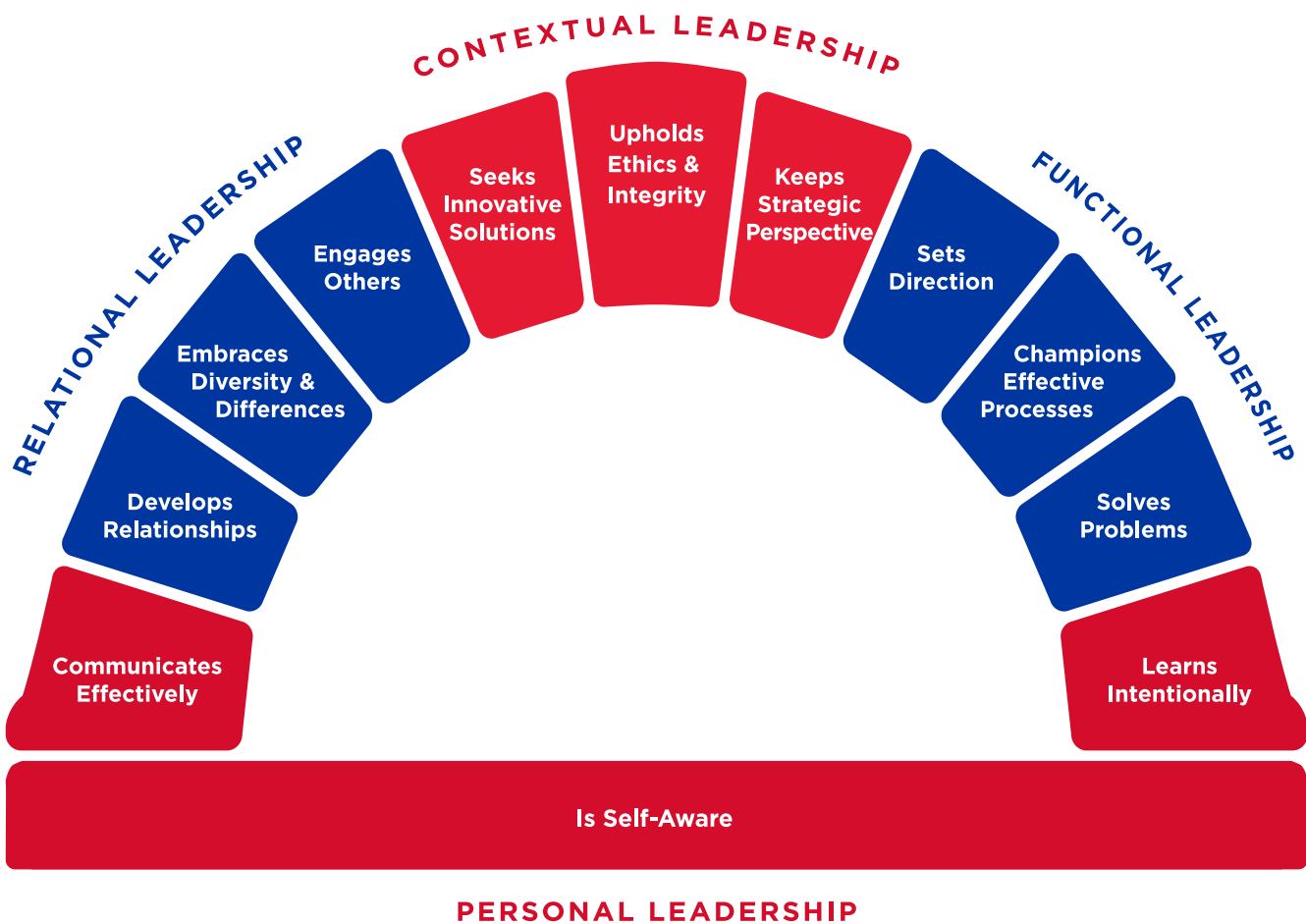


HART CENTER FOR ENGINEERING LEADERSHIP

*Hart Leadership Assessment
Participant Workbook*



SMU | LYLE
SCHOOL OF ENGINEERING

Hart Center for Engineering Leadership

Hart Leadership Assessment Participant Workbook, 2nd Edition

The Hart Leadership Assessment, Report and Guide were developed for the Hart Center for Engineering Leadership in a collaborative team with the Center for Creative Leadership.

About the Hart Center for Engineering Leadership

The Hart Center for Engineering Leadership shapes Lyle students into exceptionally successful engineers.

The Hart Center at SMU-Lyle takes the leadership and professional development of our students as seriously as their technical education. Our process starts with the Hart Leadership Assessment, a benchmark tool that reveals a student's leadership strengths and identifies areas for growth. Leadership coaches help students analyze results and create personal development plans, which are updated and refined throughout a student's academic experience. Through student leadership positions, co-op work experiences and internship opportunities available at SMU and in Dallas-Fort Worth's thriving business environment, students practice skills and challenge themselves continually to reach their leadership and professional goals. The Hart Center prepares Lyle students for the real business of engineering, giving students the tools they need for the college to career transition and encouraging lifelong personal and professional growth.



About the Center for Creative Leadership

The Center for Creative Leadership (CCL[®]) is a top-ranked, global provider of executive education that accelerates strategy and business results by unlocking leadership potential of individuals and organizations. Founded in 1970 as a nonprofit educational institution focused exclusively on leadership education and research, CCL helps clients worldwide cultivate creative leadership – the capacity to achieve more than imagined by thinking and acting beyond boundaries – through an array of programs, products and other services. Ranked among the world's Top 10 providers of executive education by *Bloomberg BusinessWeek* and the *Financial Times*, CCL is headquartered in Greensboro, NC, with offices in Colorado Springs, CO; San Diego, CA; Brussels; Moscow; Singapore; Pune, India and Addis Ababa, Ethiopia. Its work is supported by more than 500 faculty members and staff.

Hart Center Leadership Assessment Participant Workbook, 2nd Edition:

Leadership Profile and Guide to SMU Leadership Programming

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Introduction

Lyle Engineering students receive a world-class education in engineering and its related disciplines. Students learn technical theory and skills as well as the teamwork and leadership skills necessary for applying this knowledge. The Hart Leadership Assessment will help identify a student's leadership strengths and areas for growth.

About This Workbook

This workbook provides information about the Hart Leadership Assessment (HLA) as well as guidance on how to make sense of the data you received on your HLA feedback report. It includes:

- Exploratory questions to help you think about and evaluate your results;
- Instruction for using your results to create a Personal Action Plan tailored to your interests and development goals;
- General thoughts about effectively developing your leadership skills;
- Information about specific programs and courses at SMU and in the Lyle School that will enable you to practice leadership and grow as a leader.

Learning Objectives

Once you have completed the HLA Workbook, you will be able to do the following:

- Describe the four Focus Areas and related components of the Hart Leadership Framework;
- Evaluate your leadership strengths and shortcomings in comparison to a "Good Leader" and a "Poor Leader" you know;
- Develop a personalized action plan tailored to your personal interests and developmental goals.

The Hart Leadership Assessment

The Hart Leadership Assessment (HLA) is a self-assessment developed exclusively for the Hart Center for Engineering Leadership, and is based on the Hart Leadership Framework. It can be taken at the beginning of a student's first year and reveals baseline leadership strengths and areas for growth. We help students review and analyze results, then customize a Personal Development Plan.

The HLA contains 60 adjectives or descriptive phrases, each focused on a specific leadership characteristic. The 60 phrases have been grouped into 12 attributes that describe critical aspects of engineering leadership. These attributes are further organized into four major focus areas: personal leadership, relational leadership, functional leadership, and contextual leadership.

While taking the HLA, students are first asked to identify a specific "good leader" and a specific "poor leader" they know. Students then rate themselves on each leadership attribute in comparison to the "good leader" and "poor leader." Afterwards, students are able to compare their self-ratings to those of the "good leader" and "poor leader." This process helps students identify personal leadership strengths and shortcomings and provides insight into areas for growth.

