

DEVELOPING LOCAL LEADERS: LESSONS FROM THE ELATE EXPERIENCE

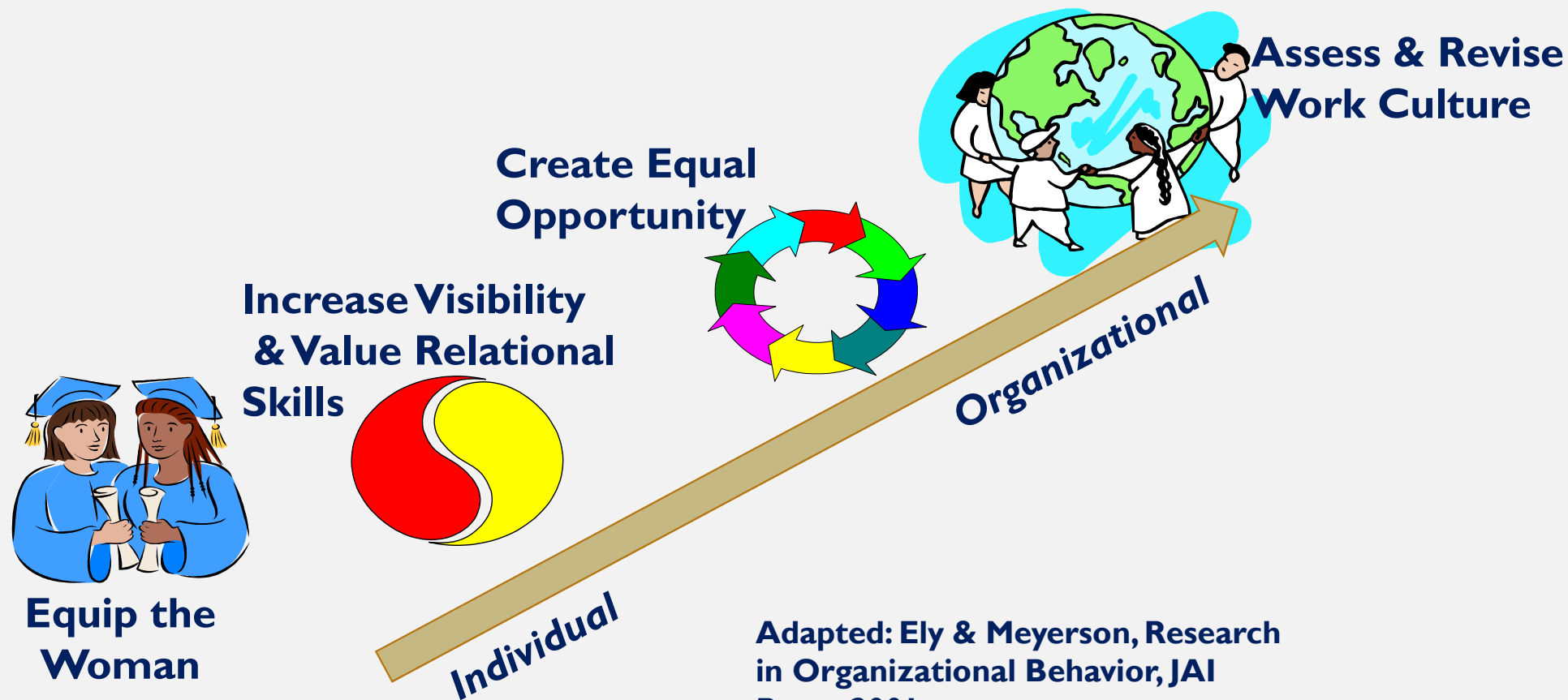
- Executive Leadership in Academic Technology, Engineering and Sciences (ELATES at Drexel): Design and Outcomes
- Sponsorship Practices for Academic Engineering Leaders
- Integrating Local Organizational Needs and Leadership Development

