Welcome to Leadership@Duke. Use this publication to:

• Understand a common language of leadership used at Duke
• Map your leadership-learning journey within that language
• Gain skills and experience opportunities that deepen your capacity to make change in your communities

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Leadership@Duke
2017–2018
The Undergraduate Guide to Leadership Learning at Duke
James B. Duke's founding indenture of Duke University directed the members of the University to “provide real leadership in the educational world” by choosing individuals of “outstanding character, ability, and vision” to serve as its officers, trustees and faculty; by carefully selecting students of “character, determination and application;” and by pursuing those areas of teaching and scholarship that would “most help to develop our resources, increase our wisdom, and promote human happiness.”

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Duke’s Mission Statement emphasizes the practice of leadership in many ways,
WHAT DOES THAT MEAN?

Leadership starts with you—in your head, in your heart and in your hands. It’s up to you to grow your own competencies and skills in order to benefit local and global communities—yours and mine.

WHAT DO YOU DO WITH THAT?

• Explore your passion and stick with what’s important to you
• Invest time in developing your own leadership competencies
• Listen and learn from those around you working for positive change or an important cause
• Forge unlikely alliances and seek unexpected friendships
• Do what you say you will do
• Invest in relationships
• See the bigger pictures
• Contribute

In other words, lead —
WHAT IS LEADERSHIP

LEADERSHIP @ DUKE invites you to deepen your understanding and practice of leadership through development of character, collaboration, and citizenship in order to create positive change in the world. That’s it.

Q: How have my courses and experiences before and at Duke contributed to how I view leadership?
Q: What do I think of when I hear the word leadership?
Q: How does my family or community inform my perceptions of leadership?
Q: Where are some places I have learned about leadership in my life?
Q: Who are my role models and teachers?
Q: How do I lead as an individual?
Q: What are examples of leadership without position?
Q: How am I being developed/how am I developing groups or teams of which I am a member?
Q: What does it mean to lead with authenticity? Or to lead authentically?
Q: How do the decisions I make or my group makes impact other people and other groups?
Q: How can I develop the leadership of others?
Q: How do my skills and attitudes contribute to being an effective leader?

PAUSE AND THINK ABOUT IT...

Leadership is a teachable and learned phenomenon in a lifelong learning process.
Everyone is capable of leadership; thus, leaders are made, not born. There are opportunities to learn and practice leadership in all parts of life. College is a place to exert real leadership with real, tangible impact. College is your invitation to participate.

Q: How does my family or community inform my perceptions of leadership?
Q: Where are some places I have learned about leadership in my life?
Q: Who are my role models and teachers?

Leadership is not reliant on position or role.
There is a difference between “leader” and practicing leadership; we define “leader” as a person engaged in the practice of leadership, not as someone in specific role or position of authority.

Q: How do I lead as an individual?
Q: What are examples of leadership without position?
Q: How am I being developed/how am I developing groups or teams of which I am a member?
Q: What does it mean to lead with authenticity? Or to lead authentically?

Those who hold positional roles carry responsibility to use power and authority appropriately/well.
Presidents, Co-Presidents, CFOs, Executive Boards: Take note.

Q: How do the decisions I make or my group makes impact other people and other groups?

Leadership involves knowing, being and doing.
... this is head, heart and hands moving in harmony.

Q: How can I develop the leadership of others?
Q: How do my skills and attitudes contribute to being an effective leader?
DEFINING LEADERSHIP

OUR DEFINITION OF LEADERSHIP

Leadership is the relational process that engages scholarship and the life experiences of students to understand and change their communities. The development of leadership is the intersection of character, collaboration, and citizenship for the outcome of change for a common good.

WHAT IS YOUR DEFINITION OF LEADERSHIP?
HOW HAS IT CHANGED OVER TIME?
HOW DOES IT COMPARE TO THIS ONE?