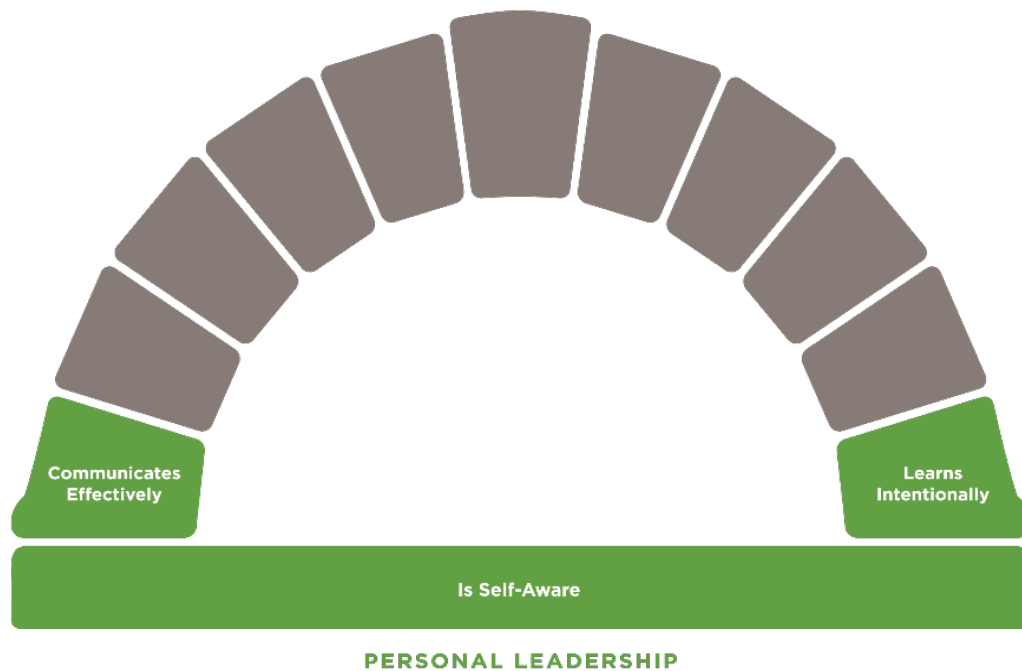
The Hart Leadership Framework

Our guide to leadership and professional development emphasizes these essential elements of leadership growth: Personal, Relational, Functional, and Contextual.



Focus Areas and Related Attributes

Personal Leadership (Base of Arch)

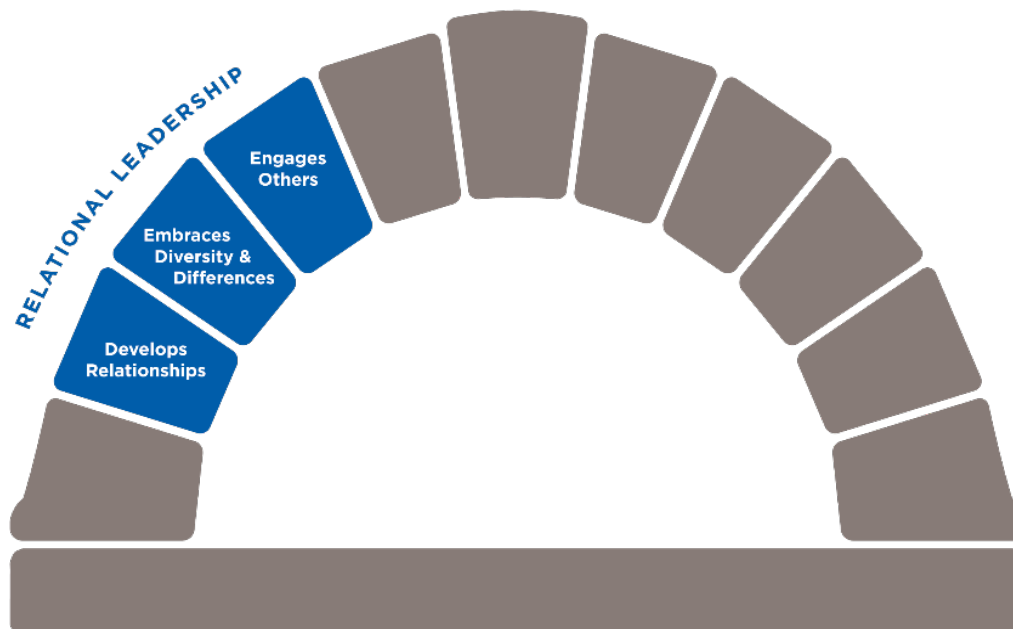


Effective leadership is built on a solid foundation. Personal leadership encompasses the self-awareness, knowledge, and personal management required of a leader. Leadership development begins with self-discovery: acknowledging personal strengths and shortcomings and developing one's capacity for self-management. Students take responsibility for personal and professional development, a commitment that enriches them regardless of the career path they choose.

A Good Personal Leader:

- 1. Is Self-Aware:** Exhibits knowledge of personal values, strengths, shortcomings, and developmental opportunities.
Uses self-assessment strategies to inform personal growth and development.
- 2. Learns Intentionally:** Has knowledge of personal learning style and leverages this knowledge to enhance personal performance, knowledge of self, others, and leadership ability.
- 3. Communicates Effectively:** Has the ability to communicate effectively through a variety of methods and media and within a range of contexts.

Relational Leadership (Left side of Arch)

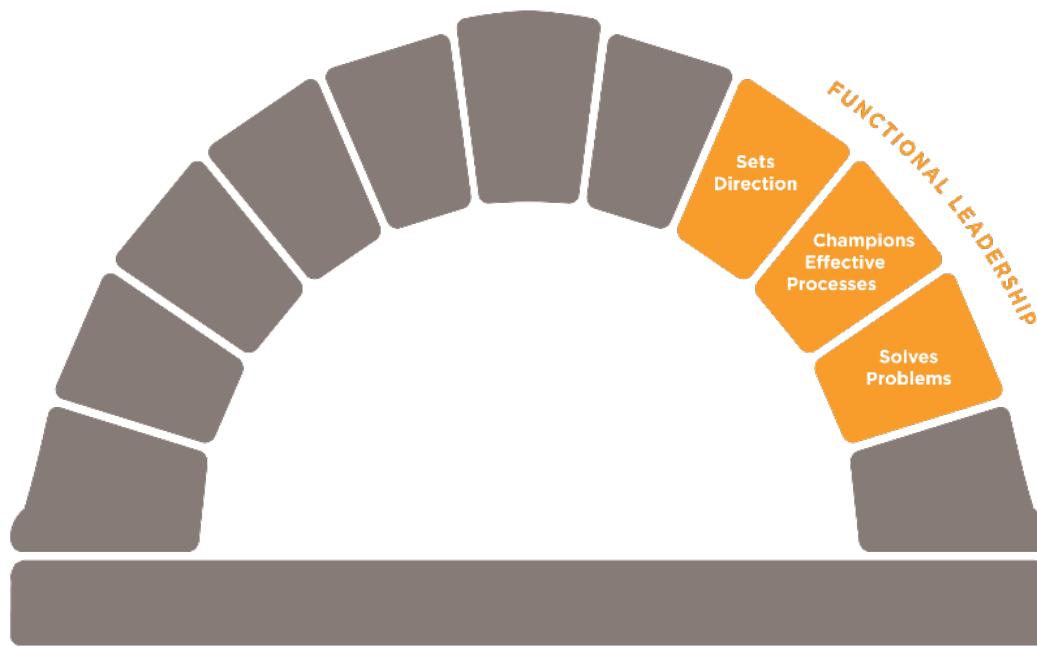


We believe success hinges on an ability to work with and through others. Students must learn to form and maintain quality relationships built on mutual understanding, respect, compromise, and diligence. This capacity increases as students learn to understand differences, value diversity, inspire people, and hold others accountable. Throughout one's leadership journey, well developed relational networks can provide a critical source of support and guidance.

A Good Relational Leader:

- 1. Develops Relationships:** Creates a positive, welcoming environment; sees issues from multiple points of view; and builds effective inter- and intra-group relationships.
- 2. Embraces Diversity & Differences:** Recognizes the value of different perspectives, skillsets, and people; is able to facilitate productive outcomes in diverse groups.
- 3. Engages Others:** Enables others to step up and lead; creates conditions for others to shine; generates collective commitment and learning.

