
MIT Job Description

Technical Leadership Specialist, GEL

Position Overview:

The Technical Leadership Specialist will support undergraduate engineering students' learning and development in teamwork, communication, leadership, and project engineering skills through design/development and facilitation of experiential learning activities, student developmental coaching, and co-instructor duties in the Gordon Engineering Leadership Program (GEL).

GEL is a 1- or 2-year undergraduate Engineering Leadership program enrolling approximately 150 junior and senior year students annually. The Technical Leadership Specialist (TLS) role is student-facing and will involve supporting at least three of GEL's courses during the academic year. Primary support will be to GEL's "Engineering Leadership Lab" (ELL), a recurring Fall and Spring team-based experiential learning course. In ELL, the TLS will collaborate with the lead instructors in delivering the weekly Engineering Leadership Lab, including coaching senior year students who play a key role in facilitating the Lab, and in maintaining the Lab's set of learning activities. The TLS will also be called upon to collaborate on the design of new learning activities and to improve existing activity designs using pedagogical best-practices for experiential learning while aligning activities to the learning goals from the GEL program's curriculum (i.e., "Capabilities of Effective Engineering Leaders"). In addition to supporting ELL in Fall and Spring semesters, the TLS will support two short-format January (i.e., Independent Activities Period) courses: Engineering Design and Rapid Prototyping (D-PRO) and Project Engineering. In D-PRO, the TLS will collaborate in developing the course's design/build team project, including designing the means for measuring and evaluating project performance in a shop/lab setting and in delivering project feedback to students. In Project Engineering, the TLS will co-facilitate course learning activities in project planning and project management and will collaboratively support logistics and operations of the 4-day long, offsite course.

As a core GEL program team member, the TLS will also provide general program support in the areas of recruitment, admissions, student advising, mentor program facilitation, and internship/employer relations facilitation. The TLS will interact with students regularly, providing timely guidance and support to GEL program participants. The position is primarily based on-site at MIT's Cambridge, MA campus. Specific on-site requirements will depend on when classes are in session but will typically be at least 3 days/week on Campus.

Principal Duties and Responsibilities (Essential Functions):

- 1. Support the GEL Engineering Leadership Lab (ELL).** Co-facilitate experiential learning activities; collaborate on activity design/improvement; engage in student coaching, lab activity setup/breakdown, guest management, and general logistics/operation support to the ELL.
- 2. Support the Engineering Design and Rapid Prototyping (D-PRO) course.** Collaborate on the development of a student team-based engineering design/build project, development of the means of project performance measurement in a lab/shop environment, and delivery of project feedback and evaluation. Provide guidance to student teams during the project assignment.
- 3. Support the Project Engineering course.** Co-facilitate educational modules in engineering project planning and project management. Collaborate with lead instructors on course activity preparation and course operation.

4. Collaborate with GEL instructors on the development and refinement of program components. As a core member of the GEL educational staff, collaborate on updates and refinements to program components as called upon, such as (but not limited to) program-related online forms/templates, online student-facing resources, and program-wide events and/or activities that fall outside the bounds of specific courses.

5. Provide recurring student programs support to GEL. Work with GEL instructors and administrative staff in the recurring operation of student programs, such as (but not limited to) GEL's annual student-mentor pairing initiative, annual student-internship matching cycle, fall career fair, and alumni relations events/initiatives.

6. Engage in professional development skills and compliance training as advised.

7. Perform additional duties adjacent to role as called upon. For instance, but not limited to, assisting with GEL recruitment, GEL admissions student interviews, GEL program completion audits, viewing and providing feedback on students' final presentations, occasional ad hoc support to other MIT School of Engineering Technical Leadership and Communication (TLC) peer programs (e.g., the Undergraduate Practice Opportunities Program, UPOP).

Supervision Received:

Direct supervision from GEL Program Executive Director, functional supervision from lead course instructors. Position requires ability to perform with limited supervision.

Supervision Exercised:

No supervision of MIT employees

Qualifications & Skills:

Required: Bachelor's degree in a STEM or adjacent field. 3 years of practice experience in engineering or in a related/adjacent technical field. Demonstrated experience interacting with students, trainees, or apprentices in a learning or mentoring environment, such as through training, coaching or facilitating. Demonstrated experience in at least one of: team leadership, project management, or engineering design. Basic project fabrication shop experience, such as with cutting, drilling, fastening, basic electrical wiring, and lab/shop safety.

Preferred: 5 years of practice experience in engineering or in a related/adjacent technical field. 3 years of experience interacting with students, trainees, or apprentices in a learning or mentoring environment, such as through training, coaching or facilitating. Demonstrated experience in all of: team leadership, project management, and engineering design. Demonstrated experience serving in a leadership position in engineering or an adjacent field. Demonstrated experience in a student-facing leader-development coaching, mentoring, or counseling role.