



Leadership Development Program

Program Manual

PURDUE
UNIVERSITY

MECHANICAL ENGINEERING



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Contact Information

Leadership Development Program

For form submission and general questions, email me-ldp@purdue.edu

For direct contact or immediate assistance, contact [Ruth Rothstein](#), the Leadership Development Program Coordinator at rrothste@purdue.edu, 765.233.2480, or stop by Wang Hall 3523

To enroll in the Leadership Development Program, please complete and submit a Statement of Intent form (page 14)

Program Overview

Surveys of industry leaders across the nation indicate that strong technical skills are no longer sufficient for preparing engineering graduates for their careers. For success in the new economy, employers place a high value on professional skills when considering top candidates for positions on their teams. Very often, today's engineering graduates possess exemplary technical skills for analysis and design, but need further development in areas such as leadership, communication, or team work. Purdue is leading the charge to change this through our Revolutionizing Engineering Departments (RED) program. Funded by NSF, RED focuses on the professional formation of engineers (PFE) and orchestrates revolutionary change in student preparation for engineering careers. By piloting a series of research-based initiatives, the partnership between RED and Purdue Mechanical Engineering ensures our engineers are capable of leading in a complex, globalized world.

The Leadership Development Program

The ME Leadership Development Program is one of these initiatives aimed at enhancing students' professional outcomes. Based off of the College of Agriculture's well-developed Leadership Development Certificate Program, this ME pilot shares a similar design and process. Students improve their professional and leadership skills by assessing their current competencies, identifying areas for improvement, and participating in a series of activities relevant to the skills they wish to build. Students meet with a panel of ME professionals to ask questions, review areas of leadership to improve, determine activities that will help them build skills in those areas, and complete the 1-2 semester long program and receive their leadership award.

Program Requirements

The LDP is open to any ME student at Purdue who maintains good academic standing and has at least 1 semester remaining before graduation. Students must meet the program requirements within 2 semesters in order to complete the program and receive their leadership award. Program enrollment occurs on a rolling basis with a maximum of 30 interested students participating each semester. Interested students must complete and submit a Statement of Intent form to be considered a participant, and will be accepted into the program on a first-come, first-serve basis.

Program Overview

How does it work?

The goal of the LDP is to earn at least 7 points by participating in a series of activities intended to help you develop professional skills.

1. To determine which leadership skills you might cultivate further, complete the Self-Assessment Quiz.
2. Use your answers to create a Personal Development Plan (PDP), which will map how you'll get to where you want to go.
3. Use it to outline the skills you intend to build, and list the activities in which to develop them and earn your 7 points.

You will check in with LDP Panel and Coordinator throughout this process to review your chosen skill set and refine the list of activities you've selected.

For example, you might realize after taking your Self-Assessment Quiz that communication is one of the areas in which you struggle, and that you therefore wish to add this skill to your PDP. You will then devise a list of activities that will enhance your communication skills –for example, participating in a half a semester of Toastmasters classes (1 point), attending a seminar on active listening or body language (1 point), or presenting a research project you've completed at a conference (2 points). You must select **at least 2 skills** to work on for this program. Refer to the Activity Weighting Rubric (page 8) to determine the points earned for each activity and build your path to 7 points.

Activities & Reflections

LDP activities must be selected based on their relevancy to the leadership skills outlined in your Personal Development Plan. It is important to be able to articulate to the LDP Panel a clear connection between each skill in your PDP and the activities you've selected.

- Activities required for the ME core curriculum can not count towards program completion.
- You may include activities in your plan for coursework not included in the core requirements.
- You may also include and earn legacy points for activities you've completed in the last 6 months.

To complete an activity and earn the point(s) associated with it, **complete and submit a one-paragraph Activity Reflection**. Reflections should outline what you've gained from the activity and will be graded by on a pass/fail basis. Once you've earned 7 points, complete a one-page Program Reflection and earn your leadership award!