Functional Leadership (Right side of Arch)

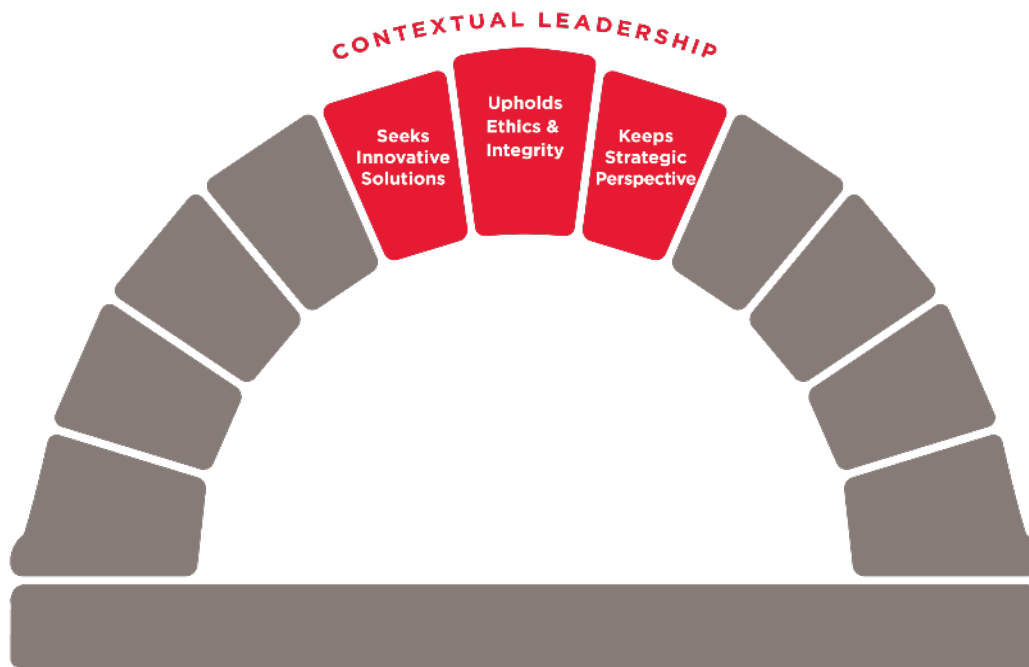


Engineering leaders have a responsibility, where possible, to help workgroups and organizations operate more effectively. All Lyle students have the opportunity to learn skills and processes that positively influence group functions, outcomes, and their ability to learn from experience. These practices are equally important for positional leaders, as well as for members of self-directed teams.

A Good Functional Leader:

- 1. Sets Direction:** Coordinates members and maintains accountability for effective outcomes. Sets direction, communicates expectations, and monitors progress.
- 2. Champions Effective Processes:** Establishes systems and processes that facilitate efficient and effective outcomes.
- 3. Solves Problems:** Facilitates effective problem identification and solving strategies; identifies and cultivates resources; delivers results.

Contextual Leadership (Keystone)

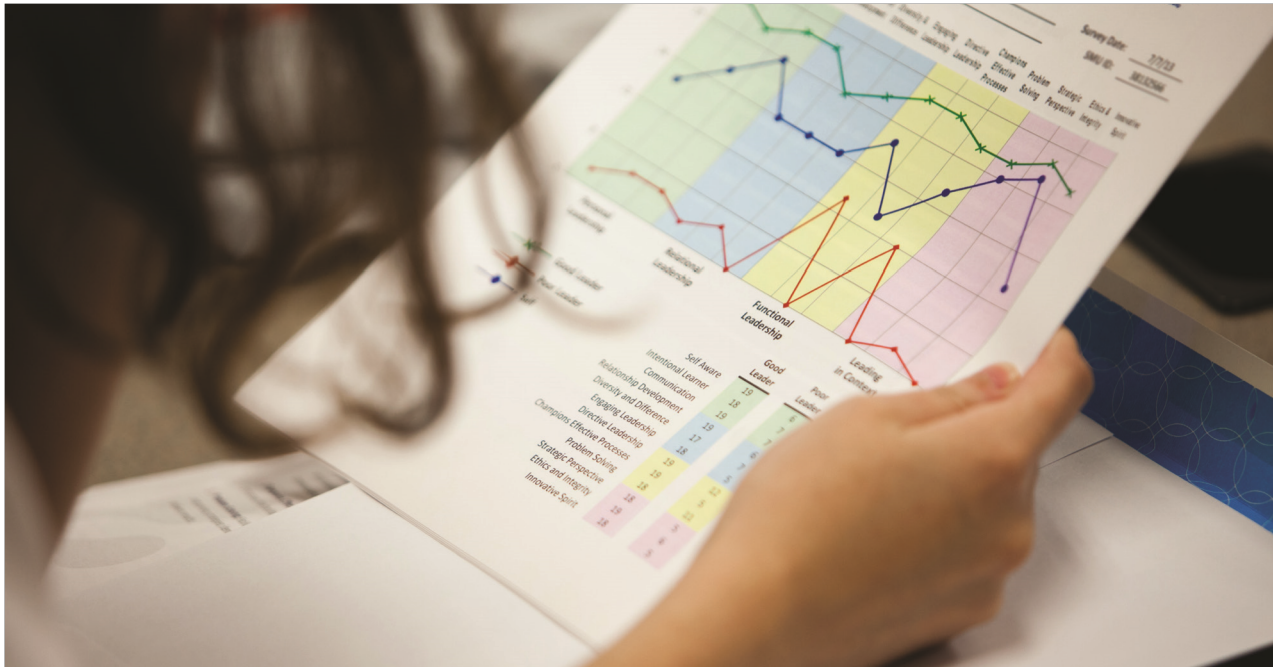


Leadership is best learned through practice. No leadership theory, model, or media resource conveys the fluid nature of leading in context. Environments are shaped by a dynamic array of situations and circumstances, where conditions change as people engage and disengage. Experience helps students learn to assess their context and appropriately adapt their style. The Hart Center encourages students to venture into their context, perform leadership and then absorb the lessons of experience.

A Good Contextual Leader:

- 1. Seeks Innovative Solutions:** Displays the courage to initiate positive change, is innovative, and will risk failing in front of peers.
- 2. Upholds Ethics & Integrity:** Knowledgeable of and committed to a meaningful set of ethical guidelines and principles. Actions are consistent with personal values.
- 3. Keeps Strategic Perspective:** Able to evaluate issues from multiple perspectives and identify the core problem; considers options and trade-offs; makes effective use of resources.

My Leadership Observations



Analyzing Results

In this section, you will review and analyze the results of your Hart Leadership Assessment. In the following sections you will explore strategies for becoming a better leader.

What I Learned

Write the names (or initials) of the comparison leaders you used when completing the Hart Leadership Assessment. Briefly describe the primary reason you selected each leader as your example for comparison.

Good leader I know and primary reason for selecting him/her:

Poor leader I know and primary reason for selecting him/her:

On which attributes did your “Good Leader” score the highest? The lowest?

On which attributes did your “Poor Leader” score the highest? The lowest?

	Highest Scores	Lowest Scores
Good Leader (Write leader's initials in this space)		
Poor Leader (Write leader's initials in this space)		

In general, what kind of an impression did each of these individuals make on you?

For example, how did these leaders impact the way you felt or functioned?

In what ways did they affect your commitment?

	How I Felt and Functioned	Level of Commitment 1 – 10 scale, 10 is best
Good Leader (Write leader's initials in this space)		
Poor Leader (Write leader's initials in this space)		

Next, think more generally about good leaders and poor leaders. In the table below, list some of the characteristics for each type. Place a star (*) beside the three most significant characteristics in each column. Feel free to use your own words to describe these aspects of leadership.

Characteristics of Good Leaders	Characteristics of Poor Leaders

What kind of impression do you hope your leadership will have on others?

Analyzing My Results

You have learned about some essential attributes of leadership and have considered the impact of leadership strengths and challenges. In this section, you will apply what you learned to develop strategies to help you become a more effective leader.

First, in the left-hand column below, list the three attributes on which you scored yourself the highest.

On the following page complete each row to help you better articulate your leadership strengths.

Attributes with Lowest Scores (Improvement Areas)	Why are you good at these? How did you develop them?	In college, how might you use this for your benefit?
1		
2		
3		

In similar fashion to how you completed the previous page, list the three attributes on which you scored yourself the lowest. Complete each row to help you better explore your opportunities for development.

Attributes with Lowest Scores (Improvement Areas)	Why do you think these areas are challenging for you?	In college, in what ways might these areas impede your progress?
1		
2		
3		

Notes



Creating Your Action Plan

1. **Prioritize My Focus:** Turn back to page 13 (ANALYZING MY RESULTS) and examine your “Areas for Improvement” table. Place a * by the attributes in this table that you believe should be a high priority for your personal development.
2. **Establish Commitment:** After considering these priority areas, are you willing to commit yourself to developing one or two of them? If so, go back to page 13 and place a check mark beside those you are most motivated to change. Should you not wish to work on these, review your report again and identify one you would be motivated to change. Please insert this attribute into the table and answer the relevant questions.
3. **Defining My Focus:**
 - a. Once you’ve identified your priority attributes, transfer each one to your Personal Action Plan worksheet (page 18). Write the name of each attribute into the “My Development Focus” field on your worksheet.
 - b. Next, we’ll use the Reference Section of your book to help you complete your action plan (this section starts on page 20 and has blue page borders and titles). The Reference Section tip sheet on page 20 tells you how the reference section is structured and how to use it in an efficient and effective manner.
 - c. Find your attribute in the reference section and follow the Best Practices instructions given on page 20-21.