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?**

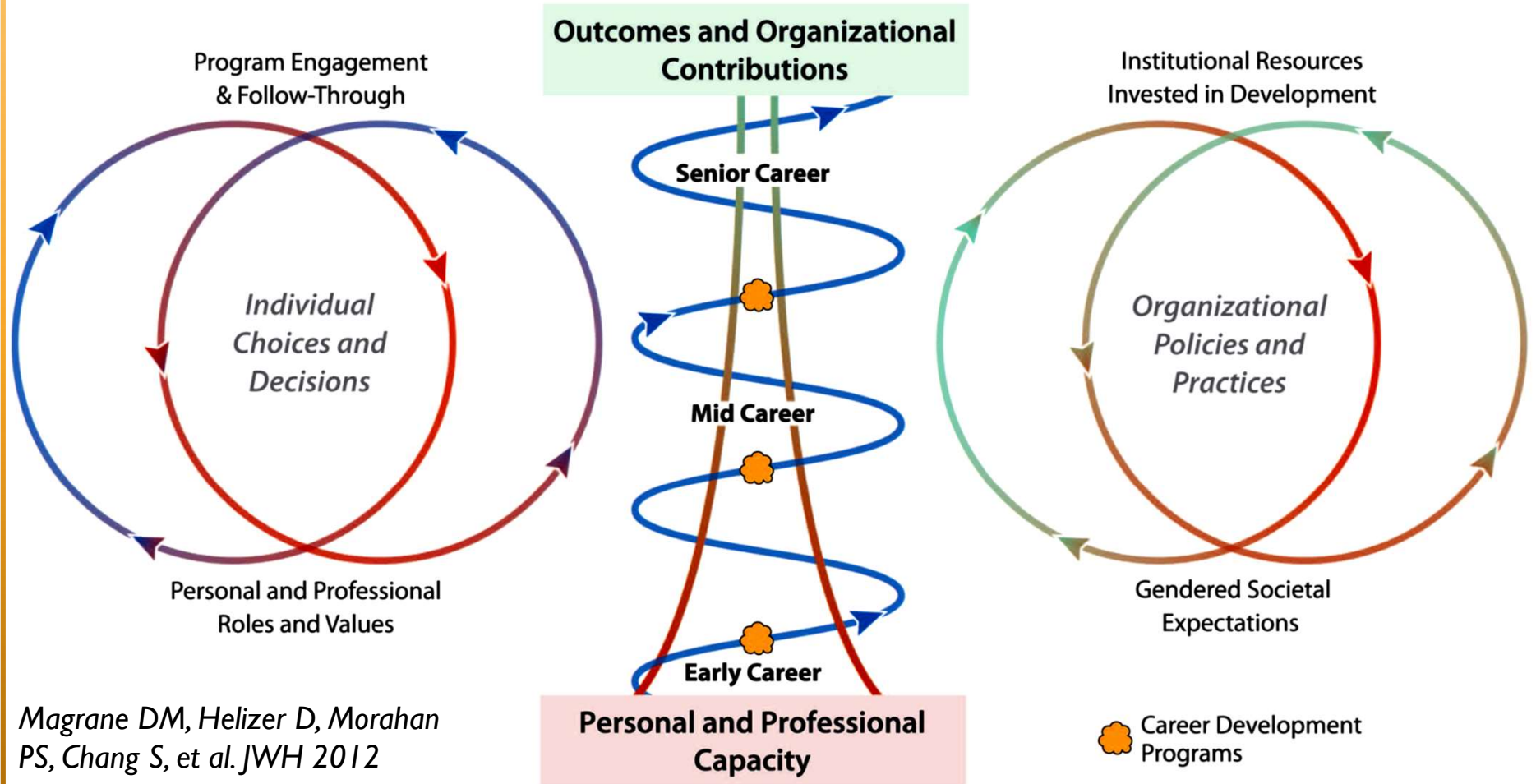
ELATE(S) @ DREXEL: DESIGN AND OUTCOMES

THE WORK OF ADVANCING WOMEN



Adapted: Ely & Meyerson, Research
in Organizational Behavior, JAI
Press, 2001

IT'S A SYSTEMS CHALLENGE!



