DEVELOPING LOCAL LEADERS: LESSONS FROM THE ELATE EXPERIENCE

- Executive Leadership in Academic Technology, Engineering and Sciences (ELATES at Drexel): Design and Outcomes
- Sponsorship Practices for Academic Engineering Leaders
- Integrating Local Organizational Needs and Leadership Development
SEEKING LOCAL SOLUTIONS

- What actions can I take with the resources I have to effect the changes indicated for EDGE initiatives?
- How can we synergize developing academic faculty and addressing organizational needs?
- How does sponsorship of local leaders enacting organizational change enhance your own leadership?
- How might ELATE at Drexel outcomes inform this process?
ELATE(S) @ DREXEL: DESIGN AND OUTCOMES
THE WORK OF ADVANCING WOMEN

Equip the Woman

Increase Visibility & Value Relational Skills

Create Equal Opportunity

Assess & Revise Work Culture

Organizational

Individual

Adapted: Ely & Meyerson, Research in Organizational Behavior, JAI Press, 2001
IT'S A SYSTEMS CHALLENGE!

Program Engagement & Follow-Through

Individual Choices and Decisions

Personal and Professional Roles and Values

Outcomes and Organizational Contributions

Senior Career

Mid Career

Early Career

Institutional Resources Invested in Development

Organizational Policies and Practices

Gendered Societal Expectations

Personal and Professional Capacity

Career Development Programs

OUTCOMES BASED FELLOWSHIP DESIGN

And AFTER

Competencies
- Strategic Finance (SF)
- Organizational Dynamics (OD)
- Personal and Professional Leadership Development (PPL)
- Communities of Leadership Practice (CLP)

Compare Experiences Across Members of Learning Community and Class

Learn Through Classroom Discussions and Simulations

Reflect, Analyze, and Manage Problems in Learning Communities

Mentor and Apply New Skills in Home Institution
CORNERSTONES OF LEADERSHIP PROGRAM EVALUATION PROJECT

Outcomes and Impact of ELAM and ELATE Classes of 2013- 2016

Funded in part by a grant from the Alfred P Sloan Foundation
MEASURING ELATE ADVANCES

- 64/104 hold leadership positions of director, chair or higher.
- 17/28 (first two years)
- 60% Advanced within 3 yrs
THE LEADERSHIP LEARNING AND CAREER DEVELOPMENT (LLCD) SURVEY

• Competencies (SF, OD, CLP, PPL)
  • Self- Confidence
  • Importance
  • Application to roles and responsibilities
THE LEADERSHIP LEARNING AND CAREER DEVELOPMENT (LLCD) SURVEY

- Leadership Career Development
- Learning Community and ELUM Community Engagement
SPECIAL THANKS

84% of 77 ELATE graduates and 65% of 295 ELAM graduates responded to all three surveys—6 weeks before first on-site session, 6-12 wks after graduation, 2 yrs. post graduation.
SELF CONFIDENCE INCREASED AND WAS MAINTAINED

COMBINED COMPETENCIES

7 = EXTREMELY CONFIDENT; 1 = NOT AT ALL CONFIDENT

PRE | POST | 2 YR
---|------|------
19 | 23 | 22
18 | 23 | 23
15 | 24 | 24

ELAM (N=132) | ELATE (N= 64)
SELF CONFIDENCE INCREASED IN ALL DOMAINS

ELAM
ELATE
Median response

STRATEGIC FINANCE

ORG’L DYNAMICS

COMMUNITIES OF LEADERSHIP PRACTICE

PERSONAL/ PROFESSIONAL LEADERSHIP
PROGRAM ACTIVITIES HAVE LASTING IMPACT

- IAP’s make individual and organizational contributions
- Senior Leadership interviews expand opportunities.
- Learning communities and greater ELUM are valued resources
INSTITUTIONAL ACTION PROJECT (IAP)

>20% IN PROGRESS AND 25% EXPANDED AT 2 YEARS
54% reported the ELATE Action Project led to:

- Appointment to new leadership position
- Appointment to existing leadership position
- Expansion of responsibilities within current role
- Enhanced performance within current and advanced roles
Fellows and ELUMs actively seek and secure new positions.

