



Laidlaw Leadership Summit 2024

Welcome!

Amy Moore and Susanna Kempe

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Laidlaw Scholars Leadership and Research Undergraduate Programme



The 3C Leadership Model

CAPACITIES

People

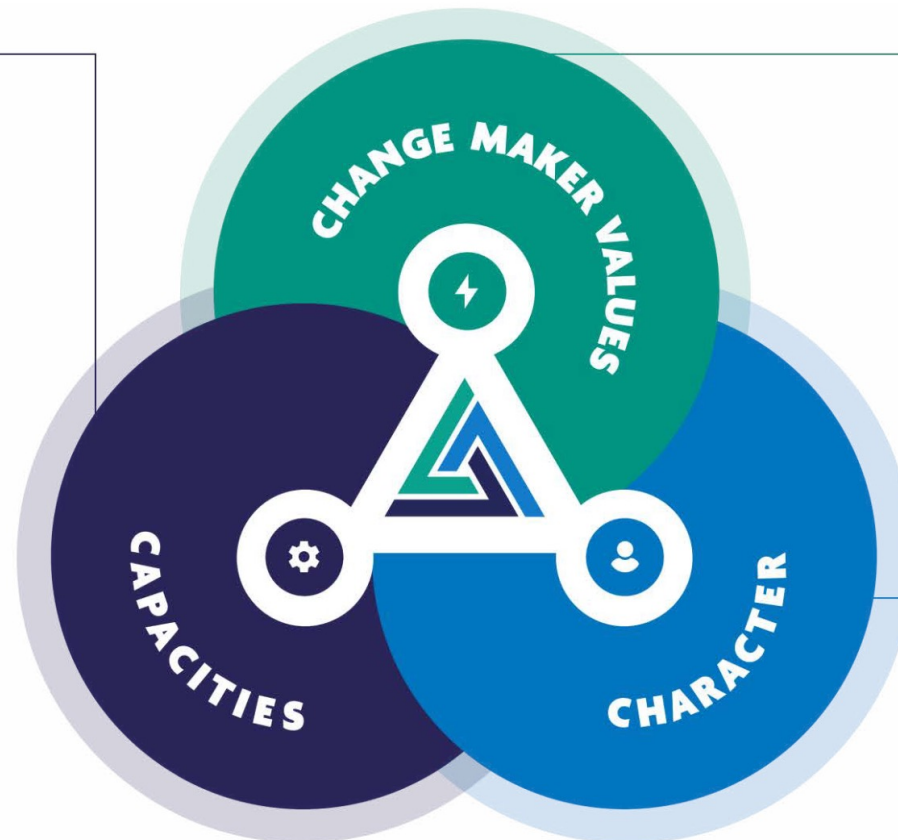
- Communication and influencing
- Collaborative mindset
- Diversity, equity, and inclusion
- Emotional intelligence
- Global citizenship

Process

- Project management
- Prioritisation and time management
- Design thinking and problem-solving
- Impact measurement and analysis
- Research and analysis

Performance

- Critical thinking and reflection
- Creative ideation
- Strategy and vision



CHANGE MAKER VALUES

- Ambitious
- Brave
- Curious
- Determined
- Extraordinary
- Fast
- Good

CHARACTER

- Purpose
- Love
- Growth
- Humility
- Wisdom





Laidlaw Leadership Summit 2024

Introducing Character as a Metric in
University Rankings

Edward Brooks, University of Oxford

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Character as a metric in university rankings

Dr Edward Brooks
University of Oxford
Laidlaw Foundation
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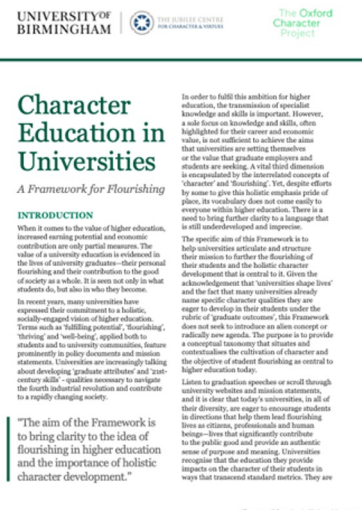
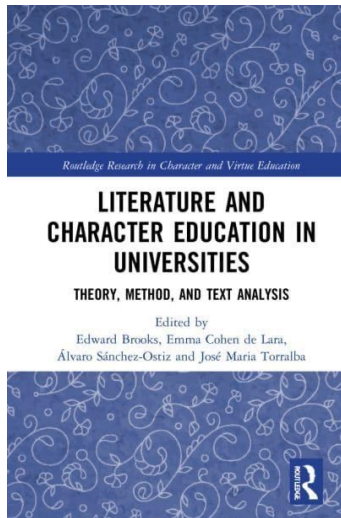
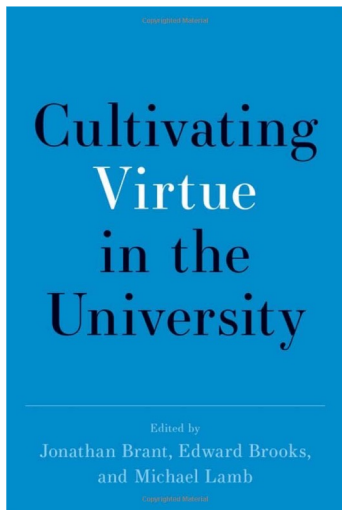


WSJ / COLLEGE PULSE RANKINGS
2025 Best Colleges in the U.S.
College Rankings Student Experience Best Salaries Social Mobility Best Value



27th October 2024
Laidlaw Foundation

Character and leadership development in universities



"The aim of the Framework is to bring clarity to the idea of flourishing in higher education and the importance of holistic character development."

International Journal of Ethics Education
<https://doi.org/10.1007/s40669-019-00073-4>

How can universities cultivate leaders of character? Insights from a leadership and character development program at the University of Oxford

Edward Brooks¹ · Jonathan Brant¹ · Michael Lamb²

Published online: 29 August 2019
 © Springer Nature Switzerland AG 2019

Abstract

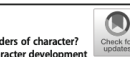
Universities have long played an important role in the formation of character and good leaders, then how might we do this in a post-19th-century context? This paper reports on a leadership and character development program at the University of Oxford. The program was designed to address three questions: (1) Can virtue be cultivated in a university setting? (2) How can a character-based leadership be developed? (3) How can we measure it? We conclude that a program of character education can be valuable in the 21st century.

Keywords Character · Leadership · Virtue · Program

Universities have long educated thought leaders and impact around the world in a time of significant global change.

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JOURNAL OF MORAL EDUCATION
<https://doi.org/10.1007/s40669-019-00073-4>

ARTICLE

Cultivating virtue in postgraduates: An empirical study of the Oxford Global Leadership Initiative

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ABSTRACT

Although virtue ethics has emerged as a leading moral philosophy, universities have a practical task of virtue cultivation. Some effort is being made in response, but an evaluation of one effort to cultivate virtue in a pre- and post-test experimental development programme at the University of Oxford is presented. Quantitative data offer evidence with respect to two of the four focal qualitative data suggest that future the participants are given both reflective, practical, everyday tasks to cultivate virtue and empirical support and future direction programme development for cultivation.

In the latter half of the twentieth century, disciplines repositioned virtue ethics as a (e.g., Anscombe, 1958; Hursthouse, 1998) challenged by situationists who doubt (Doris, 2002; Harman, 2000), the emergence of respect for human rights and fundamental freedoms (United Nations, 1948, 2021). In 2015, the UN Sustainable Development Goals (SDGs) took this further, stating in SDG 4 that "the knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development and global citizenship education" (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2016, p. 14). What might the adoption of

this educational mission involve for higher education? And what does it mean in a challenging global context following the COVID pandemic and the Russian invasion of Ukraine? This paper argues that the current global turmoil should catalyze reflection as to the purpose and content of higher education. It focuses on the importance of education for "values and attitudes", emphasized as an essential component of global citizenship and leadership education in the rhetoric of GDU 4. It proposes a return to the philosophical categories of "character" and "virtue", arguing that the societal orientation of global universities and their aspiration "to educate the citizens and citizen-leaders for our society" (Harvard College, 2022) necessitates a renewal of theoretically rigorous, pedagogically effective, and practically relevant character education.

Keywords

Character · Leadership · Virtue · Program · University of Oxford · Global Leadership Initiative

To educate citizens and citizen-leaders for our society: Renewing character education in universities

Formar ciudadanos y ciudadanos-líderes para nuestra sociedad: Renovando la educación del carácter en las universidades

Edward Brooks, Executive Director, Oxford Character Project, University of Oxford (edward.brooks@oxp.ox.ac.uk)
 Jingsi L. WILLIAMS, PhD, Assistant Professor, University of Navarra (jwilliams@unav.es)

Abstract

Seventy-five years ago, the Universal Declaration of Human Rights promoted a vision of education "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (United Nations, 1948, 2021). In 2015, the UN Sustainable Development Goals (SDGs) took this further, stating in SDG 4 that "the knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development and global citizenship education" (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2016, p. 14). What might the adoption of this educational mission involve for higher education? And what does it mean in a challenging global context following the COVID pandemic and the Russian invasion of Ukraine? This paper argues that the current global turmoil should catalyze reflection as to the purpose and content of higher education. It focuses on the importance of education for "values and attitudes", emphasized as an essential component of global citizenship and leadership education in the rhetoric of GDU 4. It proposes a return to the philosophical categories of "character" and "virtue", arguing that the societal orientation of global universities and their aspiration "to educate the citizens and citizen-leaders for our society" (Harvard College, 2022) necessitates a renewal of theoretically rigorous, pedagogically effective, and practically relevant character education.

Keywords

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Character, culture, and leadership in business

- **51 research partners** across UK business sectors
- Deep-dive **interviews** with 121 professionals at different levels in finance, tech, law, business
- Data analysis using leading edge **computational linguistic analysis**
- **Survey data** from over 1,300 people in 36 UK firms to understand perceptions of **good leadership**
- **Values map** of 220 UK firms to understand what values mean to organisations and how they are embedded
- **Sector focus** on finance, law, and tech



Three dimensions of good leadership: Character, competence, and interpersonal skills

- **Professional competence** refers to the professional knowledge, cognitive abilities, and skills that enable individuals to perform leadership tasks to a high standard.
- **Interpersonal skills** refer to the interpersonal understanding and skills necessary to perform leadership tasks to a high standard given the essentially relational nature of good leadership.
- **Character** refers to habits or dispositions of thought, emotion, and action that in their developed state are stable over time and consistent across contexts.