Program Overview

The LDP Panel

Twice a semester, you will meet with the LDP Panel for a program-wide gathering. Comprised of faculty, staff, and engineering professionals, the LDP Panel serve as guides for all student participants. They provide advice, review goals, answer questions, and help students refine their skills-development strategies. Additionally, panel members will review PDP's and grade Reflections.

The first panel session occurs at the beginning of the semester, and is an opportunity for students to receive feedback on their Personal Development Plans. **To get the most out of gatherings with the panel, it is important that each student takes the time necessary to take the Self-Assessment Quiz and put together their PDP beforehand.** Panel members will take this time to carefully review your PDP and recommend changes, if necessary. Come prepared to ask the panel questions and share ideas about how to optimize your LDP experience.

You will meet with the panel again at the end of the semester. Although you do have 2 semesters to complete the program, by this point you've most likely made great progress towards your path to 7 points. Be ready to share your journey with the panel as they ask questions about challenges you've faced or insights you've gleaned. At this gathering, panel members will be available to grade Activity and/or Program Reflections. Make sure to bring completed reflections so you can submit them to the panel and receive the point(s) associated with each activity.

Attendance at the LDP Panels are heavily encouraged. **You will need to attend at least 1 panel event in order to be considered eligible for program completion and receive your award.** If you cannot attend a panel event, you must submit your program documents (PDP, Activity Reflections, etc.) to the LDP Coordinator instead.

Please review the following pages to better your understanding of the LDP and what is required to complete it.

Requirement Checklist

Requirement	Progress/Notes	Date Completed
Submit the Statement of Intent form		
Review the program materials. Brainstorm skills you'd like to build and research potential activities.		
Complete the Leadership Self-Assessment Quiz. Review results and determine areas to improve Share with LDP Panel or coordinator.		
Formulate a Personal Development Plan (PDP) to be shared with the LDP Panel Determine at least 2 improvement goals List 7+ points of activities in your PDP		
Over the course of 1-2 semesters, earn at least 7 points by participating in the activities in your PDP		
Complete a 1-paragraph reflection for each activity completed Submit to panel/coordinator for grading		
Complete a 1-page program reflection and fill out the Completion Verification form Submit to panel or coordinator for grading and signature Send to LDP Coordinator to receive your leadership award		

Activity Weighting Rubric

The next page contains the Activity Weighting Rubric, which can be used to determine how many points participants can receive per activity.

All activity types have an area limit of 1.

Activities required for the ME core curriculum do not count towards program completion.

*Participation in seminars, workshops, and campus activities can be combined.

Ex: 1 hour seminar + 1 hour cultural center event = 1 point

Activity Weighting Rubric

Type	Description	Points	Point Limit
Seminar	Attend a professional seminar (at least 2 hours in length). Not for credit, participation not required.	1	1
Group, club, organization, committee	Involvement in an on or off-campus group for at least 1 semester. An extra point can be earned if a leadership role is held.	1-2	2
Career Development	Attend a career development event such as a career fair, interview (real or mock), or job shadow.	1	1
Course	Outlined Purdue courses can count as long as they relate to the student's PDP. Additional courses can be pitched to LDP panel and coordinator.	2	2
Cultural Experience	A study abroad or intercultural study-away experience (domestic). Points earned correspond to length of time: 1-2, 3-6, 7-12+ weeks.	1-3	3
Professional Development	Attend a leadership or professional skills development conference or symposium for at least 1 day.	1	1
Leadership Retreat/Training	Participate in a leadership retreat or training for at least 1 day.	1	1
Workshop*	Workshop must be related to leadership or professional skills development, at least 2 hours in length and requires participation from attendees.	1	1
Volunteer Experience	Must be outside a class and not required for a student organization or Purdue course. 20 hours = 1 point, 40 hours = 2 points.	1-2	2
Conference	Attend a regional, national, or international 1+ day conference. Additional point can be earned if presenting (poster included).	1-2	2
Mentor	Serve as a mentor in a recognized program for at least 1 semester.	2	2
Research Team	Paid or unpaid, for credit or not for credit. At least 10 hours a week participating on a research team for at least 1 semester.	2	2
Research Development	Publish a journal article in a peer reviewed journal, or present at a professional conference/symposium.	2	2
Internship	Lasting at least 1 semester, can be paid or unpaid, for credit or not for credit.	2	2
Employment	A paid position of at least 20 hours a week. Supervisory roles gain additional point.	1-2	2
Campus Activities*	Participate in an organization or cultural center event on-campus for at least 2 hours. Not required for ME core curriculum.	1	1
Toastmasters	Participate in a half or full semester of Toastmasters meetings.	1-2	2