Magrane DM, Helizer D, Morahan PS, Chang S, et al. JWH 2012

OUTCOMES BASED FELLOWSHIP DESIGN

And AFTER

Competencies

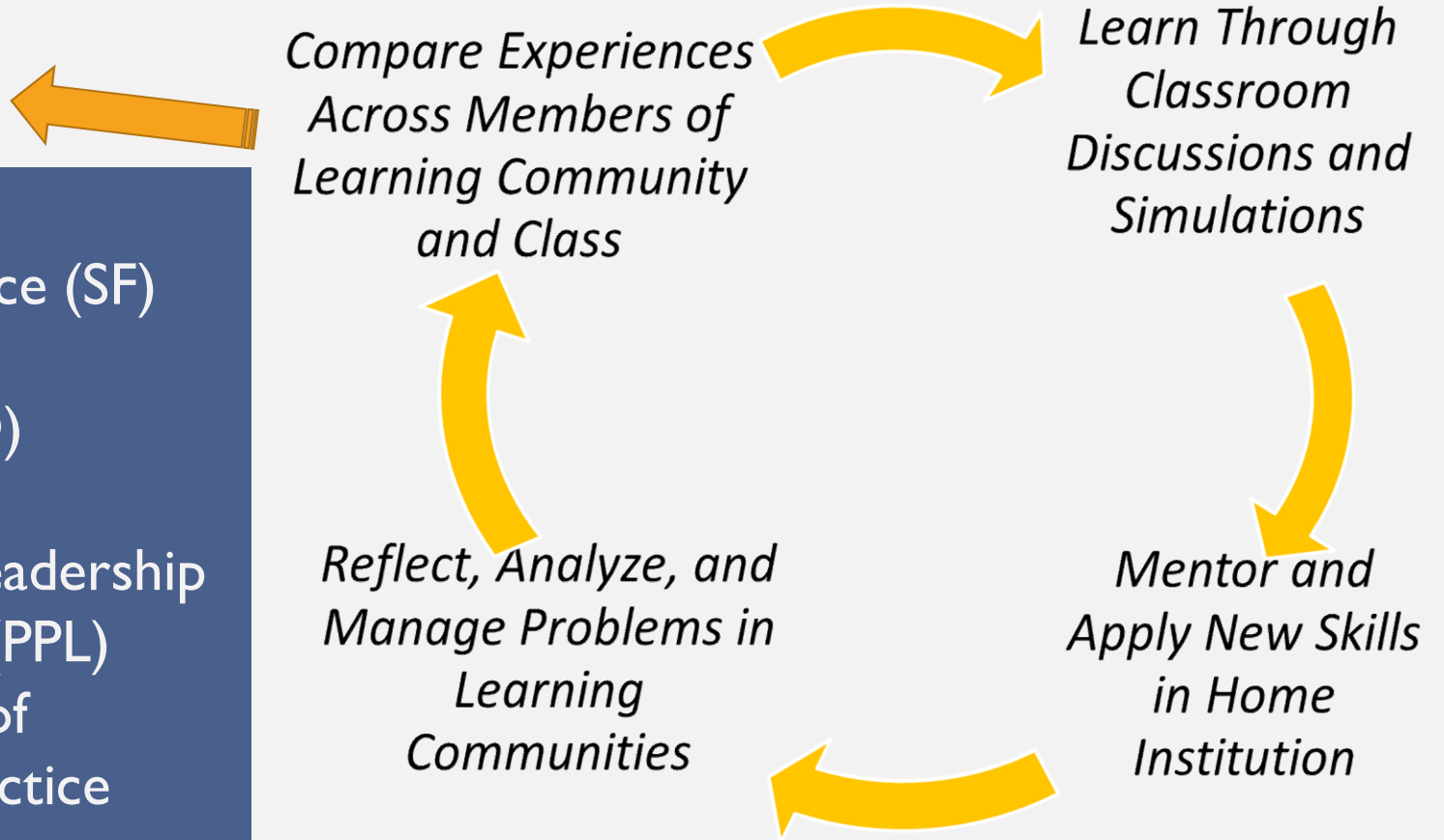
- Strategic Finance (SF)
- Organizational Dynamics (OD)
- Personal and Professional Leadership Development (PPL)
- Communities of Leadership Practice (CLP)