Good leadership in UK business

	Feature of good leadership	Centrality (scale 1-7)	Standard deviation
● 1.	Competent	6.26	0.94
● 2.	Communication skills	6.24	1.02
● 3.	Integrity	6.22	1.02
● 4.	Hardworking	6.21	0.92
● 5.	Professional	6.18	1.00
● 6.	Responsible	6.18	0.96
● 7.	Committed	6.18	0.90
● 8.	Resilient	6.14	0.90
● 9.	Trustworthy	6.13	1.09
● 10.	Confident	6.11	0.88
● 11.	Knowledgeable	6.10	0.96
● 12.	Provides direction	6.10	1.00
● 13.	Risk aware	6.09	1.02
● 14.	Honesty	6.07	1.11
● 15.	Accountable	6.07	1.06
● 16.	Expertise	6.06	0.87
● 17.	Focused	6.06	1.01
● 18.	Driven	6.06	0.96
● 19.	Decisive	6.04	0.99
● 20.	Strategic	6.02	1.02
● 21.	Solves problems	6.00	0.96



Figure 1: Proportion of features in each category

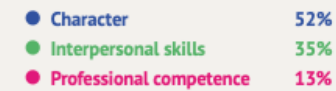
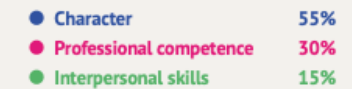
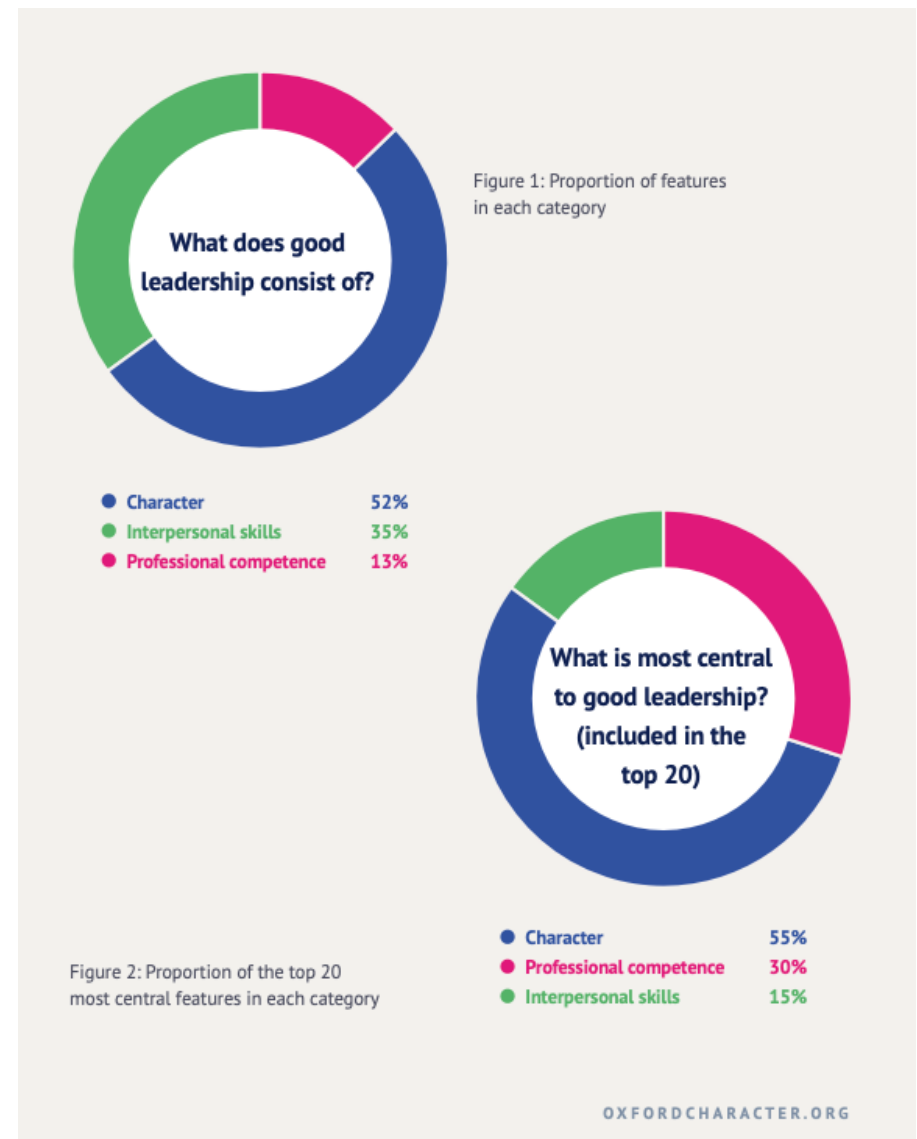


Figure 2: Proportion of the top 20 most central features in each category



CHARACTER	INTERPERSONAL	COMPETENCE
Integrity	Communication	Competent
Hardworking	Direction	Professional
Responsible	Accountability	Knowledgeable
Committed	Listening	Risk Aware
Resilient		Expert
Trustworthy		Strategic
Confident		Solves problems
Honest		Experienced
Focused		
Driven		
Decisive		
Ethical		
Respectful		



Why character is central to good leadership

- We reviewed 1,021 papers on character-based leadership (LMICs, 1990-2022)
- 720 papers focus on impact
- Positive and multilayer effect, including positive outcomes for individuals, organisations and society



WSJ / COLLEGE PULSE RANKINGS

2025 Best Colleges in the U.S.

College Rankings | Student Experience | Best Salaries | Social Mobility | Best Value

17	University of Notre Dame	Private	IN	84.2	^
University of Notre Dame Notre Dame, IN					
Scores and Ranks		Rank/Score	Survey Results		Score
Overall Rank		17	Learning Opportunities		77
Overall Score		84.2	Preparation for Career		82
Student Outcomes		Score	Learning Facilities		87
Salary Impact Score		97	Character Development		87
Graduation Rate Score		80	Recommendation Score		85
Diversity		Score	Cost and Returns		Amount/Time
Diversity		52	Average Net Price		\$29,974
			Value Added to Graduate Salary		\$67,537
			Years to Pay Off Net Price		1 year, 9 months

“Character score: New this year, this measures the extent to which students feel the college has developed character strengths that will help them to make a meaningful contribution to society, including moral courage, hopefulness, resilience, wisdom and a sense of justice, based on our student survey.”

Outline

1. Measuring university performance
2. Character development as a metric
3. Character in the rankings: first steps with the WSJ
4. What next?

The background is a solid teal color. On the left side, there are several overlapping, semi-transparent geometric shapes, including triangles and trapezoids, in various shades of teal, creating a layered, architectural effect.

Measuring university performance

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History of university rankings

1890 - 1920 -- Standardization movement led to classification schemes for higher education institutions.

1920 - 1980 -- Increasing use of surveys and other quantitative data. Rankings of university departments. Idea of higher education 'system'.

1983 -- US News and World Report launched the first major university ranking in the US

2003 -- First global ranking (Shanghai / ARWU)

(Usher, 2020; Wilbers & Brankovic, 2023)

Universities.	Humanities.	History and Economics.	Sciences.	Total.
Chicago.....	12	12	12	36
Yale	19	4	11	34
Johns Hopkins	11	3	19	33
Harvard	12	3	11	26
Pennsylvania	9	7	8	24
Columbia	7	5	10	22
Cornell	7	1	11	19
Clark.....	.....	.....	12	12
Michigan.....	6	1	.....	7
New York.....	4	.....	1	5
Wisconsin	2	1	2	5
Bryn Mawr.....	1	1	1	3
Leland Stanford, Jr.....	.....	.....	2	2
Nebraska .....	.....	.....	2	2
Brown.....	.....	.....	1	1
California. ....	.....	.....	1	1
Columbian .....	.....	.....	1	1
Minnesota.....	1	.....	.....	1
Total number of Ph.D. degrees conferred.....	91	38	105	234

Fig. 1 Order of universities by the number of doctorates awarded. From "Doctorates Conferred by American Universities for Scientific Research." Reprinted with permission from AAAS (Cattell 1898: 198)

Questioning the rankings

3 streams of academic work:

- Critical -- “marketization”, “neoliberalism”
- Empirical -- methodology, technical focus
- Behavioural -- effects of university rankings

“Rankings create incentives for universities to become more like what the rankings measure. What gets measured is what gets attention. That leads to homogenization as they abandon their distinctive missions and become more like their competitors.”

—Jerry Z. Miller, *The Tyranny of Metrics*

What gets measured

2025 Best Colleges in the U.S.

WSJ / COLLEGE PULSE RANKINGS

College Rankings Student Experience Best Salaries Social Mobility Best Value

WSJ ranking category	Your weighting	WSJ weighting
Salary impact (extent to which a college boosts salary)		
Years to pay off the cost (price divided by median salary boost)		
Graduation rate impact (in relation to national estimate)		
Learning opportunities (quality and frequency)		
Career preparation (quality and frequency)		
Learning facilities (student satisfaction)		
Recommendation score (extent students would recommend)		
Character development (extent college develops character)		
Diversity (ethnic & socio-economic diversity plus inclusivity)		

What gets measured

WSJ / COLLEGE PULSE RANKINGS
2025 Best Colleges in the U.S.
College Rankings Student Experience Best Salaries Social Mobility Best Value

WSJ ranking category	Your weighting	WSJ weighting
Salary impact (extent to which a college boosts salary)		33%
Years to pay off the cost (price divided by median salary boost)		17%
Graduation rate impact (in relation to national estimate)		20%
Learning opportunities		4%
Career preparation		4%
Learning facilities		4%
Recommendation score		4%
Character development		4%
Diversity		10%

The background is a solid teal color. On the left side, there are several overlapping, semi-transparent geometric shapes, including triangles and trapezoids, in various shades of teal, creating a layered, abstract pattern.

Character development as a metric

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*The London School of Economics and
Political Science's Mission*

“LSE was founded in 1895 to create and share knowledge addressing major social challenges and to shape a better world... This means nurturing creative thought and intellectual exploration and educating students from all backgrounds and around the world to be critical thinkers and skilled professionals who work for the betterment of society.” (p. 1)

LSE STRATEGY 2020



“Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life and to live generously in service to others.”



GEORGETOWN UNIVERSITY

University of Oxford

“Through a commitment to the personal education of each student, we will provide a quality of education and experience which equips students with the values, skills and intellectual discipline to make a positive contribution to society.”



“Through our teaching, research and public engagement, we courageously advance the cause of a pluralistic, just and sustainable society... We challenge our students to think independently, communicate effectively, act responsibly, and develop continuously, equipping them for lives of active citizenship.”






Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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What is character? How is character developed?

Character refers to the **dispositions or habits** that consistently shape the way a person thinks, feels and acts.

		
<p>Character has a motivational component. It is about our aspiration to be a certain kind of person – to live with integrity and become the best version of ourselves.</p>	<p>Character has an intellectual component. It is about identifying and understanding features of situations in order to determine the best course of action.</p>	<p>Character has a skill component. It is about successfully acting on our values and concerns, especially under pressure. Character can be developed over time.</p>



Seven pedagogical strategies for character development
Based on Lamb, Brant, & Brooks, 2022

→ Book by Brooks & Lamb, 2025

Can character development be measured?

Individual -- Personal reflection, self-report

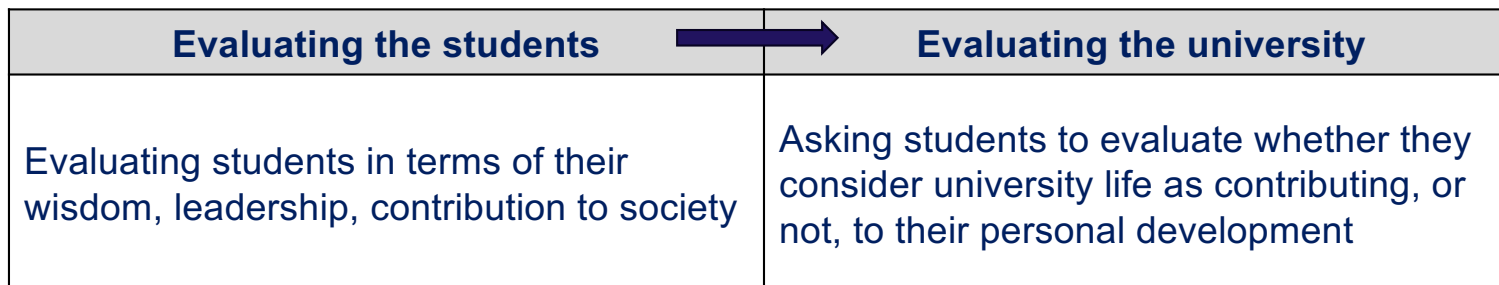
Interpersonal -- Peer-report, 360 evaluations

Institutional -- Public data, population surveys

Form of the pages.