Activities Overview

*Program activities are not limited to the list below. This list is intended to be used as a starting off point. Students can select other applicable activities to pitch to the LDP Coordinator. Please note some dates/website may not have been updated with current event calendars.

I. [ME Student Organizations](#)

A. [Purdue ASME](#)

As the only professional mechanical engineering society on campus, Purdue ASME is committed to helping our 200+ members and mechanical engineering students realize their potential and prepare them to be successful in a professional environment. (ASME committees)

B. [Purdue Mechanical Engineering Ambassadors](#)

The Mechanical Engineering Ambassadors act as delegates of the Purdue Mechanical Engineering program in promoting unity to students, faculty, alumni, family, and organizations, as well as reaching out to prospective students, all in an attempt to bridge the Purdue Mechanical engineering program to the local and global engineering world.

C. [Pi Tau Sigma](#)

Pi Tau Sigma is a Mechanical Engineering Honor Society, instituted in order to establish a closer bond of fellowship among its members. This will result in mutual benefit to those men and women in the study and in the profession of mechanical engineering.

D. [Formula SAE](#)

Purdue University is recognized worldwide for its excellent engineering program. Members of the Purdue Formula SAE team create a well-designed car each year by combining the theory learned in class with hands-on skills. Students utilize engineering skills and state of the art tools to design and verify the new car. Our team is comprised primarily of mechanical engineering students, but we also welcome students from other majors.

E. [Baja SAE](#)

At Purdue, Baja SAE means a year spent designing, building, testing, and finally racing an off-road vehicle. The competition give us the opportunity to apply the concepts we have learned in class to a real-world problem. We are exposed to many design techniques, like CAD and FEA. We must also excel in teamwork, planning, and advertising. In the end, all the hard work pays off when we race a machine we can be proud of against [other universities around the world](#).

Activities Overview

II. [Purdue Student Organizations](#)

A. [Purdue Student Government](#)

PSG represents the student body by advocating student concerns to students, faculty, community members, administrators, and alumni. In other words, PSG is the voice of the student body.

III. Campus Activities

A. [Boiler Gold Rush](#) (not available for Fall 2018)

Team leaders are current Purdue students who facilitate team-building activities and guide participants to all BGR activities and programs. Most importantly, team leaders answer the new students' questions, share their personal and academic experiences, and help new Boilermakers get acclimated to their surroundings.

[Applications](#) available late January or early February.

B. [Old Masters Program](#)

Through this program, ten exceptional persons who have made significant contributions to their own fields visit Purdue University to share their expertise with our students. Look for information in the fall. (Events Nov 4-6)

C. [**Purdue Student Union Board \(PSUB\)](#)

PSUB provides a variety of programs and services that enrich and entertain. PSUB also provides students with leadership development and serves as the voice of Purdue students in cooperative management of the Purdue Memorial Union

D. [Greek Life](#)

IV. Purdue Courses

A. EDPS 30000 - Student Leadership Development

B. This course studies leadership styles; campus organizational structures; program planning; social and intellectual activities; human relations and cultural differences; motivation; team building; public relations and assists students in developing their own leadership potential.

C. COM 37400 - Social Interaction Skills

An examination of several major communication skills and procedures for their development. Focus is on skill measurement, methods of enhancement, assessment of training programs, and personal skill development. Skills examined include those for conversing, managing conflict, providing support, and influencing. Typically offered Fall Spring.

Activities Overview

V. On-Campus Seminars/Workshops/Conferences

A. [First Year Leadership Series](#)

One-session workshop for students who want to explore their Top 5 Signature Themes and develop them into strengths so that they can apply them in their academic, social, and professional lives.