*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

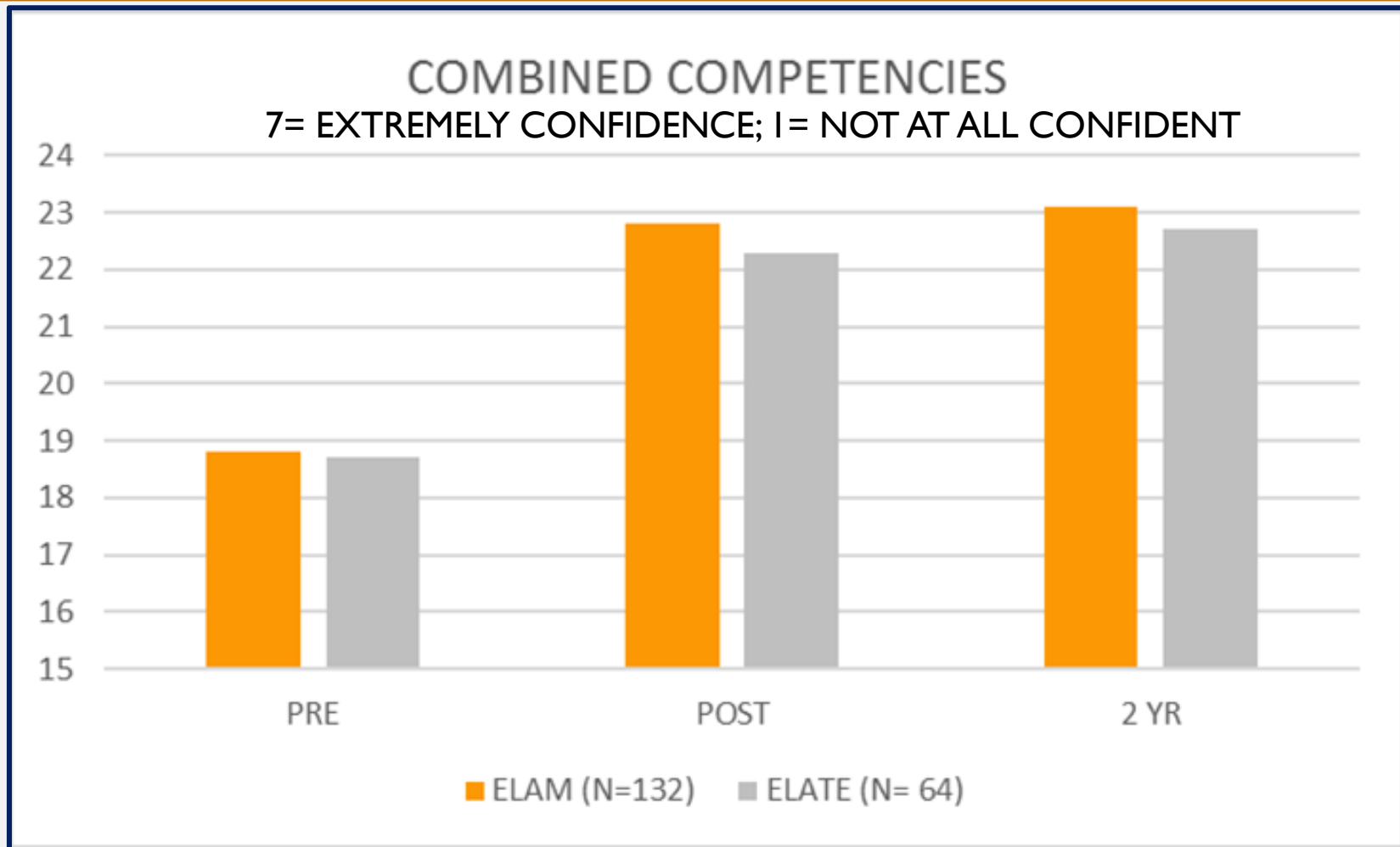
THE LEADERSHIP LEARNING AND CAREER DEVELOPMENT (LLCD) SURVEY