TEMPERANCE.
Eat not to dullness; drink not to elevation.

	Sun.	M.	T.	W.	Th.	F.	S.
Tem.							
Sil.	*	*		*		*	
Ord.	*	*			*	*	*
Res.		*				*	
Fru.		*				*	
Ind.			*				
Sinc.							
Jus.							
Mod.							
Clea.							
Tran.							
Chas.							
Hum.							





Character in the rankings- first steps

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Survey questions

- **WISDOM:** To what extent has university life helped you to become more wise?
[0=Has not helped, 10=Has helped a lot]
- **JUSTICE:** To what extent has university life helped you to become more just?
[0=Has not helped, 10=Has helped a lot]
- **LEADERSHIP:** To what extent has university life helped equip you to positively change the world? [0=Has not helped, 10=Has helped a lot]
- **CONTRIBUTION TO SOCIETY:** At my university, I am encouraged to develop character strengths that will help me make a meaningful contribution to society
[0=Strongly disagree, 10=Strongly agree]

Data collected by Statista from c.60,000 students in 500 US universities

Rank ↑ School Name ↑

Type ↑ State ↑ Score ↑

1 Princeton University Private NJ 92.3 ^

Princeton University

Princeton, NJ

Scores and Ranks	Rank/Score	Survey Results	Score
Overall Rank	1	Learning Opportunities	73
Overall Score	92.3	Preparation for Career	77
		Learning Facilities	82
Student Outcomes	Score	Character Development	82
Salary Impact Score	97	Recommendation Score	86
Graduation Rate Score	99		
		Cost and Returns	Amount/Time
Diversity	Score	Average Net Price	\$8,143
Diversity	76	Value Added to Graduate Salary	\$81,091
		Years to Pay Off Net Price	4 months

Character score (4%): New this year, this measures the extent to which students feel the college has developed character strengths that will help them to make a meaningful contribution to society, including moral courage, hopefulness, resilience, wisdom and a sense of justice, based on our student survey. The questions for this score were developed in collaboration with the [Oxford Character Project](#).



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What next?

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THE WORLD UNIVERSITY RANKINGS

“We have chosen to partner with the world’s most elite universities because we are looking to influence and support the leaders of the future. Whether we like it or not, the vast majority of heads of state, religion, sport, cultural institutions, academia, FTSE 100 and Fortune 500 companies, come from these places--universities which have historically been phenomenal at cultivating careers, but not always so good at promoting character.”

—Susanna Kempe, CEO, Laidlaw Foundation



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Thank you!

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Laidlaw Leadership Summit 2024

Oxford Character Project
Leadership Training: Impact and
Reflections

Corey Crossan, The Oxford Character Project

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Oxford Character Project Leadership Training: Impact and Reflections

Presented by

Dr Corey Crossan

Date

28 October 2024

The Oxford
Character
Project



www.oxfordcharacter.org



Agenda

- 1 Outline programme.
- 2 Review measurement & impact.
- 3 Share reflections & new applications.

Outline programme



An aerial photograph of a university courtyard. The central feature is a large, well-maintained green lawn. Surrounding the lawn are several multi-story stone buildings with Gothic architectural features, including pointed arch windows and decorative stonework. The buildings are arranged in a U-shape, creating a courtyard. The sky is clear and blue, and the overall scene is brightly lit, suggesting a sunny day.

Introducing the Oxford Character Project

Around the world, universities are developing future thinkers and leaders. However, the real challenge lies in cultivating wise thinkers and good leaders—individuals equipped not just with knowledge, but with the character to lead with purpose and make a lasting difference.

In this programme, you will learn what character is, understand how character can support your leadership, and master the tools and techniques that will help you strengthen your character.

3Cs of Leadership

The Laidlaw Leadership Development programme emphasises 3Cs to facilitate scholar development: change maker values, capacities, and character. Our programme specifically focuses on cultivating character, while the other 2Cs are developed through additional programme activities offered by the universities.

Character as the roots of leadership

We view character as the foundation upon which the other 2Cs are built. Think of capacities as the leaves of a tree, values as the trunk of a tree, and character as the roots of a tree. The stronger the root system, the more resilient the tree.

The aim of our programme is to strengthen character so that it equips the scholars to enact their values and use their capacities more effectively.



Character Roadmap

We rely on the leader character framework (Figure 1) to act as a roadmap to guide character development. While researchers debate what these virtues are, in our programme we rely on a framework to facilitate a common language. We encourage you to engage with the framework critically and explore creative ways to use it. The framework is based on extensive research that illustrates how all 11 character dimensions are important to support good judgment and ethical leadership.

Figure 1. Leader Character Framework



Development Strategies

Character evolves over time, for better or worse. To ensure the better, intentional practice can guide character growth. We have designed a set of evidence-based strategies for character development that form the foundation of our programme, which can be tailored to individuals needs, goals, and circumstances. We utilise the evidence-based seven strategies for character development framework (Figure 2) to guide our programme design.

Figure 2. Seven Strategies for Character Development



Programme Overview

“Throughout the program, my understanding of leadership has evolved significantly. While I always believed that ethical conduct was crucial for leaders, it wasn't until after the program that I realized the importance of virtues I previously overlooked. I came to understand that qualities like empathy, humility, and resilience are essential for effective leadership, shaping not only how leaders interact with others but also how they navigate challenges and inspire positive change.”

2023 Laidlaw Scholar

Introduction to Character

We introduced scholars to character, helping them understand how character supports ethical leadership and leadership more broadly. After taking the initial assessment, scholars reflected on their own character.

Leading with Purpose

Leading with purpose informs a sense of direction grounded in meaning. In this session, scholars explored their own definition of success by cultivating a sense of meaning through a set of personal values.

Leading with Growth

Leading for growth relies on a culmination of virtues like humility, resilience, and courage. In this session, scholars explored their inner narratives and identified an area that they can shift from a fixed mindset towards a growth mindset leveraging character.

Leading with Love

Leading with love cultivates a deep sense of care and connection with others. In this session, scholars explored love in the context of leadership and expanded ways in which they can receive and give love.

Leading with Integrity

Leading with integrity helps align personal values and beliefs with actions and cultivates a deep sense of trust with others. In this session, scholars explored their own principles and times they have been tested to strengthen a buffering effect in future stressful situations.

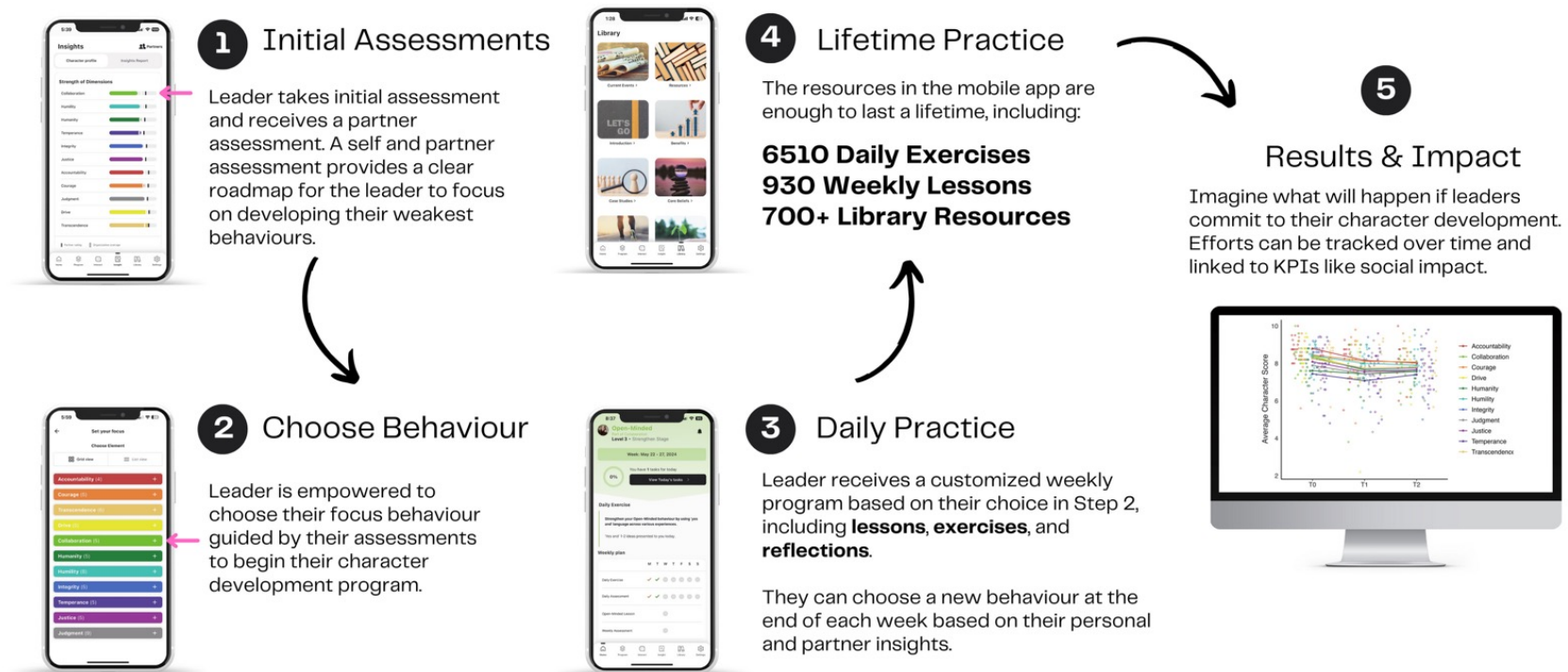
Leading with Practical Wisdom

Leading with wisdom relies on the strength of other virtues but also relies on its own set of behaviours to inform behaviour when rules and regulations are not enough. In this session, scholars explored opportunities to exercise practical wisdom and reflected on their own capacity for wisdom.

A Lifetime Practice

Ethical leadership is a lifetime practice. In this session, scholars reflected on their experience with the programme, reviewed character changes, and cultivated a lifetime practice they are excited to continue beyond this programme.

Virtuosity for Development



Review measurement & impact

Character Profile

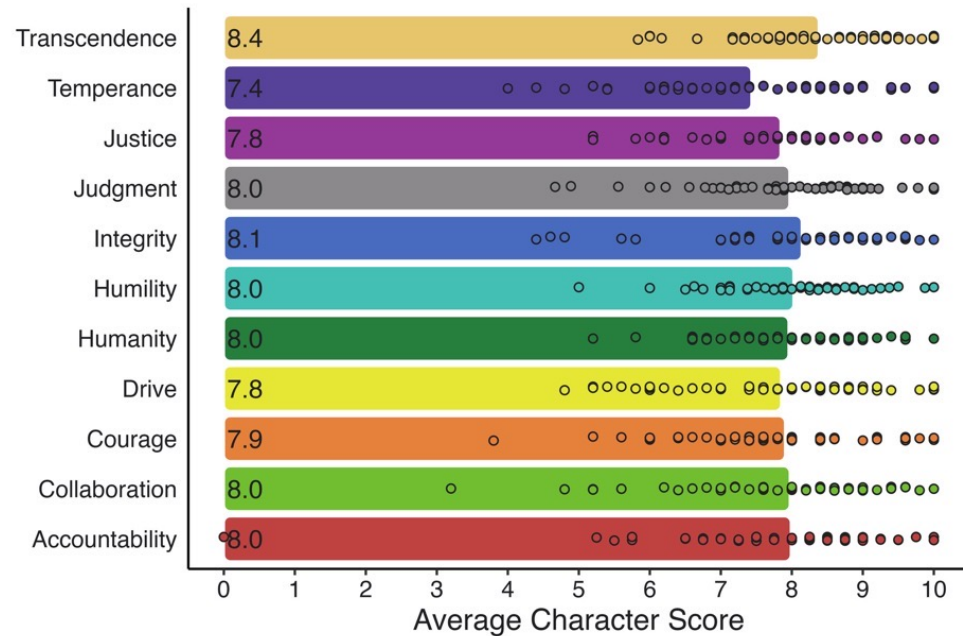
What does the character of Laidlaw scholars look like?

