

A Vision for the Institute for Leadership in Technology And Management
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The purpose of this presentation is two fold: 1) to describe Bucknell's Institute for Leadership in Technology and Management 2) to share the mechanisms by which a formal vision statement was developed for the program.

The Program

The Institute for Leadership in Technology and Management (ILTM), first offered at Bucknell University in 1993, is in an intensive, six-week, student-focused summer program that focuses on accelerating undergraduates on their path toward becoming leaders of technology-focused organizations. The learning environment is composed of two interrelated parts. First, each day there are two three-hour classroom sessions. These sessions are led by faculty or external executives and are intimate, interactive and story-based. Second, interdisciplinary teams of six students work on a corporate-sponsored consulting project. The projects have a significant technology component and are 'live', meaning that they are critical unsolved problems at the client's organization. Interactions include a day-long site visit, regular phone and email exchanges and in-person meetings. At the conclusion of the six weeks, teams deliver in person a consulting report and three hour long presentation to their client.

People

Entry into the program is competitive and limited to 24 highly motivated rising juniors. Typically there are 10 engineers, 10 management students and 4 liberal arts students. Students do not receive academic credit and are paid a minimal stipend to support them during the six weeks. The program is run by four core faculty members who are paid but do not receive teaching credit.

Vision Development

Over the 20+ year history of ILTM, the program vision and goals have been passed down informally from faculty member to faculty member. Many executives who visited the program over the years, however, have cited the importance of a formal vision statement. During the 2014-2015 academic year a small group of faculty engaged in developing a vision. Over 400 alumni were surveyed (with ~50% response rate), past clients were polled and the program founders were interviewed. Through several structured and unstructured exercises, which will be shared during the presentation, the faculty developed and revised a program vision statement. Work on this vision precipitated several changes in pedagogy, including an integrated approach to reflection, the revision of application questions, orientation and pre-assignments, and more focused instructor feedback.

The goal of our presentation is to disseminate two related models. First is to report out on the success of ILTM and encourage other schools to implement a similar program. Second is to show a process by which other programs might develop their own vision and values that may guide future decisions.