- Program activities: Financial Analyses, Leadership Interviews, Professional Development Planning, Institutional Action Projects (IAP)
- Leadership Career Development
- Learning Community and ELUM Community Engagement

SPECIAL THANKS

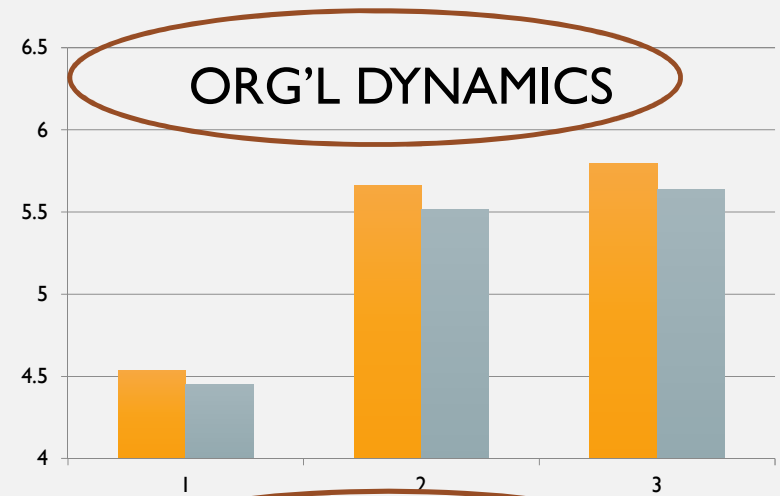
84% of 77 ELATE graduates and
65% of 295 ELAM graduates
responded to all three surveys—
6 weeks before first on-site session
6-12 wks after graduation
2 yrs. post graduation