The character of Laidlaw scholars varies, as indicated by the range of scores across each dimension. It is important to treat each scholar as an individual with unique character and leadership needs, rather than promoting a one-size-fits-all solution. Our online sessions facilitate intimate discussions that delve into these differences. Additionally, the use of Virtuosity between sessions enables scholars to tailor their practice to their specific requirements.

Character Profile Dimensions

Transcendence and Integrity are the strongest character dimensions. Whereas Temperance remains the weakest.

There is large variance within each dimension. For example, the Temperance scores range from a 4 to a 10. This means not all participants in this group will align with the average character profile shown below.

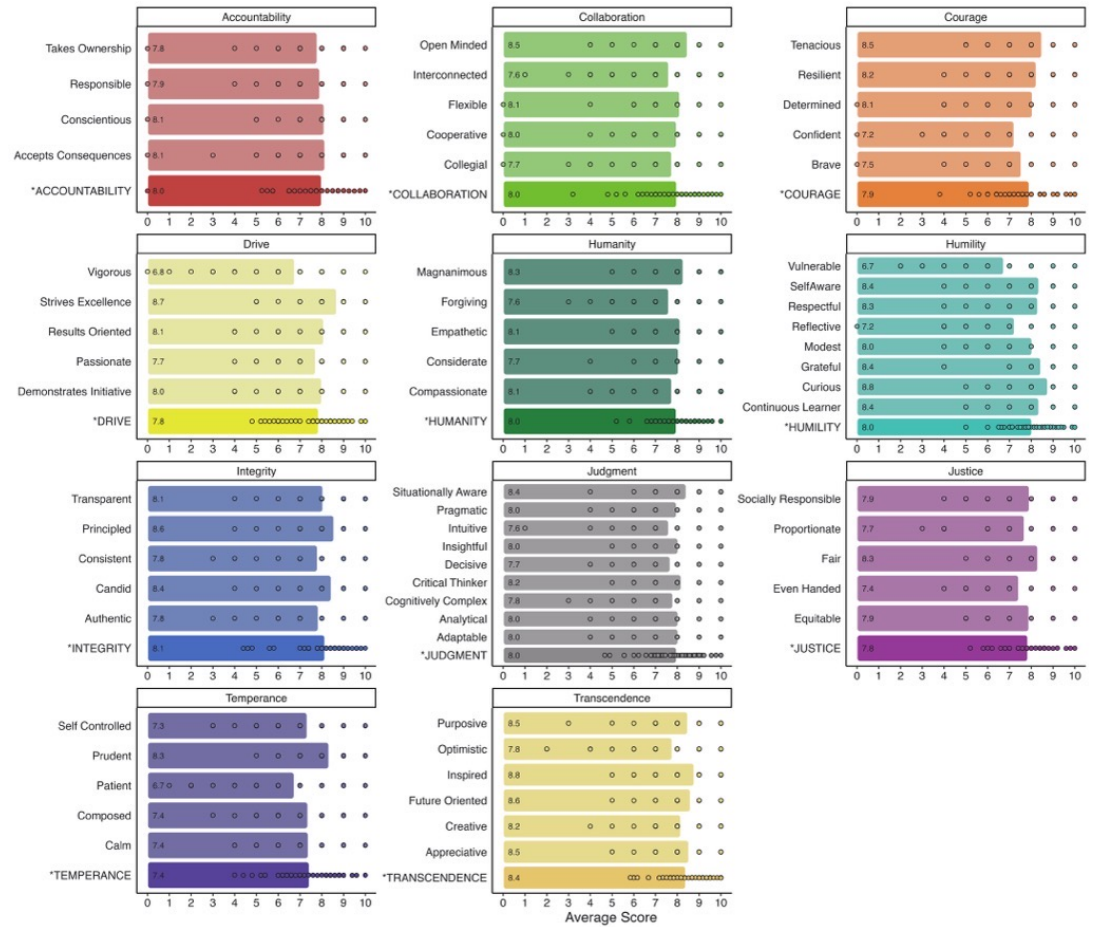


Character Profile

What does the character of Laidlaw scholars look like?

The strongest element is Inspired and Curious and the lowest is Patient.

Character Profile Elements



Character Profile

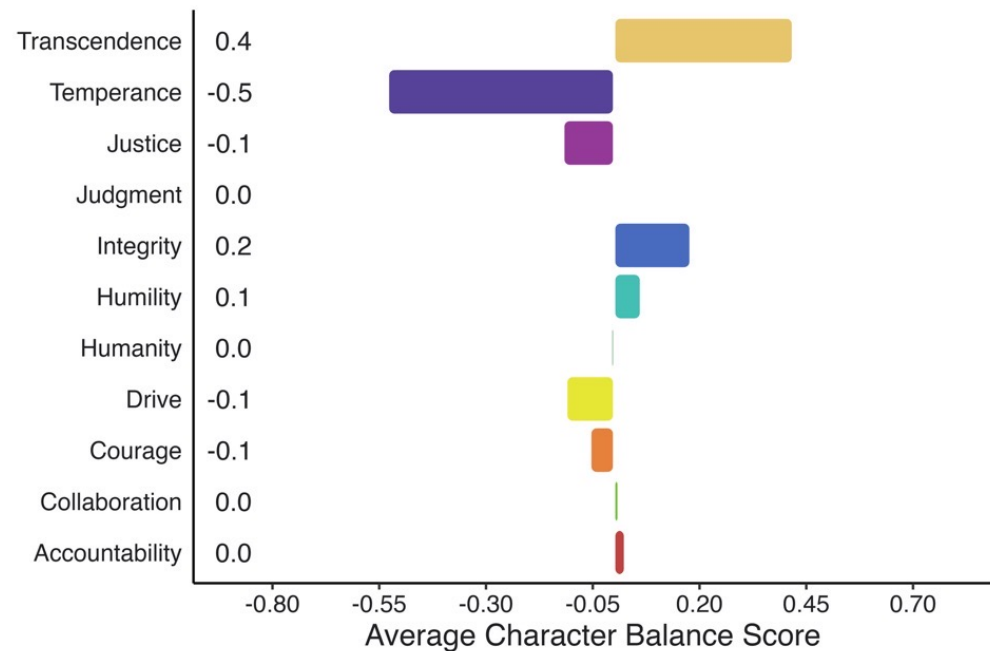
What does the character of Laidlaw scholars look like?

Understanding Laidlaw scholars' over- and under-weighted character dimensions can help shed light on key character qualities that should always be kept in mind to underpin the development of our focus topics. For example, we will encourage scholars to consider activating their Temperance as we focus on other character dimensions.

Character Dimension Balance

Transcendence, Integrity, and Humility can operate as excess vices when unsupported by weaker dimensions, manifesting as untethered, rigid, and transfixed behaviour.

For example, a Laidlaw scholar with strong Transcendence (e.g., optimistic, inspired) who struggles with low Temperance (e.g., patient, calm) may become easily frustrated when others are not ready to jump on board with their ideas. This can lead to damaging relationships and isolation.



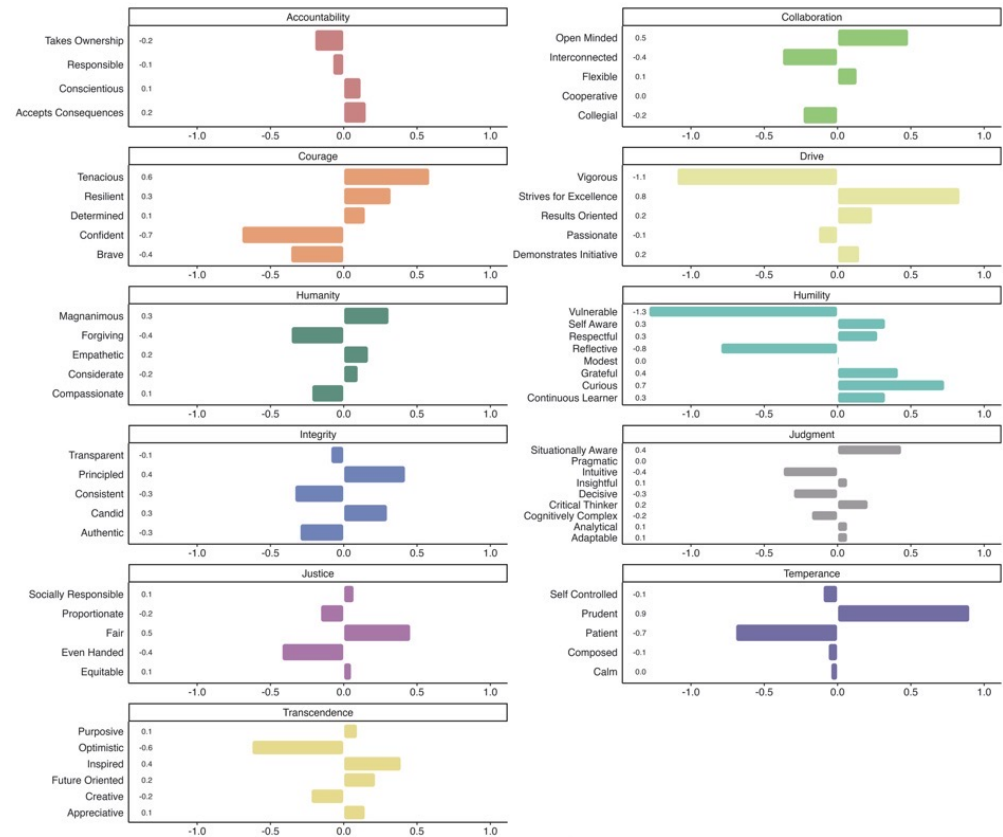
Character Profile

What does the character of Laidlaw scholars look like?

In our sessions, we can strategically target under-weighted elements within each dimension as a way to strengthen the overall dimension. For example, targeting Confidence for development may play a significant role in elevating the overall strength of Courage.

Character Element Balance

Vulnerable, Vigorous, Reflective, Confident, and Patient are the most under-weighted elements whereas Strives for Excellence, Prudent, and Curious are the most over-weighted.