4. Charting a Path for Change:

- a.** At the bottom of each attribute description you'll find an "Opportunities for Improvement" section. These opportunities are SMU-specific initiatives where you can practice developing this leadership attribute. Write down the initiatives that look interesting enough to explore in the "Development Opportunity" column. Perhaps you can think of other options that are not listed? Write those as well. There are many more opportunities than we had room to list in this booklet! Please see the Lyle Leadership Field Guide for more opportunities.
- b.** What kind of support or guidance would you like as you consider these or other options to further your development? Would you like to meet with a Hart Center staff member? Would you like to see a more detailed description of these and other opportunities? Record these thoughts in the "Development Opportunity" column or in the margin of your Personal Action Plan Worksheet. Don't forget to set a deadline for when you will have begun taking action on your plan!

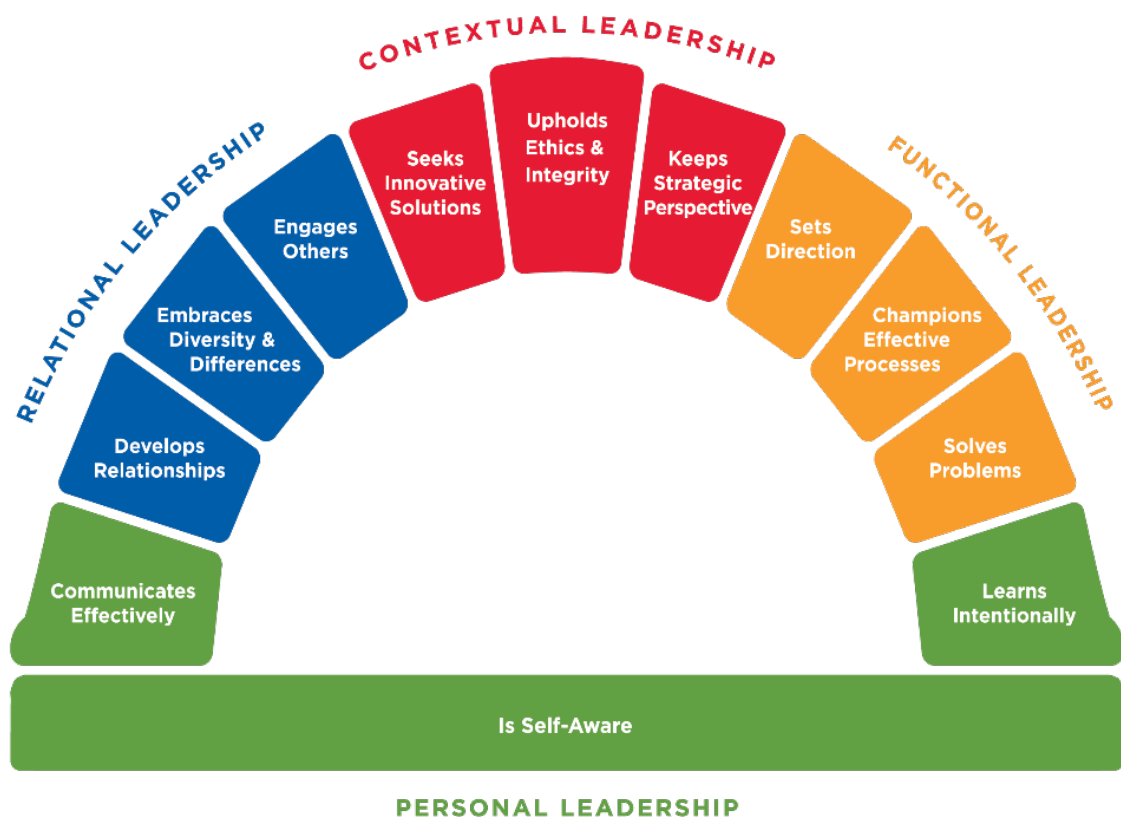
Attribute I'm Developing: Relationship Development

What I Want to Improve	What I'm Planning to Change	Development Opportunities	Moving Forward
Be less blunt and more tactful in my communication.	Relate to people professionally and try to find common ground	KNW-2300 Introduction to Design Course-meet w/Professor	Spring semester advising meeting
Be more aware of others' thoughts and feelings	Make a point to ask what others think and how they feel about things	Check out Multicultural Affairs program options	By September 15
Be more approachable and listen to others ideas	Make a point to ask what others think and how they feel about things	Ask about Lyle Eng. in the City	Next week
Be less anxious when I encounter difficult challenges	Learn to maintain my composure; trust that we'll find a solution	Innovation Gym - visit to learn about upcoming projects	Next week

Personal Action Plan

Attribute I'm Developing:			
What I Want to Improve	What I'm Planning to Change	Development Opportunities	Moving Forward

Hart Leadership Framework and SMU Leadership Development Reference Section



Structure of the Hart Leadership Framework Reference Section

1. Each Focus Area has a title page (identifiable by its dark blue edge border).
 - a. The title page describes the Focus Area, classifies the attributes within, and defines each one.
2. Three Attribute pages follow each title page (they are identifiable by their lighter blue edge borders). Each Attribute page is clearly labeled and is comprised of five sections:
 - a. **Attribute name and definition**
 - b. **Signals of Effective Usage:** Indicators of mastery or effective usage of attribute.
 - c. **Developmental Signals:** Signs and signals of ineffective usage of attribute.
 - d. **Signals of Overuse/Overdependence:** What to watch out for to determine whether you use an attribute to the point it undermines your effectiveness.
 - e. **SMU Opportunities for Improving this Attribute:** SMU and Lyle-specific opportunities enabling you to practice and develop skills within this attribute.

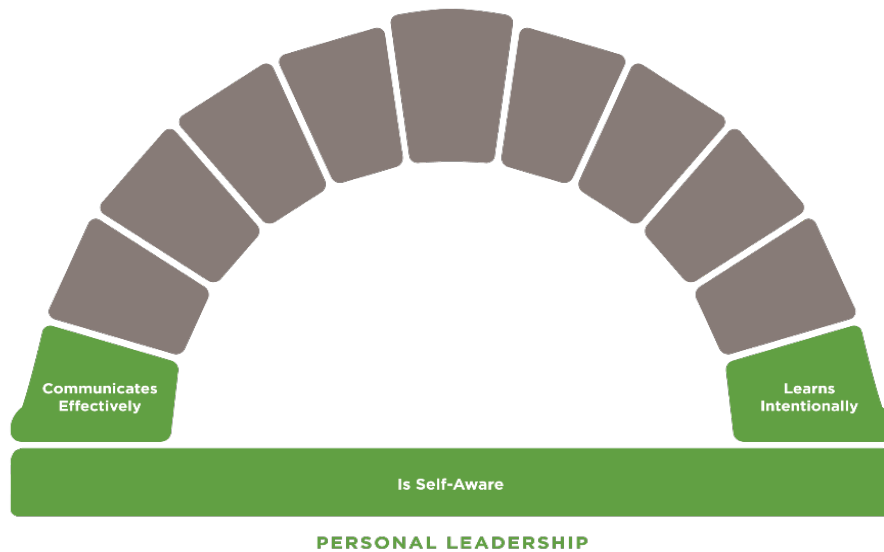
Best Practices for Effectively Using this Reference Section

1. The Reference Section was not designed to be read straight through like a book.
2. Use the Reference Section to look up information about a specific leadership attribute you want to develop. You'll only use one or two of these pages at any given time.
 - a. Use the blue, color-coded and labeled page borders to find the Focus Area or Attribute you want to study.
 - b. Read through each of the three signal categories. If you believe a signal applies to you, place a check in the box next to it. If not, leave the box blank.
 - c. Once you've reviewed all the signals on the page, look at the ones you checked. Consider the following:
 - i. Which effective signals emerged? Which developmental signals? Did you have any overused signals?
 - ii. Do you see any patterns, themes, or insights of note?