B. [Institutes & Workshops](#) (email bvn@purdue.edu)

1. Lunch & Learn (Fall & Spring semesters)

Lunch & Learns are a partnership with Purdue's various Cultural centers - each week CELD hosts hour-long educational sessions (with free food!)

2. *Women in Leadership Institute (Spring 2019)

The Women in Leadership Institute (WLI) is a bi-annual dynamic one-day conference that exists to develop the leadership capacity of women and to expose participants to issues affecting women that need leadership.

C. *Mortar Board Leadership Conference

This all day event offers three 3 keynote speakers, breakout sessions, and lunch with topics focused on leadership. This is held at the Stewart Center and Union.

When: January 27, 2018 (last Saturday in January)

Cost: \$25 (covers lunch)

Chapter Senior Advisor: Roger Stewart - rcstewar@purdue.edu 765-494-2307

VI. [Volunteer and Service Opportunities](#)

A. Community Action: Campus-Wide Days of Service (Not updated for Fall 2018)

B. ACE Campus Pantry

The ACE Campus Food Pantry makes food more readily available to members of the Purdue community who may be experiencing food insecurity on a consistent or inconsistent basis. All you need is your Purdue ID! (Students, Faculty, and Staff)

Address: Bottom Floor of the Baptist Student Foundation,
200 N. Russell St., West Lafayette, IN 47906

C. [United Way](#)

D. [Lafayette Urban Ministries](#)

Activities Overview

- V. [Purdue Diversity & Inclusion Events](#)
 - A. [D&I Events](#)
 - B. [Purdue Black Cultural Center](#)
 - 1. Community Arts Project
 - 2. [BCC events \(not updated\)](#)
 - 3. [Performing Arts Ensembles](#)
 - C. [Asian American and Asian Resource Center](#)
 - D. [Purdue Diversity Resource Office](#)
 - E. ******[DiversiKey - Diversity & Leadership Trainings/Workshops](#)
 - F. [Purdue Latino Cultural Center](#)
 - G. [Purdue LGBTQ Center](#)
 - H. [Purdue NA ECC](#)
 - I. ******[Butler Center](#)

- VI. Internships
 - A. 1 semester
 - B. Paid or unpaid
 - C. For credit or not for credit
- VII. [Career Fairs](#)
- VIII. [Study Abroad](#)
- IX. Mentoring

Serve as a mentor in a recognized program for at least 1 semester

 - A. [Purdue Housing Mentors](#)
 - B. [Peer Mentoring - Disability Resource Center](#)
 - C. [First Year Peer Mentors](#)
- X. Employment

A paid position of at least 20 hours a week for at least 1 semester. Additional points for holding a supervisory position.
- XI. Research

Work on a research team, publish a journal article in a peer reviewed journal, or present at a professional conference/ symposium
- XII. [Purdue Toastmasters](#)

Statement of Intent Submission Form

Name _____

Email _____

Major _____

Anticipated graduation date _____
Month Year

Review the requirements for the Leadership Development Program so that you are familiar with what is expected to successfully complete this program. Please answer the following questions:

- 1. Why do you want to participate in the Leadership Development Program?**

- 2. What do you hope to gain from participating in the program?**

Please submit this form to the LDP Coordinator via email at me-ldp@purdue.edu

Purdue University is an equal access/equal opportunity institution.

Leadership Skills - LDP Definitions

I. Values diversity & commits to serving others

- A. Pursues knowledge and understanding about the concepts and issues related to diversity
- B. Actively seeks to understand and care for others
- C. Fosters respectful interactions and appreciates the similarities and differences among people
- D. Understands how a person's social identity may impact their perspectives and experiences
- E. Builds positive relationships with people who have a different social identity than one's own
- F. Acknowledges and honors the fundamental value and dignity of all individuals
- G. Creates and maintains an environment that respects diverse traditions, heritages, and experiences
- H. Committed to equitable treatment and elimination of discrimination
 - I. Makes a difference for causes greater than one's own needs
 - J. Understands social injustice, prejudices, and biases in our society and works to eliminate them