Character Development

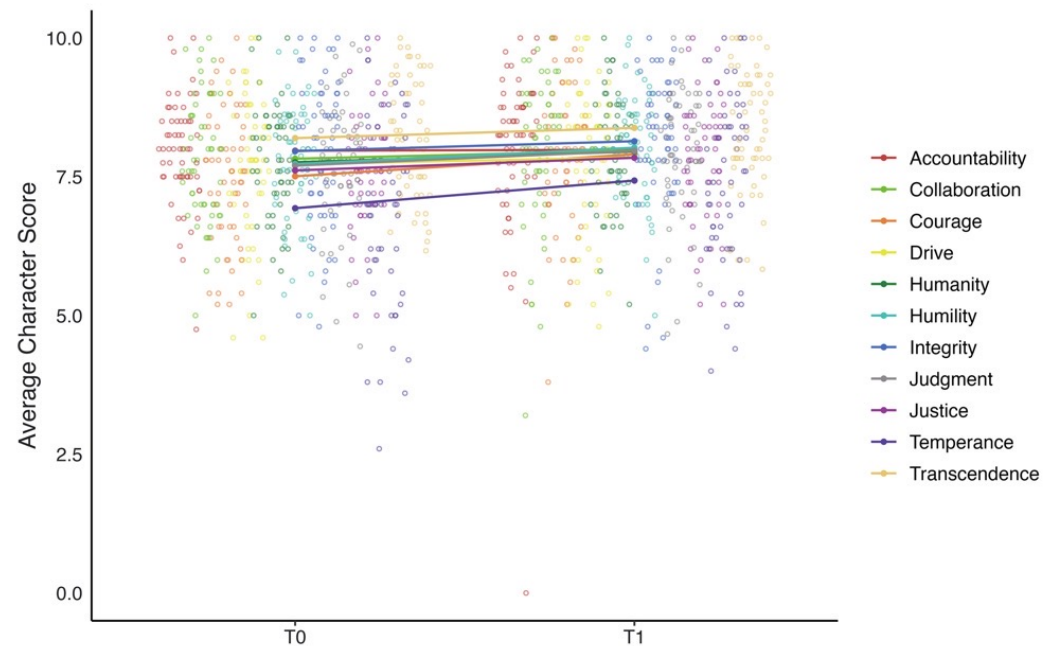
How did the programme contribute to scholars' character development?

As we design future programmes, this data indicates that even with a limited number of sessions and the constraints of online engagement, the programme fosters the development of many other equally important character qualities beyond the ones currently emphasised.

Character Profile Development

Overall, there was a positive shift since the first character assessment taken in November 2023. The largest increase was seen for Temperance, Courage, and Humility, while the smallest was seen for Drive, Accountability, and Integrity.

The results show the interconnected nature of the dimensions. Even though we did not specifically focus on temperance, for example, it showed the greatest development compared to dimensions we did focus on.



Character Development

How did the programme contribute to scholars' character development?

There needs to be more done in character research to understand how these value changes really translate into life impact. Our hypothesis is that because character manifests in the micro-moments of habit, these small changes can play a significant role in impacting people's habitual thoughts, feelings, and actions.

Character Profile Development

Virtue	Time 1 M (SD)	Time 2 M (SD)	t score	p value	Cohen's d
Character	7.71 (.91)	7.98 (.94)	2.13	0.02*	0.30
Temperance	6.92 (1.69)	7.47 (1.53)	3.65	<0.01**	0.51
Courage	7.54 (1.24)	7.90 (1.24)	2.22	0.02*	0.31
Humility	7.67 (1.10)	8.00 (.98)	1.99	0.03*	0.28
Judgment	7.65 (1.17)	7.97 (1.16)	2.06	0.02*	0.29
Collaboration	7.77 (1.16)	8.07 (1.26)	1.71	0.05*	0.24
Justice	7.56 (1.05)	7.85 (1.12)	1.83	0.04*	0.26
Humanity	7.71 (1.06)	7.92 (1.03)	1.37	0.09	0.19
Transcendence	8.21 (1.11)	8.42 (1.14)	1.45	0.02*	0.20
Integrity	7.98 (1.34)	8.16 (1.30)	1.10	0.14	0.02
Accountability	8.00 (.99)	8.15 (1.13)	0.95	0.17	0.13
Drive	7.77 (1.22)	7.81 (1.33)	0.26	0.40	0.04

Note: * $p < 0.05$, ** $p < 0.001$, indicating level of statistical significance. The lower the p value the more statistically significant the finding is.

Character Development

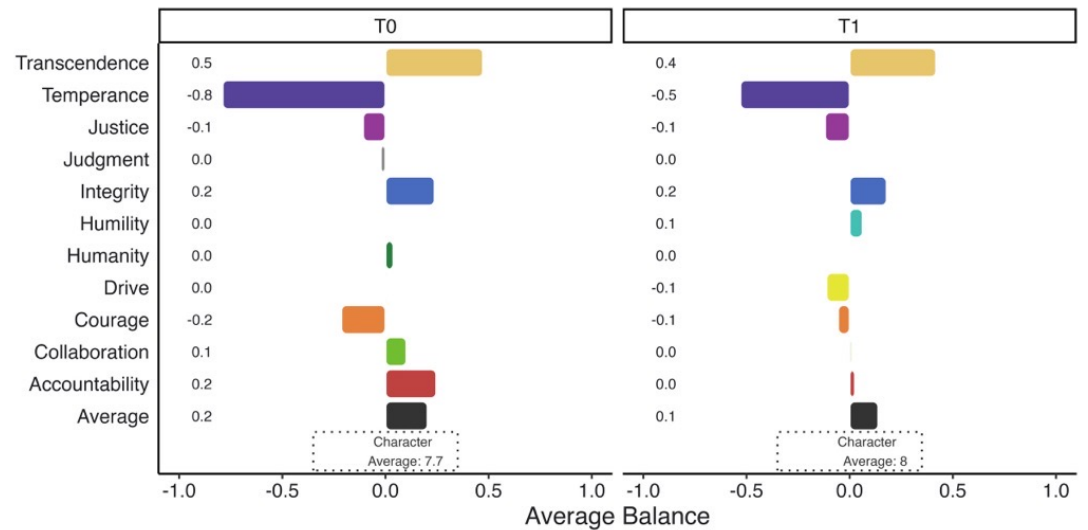
How did the programme contribute to scholars' character development?

The key in closing the gap is elevating weaker dimensions alongside strengths rather than weakening strong dimensions. A smaller gap with a higher average demonstrates this aim is achieved.

Character Balance Development

Since the beginning of the programme, there has been improvement in closing the gap between the weakest and strongest dimensions of character. This helps to ensure dimensions operate as strengths and not as excess vices, for example, Transcendence becoming untethered or detached from reality.

While the programme did not specifically focus on Temperance, the underlying theory of character shows how all dimensions are interconnected so that focusing on one dimension can impact strength in another. For example, strengthening Humanity can evoke a greater understanding for others, bringing a sense of calm and composure to conversations associated with Temperance.



Development

Scholars most frequently reported gaining greater awareness of their personal character and leadership from the character growth experienced in the programme.

1 Personal Awareness

Scholars most frequently reported gaining a better sense of who they are through the lens of character. Becoming more aware of their strengths and opportunities for growth, in particular through understanding their virtues and vices.

2 Character Qualities

Scholars reported specific character qualities they noticed the most. The most prominent character quality reported was self-awareness, followed by confidence, integrity, temperance, and empathy, among many others.

3 Navigating Uncertainty

Scholars reported that understanding how their character operates has provided a solid understanding of how they exercise their decision-making providing more confidence in uncertainty.

4 Universal Outlooks

Scholars reported a more robust understanding of others through their character enabling them to be more open-minded and value others' experiences.

“By closely monitoring my virtues and undertaking character challenges, I have developed a deeper understanding of who I truly am, refining my strengths and addressing my weaknesses. This intentional self-reflection has not only enriched my sense of self but has also enhanced my ability to navigate life’s complexities with greater resilience and empathy.”

2023 Laidlaw Scholar

Methodology: We used a thematic analysis to identify prevalent ways in which scholars reported that they had experienced character growth as a way to understand how or why their character changed based on the metrics shown on the previous page.



Leading with Love

We encouraged scholars to practice different love languages to expand their expression of love. They used our CARE framework to guide their practice: consider, ask, react using different love languages, and evaluate.

"I engaged with the challenge in 3 different ways:

1. I have tried to reflect on what my love language is and how frequently I use it. I give gifts a lot, and I believe it is my primary love language because it is in platonic or romantic relationships. However, the love language I like to receive is words of affirmation. I usually ruminate negatively on events and tasks, and therefore really benefit from words of affirmation.

2. The second way I have engaged with the challenge is by asking how the people in my life would like to receive love. Although I put a lot of consideration into the gifts I give, I have never considered if gifts themselves are the way to go. As such, I've been trying to have conversations with friends regarding how they would like to receive love.

3. The last way I have engaged with the challenge is by reacting to people's feedback and trying to give them love in the ways they outlined. This put me a little bit out of my comfort zone since physical touch like hugs make me slightly uncomfortable. But I have been trying to improve and expand the ways in which I interact with the people in my life in such a way."

2023 Laidlaw Scholar



Leading with Growth

We encouraged scholars to examine their fixed versus growth mindsets and to choose one fixed mindset they would like to cultivate into a growth mindset. They charted out a narrative growth path and chose relevant character qualities they could develop to support their growth.

Planes, trains, and buses make me nauseous, so I just **WONT** travel.

I **CANT** travel because I'm too scared of feeling miserable on the way.

I **WANT** to see the world, but nothing I try makes me feel less sick.

I'll **TRY** to be optimistic about travel. Transportation is just a means to an exciting end. ☺

I **WILL** travel, and I won't let my worries get in my way.

I **WENT** on a huge trip, and the experience was worth it.

I **LOVE** traveling! ❤️

TEMPERANCE → TRANSCENDENCE

DRIVE → COURAGE

2023 Laidlaw Scholar

"I found it really helpful to focus on developing a growth mindset as I at times do fall into a fixed mindset when things aren't going to plan. I found the strategies helpful and I have been able to change my mindset towards being more open, and being open for personal growth. I am also getting into the habit of doing my virtuosity every day. I have used habit stacking to help me out with doing it."

2023 Laidlaw Scholar

Leading with Integrity

We encouraged scholars to strengthen their integrity through storytelling by gaining a better understanding of who they are and sharing what they stand for through storytelling. Scholars shared personal stories using the seven common story types: overcoming the monster, voyage & return, rags to riches, tragedy, the quest, comedy, and rebirth (Booker, 2008).

"I engaged with this challenge by informally conducting research on myself. First, I assessed which type of stories that I tended to share; I quickly realized that these were of the Comedy type, which involve a light story with a happy ending. The ones that I shared the least were 1) Rebirth, which involves a challenging story of reinvention with a happy ending, and 2) Tragedy, which involve a sad story that does not necessarily have a happy ending. Interestingly, I noticed that my deepest, most fulfilling relationships were with people who I shared Rebirth and Tragedy stories with. As such, this has given me lots to reflect on; I realize now that my tendency to default to Comedy stories might be due to a fear of making others feel sad. I seem to have been so focused on attending to others' feelings, that I may have sacrificed my integrity and ability to build trust with these individuals. Overall, this challenge has encouraged me to undertake a more balanced approach in the types of stories that I share with others; I look forward to practicing this."

2023 Laidlaw Scholar



Leading with Practical Wisdom

We encouraged scholars to recognise the various character qualities they need to activate when exercising their judgment. We provided a Bingo card with various character quality exercises they could practice each day depending on what was called upon for their day.