- d. Next, look at the signals you didn't check.
 - i. Do any of them reference behaviors you might change to become more effective? If so, draw a circle around the most important ones or, if they inspired you to think of some of your own, add them to the list, and circle the most important ones.
 - ii. Of the circled signals, which two or three are most important for you to change *right now*, at this specific point in your life? (You can always come back and work on others later.)
- e. Transfer your circled signals to the "What I Want to Improve" column of your Personal Action Plan worksheet. Write each signal in its own row.
- f. In the "What I'm Planning to Change" column of your worksheet, write down specific things you will work on to meet your change goal.
- g. Look at the SMU/Lyle Development Opportunities. Write down the interesting ones in the Development Opportunities column. You should have one opportunity for multiple rows of the action plan—you don't need a unique opportunity for each of your goals.
- h. In the "Moving Forward" column, write a date you'll start working on this goal. What kind of support or guidance would you like: Meet with a Hart Center staff member? A more detailed description of an opportunity? Meet others who have been involved with that opportunity? Write these support factors in or near the "Moving Forward" column.
- i. Repeat the above steps for each of the things you want to improve, thereby building a plan to help you move forward.

You probably will check some effective signals, some developmental signals, and perhaps a few signals of overuse, too. (If so, this is normal — you're probably not completely effective or ineffective in any single attribute. Don't worry either way — this is an exercise in self-awareness and your Personal Action Plan will help you address whatever results you find.

Personal Leadership Focus Area



Is Self-Aware, Learns Intentionally, and Communicates Effectively

Effective leadership is built on a solid foundation. Personal leadership encompasses the self-awareness, knowledge, and personal management required of a leader. Leadership development begins with self-discovery: acknowledging personal strengths and shortcomings and developing one's capacity for self-management. Students take responsibility for personal and professional development, a commitment that enriches them regardless of the career path they choose.



Is Self-Aware

Exhibits knowledge of personal values, strengths, shortcomings, and developmental opportunities. Uses self-assessment strategies to inform personal growth and development.



Learns Intentionally

Has knowledge of personal learning style and leverages this knowledge to enhance personal performance, knowledge of self, others, and leadership ability.



Communicates Effectively

Has the ability to communicate effectively through a variety of methods and media and within a range of contexts.

Is Self-Aware

Exhibits knowledge of personal values, strengths, shortcomings, and developmental opportunities. Uses self-assessment strategies to inform personal growth and development.

Signals of Effective Usage:

- ☐ Appropriate belief in one's own ability
- ☐ Seeks feedback from others and uses feedback to guide self-development
- ☐ Aware of strengths and shortcomings
- ☐ Aware of personal values and uses them to guide decision making processes
- ☐ Able to balance competing priorities and maintain a healthy lifestyle
- ☐ Determined, stays involved when needed, and displays high energy
- ☐ Exhibits the ability to achieve specific, measurable, attainable, realistic, time bound goals
- ☐ Able to remain straightforward and composed under pressure

Developmental Signals:

- ☐ Underestimates or overlooks one's ability to achieve goals and objectives
- ☐ May under-prepare or under-perform due to poor estimation of time, ability, or skills needed for tasks
- ☐ Hesitant to seek feedback or guidance from others; may avoid discussions about self
- ☐ Could have difficulty discerning what feedback is most appropriate for personal growth and development; may assume he/she has greater self-knowledge than evidenced through observable actions
- ☐ Difficulty articulating personal values and/or fundamental beliefs; may not exhibit a consistent personal leadership philosophy
- ☐ May sacrifice personal relationships in quest of personal and/or career ambitions; may jeopardize personal or professional advancement because of poorly defined priorities
- ☐ May have difficulty identifying or articulating personal aspirations; may be challenged by goal setting and/or find it difficult to maintain focus
- ☐ May become rattled, abrupt, defensive or withdrawn under pressure; may find it difficult to work in a team environment under stressful circumstances

Signals of Overuse/Overdependence:

- ☐ May be perceived as arrogant or overly interested in self
- ☐ Others may perceive you as unapproachable, detached or disinterested in others' perspectives (e.g., tunnel vision)
- ☐ Social interactions may be brief, task oriented, and limited to a small number of topics
- ☐ May find others hesitant to ask for feedback
- ☐ Others may resist attempts to offer guidance or counsel

Opportunities for Improvement:

- ☐ Crain Leadership Summit, Community Engagement and Leadership Center
- ☐ Emerging Leaders, Community Engagement and Leadership Center
- ☐ Connect Mentoring Program, Office of Student Development and Programs
- ☐ Worship Services, Office of the Chaplain and Religious Life
- ☐ Hart Impact Program, Hart Center for Engineering Leadership
- ☐ Co-Op Work Term, Hart Center for Engineering Leadership
- ☐ Outdoor Adventures, Dept. of Recreational Sports

For contact information on these programs, please refer to the Hart Leadership Field Guide

Learns Intentionally

Has knowledge of personal learning style and leverages this knowledge to enhance personal performance, knowledge of self, others, and leadership ability.

Signals of Effective Usage:

- ☐ Learns quickly when facing new problems
- ☐ Persistent and adaptive learner
- ☐ Willing to change or adjust to circumstances
- ☐ Examines successes and failures to identify clues for improvement
- ☐ Creative and innovative — will try most anything to achieve a solution
- ☐ Likes dealing with unfamiliar tasks
- ☐ Good at quickly grasping systems and underlying structures to most anything

Developmental Signals:

- ☐ Doesn't exhibit much versatility or agility when dealing with atypical or first-time problems
- ☐ May not consider a wide enough array of solutions to solve problems — could lock in on one answer or one known solution without exploring other options
- ☐ May be slow to learn new things or processes
- ☐ Has a strong affinity for the "tried and true"
- ☐ Not comfortable with ambiguity
- ☐ May be too quick to find the simplest explanation—could overlook nuance and/or contextual factors
- ☐ Gives up too soon and may be too quick to accept a substandard or marginal solution
- ☐ Tends to operate on the surface — not likely to go deep

Signals of Overuse/Overdependence

- ☐ May leave others behind
- ☐ Could frustrate others with his/her need for change; could change things too often
- ☐ May appear wishy-washy or indecisive — doesn't take a clear stance and stay with it
- ☐ May opt for change simply for the sake of change
- ☐ May find routine jobs or unchallenging jobs tedious—may not prioritize administrative responsibilities

Opportunities for Improvement:

- ☐ Immersive Design Experience (IDE), Innovation Gym
- ☐ TEDxSMU, Lyle School of Engineering
- ☐ Undergraduate Research Assistant, Lyle School of Engineering
- ☐ Engaged Learning Projects, Office of Engaged Learning
- ☐ KNW-2300 Introduction to Design, Lyle School of Engineering
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ Hart Impact Program, Hart Center for Engineering Leadership
- ☐ Co-Op work term, Hart Center for Engineering Leadership
- ☐ Internship work term, Hart Center for Engineering Leadership

For contact information on these programs, please refer to the Hart Leadership Field Guide

Communicates Effectively

Has the ability to communicate effectively through a variety of methods, media, and within a range of contexts.

Signals of Effective Usage:

- ☐ Articulates and disseminates information (i.e. even the most abstract concepts) to others in succinct and clear manner
- ☐ Comfortable speaking in public and on a stage
- ☐ Actively listens and responds in appropriate ways
- ☐ Able to have difficult conversations with a resistant audience
- ☐ Compels others to listen when conveying ideas; empowers others to take action based on written or verbal messages

Developmental Signals:

- ☐ May appear nervous while speaking publicly or craft messages lacking professional etiquette
- ☐ May write or speak with little regard for grammar
- ☐ May blatantly exhibit signs of selective listening
- ☐ May lack zest while speaking; fails to command the attention of others
- ☐ May not adjust to different audiences; may only have one style of speaking or writing
- ☐ May not be able to articulate or construct an argument clearly to an external audience

Signals of Overuse/Overdependence:

