

Leadership in the Sciences

By David Fischer '10

When we think of the phenomenon of leadership, we often think in terms of particular social arenas. Political, entrepreneurial, and business environments, for example, leap quickly to mind when considering areas where leadership is a crucial aspect of human interaction. However, the realm of research and science in general is frequently forgotten as a relevant field of leadership, and its reliance on leadership is often underestimated.

The field of science is an inextricably social one in many ways. For one, the environments in which research, medicine, and other science endeavors take place almost invariably involve a complex network of human interaction. In the hospital, for example, the doctors, nurses, administrators, and perhaps most importantly, the patients, must work together in order to construct a warm but effective medical practice. Likewise, the research lab is composed of supervisors and laboratory assistants, all of whom must be dependable and cooperate in order to achieve a productive research environment. In all of

these cases, cohesive interaction is crucial in attaining a common end. As a result, leadership becomes a critical component to these interactions. Often there is an imbalance in knowledge, expertise, or responsibility, and turmoil can easily arise. Leadership may act to quell these potential hostilities, foster an environment of communication, and ultimately provide a useful structure under which these interactions can take place. Although perhaps not outwardly as social as political arenas, for example, conditions associated with scientific study are human environments where leadership is imperative.

Moreover, science has proven itself to be a social field on a larger scale as well. In research, the ability to communicate one's findings with others in the field – many of whom live across the world – allows scientific discovery to move forward and progress; without this communication, research would be unavoidably redundant, inefficient, and would ultimately collapse as a worthwhile endeavor. Similarly, medicine

See Leaders in the Lab on pg. 2

Words of Wisdom from Peter Drucker

By Daniel Kent '11

There are many types of leadership, but the form of leadership I find most lacking is taking initiative. Whether it be a flaw in a strategic plan or a burnt-out light bulb, we far too frequently try to side-step around the problem and dismiss it – “Oh, it is someone else's problem” or, “Someone else will figure it out.” The famous businessman Peter Drucker once asked, “Who are you, and what do you have to contribute?” When approaching a new situation, pause and reflect, “Who am I and what skills do I have? What do I have to contribute to resolving this issue?” By taking this split-second and pondering how you might remedy a situation the solution might be embarrassingly obvious or ingenuous. Sometimes you might be lauded as a hero, other times your work may go unnoticed, but rest assured that someone will appreciate what you have done and that you have taken the initiative.

Our Search for Rufus Jones

By Luke Van Meter '09 & Pritika Gupta '09, Senior Members of the Leadership Committee

In fall 2007 Andrew Garza '08 and Jason McGraw '10 decided to start a leadership program. Unlike many schools, Haverford had never before had a leadership program. Colgate University with its LEAD program and Dartmouth with the Cohen program served as models. After 2 years of backbreaking labor (the first in creating the program and the second year spent implementing it), we now have our first two graduates – Cecily Moyer and Monique Wong!

What have we learned over the past 2 years in the program? Was it nerve-wrecking to start the Haverford College's Rufus M. Jones Institute for Leadership? A bit. But we learned skills that we will take with us when we graduate this year. For example, we saw firsthand what it took to start something new on campus, how hard it can be to keep an eye on all the tiny, but important, details. We also learned the intricacies of working in a group of motivated

and active peers. Compromises were necessary given the differences in opinions that sometimes reared their heads. Although the Institute was intended for spreading leadership skills amongst the student body, it was also beneficial for the committee members, themselves. For instance, taking the lead on given tasks has honed our personal leadership skills. In short, we learned a lot – compromises,

See Senior Leadership on pg.2

Leaders in the Lab

Continued from front page

has become successful as a result of shared information about patients, whether concerning a progressive understanding of a disorder or a discovery of a treatment. The ability to transfer, expand and translate one's experience in a particular case into a publicly useful source of information has invaluable increased the rate at which medicine improves. Thus, given that the field of science is necessarily social in this respect, leadership again plays a critical role. In order to present one's findings efficiently and effectively to others, one must present himself in a manner conducive to communication; he must become a leader. The ability to share knowledge and interact with others in a productive way allows the propelling of science in a large scale.

It is not surprising that arenas of politics seem most relevantly associated with leadership; after all, we are constantly bombarded with images of politicians and businessmen vying for our attention and support. However, the scientists behind the scenes require leadership themselves to drive forward the acquisition of empirical knowledge in a necessarily social context.

Senior Leadership

Continued from front page

team work, efficiency, leading different projects, and working towards one common goal.

What do we see in Rufus's future? We see Rufus making his name even more immortal than it already is now. We hope that the student body will benefit immensely from such a program's existence on campus. Pritika hopes that the next step of our Institute would be to provide opportunities to the Haverford community members to lead a project or two themselves. She hopes that perhaps in collaboration with 8th Dimension we would give students the chance of practicing their leadership skills on real projects that would benefit real communities.

Pick a project from a pot, and then lead it to its finish! Luke wishes that the Institute would better tap the potential of people who haven't had many opportunities in college to use their leadership skills acquired in their pasts. Many amongst us are leaders (thanks to Haverford's admission selection) and only very few get to practice their skills on a daily basis due to the lack of opportunities. Collectively, we hope that the committee will move towards providing such options to the Haverford community, now that the Institute has been established.

We loved being on the committee, thankful for the many lessons, and we wish Rufus the best of luck for years to come!

The Beginning: A Very Brief History

By Dana Eiselen '11 & Jason McGraw '10

In the beginning of the 2007 academic year, a group of students led by Andrew Garza '08 sought to make the study of leadership development a priority at Haverford, and formed the Leadership Development Committee. The initial goal of this committee was to create a program for students to gain a broader perspective about the ways in which

leadership can manifest itself in academic, civic, business, and social situations in a diverse and global society.