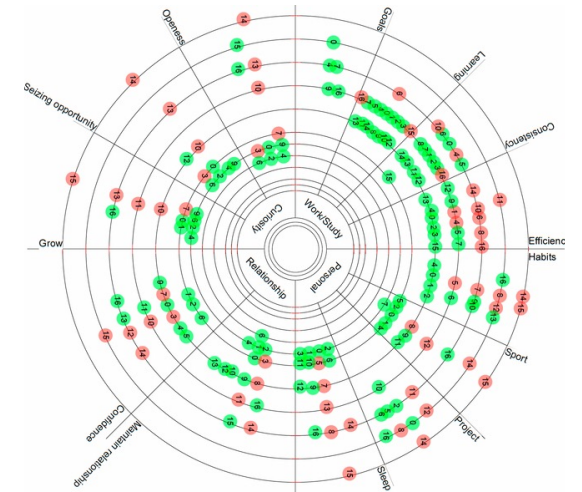
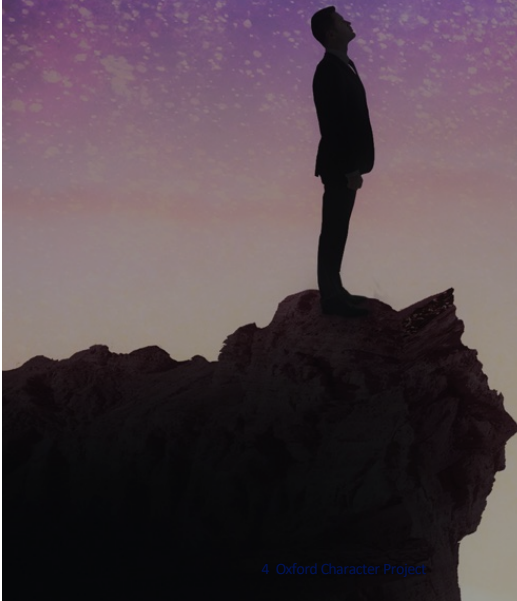
“For this challenge, I decided to specifically try out the Bingo Card, as it was different from what I have done for the other challenges. It did definitely help gamify the experience, so to say, which made me more excited to try out the various goals listed on it. However, what I perhaps did not realize before embarking on this path, is that the ways to cultivate practical wisdom can often be the simplest of steps. I do understand that one perhaps needs to take baby steps before engaging in something bigger. However, how many of us actually pause what we are doing and take a walk outside (one of the items on the Bingo Card) for instance? The benefits are well known to us already, it is very easy to do, yet it is not done. If we really think about, the steps to take to cultivate practical wisdom are quite straightforward, as long as we are deliberate about it. Next time I have a conversation, I will now be more intentional to use that conversation for learning rather than arguing, for it to be candid, and perhaps most importantly, for it to be quality time spent with someone.”

2023 Laidlaw Scholar



Leading with Purpose

We encouraged scholars to create a bullseye to help them define what is important to them then use the bullseye on a daily or weekly basis as a way to keep in mind what is important to them and how they are delivering on it. By doing so, scholars could define what success looks like for them in a robust way.



“It doesn't take long to do, and it has allowed me to have a more regular routine than writing, which takes up a lot more time at the end of the day. It's a simple and effective way of taking stock of yourself and stepping back from the day or even the week.”

2023 Laidlaw Scholar

Character Obstacles

1. Character Deficiencies

The most frequently reported obstacle was character deficiencies – which means the scholars felt that in order to engage in the challenge they need certain virtues (e.g. being consistent, being confident, honest with self, and reflective) which were not as well developed as they felt they needed.

2. Time Stressors

Scholars reported time stressors to be a significant obstacle with the most popular examples being academic challenges and other competing priorities.

3. Lack of Structure

Scholars shared that they felt a lack of structure or inability to practice their character without the right systems or environments to support their practice.

4. Fear of Failure

Scholars reported a more robust understanding of others through their character enabling them to be more open-minded and value others' experiences.

Note: Mental Health

Though mentioned only a few times, mental health issues emerged as a critical obstacle that deserves special attention. Several scholars indicated that they found it difficult to meaningfully engage with the challenges, and in the programme overall, due to their mental health issues.

“One thing I struggled with has been consistency which has helped me appreciate the role of habituation better. Seeing how every day new tasks come up, it can be easy to get lost in the way and forget about the new habits you are trying to form.”

2023 Laidlaw Scholar

Methodology: We used a thematic analysis to identify obstacles reported by scholars as they reflected on each of their character challenges. Obstacles act as headwinds that make the challenges more difficult for scholars. We asked the following question: Take a moment to reflect and provide a short response on which obstacles you experienced with your [topic] challenge.



Character Facilitators

1. Character Strategies

The most frequently reported facilitator of character development was the use of the seven strategies with the reflection strategy being the most popular, followed by friendships.

2. Monthly Online Sessions

Scholars reported that various components in the monthly sessions were helpful in providing a solid foundation for them to engage in their challenges and unpack their experiences with their peers. Being part of a structured programme brought a much needed consistency in their development, which is often hard to achieve with individual intention only.

3. Character Qualities

Scholars reported that their challenges were supported by calling on other character qualities, with the most commonly reported quality being a sense of purpose with the challenge, followed by self-awareness, courage, temperance, and forgiveness with self. Other character qualities included honesty with self, confidence, tenacity, empathy, gratitude, accountability, open-mindedness, and integrity.

“By making a conscious effort to regularly express appreciation and gratitude towards my friends, these actions became second nature to me. Furthermore, the practice of reflection helped me internalize the importance of these friendships. After each interaction, taking time to reflect on the quality of our exchange and the depth of our connection reinforced my commitment to nurturing these relationships.”

2023 Laidlaw Scholar

Methodology: We used a thematic analysis to identify facilitators reported by scholars as they reflected on each of their character challenges. Facilitators act as tailwinds to support scholars in their challenges. We asked the following question: Take a moment to reflect and provide a short response on what you felt supported your [topic] challenge.

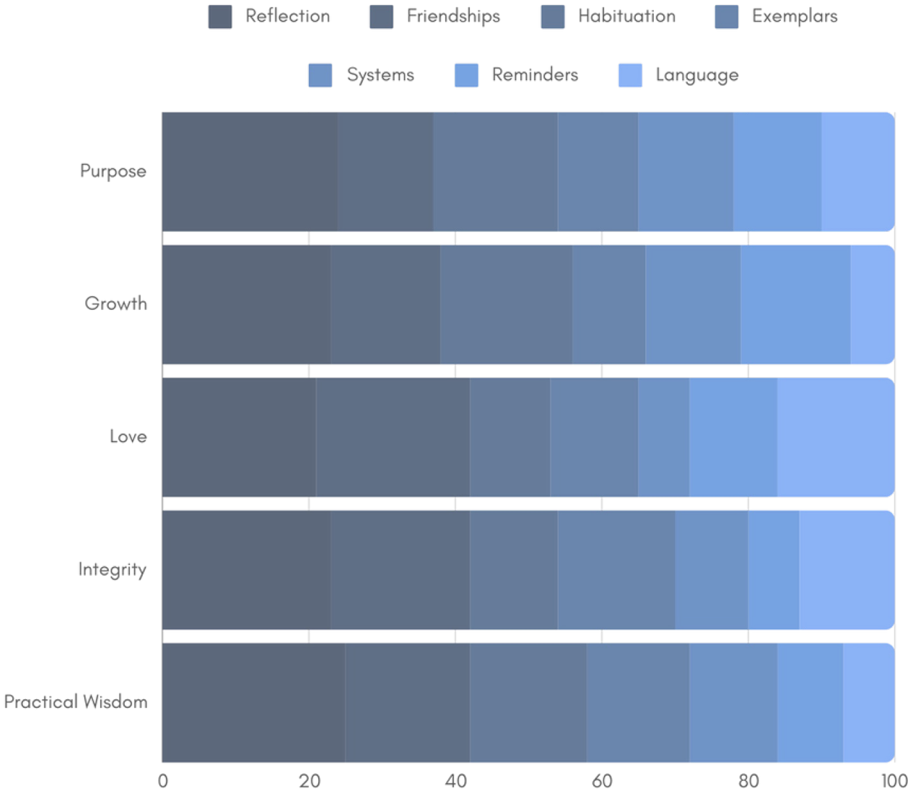
Development Strategies

We assessed how useful each of the seven strategies were in supporting the Laidlaw scholars' character development.



Facilitators

The data below shows the strategies noted by scholars to be useful in supporting them throughout each challenge. The reflection strategy was noted the most frequently across all challenges, followed by friendships, habituation, exemplars, systems, reminders, and language. We can use this data to help us capitalize on what we did well and make improvements for the less useful strategies.



Programme Effectiveness

How effective did we design and deliver our intended programme, underpinned by the seven strategies for character development?

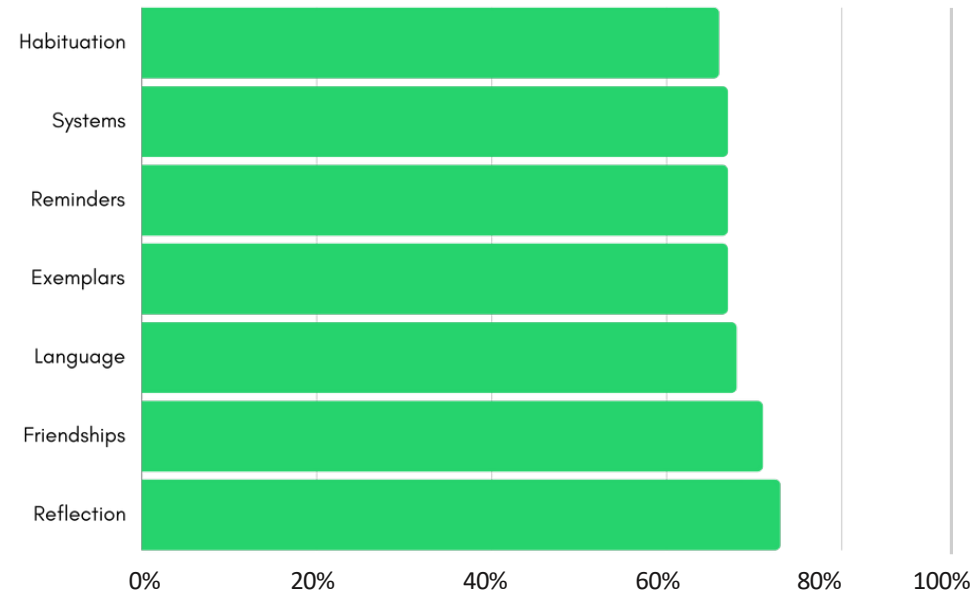
“This program has shown me how complex and multidimensional character really is, and I now have a better understanding of what I can improve. In the past, I knew I wanted to build a better character, but I didn't know what that meant. Now that we've broken character down into its bite-sized components, I feel more comfortable and more equipped to take actions to strengthen individual facets.”

2023 Laidlaw Scholar

Programme Effectiveness

Overall, the programme was highly effective based on leveraging the seven strategies of character development. There is room for improvement and we will use the same assessment again next year to measure our changes.

The figure below shows each strategy's score as an effectiveness percentage drawing on five criteria, that the strategy is useful, easy, customisable, enjoyable, and frequently used. The stronger each of these strategies are implemented in the design of our programme, the more likely the programme is to facilitate character development. Our findings show that the reflection strategy was perceived to be the most effective with a percentage of 73% whereas the habituation was perceived to be the least effective with a percentage of 66%.



Fostering Scholar Flourishing

How did character development impact scholar flourishing?

“The programme has made me a more assured person. I no longer feel the need to be perfect or fear being perceived at all - having this assuredness has made things somewhat easier. Everything has potential and everything is possible if we’re willing to reframe it and grow.”

2023 Laidlaw Scholar

Flourishing

Scholars experienced greater performance & quality of interactions based on engaging in programme components more.

We could use more data in this section to get a better sense of how programme engagement and character impacts flourishing metrics. We will ensure better data in the next programme by making the Virtuosity app, for which this data is collected, a more central feature. This approach also aligns with our focus to make character development more transformative rather than additive, which the Virtuosity app facilitates.

Table 1. Correlations between engagement, character, and benefits (n = 57)

	1	2	3	4
1. Mood	–			
2. Performance	.39	–		
3. Quality of Interactions	.34	.72	–	
4. Engagement	.15	.31	.30	–
5. Character	-.07	.46	.27	.03

Note: **Bolded** numbers indicate a significant correlation. Each correlation ranges in strength from 0 (weak) to 1 (strong) and is either positive (both increase or decrease together) or negative (as one increases, the other decreases, and vice versa).