II. Enhances communication skills & builds teams

- A. Articulates ideas and instructions in a clear and meaningful way, both written and verbally
- B. Actively listens and asks questions - communication isn't one-sided
- C. Gives, receives, and incorporates effective feedback
- D. Establishes and maintains trustworthiness and rapport through demonstrating the ability to follow through with promises
- E. Can articulate a vision or pathway of change that motivates group actions towards outlined goal
- F. Ability to read non-verbal forms of communication and understand implicit messages. Forms an understanding of how different facial expressions, gestures, postures, tonalities, or eye contact might convey hidden meanings. (EQ)

III. Manages conflict & group leadership

- A. Recognizes and deals with disputes in a rational, effective way
- B. Cooperates and collaborates with others to identify and address problems (teamwork)
- C. Resolves conflict through negotiation of terms agreeable by all parties
- D. Understands different types of conflict, diffuses difficult situations, and works effectively with difficult people
- E. Creates and maintains a cordial relationship with others
- F. Assess how competing interests and goals, power imbalances, and other factors influence conflicts and their management

Leadership Self-Assessment

This assessment is composed of questions to help define your current leadership competencies. Please read each statement carefully, then rate yourself in terms of the degree to which you think you possess the attribute or perform the leadership skill. This is not a test. There is no right or wrong answer. Please respond to every statement. Do not answer in terms of how you would like to see yourself, what you should be doing, or how you think others view you. Instead, be realistic and honest with yourself.

The assessment provides three choices:

- Do not do well
- Do somewhat well
- Do well

After you have completed the assessment, go back and place a check beside the categories you will include in your Personal Development Plan and work on for this program. Consider especially the skills you do not do well and what you might do to improve them. This is where you are likely to grow the most. *Think about stretching yourself 10 percent.*

Remember, this assessment is for your benefit in thinking about the leadership goals you want to establish for the Leadership Development Program. Please keep in mind the attributes and skills you hope to establish when completing your Personal Development Plan.

How Do I Use the Leadership Self-Assessment?

The purpose of this self- assessment tool is to help you think about the many skills and attributes of leadership, the ones you already possess, and the ones you would like to develop. There is no way that any one person can master all of these, even in a lifetime. For the purposes of the Leadership Development Program, this instrument is intended to help you assess your strengths and weaknesses, why you think you are strong or weak in these attributes, and ways in which you wish to develop. From this assessment, you should be able to develop your goals for your Personal Development Plan.

First, go through the assessment and think about the attributes and skills in regards to how well you perform them. Second, go through the assessment and select a few specific leadership categories you will focus on developing over the course of this program. Although it is expected that you will develop to some extent in all the skills and attributes, it is important to focus your attention on a handful of specific skills, and develop an intentional plan on how you intend to grow or develop them.

Self-Assessment

Will Work On	Personal Leadership Development	Do not do well	Do some what well	Do well
	Understands Leadership			
	I am aware of my leadership strengths and weaknesses.			
	I take initiative on projects.			
	I build relationships with others in order to reach a mutual goal.			
	I understand the underlying concepts of leadership.			
	I adapt my leadership style to different situations.			
	I have a personal philosophy of leadership.			
	Is Self Aware			
	I am aware of my attitudes, values, biases, and prejudices.			
	I engage in activities that build or improve my leadership abilities.			
	I pay attention to how my language and behavior may be perceived by others.			
	I am able to exert self-discipline and control over my behavior.			
	I know my personal power to make a difference in my life and others.			
	Practices Ethical Behavior			
	I understand the ethical responsibilities that come with leadership.			
	I follow through on commitments I make.			
	I am trustworthy.			
	I act in accordance with my words, e.g., “walk the talk.”			
	I lead by setting a positive example for others.			
	Sustains Leadership			
	I am aware a life-long learner.			
	I reflect on situations and learn from them.			
	I am resilient. When things don't work out, I learn from it and bounce back.			
	I provide opportunities for others to be leaders.			