SELF CONFIDENCE INCREASED AND WAS MAINTAINED



SELF CONFIDENCE INCREASED IN ALL DOMAINS

ELAM
ELATE
Median
response

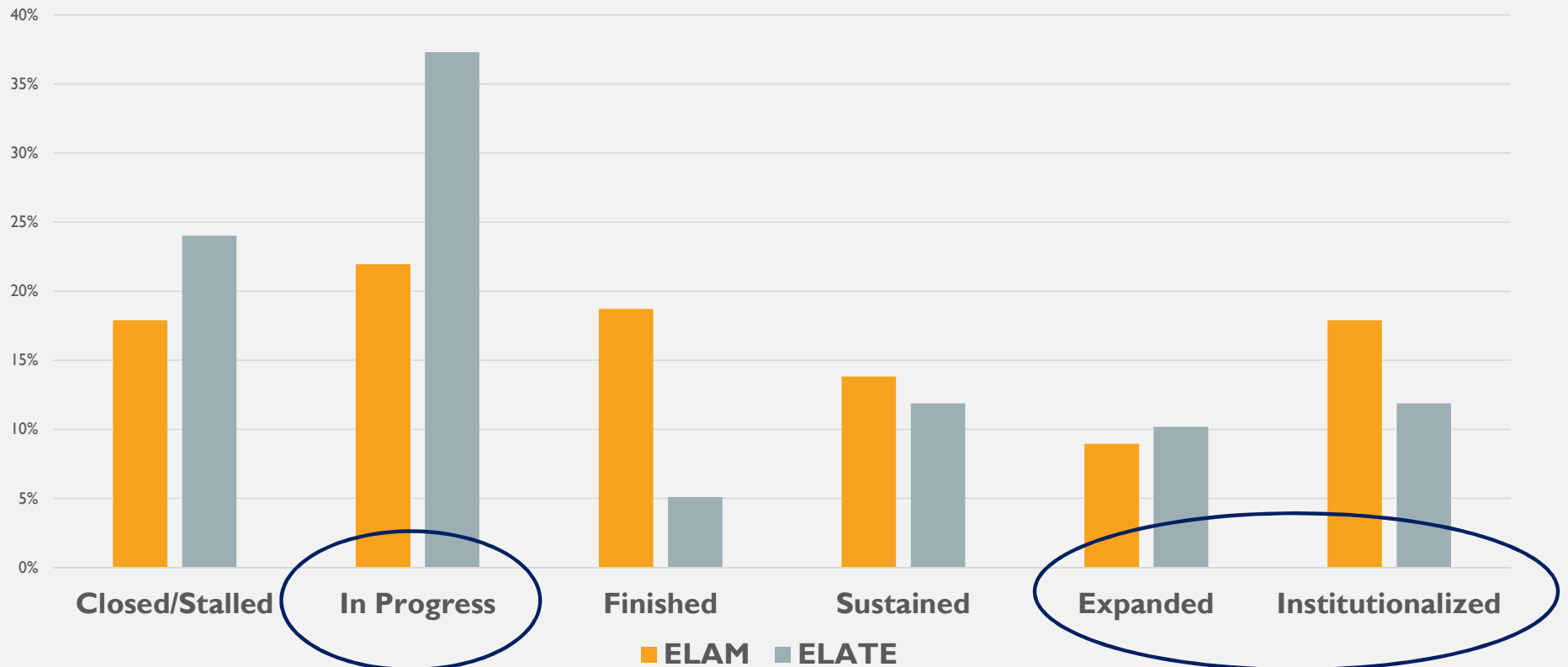


PROGRAM ACTIVITIES HAVE LASTING IMPACT

- 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



IAP IMPACT ON CAREER DEVELOPMENT TWO YEARS AFTER GRADUATION

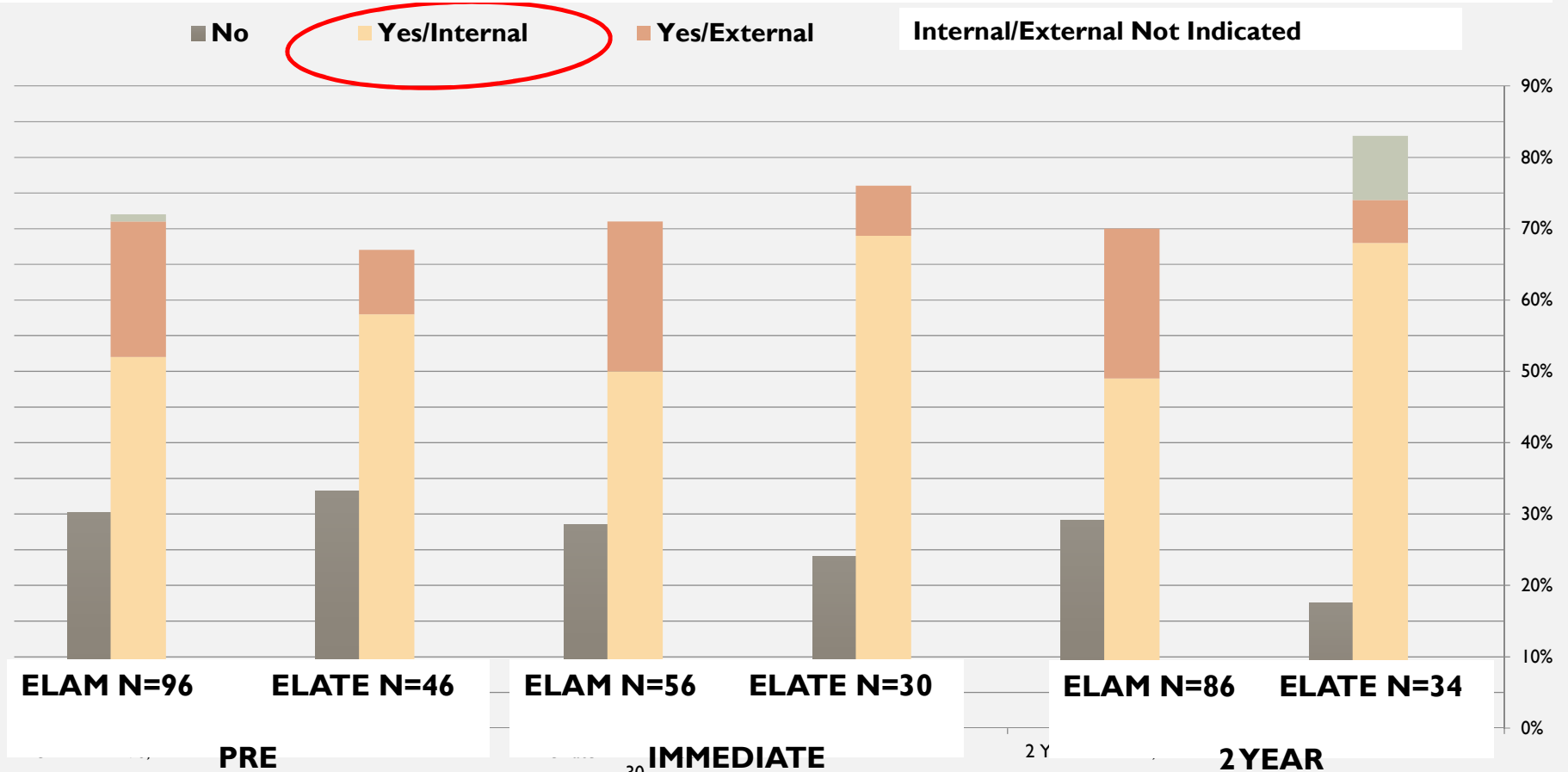
54% REPORTED THE ELATE ACTION PROJECT LED TO

- Appointment to new leadership position
- Appointment to existing leadership position
- Expansion of responsibilities within current role
- Enhanced performance within current and advanced roles

CAREER DEVELOPMENT

- 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



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

Magrane D, Morahan PS, Ambrose S, Dannels SA. Competencies and practices in academic engineering leadership development: lessons from a national survey. Soc. Sci. 2018, 7, 1711/1712. doi:10.3390/soc7010171

Magrane D, Morahan PS, Ambrose S, Dannels SA. Institutional matchmakers, sponsors, and strategists: roles of academic STEM executives in developing the next generation of leaders. Open Journal of Leadership, Vol 7 (2) 2018.

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?***

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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

ORGANIZATIONAL CHANGE
AND LEADERSHIP
DEVELOPMENT

Action Project

*Senior Leadership
Interviews*

Examples: How did work
in ELATE contribute to
both leadership
development and to the
sponsoring organization?

ORGANIZATIONAL CHANGE
AND LEADERSHIP
DEVELOPMENT

Protégé : Change Project
Benefits and Risks

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

ORGANIZATIONAL CHANGE
AND LEADERSHIP
DEVELOPMENT

*Three minutes to journal
5 minutes to share with a
partner*

How might mentoring
and sponsorship of an
emerging leader expand
your own leadership
effectiveness?



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*