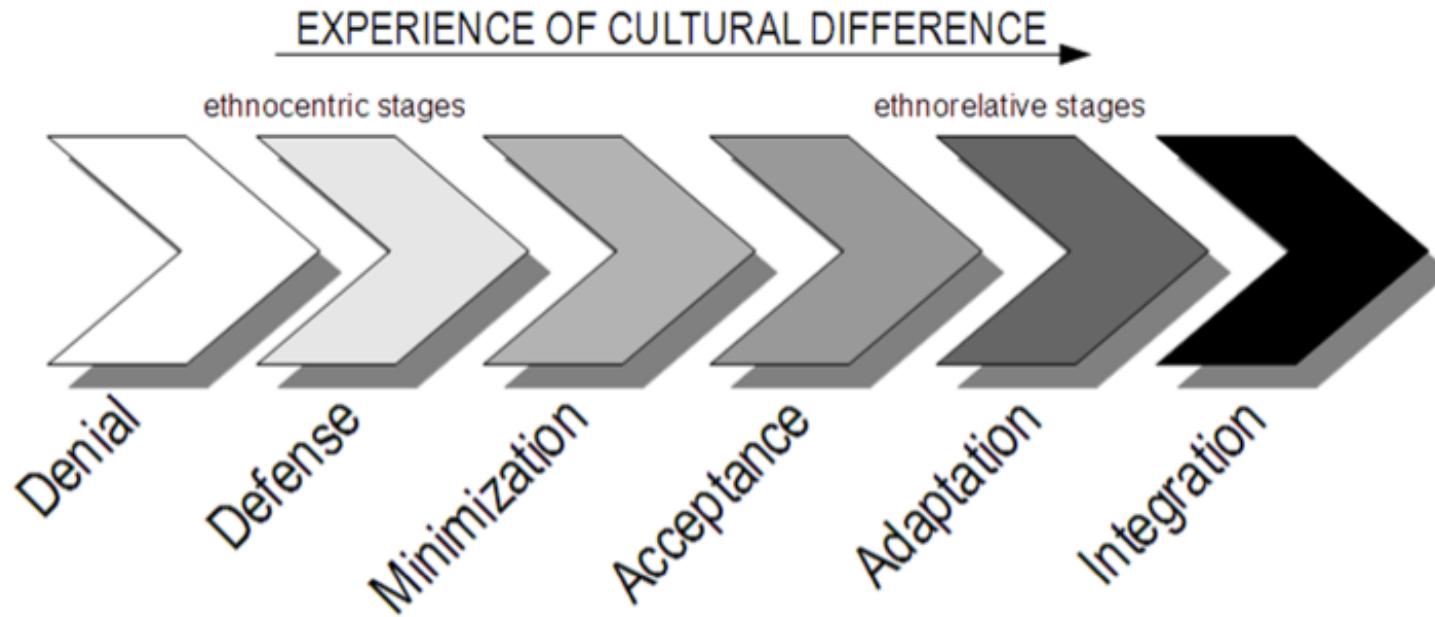
Aligning Values (Schermerhorn, 2001; Pink, 2009)

- Aligning our "Why"
  - Launch approach
  - Motivation Type "X" vs. Type "I"

- Strategic planning
  - E.g., Drew's goal for Launch:

  Launch is Drew University's strategy to chart the future and relevance of a liberal arts education by preparing students in the real world through immersive learning and explicit transferable skill development. It is Drew's primary tactic to make the Drew undergraduate experience distinctive, coherent, and highly visible and appealing to students. Launch is designed to ensure student academic and post-graduation success, to improve student retention and graduation rates, and to help meet Drew's enrollment targets and secure its financial stability. Launch facilitates students' ability to purposefully and effectively navigate and impact a rapidly evolving and interconnected world.

Leveraging Diversity (Bennett, 1993)