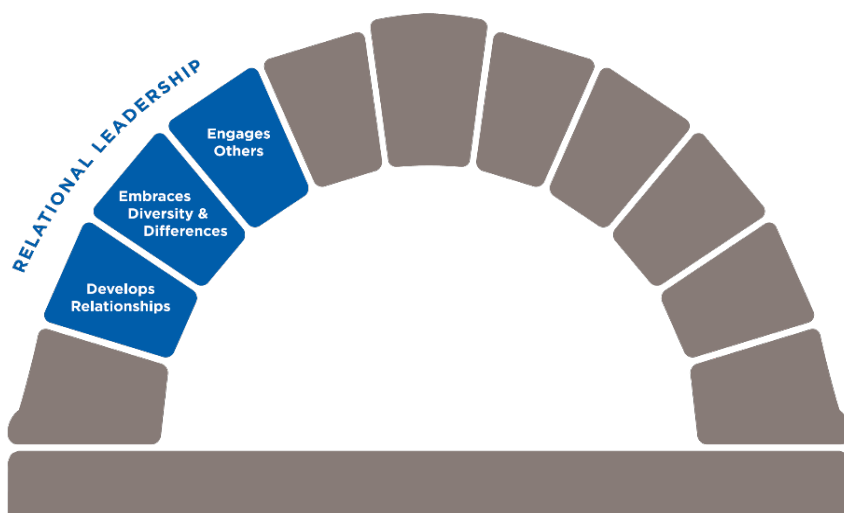
- ☐ May be overly critical of how others communicate in a written, verbal or non verbal context
- ☐ May spend an exorbitant amount of time creating messages
- ☐ May be viewed as lacking authenticity
- ☐ May be viewed as a perfectionist and find others hesitant to ask for feedback

Opportunities for Improvement:

- ☐ TEDxKids Presenter, Lyle School of Engineering
- ☐ Student Foundation, Office of Student Development and Programs
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ Hart Impact Program, Hart Center for Engineering Leadership
- ☐ Lyle Ambassadors, Lyle School of Engineering
- ☐ Engaged Learning Projects, Office of Engaged Learning
- ☐ Summer Student Staff Conference Leader, Office of Residence Life and Housing

For contact information on these programs, please refer to the Hart Leadership Field Guide

Relational Leadership Focus Area



Develops Relationships, Embraces Diversity and Difference, and Engages Others

We believe success hinges on an ability to work with and through others. Students must learn to form and maintain quality relationships built on mutual understanding, respect, compromise, and diligence. This capacity increases as students learn to understand differences, value diversity, inspire people, and hold others accountable. Throughout one's leadership journey, well developed relational networks can provide a critical source of support and guidance.



Develops Relationships

Creates a positive, welcoming environment; sees issues from multiple points of view; and builds effective inter- and intra-group relationships.



Embraces Diversity and Differences

Recognizes the value of different perspectives, skillsets, and people; is able to facilitate productive outcomes in diverse groups.



Engages Others

Enables others to step up and lead; creates conditions for others to shine; generates collective commitment and learning.

Develops Relationships

Creates positive, welcoming environment; able to see issues from multiple points of view and builds effective inter- and intra-group relationships.

Signals of Effective Usage:

- ☐ Builds effective and sustainable relationships
- ☐ Good conversationalist; asks good questions and listens well
- ☐ Outgoing, warm and personable
- ☐ Maintains necessary level of contact within relationships
- ☐ Communicates with tact and respect for cultural differences
- ☐ Able to maintain professional composure while diffusing stressful situations
- ☐ Able to relate to all people and politely probes others to establish common ground

Developmental Signals:

- ☐ May be too blunt or direct
- ☐ May lack intuition about others thoughts and feelings; may not relate well to others
- ☐ May be shy, extremely reserved or lack confidence around others
- ☐ May be obsessed with work or overly intense
- ☐ Does not take the time or initiative to build relationships with others
- ☐ May not be approachable or lack active listening skills

Signals of Overuse/Overdependence:

- ☐ May spend an exorbitant amount of time making connections with others
- ☐ May be viewed as lacking substance or credibility
- ☐ May appear anxious when facing a challenging situation
- ☐ May over-depend on network without developing personal competence in areas of weakness

Opportunities for Improvement:

- ☐ Civil Rights Pilgrimage - Participant, Office of the Chaplin and Religious Life
- ☐ SMU Service House, Office of Community Engagement and Leadership Center
- ☐ Alternative Breaks – Participant, Office of Community Engagement and Leadership Center
- ☐ Fraternity and Sorority Life, Office of Student Development and Programs
- ☐ Spring Break Mission Trip Leaders, Office of Chaplin and Religious Life
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ Hart Leadership Mentor Program, Hart Center for Engineering Leadership

For contact information on these programs, please refer to the Hart Leadership Field Guide

Embraces Diversity and Differences

Recognizes the value of different perspectives, skillsets, and people; is able to facilitate productive outcomes in diverse groups.

Signals of Effective Usage:

- ☐ Treats, manages, collaborates and supports all people equally and fairly with no regard for demographics
- ☐ Creates an atmosphere of inclusion
- ☐ Respects differences and values diversity; makes no judgment about different perspectives or ways of life
- ☐ Understands and adapts to culture of the local geographic area
- ☐ Displays empathy

Developmental Signals:

- ☐ May not see the value of differences or diverse perspectives
- ☐ May not understand team member's background, culture or motivation
- ☐ May belittle others or put people in stereotypical categories
- ☐ May have a narrow range of intercultural experiences
- ☐ May be uncomfortable with or act inappropriately toward groups that are different from him/her
- ☐ May treat everyone the same with no regard for actions or words that may be considered offensive (i.e. touching the Queen of England or walking during the national anthem)
- ☐ May be rigid and lack cultural sensitivity or personal flexibility
- ☐ May have negative or demeaning stereotypes about certain demographics

Developmental Signals:

- ☐ May compromise standards to achieve diversity
- ☐ May demonstrate a preference for a certain demographic
- ☐ May make too many allowances for individuals from a particular demographic
- ☐ May not apply equal standards and criteria to all demographics

Opportunities for Improvement:

- ☐ Civil Rights Pilgrimage-Participant, Office of the Chaplain and Religious Life
- ☐ Martin Luther King, Jr. Day of Service, Office of Multicultural Student Affairs
- ☐ Emerging Leaders, Community Engagement and Leadership Center
- ☐ Multicultural Student Organizations, Office of Multicultural Affairs
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ SWE, SEJC, Lyle School of Engineering
- ☐ NSBE, Lyle School of Engineering
- ☐ SHPE, Lyle School of Engineering
- ☐ Study Abroad, <https://www.smu.edu/Simmons/AreasOfStudy/DRC/DR>

For contact information on these programs, please refer to the Hart Leadership Field Guide

Engages Others

Enables others to step up and lead; creates conditions for others to shine; generates collective commitment and learning.

Signals of Effective Usage:

- ☐ Encourages collaboration, team work and team development
- ☐ Able to be respectfully candid with peers
- ☐ Considered a team player and is cooperative with team strategy
- ☐ Able to find common ground with all team members
- ☐ Able to solve problems with peers
- ☐ Seeks input from team members
- ☐ Committed to team's success

Developmental Signals:

- ☐ May focus on or solely show commitment toward individual contribution, personal ambition or recognition (i.e. no regard for team success)
- ☐ May be extremely competitive and manipulate processes to gain advantages
- ☐ May not make an effort to understand the needs of other team members
- ☐ May make decisions independently for the team without consulting the team

Signals of Overuse/Overdependence:

- ☐ May be too personally candid with peers and lack professional context
- ☐ May be too welcoming and/or accommodating
- ☐ May dedicate too much time to developing peer relationships
- ☐ May share classified information to form and/or strengthen a relationship
- ☐ May be too concerned with making everyone happy

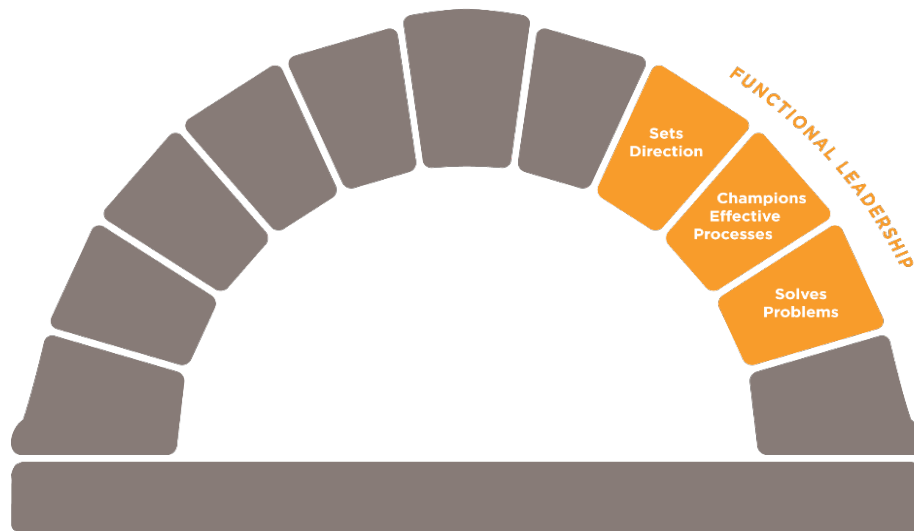
Opportunities for Improvement:

- ☐ Crain Leadership Summit, Community Engagement and Leadership Center
- ☐ Emerging Leaders, Community Engagement and Leadership Center
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ Hart Impact Program, Hart Center for Engineering Leadership
- ☐ KNW-2300 Introduction to Design, Lyle School of Engineering
- ☐ Alternative Breaks Leadership Team, Office of Community Engagement and Leadership Center
- ☐ Visioneering Mentor, Lyle School of Engineering
- ☐ Teaching Assistants, Lyle School of Engineering, Department Coordinators

For contact information on these programs, please refer to the Hart Leadership Field Guide

Notes

Functional Leadership Focus Area



Sets Direction, Champions Effective Processes, and Solves Problems

Engineering leaders have a responsibility, where possible, to help workgroups and organizations operate more effectively. All Lyle students have the opportunity to learn skills and processes that positively influence group functions, outcomes, and their ability to learn from experience. These practices are equally important for positional leaders as well as for members of self-directed teams.