Coaching; goals shifted from general to strategic after the program; coaching activities appear underutilized.
HAVE YOU ASSUMED A NEW POSITION?
INTERNAL AND EXTERNAL

- ELAM N=96
- ELATE N=46
- PRE
- 30 YEAR

- ELAM N=56
- ELATE N=30
- IMMEDIATE

- ELAM N=86
- ELATE N=34
- 2 YEAR

Questions:

- Internal
- External
- Non-Response
- Internal/External Not Indicated

Responses:

- No
- Yes/Internal
- Yes/External
MISSIONS ACCOMPLISHED

Program and ELUM network participation results in

• Increased confidence and skill development
• Expanded networks of support
• Advancement as organizational leaders

Benefits to participating institutions are evident in

• Cadre of highly qualified leaders
• Organizational improvement through IAP execution

Exceptional national/ international ELUM network
SPONSORSHIP AND NETWORK EXPANSION
SENIOR LEADERSHIP SKILLS: SURVEY AND INTERVIEWS

• Validation of translation of ELAM model, leadership skills, and competencies guiding ELATE program design
• Gaps in senior leader sponsorship behaviors


LEADERSHIP MENTORING & SPONSORING SELF-ASSESSMENT FOR ACADEMIC LEADERS

As a SPONSOR, to what extent do you:

1. Publicly acknowledge her/his talents and achievements.
2. Publicly support when he/she makes a difficult or unpopular decision.
3. Appoint to internal or external high-level committees/task forces.

- Who would benefit from your sponsorship?
- How can you do more?
- How can you integrate such actions into your leadership practices?
As a SPONSOR, to what extent do you:

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On your own (5-6 min) With a potential protégé in mind, identify 2-3 practices to enhance their leadership.

In pairs/trios (10 min): Discuss how to integrate actions into daily practice.
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Table Action (10 min): Create Chart of Strategies for Integrating Sponsorship into Leadership Practices
INTEGRATING ORGANIZATIONAL NEEDS AND LOCAL LEADERSHIP DEVELOPMENT
Examples: How did work in ELATE contribute to both leadership development and to the sponsoring organization?
How would a project you have in mind for EDGE initiative development management and leadership potential of a woman faculty member in your college/school?

3-4 minutes on your own REF: Handout, Matching Leadership Development and Org’l Needs and Opportunities
How might mentoring and sponsorship of an emerging leader expand your own leadership effectiveness?

Three minutes to journal
5 minutes to share with a partner
WHAT I KNOW NOW

My life has a new demarcation line—
Before ELATE and After ELATE.
Before and After the gift of time
    To figure out where I want to go
The gift of voice and visibility on my campus
    To speak with clarity, authenticity, confidence, empathy and grace
    To share vision and strategy with allies and advocates
    To see myself through the eyes of others
    To realizing how approachable and talented senior administrators really are
ELATE has given me the gift of confidence
    For enacting a bigger vision.

ELATE 2014
WHAT I KNOW NOW

Leadership development works!

- National leadership development ➔ community of practice for personal and institutional change
- Local and national leadership development lifts emerging leaders into the influential spaces
- The ROI for intentional leadership development is strong
WHAT I KNOW NOW

Each of you holds responsibility and has the personal and institutional capacity to build a stronger, more inclusive future for your faculty and students;

- **Stretch experiences** supported by sponsorship, skill development, expanded networks
- **Guided strategic career decisions** and mentoring
- **Measuring** what you intend to change
- **Sharing** the measures
- **Mending** gaps and celebrating success.
What I Know Now

You must begin with what you have and where you are.

Design – Measure – Share -
Celebrate and Revise…
REPEAT