EXPERIENCE OF CULTURAL DIFFERENCE →

ethnocentric stages

ethnorelative stages

Denial   Defense   Minimization   Acceptance   Adaptation   Integration

Adapted by Mark Sample from Bennett, M. J. (1993). Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), *Education for the Intercultural Experience* (pp. 21-72). Yarmouth, ME: Intercultural Press.
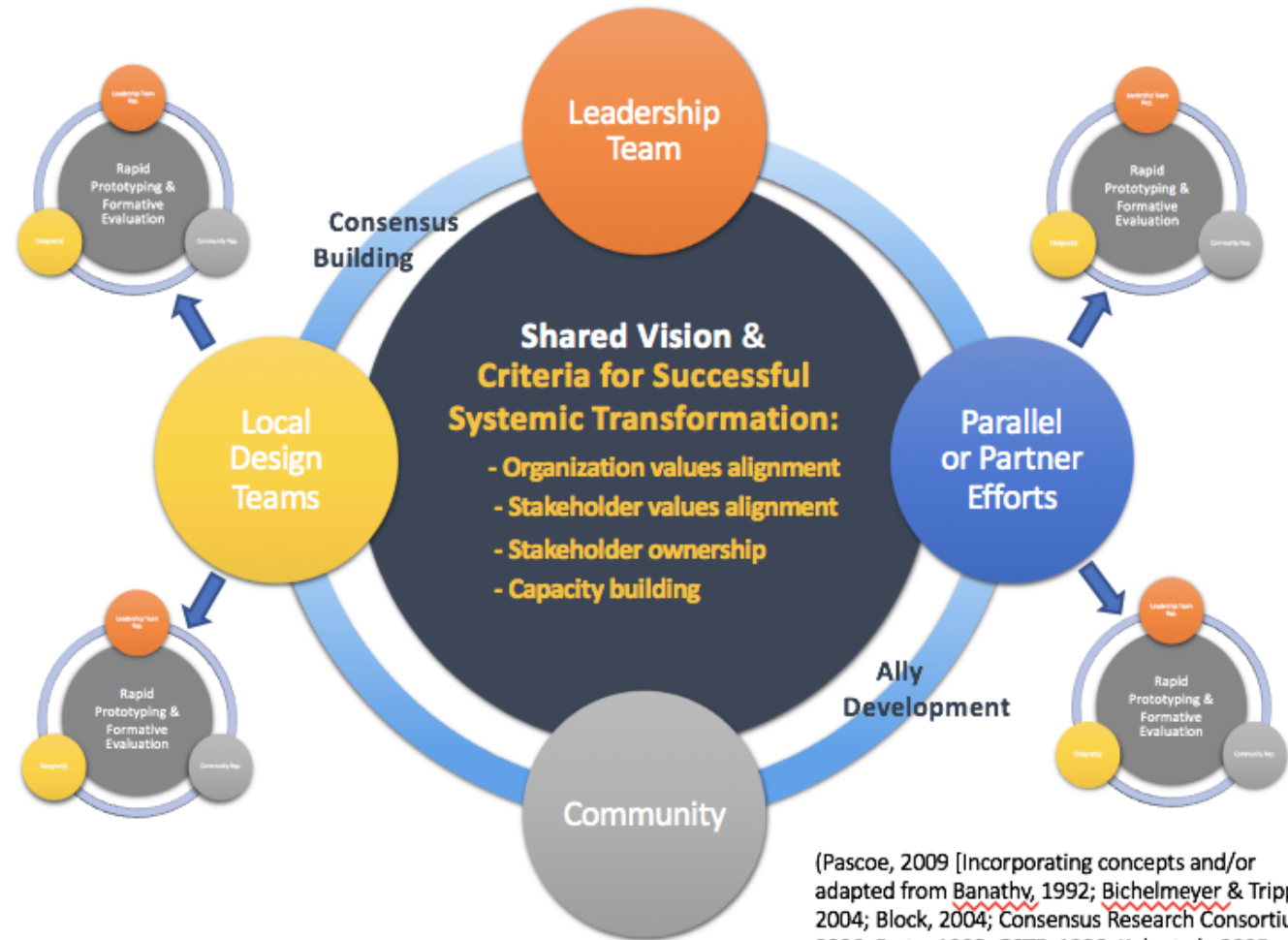
Developing Third Cultures

Culture A

Culture B

"Third Culture"