Table 2. Predicting character and benefits (n = 57)

Predictors	Predicting Benefits			Predicting Character
	Mood	Performance	Quality of Interactions	
Character	-.07	.45	.27	–
Engagement	.16	.30	.29	.09

Note: **Bolded** numbers indicate a significant regression coefficient. Each coefficient is standardized and therefore ranges in strength from 0 (weak) to 1 (strong) and is either positive (both increase or decrease together) or negative (as one increases, the other decreases, and vice versa).

Fostering Scholar Flourishing

How did character development impact scholar flourishing?

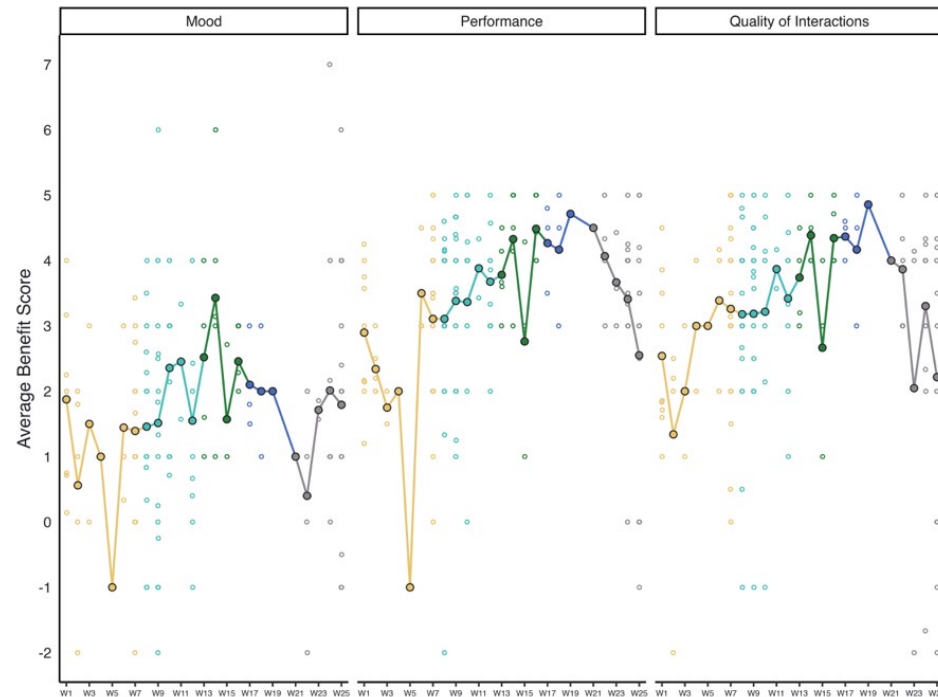
“The programme has made me a more assured person. I no longer feel the need to be perfect or fear being perceived at all - having this assuredness has made things somewhat easier. Everything has potential and everything is possible if we're willing to reframe it and grow.”

2023 Laidlaw Scholar

Flourishing

Programme engagement impacts higher flourishing (mood, performance, and quality of interactions). On average, all flourishing metrics are positive with the largest variance seen for mood.

We expect to see some variance that is okay but persistent variance can be problematic. Negative scores are not necessarily bad because these can be constructive in helping inform areas for improvement. Overall, there is a trend upwards in performance and quality of interactions, which we would expect from a character development programme.



Understanding of Leadership

We asked the scholars how their understanding of leadership has changed after participating in this programme. We used a thematic analysis to identify the most prevalent themes.

1. Effective Leadership

Scholars most frequently reported that their understanding of leadership changed in the sense that they gained a better understanding of what makes up effective or good leadership. This was often accompanied by stating that their perspective had broadened and that leadership can take many unique forms.

“While I always believed that ethical conduct was crucial for leaders, it wasn’t until after the program that I realized the importance of virtues I previously overlooked. I came to understand that qualities like empathy, humility, and resilience are essential for effective leadership, shaping not only how leaders interact with others but also how they navigate challenges and inspire positive change.”

2. Leadership Development

Scholars commonly reported that their perspective on leadership changed in terms of understanding their own leadership and how to develop it.

“At the beginning of the program, I thought I understood the concept of leadership and its importance without considering its practice. After the exercises, I have realized the tangible manifestations of leadership and the action steps to implement leadership goals.”

3. Relational Nature of Good Leadership

Scholars shared how their perspective of leadership shifted to be more people-focused bringing care and attention to who people are, how to support others, and how to understand others to be a good leader.

“I’ve learned that leadership involves listening actively, empathizing with others, and fostering a supportive environment where everyone feels valued and empowered to contribute. This shift has led me to focus more on the relational and moral aspects of leading, rather than just the outcomes or goals, significantly enriching my approach to guiding others.”

4. Reimagining Leadership

Scholars shared how their perspective of leadership shifted to be more people-focused bringing care and attention to who people are, how to support others, and how to understand others to be a good leader.

“I have come to understand that leaders come in all forms. Titles or positions are not the key to leading, but having positive influence on people around is.”



Life & Leadership

We asked the scholars how this programme impacted their life and leadership. We used a thematic analysis to identify the most prevalent themes.

1 Deepened Sense of Self

Scholars most frequently reported that the programme helped them cultivate a better sense of self enabling them to more effectively navigate complexities and target areas for development.

ELP has greatly impacted my life and leadership approach. By providing a framework for moral reasoning and decision-making, the program equipped me with the tools to navigate the complex challenges leaders face in today's world. I gained a greater sense of self-awareness; understanding the strengths, weaknesses, and values, allowing me to lead with authenticity and purpose.

2 Understanding Others

Scholars reported an appreciation for meeting other scholars and understanding how perspectives differed from their own. This gave them a broader understanding of others and how people may lead differently.

I think that this programme has impacted me the most through giving me the opportunity to have conversations with my peers about their values and what they believe in. I think those conversations really help in providing different perspectives to mine.

3 Gained Confidence in Self

Scholars shared how their confidence in various activities has increased based on their involvement with the programme. Scholars often referred to gaining confidence anchored in greater awareness of who they are and how to navigate complexities.

My confidence in myself and my ability has grown. Previously I would have second-guessed myself and my intuition, I would have reduced my experience and voice as less powerful. Now I feel I have grown in character.

4 Inspired to Make a Positive Difference

Scholars reported being inspired to make a positive difference in their futures. These reflections were often anchored in feeling more equipped to make a positive difference and a greater sense of purpose to do so.

The program has inspired me to be a positive force for change, using my leadership role to promote ethical practices, social responsibility, and the well-being of those I serve. By embedding ethical considerations into every aspect of my leadership, I can become a more effective, trusted, and respected leader, capable of driving positive change and creating lasting value for my organization and society.

Certificates

How many scholars successfully completed the programme?

We faced several challenges at the outset of the programme and have addressed these for next year, including finalising the dates for the online sessions, engaging in direct communication with the scholars, and setting higher engagement expectations.

Scholar Engagement & Certification

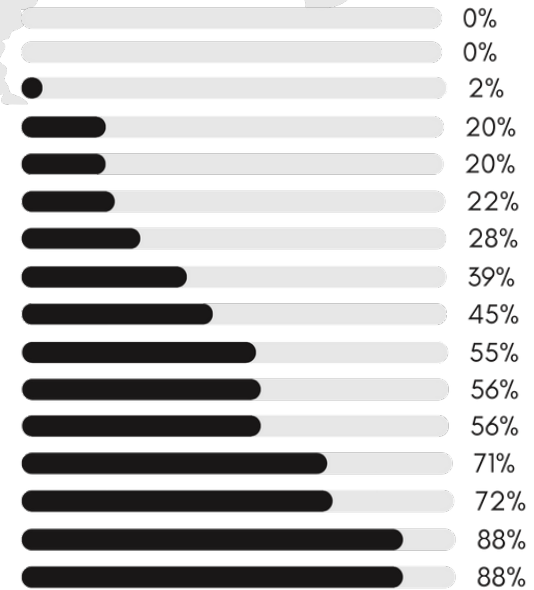
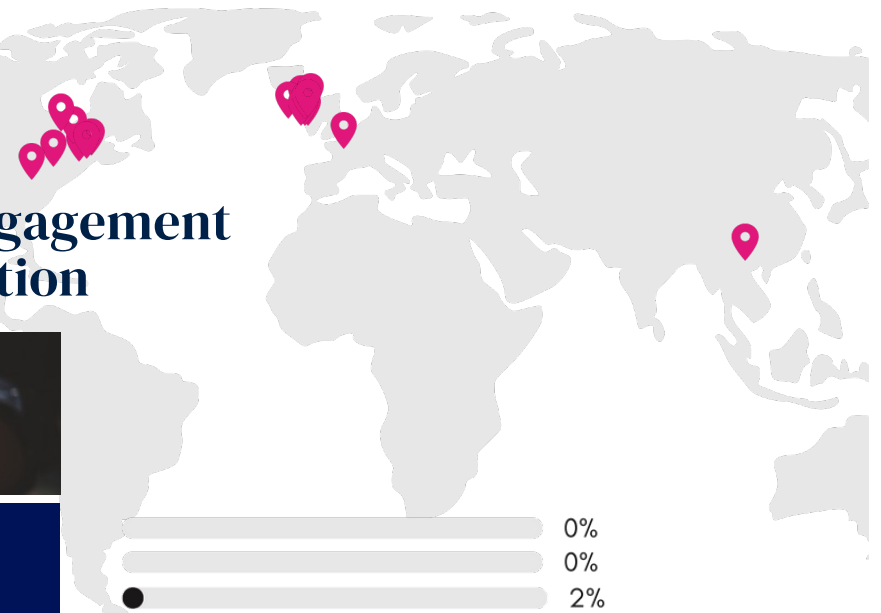


174

scholars successfully completed the programme

Based on the attendance records, 174 scholars fulfilled the requirement of joining a minimum of four out of six online sessions. 27 of these scholars were from the 2022 cohort and the rest were from the 2023 cohort, which included 364 scholars. The metrics on the right show the percentage of scholars from the 2023 cohort who met the requirement and received the certificate.

We have higher expectations from the scholars and have taken measures to address the key challenges.



Share reflections & new applications



Scholar Intern

We had a 2023 scholar join our team over the summer to help us reimagine what the programme could look like.

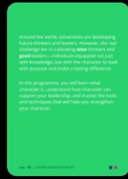
Addressing Engagement

- 1 Stronger link to Laidlaw experiences and LiA projects.
- 2 Rebrand for a global leadership programme.
- 3 Make character challenges transformative rather than additive.
- 4 Enhance organization & expectations.





1



2 - Program Pur...



3 - Table of Con...



4 - Programme ...



5 - Introduction



6 - 3Cs Leaders...



7 - Programme ...



8 - What's Inclu...



9 - Schedule



10 - Instructors



11 - Testimonials



12 - Learning Ex...



13 - Certificate



14 - Virtuosity A...



15 - Global Com...



16 - Character 1...



17 - Leader Cha...



18 - Leader Cha...



19 - Virtues & Vi...



20 - Virtues & Vi...



21 - Misconcept...



22 - Benefits



23 - 7 Strategies



24 - Language



25 - Reflection



26 - Habituation



27 - Reminders



28 - Exemplars



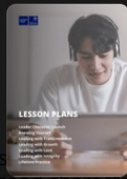
29 - Friendships



30 - Systems



31 - Big Questio...



32 - Lesson Plans



33 - Launch



34 - Leading Yo...



35 - Leading wit...