Early on, the committee realized that the challenge of creating a voluntary program would be in offering a wide array of opportunities that would be appealing and beneficial to students with varying academic and career interests and backgrounds.

See The Creation... on page 3

Running ASA: In Search of a Leadership Bible

By LinKai Jiang '11

I have been Co-leading Asian Students Association (ASA) with Jen Phung since Spring 2008. When we took over ASA, my hope at the beginning was to merely maintain it. Despite my ambition, I was a freshmen needing to learn how to run an organization at Haverford from scratch. Unavoidably, I made some mistakes such as advertise events too late or rush Jason McGraw (a big no-no). ASA put on few new events, mostly small scale cultural activities. The only big

event ASA did was the Pan-Asian Cultural Show last year. It was a success. But overall, I did not get the sense that ASA was vibrant and active enough.

Now move on to Fall semester of sophomore year. New freshmen! I was anxious to recruit them. Membership and retention were my constant worries. Nothing really happened in the first few weeks. We introduced ourselves and I asked what kind of activities they wanted to see happen. Very often, there was silence. I worried too much about memeber-

ship retention that I hesitated to ask them to take on a task if they did not volunteer. By then, I realized the way ASA was running was not very effective.

ASA's structure was too loose; there wasn't a strong sense of community; and most importantly, ASA lacked an clear overarching vision. I wanted ASA to be big and influential. But that was too vague to be productive. Then I thought about ASA as an affinity group. One of it's main

See Leadership Strengthens Campus on page 3

Leadership Strengthens Campus Multiculturalism

Continued from page 2

goals should be to create, maintain and expand support networks for its members and Asian students at Haverford in general. By support network, I don't just mean a safe space for members to talk about important issues. It includes any resources that can help them thrive at Haverford.

ASA has been diligent in asking funding from the CPGC, the OMA and the SC to go to conferences and put on different events. But I hesitate to measure ASA's success only by how many big events we put on or how many people came to our events. For example, we brought in comedian Eliot Chang last semester. The Founder's Great Hall was filled with over 200 people. It was certainly a success, but a fleeting one. I always felt some sense of emptiness after I put on a big event. Now I know why. It's the problem that every student leader is facing: what would my organization become when I graduate from Haverford?

My focus becomes building ASA's structure. I know only a solid structure can carry out ASA's vision and ASA future leaders' vision. I'll list some of the structural changes we made.

1. Most of the active members have a position (Coordinator of Current Affairs, Coordinator of Community service, Public Relations, ASA Lounge Monitors, Coordinator of Special Events, Media Director...etc). Those positions are being constantly refined and substantiated.

2. We have an agenda for every meeting, usually one page long.

3. A central communication method. We used ASA.Haverford@gmail.com as our official email. We also use Google Doc and Google Calendar extensively. The calendar is for notification of events and meetings. Google Doc is very convenient for internal plannings and it also serves as an archive for all our institutional documents (Agendas, posters, sign-up sheets...etc). All of our active

members have the password so they can easily add and modify events and documents.

4. In order to publicize what our events and activities, we created a wordpress blog ASA.Haverford@wordpress.com. Our Media Director is in charge of the blog. Now the blog is still under construction. By early this summer we'll have a substantial amount of posts and media. Again, all our active members have the password.

5. End-of-year leadership planning marathon. All members and interested people are invited to this planning marathon. We'll sit down and plan things out for the next semester and the entire year. We don't leave until we're done. I figure the planning marathon would last 5 hours, or longer.

Structure helps to build a sense of community. Gmail and Wordpress allow information to be shared faster. But more importantly, ASA becomes a collective project instead of co-heads' burden. ASA is open to EVERYONE!

The Creation of the Institute

Continued from page 2

It was also important that the program was rigorous, but flexible enough to fit into the lives of busy Haverfordians. The committee tackled these issues with support from many members of the college community, including Jason McGraw, Director of Student Activities, who became integral in forming the vision and curriculum of the Institute.

Developing a curriculum was quite the task. Each meeting, every member of the committee came with ideas for general requirements that could be part of the experience. On some days, we even found ourselves debating the value in compulsory experiences. Does requiring community service take something away from one's experience in deciding if, when, and how to serve the community? Ultimately the committee decided that it did, and moved forward in such a way that we could have a curriculum that included both core requirements,

which still allow room for individual choice, and self-directed experiences, which are designed to provide praxis experiences for students.

Coming to consensus on a name was, perhaps, one of the most time consuming and challenging responsibilities the committee faced in 2007. From acronyms and alphabet soups to naming the program after a fellow 'Ford, the committee threw just about every possibility on the chalkboard. At the end of it all, The Rufus M. Jones Institute for Leadership was the only choice that embodied everything in a name that the committee hoped to achieve with the program. Rufus Jones was a pioneer, a teacher, a lifelong learner, an advocate for social change, and a Haverfordian.

Today, there exist three branches of Haverford's leadership development program: the Leadership Development Committee, the Leadership Development Advisory Board, and the Rufus M. Jones Insti-

tute for Leadership. The Leadership Development Committee is the group dedicated to running every aspect of the Institute, including budgeting, developing and improving curriculum, and managing membership in both the Committee and the Institute. The Leadership Development Advisory Board is a group of faculty, staff, and administrators who collaborate with the Committee in creating opportunities for leadership development to take place on and off campus – be it a discussion, a retreat, a conference, or an internship. The Institute is the actual program, the curriculum that participants use as a guide during their four years on campus. All three branches, we are happy to report, are positioned to continue moving forward in encouraging Haverford students to think critically and intentionally about their growth and development as leaders that will leave Haverford College prepared to serve well the diverse local and global communities of which they are active members.