(Bennett, 1993)
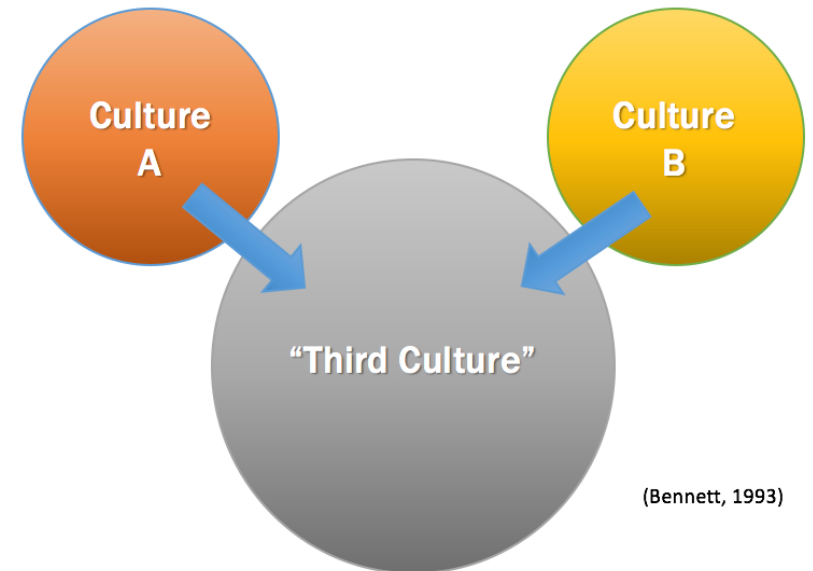
Sharing Ownership (Schermerhorn, 2001 et al.)