36 - Leading for...



37 - Leading wit...



38 - Leading wit...



39 - Lifetime Pr...



40 - Contact Info

Website

<https://oxfordcharacter.org/>

Email

corey.crossan@politics.ox.ac.uk
anjali.sarker@politics.ox.ac.uk

Schedule

Topic	Date(s)	Description
Programme Launch	Europe: October 25-27 America: November 8-10	Scholars will be welcomed to the programme at the in-person conference. In this session, we will provide an overview of what character is, share why it is foundational for good leadership, and use a tool that facilitates character development.
First Character Reflection	Due November 13	Scholars will be invited to the Virtuosity mobile app on November 10, which is a tool we will use for development throughout the programme. Scholars will need to complete their first character assessment by November 13.
Session 1: Knowing Yourself	Option A: Thurs Nov 14 @ 14:00 GMT Option B: Sat Nov 16 @ 15:00 GMT	Knowing yourself is imperative to contribute with your strengths and to fuel continued improvement. In this session, scholars will test their awareness and explore their character strengths as well as their impact on leadership.
Session 2: Leading with Transcendence	Option A: Thurs Dec 12 @ 14:00 GMT Option B: Sat Dec 14 @ 15:00 GMT	Leading with transcendence cultivates a deep sense of purpose and possibility, enabling one to see opportunity where others may not. In this session, scholars will examine a well-known leader to understand what else needs to be in place to support the leader's vision, as well as creating their own leadership manifesto.
Session 3: Leading for Growth	Option A: Thurs Jan 16 @ 14:00 GMT Option B: Sat Jan 18 @ 15:00 GMT	Leading for growth relies on a culmination of virtues like humility, resilience, courage, and collaboration. In this session, scholars will test their growth by participating in a series of improvisation exercises, which will reveal key opportunities they can focus on for development.
Session 4: Leading with Love	Option A: Thurs Feb 6 @ 14:00 GMT Option B: Sat Feb 8 @ 15:00 GMT	Leading with love cultivates a deep sense of care and connection with others. In this session, scholars will explore love in the context of leadership and expand ways in which they can receive and give love.
Session 5: Leading with Integrity	Option A: Thurs Mar 13 @ 14:00 GMT Option B: Sat Mar 15 @ 15:00 GMT	Leading with integrity helps align personal values with actions and cultivates trust. In this session, scholars will test their own integrity and explore circumstances that might challenge their integrity. By identifying these moments, scholars will increase their self-awareness and strengthen their ability to navigate future situations with moral clarity.



1. 4 out of 6 online sessions





Laidlaw Leadership Summit 2024

Oxford Character Project Q&A

Edward Brooks and Corey Crossan
corey.crossan@politics.ox.ac.uk

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Laidlaw Leadership Summit 2024

Tea and Coffee Break

11:15 - 11:30

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Laidlaw Leadership Summit 2024

Leadership Capacity Training:
Global Snapshot

Amy Moore

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Laidlaw University Partners

Barnard College	Brown University	University of Cambridge	Columbia University	Cornell University
Duke University	University of Durham	École Polytechnique Fédérale de Lausanne (EPFL)	Georgetown University	University of Hong Kong
Imperial University	University of Leeds	London School of Economics (LSE)	NYU Abu Dhabi	University of Oxford
University of St Andrews	University of Toronto	Trinity College Dublin	Tufts University	University College London (UCL)

Leadership Capacity Survey Results

Who responded to the survey?

- 16 Universities responded to the survey
- 8 Programme Managers, 5 Leadership Trainers, 2 Academic Leads and 1 'Other'



Leadership Capacity Survey Results

How does it work at each University?

- The Programme Manager or Academic Lead curates a programme, bringing different experts to cover different components of the framework (7)
- One leadership trainer delivers the majority of the sessions with the scholars, but we bring some guest speakers for some of the sessions (4)
- There are two leadership trainers who deliver the core sessions, and additional speakers are brought in (3)
- Other (2)

Leadership Capacity Survey Results

When does the retreat take place?

- At the beginning of the Laidlaw Programme (5)
- In the middle of the Laidlaw Programme (5)
- We organize more than one retreat, at multiple times in the programme (3)
- We do not organize a retreat (2)
- Other (1)

Leadership Capacity Survey Results

What's the primary purpose of the retreat?

- Focused time for developing leadership concepts and skills.
- Build strong relationships, fostering teamwork and collaboration.
- The space for personal reflection, allowing students to assess their strengths and areas for growth.
- LiA planning/ explanation of the UNSDGs and its connection to a cohesive LiA experience
- Encouraging vulnerability and courage to explore and grow

Leadership Capacity Survey Results

Which statement best reflects how your institution delivers the rest of the leadership capacity training (excluding the retreat):

We spread the days across both years of the programme (10)

We spread the days across the first year of the programme (4)

We block out a week and deliver most of the sessions in one sitting (2)

Other (0)

Leadership Capacity Survey Results

The 3C's Framework:

- We are still using the original Laidlaw attributes but have integrated some of the 3 C's framework (6)
- We have moved away completely from the original Laidlaw attributes and are just using the 3 C's framework (6)
- We are still using the original Laidlaw attributes and have not integrated the 3 C's framework (3)
- We are using our own framework (1)

Leadership Capacity Survey Results

Is the 3C's Framework useful?

- Useful (9)
- Slightly useful (5)
- Very useful (1)
- Not at all useful (0)
- NA (1)

Leadership Capacity Survey Results

How familiar are you with the research summer that the scholars participate in?

- Yes aware of this element of the programme and have adapted my training to support their research summer activities (9)
- Our leadership capacity training is completely tailored as preparation for the research summer (5)
- Yes aware of this element of the programme and it's purpose, but it does not impact my leadership training (2)
- Heard of it (0)
- Never heard of it (0)

Leadership Capacity Survey Results

How familiar are you with the Leadership in Action (LiA) experience that the scholars undertake?

- Yes aware of this element of the programme and have adapted my training to support their LiA summer activities (11)
- Our leadership capacity training is completely tailored as preparation for the LiA (5).
- Yes aware of this element of the programme and it's purpose but it does not impact my leadership training (0)
- Never heard of it (0)
- Heard of it (0)

Leadership Capacity Survey Results

How familiar are you with the Oxford Character Project Ethical Leadership Training?

- Yes aware of this element of the programme and have adapted my leadership training to compliment the OCP training (8)
- Yes aware of this element of the programme and it's purpose, but it does not impact my leadership training (7)
- Heard of it (1)
- Never heard of it (0)

Leadership Capacity Survey Results

Your feedback on how Laidlaw Foundation provide more support:

- Cross-university guest speakers ahead of the LiA project would be nice
- Having centralised preparedness documents or resources available would be helpful. E.g. checklists or resources on how to prepare for research, how to prepare for LiA, etc.
- Open and early communication remains the most important request as we continue to evolve the scholars leadership capacity as getting early buy in is essential from the scholars for overall success.

Leadership Capacity Survey Results

Your feedback on how Laidlaw Foundation provide more support:

- It would help to clarify the specific knowledge, skills behaviours which are included within each of the capacities - e.g. "Communication and influencing" is a very wide area. This would help us in setting learning outcomes and would ensure we are all developing similar capacities.
- Understanding how scholars leadership capacity is measured/what does success look like. Pre-information before forwarding sessions dates to be able to communicate to our scholars. Having the capacity to communicate sessions and possibly collaborate on the initial delivery of core components of the Oxford Character Project training.

Leadership Capacity Survey Results

Your feedback on how Laidlaw Foundation provide more support:

- [For university organised LiAs] Support for more in-person partnership development, on-site health and safety planning, and on-site curricular integration planning would be much appreciated..

Self-assessment Tools being used: DISC, Belbin, Clifton Strengths, Quintax Psychometric, Strengths Profile, Value in Action, MBTI, Big Five Personality Test



Discuss

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Laidlaw Leadership Summit 2024

Lunch!

12.30-13.15

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Laidlaw Leadership Summit 2024

Mindfulness Meditation

Marcus Hill

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Frameworks for Outcomes Measurement

Laidlaw Scholars Leadership Summit
Andrew Nurkin, Duke University

28 October 2024

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I. Indicators: what we care about

II. Challenges: why this is difficult

III. Instruments: how (& when) we know

IV. Opportunities: where do we go next

Outcomes measurement vs. program evaluation

“How do you know
you’ve changed
anybody’s life?”

This is difficult.
That's okay.
Do it anyway.*

*Just be honest about what you can and cannot measure
and what your data do and do not tell you!

What indicators might we measure?

- Titles and professional accomplishments
- Awards, external recognition, notoriety (positive and negative)
- Impact: good done in the world
 - At scale
 - In organizations
 - For those around them: teams, communities
- Skills and capacities
- Behaviors, character, values, ethics

Aren't all of these complicated?

- Resume indicators (titles, awards, recognition): Easy to measure ...but what do they tell us?
 - Self-selection bias, selection bias, *many* compounding factors
 - Prizewinners tend to win prizes
 - Resumes do not tell us *how* they are leading
 - Campbell effect: in seeking titles/awards, Laidlaw Scholars might avoid more risky/courageous ventures for fear of failure
 - or might pursue role-based leadership before they are ready, short-circuiting their learning
 - or might take an impressive title that has less opportunity for impact

Aren't all of these complicated?

- Impact indicators: More challenging to measure ...but perhaps more useful?
 - How do we weight scale vs. depth?
 - Do we care *what type* of organization and *what type* of impact?
 - What if impact at scale diverges from impact at range (i.e. the tyrannical boss who achieves great things, or the excellent manager whose team loves him but has limited scope)
 - Scale is often resource-dependent, so we would need to account for equity in access (for example, in the US, Black women entrepreneurs received <0.5% of total venture capital in 2021)

Aren't all of these complicated?

- Personal attribute indicators: The most difficult to measure ...but isn't this what leadership really means?
 - We are really not good at evaluating our own behaviors and skills (though we are much better at assessing how we *feel* about our behaviors)
 - Often major tests of character and ethics come with time, experience, and responsibility, so we may not know for years if the program has prepared Scholars to lead ethically when it counts
 - Ideally, we gain new skills as we go, so we might be more interested in a growth mindset and adaptability than specific skills (like project management, strategic planning, meeting facilitation, etc.)
 - Values often express themselves in individualized, context-dependent ways

Who comprises the control group?

Other graduates from top global universities?

Other (non-Laidlaw) graduates from your university?

Other leaders of comparable responsibility/accomplishment?

How might we measure them?

- Self-report surveys....
 - ... but we are poor (and very biased) reporters of our own experiences
- Peer evaluations
 - From other Laidlaw Scholars in the near-term, based on cohort trust
- Observational studies
- 360-degree assessments
 - Best done 5 to 10 years post-grad, seeking input from managers, peers, and direct reports
- Data collection

When might we measure them?

- Pre-assessment at time of selection
- Post-assessment at completion of program
- 3-5 years post-graduation
- 7-10 years post-graduation

Some questions for discussion

What indicators matter most to you as educators?

How might those indicators show up in your scholars over different periods of time?

What does a “successful” Laidlaw Scholar look like 10 years post-grad?

What does a “less successful” Laidlaw Scholar look like?

What opportunities do you have, now and in the future, to measure program outcomes?



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GROUP WORK SESSIONS

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GROUP WORK SESSIONS

When and how are our Scholars learning each of the change maker values?

What tools and methodology should we use to measure short and long term impact?

How do we ensure that each component of the leadership development activities are coherently additive, creating synergistic learning not duplicative or disjointed teaching?

How do we sustain the impact of the Laidlaw Programme working with our alumni?



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THANK YOU!

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