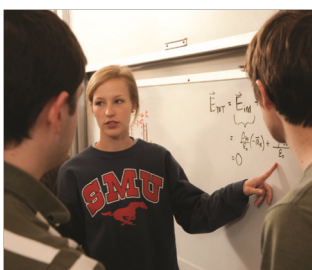
Sets Direction

Coordinates members and maintains accountability for effective outcomes. Sets direction, communicates expectations, and monitors progress.



Champions Effective Processes

Establishes systems and processes that facilitate efficient and effective outcomes.



Solves Problems

Facilitates effective problem identification and solving strategies; identifies and cultivates resources; delivers results.

Sets Direction

Coordinates members and maintains accountability for effective outcomes. Sets direction, communicates expectations, and monitors progress.

Signals of Effective Usage:

- ☐ Provides clear guidance and direction
- ☐ Sets attainable, but challenging goals
- ☐ Effectively distributes workload
- ☐ Plans and organizes work very well
- ☐ Maintains two-way communication and keeps an appropriate focus on results
- ☐ Able to get the best out of others

Developmental Signals:

- ☐ Doesn't communicate clearly — can be cryptic
- ☐ Doesn't set clear goals, objectives, or mileposts to gauge progress
- ☐ Delegation lacks intentionality — just assigns tasks
- ☐ May not be a good listener
- ☐ Could give preferential treatment to some, while being overly harsh on others
- ☐ Doesn't invest enough time in managing processes or people
- ☐ More eager to work on own assignments rather than guiding or managing others

Signals of Overuse/Overdependence:

- ☐ May tend to micro-manage or be perceived as overly controlling
- ☐ May inhibit creativity in others due to overly directive nature
- ☐ May not share bigger picture with others
- ☐ May only want to do things his/her way
- ☐ Could lose composure and experience diminished effectiveness should situations deviate too far from original plan
- ☐ May pay too much attention toward trying to gain advantage or leverage over others

Opportunities for Improvement:

- ☐ Emerging Leaders, Community Engagement and Leadership Center
- ☐ Resident Assistant, Office of Residence Life and Housing
- ☐ Student Government, Office of Student Development and Programs
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ Student Engineering Joint Council, Lyle School
- ☐ Program Council, Student Development and Programs
- ☐ KNW-2300 Introduction to Design, Lyle School

For contact information on these programs, please refer to the Hart Leadership Field Guide

Champions Effective Processes

Establishes systems and processes that facilitate efficient and effective outcomes.

Signals of Effective Usage:

- ☐ Creates strong team morale
- ☐ Gives others an opportunity to finish and be responsible for their work
- ☐ Defines success in terms of the team
- ☐ Someone that people like to work with and for
- ☐ Invites input from others to share ownership
- ☐ Creates an atmosphere of inclusion on the team
- ☐ Shares successes and takes time to reflect on areas for development

Developmental Signals:

- ☐ Could have a tendency to use a “ready, fire, aim” approach rather than more systematic tactics
- ☐ Unable or unwilling to reflect on processes
- ☐ May not attempt to create any team synergy
- ☐ May prefer to work independently
- ☐ May be very action oriented and will not trust a team to perform
- ☐ May reward individuals and not the team

Signals of Overuse/Overdependence:

- ☐ May be overly zealous or rigid with systems or processes
- ☐ May unwittingly undermine individual contributors or those with more individualistic work styles
- ☐ May slow down processes or systems by having a democratic decision-making style
- ☐ May not be conscious of team strengths, areas for development or energy level
- ☐ May not make tough decisions without input from others

Opportunities for Improvement:

- ☐ Immersion Design Experience- Innovation Gym, Lyle School of Engineering
- ☐ Emerging Leaders, Community Engagement and Leadership Center
- ☐ Resident Assistant, Office of Residence Life and Housing
- ☐ TEDxKids Presenter, Lyle School of Engineering
- ☐ Student Government, Office of Student Development and Programs
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ KNW-2300 Introduction to Design, Lyle School of Engineering

For contact information on these programs, please refer to the Hart Leadership Field Guide

Solves Problems

Facilitates effective problem identification and solving strategies; identifies and cultivates resources; and delivers results.

Signals of Effective Usage:

- ☐ Able to make decisions quickly (i.e. even with incomplete information, tight deadlines and pressure)
- ☐ Has demonstrated a history of making sound decisions
- ☐ Able to frame problems correctly and seek effective solutions
- ☐ May be sought out by others for counsel
- ☐ Uses questions effectively to better understand problems and potential solutions

Developmental Signals:

- ☐ May be slow to decide or declare position
- ☐ May procrastinate or be a perfectionist
- ☐ May be considered rash, impatient or unpredictable
- ☐ May have limited or underdeveloped organizational skills
- ☐ May not budget time well when making time-sensitive decisions
- ☐ May be slow to make decisions on abstract problems
- ☐ May have difficulty identifying the root of a problem and/or provide ineffective and/or temporary solutions
- ☐ May rely too much on self and not ask for help

Signals of Overuse/Overdependence:

- ☐ May not relate well to people who make decisions using more qualitative methods
- ☐ May exhibit annoyance or frustration if advice is not heeded
- ☐ May make decisions without consideration of how the decision affects others
- ☐ May be perceived as unwilling to share responsibility with others or trust others to complete a task well
- ☐ May make decisions quickly to avoid debate, confrontation or discomfort
- ☐ May have too much self-confidence; may believe they are above making mistakes
- ☐ Could be stubborn or unwilling to compromise
- ☐ May jump to conclusions without consideration of all necessary information

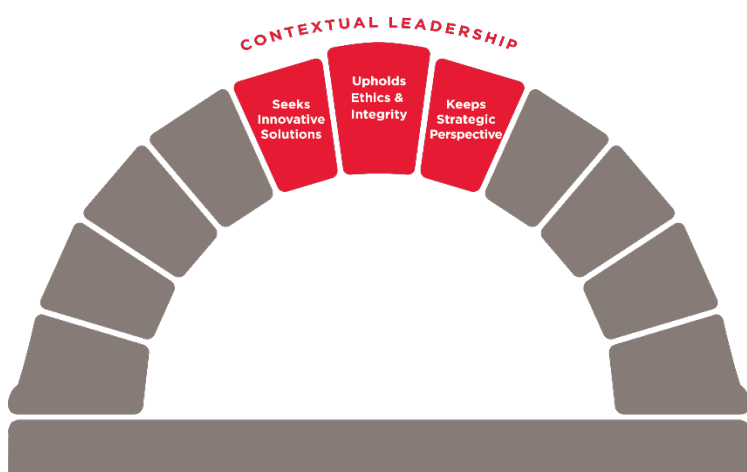
Opportunities for Improvement

- ☐ Alternative Breaks Leadership Team, Community Engagement and Leadership Center
- ☐ Immersion Design Experience, Innovation Gym, Lyle School
- ☐ Emerging Leaders, Community Engagement and Leadership Center
- ☐ Resident Assistant, Office of Residence Life and Housing
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ Hart Impact Program, Hart Center for Engineering Leadership
- ☐ Co-op work term, Hart Center for Engineering Leadership
- ☐ Internship work term, Hart Center for Engineering Leadership
- ☐ Summer Internship, Hart Center for Engineering Leadership
- ☐ Student Advisory Board, Lyle School of Engineering, Office of the Dean

For contact information on these programs, please refer to the Hart Leadership Field Guide

Notes

Contextual Leadership Focus Area



Seeks Innovative Solutions, Upholds Ethics and Integrity, and Keeps Strategic Perspective

Leadership is best learned through practice. No leadership theory, model, or media resource conveys the fluid nature of leading in context. Environments are shaped by a dynamic array of situations and circumstances, where conditions change as people engage and disengage. Experience helps Lyle leaders learn to assess their context and appropriately adapt their style. The Hart Center encourages students to venture into their context, perform leadership, then absorb the lessons of experience.