- Empowering leadership
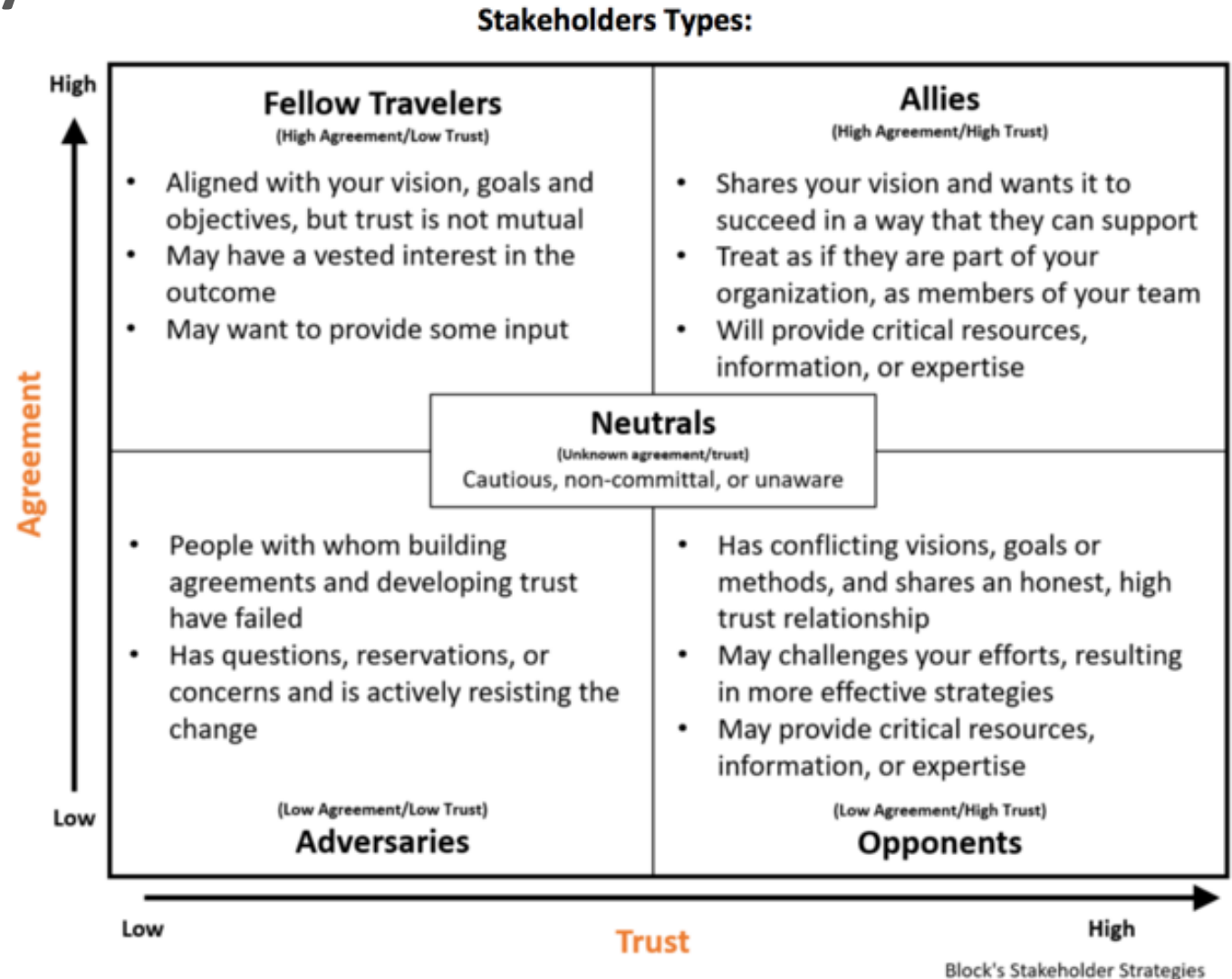- Sharing innovation
- Joining efforts
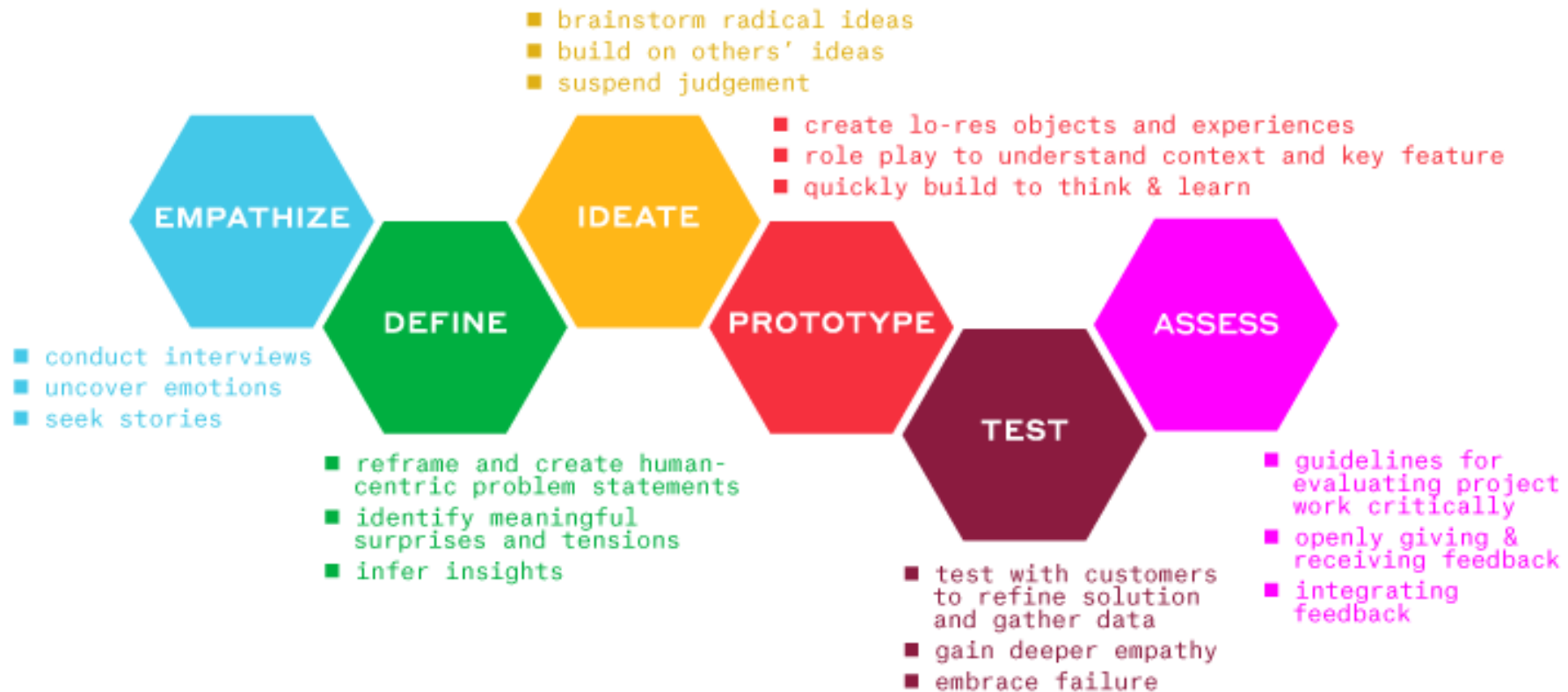- Rapid prototyping

Systemic Transformation Process Model

(Pascoe, 2009 [Incorporating concepts and/or adapted from Banathy, 1992; Bichelmeyer & Tripp, 2004; Block, 2004; Consensus Research Consortium, 2006; Faste, 1988; GSTE, 1996; Kuh et al., 2005; Kotter, 1996; Reigeluth & Duffy, 2008; Reigeluth & Frick, 1999; Schermerhorn et al., 2001; Senge, 2000; Thomas & Kilmann, 1977; Tuckman, 1964; et al.])