Write your thoughts here.
The Duke University Leadership Framework guides the language of leadership at Duke. Three dimensions of leadership shape the Framework:

**CHARACTER**

Speaks to the individual and personal development students experience when practicing leadership. Character development comes through the exploration of one’s identity, integrity, and language of values. Developing reflection skills in order to view one’s experience through multiple lenses and perspectives is an important part of this dimension. The foundations of character lie in the congruence between values, beliefs, and actions.
- What is a person of character?
- How do I develop myself as a leader?
- How committed am I to developing my own leadership capacities?
- How would others describe my leadership style?
- How do I show integrity?
- When am I at my best?

**COLLABORATION**

Involves gaining the skills and experiences necessary to effectively communicate and work well with others in times of agreement or conflict. Collaboration inspires one to actively seek diverse voices and multiple perspectives in order to identify, organize, and mobilize their community around common goals.
- What is the difference between working with others and working through others?
- How does effective delegation play into this?
- How can my vision become our vision?
- How do we handle disagreement?
- How do I communicate with those who do not share views similar to my own?
- How committed am I to the development of my team or group’s leadership capacities?

**CITIZENSHIP**

Enlarges the leadership sphere beyond personal development and how one connects with others to a global perspective on society and community. This dimension of the Framework encourages students to actualize their experiences in multiple contexts and communities; to understand the relationships among people, processes, and systems in order to act with purpose, civility, and intention. Citizenship solicits active reflection on experiences and opportunities, application of acquired knowledge in service to others, and creative problem solving when approaching community issues.
- Is there a greater good?
- What responsibility do I have to the campus? To Durham? To the world?
- How do my actions impact others?
- How committed am I to the development of my community’s capacities for positive change?
The Duke University Leadership Framework supports the development of leadership as the intersection of Character, Collaboration, and Citizenship for effective and positive change, or Change for a Common Good.

The Duke University Leadership Framework acknowledges that students experience leadership through the dimensions (and their intersections) that involve active reflection, encourage appropriate risk-taking, recognize expended effort, encourage personal growth, support perseverance, facilitate transformational experiences, and prompt student action (Leadership Engagement Alliance Report,
One of the strongest indicators of high impact leadership is dialogue about and across difference. These can include formal dialogue groups and informal discussions with peers. Through these experiences students begin to clarify their own personal values while starting to comprehend larger social perspectives and beliefs through personal interactions. Topics for these conversations can include race/ethnicity, religious beliefs, or politics, to name a few.

“A Common Good” can mean many things, but we believe it is found in the fusion of identity, values and choices. Individual and community optimal growth and Wellness occur when identity, values and choices are aligned. Life at Duke is time not only to gain experiences through participation, but to also understand how those experiences impact us as individuals and as a community.

Duke University advocates through the Student Wellness Center (DUWELL) that overall Wellness is an integration of many aspects of life, including but not limited to leadership experiences.

One of the most important things to consider when working to develop as a leader, is personal development. A mentoring relationship with a faculty or staff member is a significant predictor of positive leadership development outcomes. Duke students should work to develop mentoring relationships with faculty, staff, and with peers.
Launch is a student-led program designed to enhance student involvement and leadership development at Duke University. The Launch team provides web-based resources, individual and executive board appointments, retreat planning assistance and workshops to facilitate peer-to-peer development for the purpose of enhancing individuals and groups in the Duke community.

Launch offers a wide variety of services to cater to any group’s needs. From executive board meetings to budgeting workshops, Launch agents are dedicated to enhancing leadership and involvement in the Duke community.

Head to our website to make an appointment to meet with a Launch Agent or for resources related to:

• Determining the best involvement and/or leadership opportunities for you
• Talking about ways to improve your student organization
• Having a tailored workshop created specifically for your group
• Enhancing your ability to practice leadership
• Receiving assistance with planning a retreat for your organization

dukelaunch.org

BETTER MEMBERS. BETTER GROUPS. BETTER DUKE.
Alright,

Let's do this.
If you are interested in submitting leadership learning opportunities to be a part of this guide, please contact us.