Seeks Innovative Solutions

Displays the courage to initiate positive change; innovative; will risk failing in front of peers.



Upholds Ethics and Integrity

Knowledgeable of and committed to a meaningful set of ethical guidelines and principles. Actions are consistent with personal values.



Keeps Strategic Perspective

Able to evaluate issues from multiple perspectives and identify the core problem; considers options and tradeoffs; makes effective use of resources.

Seeks Innovative Solutions

Displays the courage to initiate positive change; innovative; will risk failing in front of peers.

Signals of Effective Usage:

- ☐ Good at brainstorming; inspires creative output from others
- ☐ Takes calculated risks
- ☐ Able to discern which ideas and suggestions will work and project these results
- ☐ Willing to risk failure; initiates change
- ☐ May be viewed as an originator who comes up with a lot of new and/or unique ideas

Developmental Signals:

- ☐ May avoid risk, making a mistake or fear failure
- ☐ May be unwilling to try new things; may not seek to be bold or distinct
- ☐ May not be open to creative ideas from others
- ☐ May avoid conflict
- ☐ May lack courage to innovate
- ☐ Can be overly cautious or tied to proven methods
- ☐ May be complacent; may be unwilling to change methods at the expense of productivity
- ☐ May be unable to decipher which creative idea will be the most beneficial

Signals of Overuse/Overdependence:

- ☐ May never be settled and constantly in transition
- ☐ May not adequately appreciate those with more conservative or established approaches
- ☐ May exude little foresight in pursuit of implementing new ideas or strategies
- ☐ May take little time to reflect on failures or appear over committed
- ☐ May not be a good team player
- ☐ May fail to follow through on plans once ideas or concepts are defined
- ☐ May not invest in detail management and/or organization practices

Opportunities for Improvement:

- ☐ Innovation Club, Lyle School of Engineering
- ☐ Human Centered Design Course, Lyle School of Engineering
- ☐ Big iDeas Pitch Contest, Engaged Learning
- ☐ TEDx SMU, Lyle School of Engineering
- ☐ Lyle Engineering in the City, Hart Center for Engineering Leadership
- ☐ KNW-2300 Introduction to Design, Lyle School of Engineering
- ☐ Building Creative Confidence Course, Lyle School of Engineering

For contact information on these programs, please refer to the Hart Leadership Field Guide

Upholds Ethics and Integrity

Knowledgeable of and committed to a meaningful set of ethical guidelines and principles.

Actions are consistent with personal values.

Signals of Effective Usage:

- ☐ Lives up to commitments
- ☐ Actions are consistent with values
- ☐ Leads with integrity; not willing to compromise values for personal gain
- ☐ Acts according to beliefs
- ☐ Able to admit mistakes
- ☐ Presents the truth in an appropriate context
- ☐ Strives to do what is right even if the choice is unpopular
- ☐ Credibility is confirmed by others
- ☐ Not swayed by societal norms; willing to stand up for beliefs even if he/she must stand alone

Developmental Signals:

- ☐ May not know what he/she stands for (e.g. personal values)
- ☐ Behavior may vary in different situations or he/she may appear unstable
- ☐ May lack credibility because of inconsistency
- ☐ May not be trusted or dependable
- ☐ May exude low empathy for others or make them uncomfortable if they do not share the same values
- ☐ May have values that do not align with the organization

Signals of Overuse/Overdependence:

- ☐ May stress transparency to the point of being offensive or disruptive
- ☐ May be too blunt at times
- ☐ May treat others differently if others' values do not align with their own
- ☐ May be spread too thin or over committed
- ☐ May be perceived as overly rigid or affixed to a principle without adequately considering other factors or other points-of-view

Opportunities for Improvement:

- ☐ Student Government, Office of Student Development and Programs
- ☐ Public Service Internships, Maguire Center for Ethics and Public Responsibility
- ☐ Maguire Undergraduate Scholars for Ethics, Maguire Center for Ethics and Public Responsibility
- ☐ Religious Life and Student Council, Office of the Chaplain and Religious Life
- ☐ Introduction to Philosophy, Department of Philosophy, Lyle School Academic Advisor

For contact information on these programs, please refer to the Hart Leadership Field Guide

Keeps Strategic Perspective

Able to evaluate issues from multiple perspectives and identify the core problem; considers options and tradeoffs; and makes effective use of resources.

Signals of Effective Usage:

- ☐ Able to recognize patterns and opportunities for exchange
- ☐ Creates and articulates a common vision; seeks solutions from multiple perspectives
- ☐ Plans strategically within a set period of time
- ☐ Mindful of the future and able to anticipate possible consequences and/or trends
- ☐ Makes connections with others to increase web of social capital
- ☐ May think in a linear, sequential way
- ☐ Able to frame challenges as a learning opportunity

Developmental Signals:

- ☐ May not think or discuss plans for the future
- ☐ May not be aware of available resources
- ☐ May not be able to create strategic plans that inspire others; may reject the need for strategic planning
- ☐ May be reluctant to implement new ideas or seek counsel from differing perspectives

Signals of Overuse/Overdependence:

- ☐ May be considered too focused on the future
- ☐ May have frayed perspective on reality of challenges
- ☐ May not be open to change once strategic plan is created
- ☐ May have a lack of patience for the day to day details to achieve a common goal
- ☐ May over-plan or make things more complicated than necessary

Opportunities for Improvement:

- ☐ Big iDeas Business Pitch Contest, Engaged Learning
- ☐ Big iDeas Business Plan Competition, Lyle School of Engineering
- ☐ Engineers Without Borders, Lyle School of Engineering
- ☐ Alternative Breaks Leadership Team, Community Engagement and Leadership Center
- ☐ Student Government, Office of Student Development and Programs
- ☐ Co-op and Internship Orientation, Hart Center for Engineering Leadership
- ☐ Co-op work term, Hart Center for Engineering Leadership
- ☐ Dean's Advisory Board, Office of the Dean

For contact information on these programs, please refer to the Hart Leadership Field Guide

General Leadership Development Suggestions and Strategies

Below are some general suggestions that could help you improve your leadership abilities. Using these suggestions as a guide, you might consider SMU programs and activities that will enable you to practice leadership and develop your growth areas.

Leverage personal and professional development opportunities. Learn more about communication skills, negotiating, creative problem solving, presentation skills, time management, team building, goal setting, project planning, management, diversity, and other topics that are essential to leadership success. The Hart Center and your academic advisors can provide insight into these options.

Exercise your creativity and innovation. Take courses or participate in projects or design challenges that enable you to practice creativity and learn to think outside the box. Activities could include engineering design challenges, Immersion Design Experiences (IDE) in the Innovation Gym, or non-engineering activities such as classes in acting, singing, improvisation, or painting.

Challenge yourself. Look for opportunities to learn something entirely new and difficult. For example, participate in the Hart Impact Program, take the Ways of Knowing (KNW-2300 Introduction to Design) course, or learn a new sport or foreign language.

Find a mentor. Identify someone whose leadership abilities you respect, who is willing to share what he or she knows about leadership, answer questions, and give feedback on your own performance as a leader. The Hart Center Mentoring Program could help you facilitate this relationship.

Seek others' wisdom. Interview successful leaders, ask about their experiences and methods, what they think it takes to be a good leader, and why they think some leaders succeed and others fail. When you are on an internship or Co-op experience, use HCEL's Navigating the Workplace modules, exercises, and tools to help you cultivate wisdom from those with whom you work.

Life is a leadership laboratory. Watch leaders in your environment. Observe leaders in your environment and keep a leadership journal where you record your observations about what they do that works, as well as what they do that does not work.

Practice leadership. Look for opportunities to practice your leadership. A Lyle in the City service-learning experience, the Hart Impact Program, or KNW-2300 Introduction to Design (KNW 2300) are excellent options; you might also consider stepping up and taking on leadership responsibilities in a student organization, coordinating a service or volunteer experience, or serving in a leadership capacity with a sports team, band, etc.