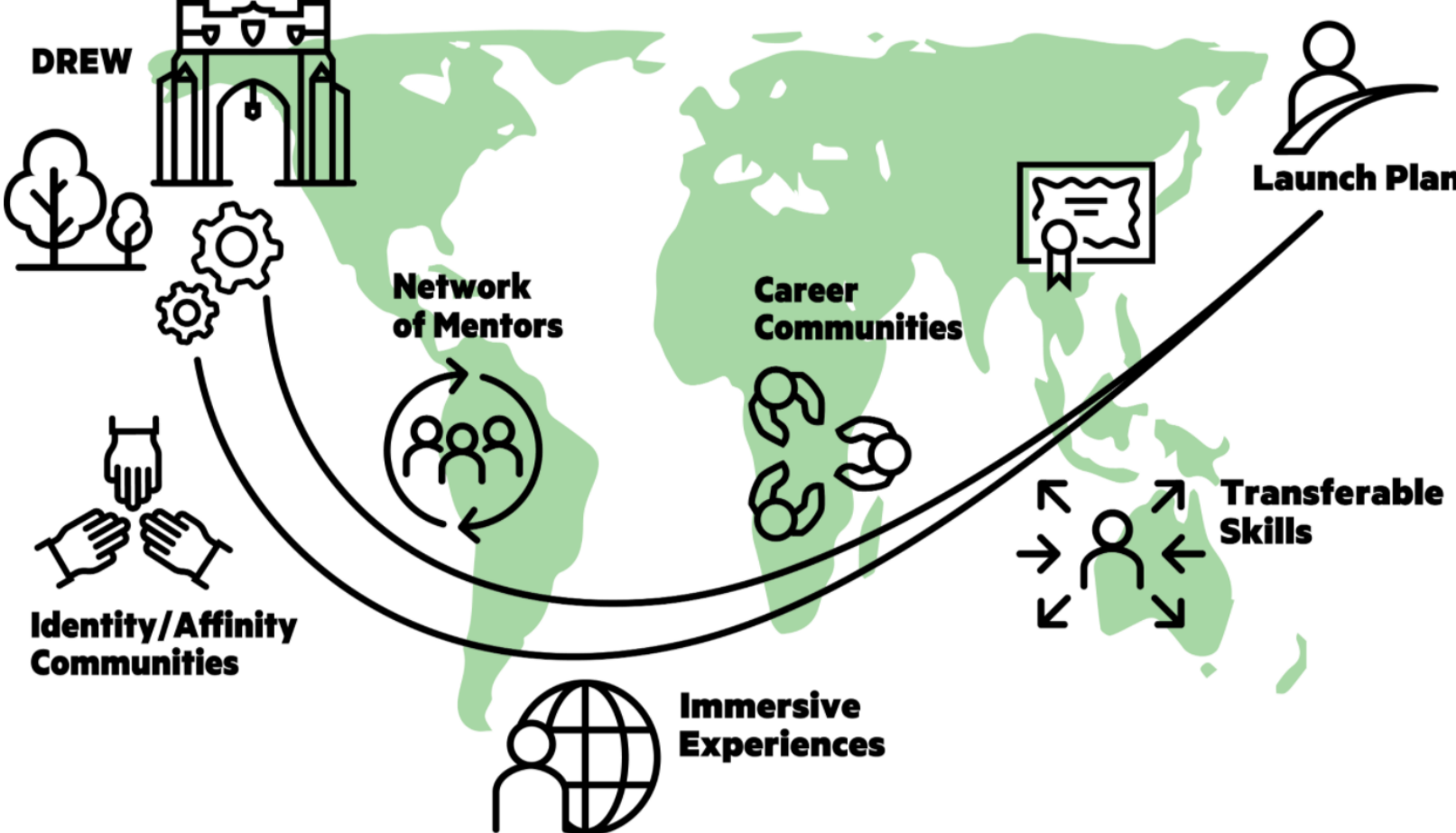# Developing Allies (Drucker, 1995; Banathy, 1991; Block, 2004)

- **Resistance as an opportunity**
  - Human systems
  - User Designers

- **Developing allies**

Stakeholders Types:

Block's Stakeholder Strategies

Sharing Mindsets (HPID, 2019)

Design Thinking Process Diagram*

- brainstorm radical ideas
- build on others' ideas
- suspend judgement

- create lo-res objects and experiences
- role play to understand context and key feature
- quickly build to think & learn

EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

ASSESS

TEST

- conduct interviews
- uncover emotions
- seek stories

- reframe and create human-centric problem statements
- identify meaningful surprises and tensions
- infer insights