Self-Assessment

Will Work On	Interpersonal Leadership Development	Do not do well	Do some what well	Do well
	Values Diversity			
	I value that each person is different.			
	I treat each person with respect.			
	I work effectively with others who are different from me.			
	I reach out to include other people.			
	Enhances Communication Skills			
	I listen carefully to understand what another person is saying.			
	To avoid misunderstanding, I ask questions to clarify what the other person is saying.			
	I say what I mean and mean what I say.			
	When I speak, my message is clear.			
	I can express a view that differs from others in effective ways.			
	To get different perspectives, I ask for input from a wide range of people.			
	I establish rapport with people.			
	I influence others through what I say and how I say it.			
	I seek feedback from others, even if it might be negative.			
	I initiate relationships with others.			
	Manages Conflict			
	I work to solve problems, not blame others, when we hit a stone wall.			
	I am able to give constructive negative feedback to others when needed.			
	I initiate successful resolution of conflict with others.			
	I can manage conflict to create positive change.			

Self-Assessment

Will Work On	Interpersonal Leadership Development	Do not do well	Do some what well	Do well
	Develops Teams			
	I value the contribution each person makes to a team.			
	I help a group identify a common goal.			
	When working in a team situation, I help the group keep its focus.			
	I help ensure that everyone is kept informed and information is shared freely.			
	When I'm responsible for a task or project, I follow through in a timely way.			
	I work well with others on a team.			
	I help the team determine how it will work together as a team.			
	Commits to Serving Others			
	I try to make a difference for causes that are greater than my own needs.			
	I volunteer to serve others in the community.			
	I engage with culturally different groups in the community.			
	I reflect on my community service to learn more about myself.			
	I help people in a community organize to undertake a worthwhile project.			
	I help people who do not have a voice at the policy table develop a way to be heard.			
	I understand the diversity and complexity of communities.			
	I try to make a difference in my community.			
	I understand social injustice, prejudices and biases in our society and work to eliminate them.			

Personal Development Plan Submission Form

Name _____

Panel Reviewer(s) _____

Please fill out this form using the results from your Self-Assessment Quiz. What categories of leadership will you focus on and what skills will you build? Review the Activity Weighting Rubric to select activities that will help you develop these skills. Use this plan to outline how you will earn the 7 points needed to complete the program.

Leadership Skill	Intended activities to develop skill	Points

You must submit your PDP to the LDP Panel or Coordinator. Also please remember that you'll need to draft a one-paragraph reflection after each activity and submit to the panel or coordinator for grading in order to earn the point(s) associated with it.

Submit this form to the LDP panel or email the Coordinator at me-ldp@purdue.edu.

Activity Reflection Prompt

Please write a paragraph reflecting on the activity you recently completed. Provide a description of the activity, the takeaways you learned, and the skill(s) you practiced and developed. In what category of leadership are you building? How has this activity helped you accomplish the goals outlined in your Personal Development Plan? Please submit your completed reflection to for grading.

Program Reflection Prompt

Please write a page reflecting on your experience in the Leadership Development Program. What were the goals and skills you outlined in your Personal Development Plan, and in what activities did you participate to accomplish and develop them? How did the activities you chose support your skill development? Are there competencies you expected to build and weren't able to? What factors limited your progress? Are there any unexpected goals or skills you developed? What factors assisted in your progress? This program reflection will help you articulate what you've gained from this experience to future employers and document your accomplishments on your resume. Please submit your completed reflection to the panel or coordinator for grading.

Verification of Completion Form

Student Name _____

Requirements	Date Completed
Completed and submitted the Statement of Intent form	
Completed the Leadership Self-Assessment Quiz	
Created a Personal Development Plan with a well-rounded set of goals	
Worked with panel to refine goals and build skills	
Earned 7 points by participating in a range of activities	
Completed (passing) reflection papers for all leadership activities	
Completed a (passing) reflection paper for the overall program	

I verify that _____ has successfully completed all requirements for the Leadership Development Program.

Panel Reviewer or LDP Coordinator

Date

Once signed by a Panel Reviewer OR the Coordinator, please submit this form to me-ldp@purdue.edu to receive your award