- test with customers to refine solution and gather data
- gain deeper empathy
- embrace failure

- guidelines for evaluating project work critically
- openly giving & receiving feedback
- integrating feedback

d.school Executive Education
Hasso Plattner Institue of Design at Stanford University

*not necessarily linear, apply as needed ©2019

Launch Plan

- Who Am I?
- What matters to me and others?
- My Possible Paths
- My Communities

MY LAUNCH PLAN

WHO AM I? → WHAT MATTERS TO ME AND OTHERS? → MY POSSIBLE PATHS → MY COMMUNITIES → WHAT DO I NEED TO MEET MY GOALS? → MY MENTORS AND THEIR ADVICE → MY EXPERIENCES → MY ACTION PLAN
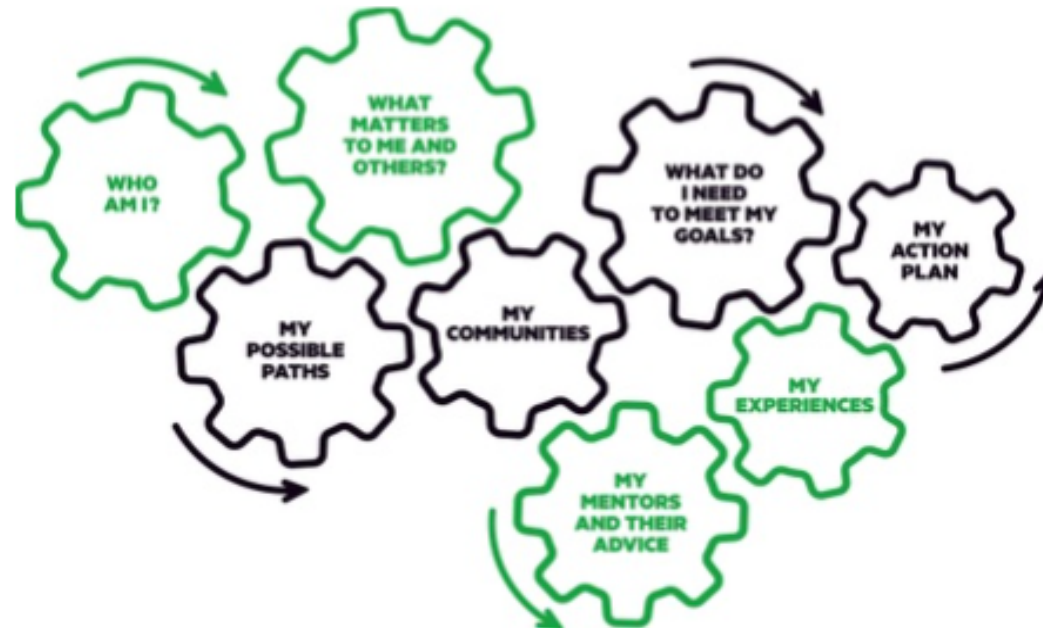
Launch Plan

My Mentors and Their Advice

My Experiences

What do I need to meet my goals?

My Action Plan

Launch Plan Synthesis (LPS)

We know from multiple research studies that helping you identify a "transferable" career purpose (a purpose you can apply across diverse experiences, opportunities or career paths) as well as strategies for your intended goals can significantly help you improve your grades, increase your ability to stay in college and graduate in four years, build your capacity to transition meaningfully across the nearly 12 jobs you are expected to have in your lifetime, and be satisfied and successful throughout your career journey.

This is the foundation of Drew 110, a Launch companion course for all first-year students. Through this course, Drew will help you begin to identify your purpose and begin designing your Launch Plan.

Launch partnership

Leveraging alum engagement

- Launch course participation
- Launch Plan ePortfolio feedback
- Engagement in Immersive Experiences:
  - Launch Bridges micro-internship project facilitation
  - Senior Launch ePortfolio mentoring and feedback
  - Internships accessibility and facilitation
  - Local TREC SME participation
  - Young Alum Association Mentor Program
- Articulation of Transferable Skills
- Participation in Network of Mentors
- Participation in Launch Communities (Launchpad platform, Community programs)

Questions/Comments

Systemic Partnerships for the Preparation of our Next Generation of Leaders

Carol Bassie, JD, cbassie@drew.edu

Daniel Pascoe Aguilar, PhD, MDiv, dpascoeaguilar@drew.edu

Drew University

DREW

LAUNCH YOUR FUTURE