

# Evaluation Report of the Florida State University (FSU) Leadership Development Program for Department Chairs

## 2017-2018 Academic Year

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PREPARED BY

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# Table of Contents for Evaluation Report

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- I. Executive Summary of Evaluation Results (slides 3-9)
- II. Overview of Leadership Development Program (slides 10-12)
- III. Framework for Leadership Development Program (slides 13-15)
- IV. Formative Program Evaluation Methodology (slides 16-17)
- V. Survey Results (slides 18-79)
- VI. References and Additional Information (slides 80-82)

# I. Executive Summary of Evaluation Results

# I. Executive Summary of Evaluation Results

## ➤ Five Practices of Exemplary Leadership

- Prior to the program, participants had very little knowledge of the Five Practices of Exemplary Leadership. Following the program, 100% of participants reported they were knowledgeable or very knowledgeable about the five practices.
- Over 80% of participants reported that learning about the five practices was useful in increasing their confidence as a leader, increasing their effectiveness as a leader, and meeting their leadership goals for the year.
- Overall, 82% of participants reported being somewhat likely or very likely to incorporate the five practices in their work as leaders.
- Although all participants and the majority of their designated observers completed the Leadership Practices Inventory (LPI) before the program (pre-assessment), fewer completed the post-assessment (55% of participants and 32% of observers). With this limitation in mind, both participants and observers reported increases in the five leadership practices between the pre and post assessments.

# I. Executive Summary of Evaluation Results

## ➤ Mindfulness Practices

- Before the program, the majority of participants had little knowledge about mindfulness and had never practiced it.
- Participants' knowledge and practice of mindfulness grew after the program. Most (82%) reported being knowledgeable or very knowledgeable about mindfulness practices. Half (53%) of the participants practiced mindfulness several times a month while some practiced several times a week (12%) or everyday (18%).
- Most participants found mindfulness training to be useful or very useful in helping them increase their self-awareness (77%), become a more effective leader (59%), manage the challenges of their job (77%), and increase their concentration, focus, and clarity (65%).
- Most participants said they were somewhat or very likely to incorporate mindfulness in their future work as leaders (70%).

# I. Executive Summary (continued)

## ➤ Emotional Intelligence

- Prior to the program only 18% considered themselves knowledgeable or very knowledgeable about emotional intelligence, whereas after the program 94% rated themselves as knowledgeable or very knowledgeable.
- The majority of participants agreed that this knowledge was useful in helping them increase their self-awareness (82%) and to become a more effective leader (94%).
- A majority of participants (94%) were either somewhat likely or very likely to incorporate emotional intelligence into their future work as a leader.

## ➤ Character Strengths

- Prior to the program, only 29% of participants were knowledgeable or very knowledgeable about character strengths. After the program 100% of participants reported being knowledgeable or very knowledgeable.
- Nearly all participants agreed that knowledge of character strengths helped them increase their self-awareness (94%) and helped them become a more effective leader (94%).
- All participants were somewhat likely or very likely to incorporate character strengths into their future work as a leader.

# I. Executive Summary (continued)

## ➤ **Cultural & Personal Identity Issues**

- Prior to the program only 29% of participants were knowledgeable about how cultural and personal identity issues related to effective leadership, while 77% reported being knowledgeable or very knowledgeable after the program.
- About half (53%) of the participants found information about cultural and personal identity useful in increasing their self-awareness, and 65% found this information useful in helping them become effective leaders.
- Most participants (65%) indicated that they would apply their knowledge of cultural and personal identity issues into their future work as a leader, although approximately one-third of respondents (35%) were unsure.

## ➤ **Satisfaction with Leadership Goals**

- All participants were somewhat satisfied or very satisfied with the leadership goals they developed this year.
- Most participants (53%) reported being successful or very successful in accomplishing their leadership goals for the year, while 47% reported being somewhat successful.

# I. Executive Summary (continued)

## ➤ Usefulness of Program

- Overall Program - All participants found the program useful or very useful in helping them increase their confidence and effectiveness as leaders. With a few exceptions (6%), all participants reported the program to be useful or very useful in helping them meet their leadership goals for the year.
- Individual Coaching – The vast majority of participants (over 88%) found the individual coaching to be useful or very useful in helping them increase their confidence and effectiveness as leaders, and in meeting their leadership goals for the year.
- Program Elements –The in-session group discussions were viewed as the most useful program activity by participants (100%), followed by group exercises (88%), and the slides and handouts (71%). Only half (59%) of the participants found the homework assignments useful.
- Program Leader – All participants reported that their program leader was effective, with 88% viewing the leader as extremely effective.
- All participants would recommend this program to others, with 88% saying they would strongly recommend the program.



# I. Executive Summary (continued)

## ➤ **Participant Open-Ended Feedback**

Participants provided a number of comments in response to several open-ended questions. See Slides 73-79.

## II. Program Overview

The FSU Leadership Development Program

(LDP) for Department Chairs

2017-2018

## II. Program Overview: The FSU Leadership Development Program (LDP) for Department Chairs, 2017-2018

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The FSU Leadership Development Program (LDP) for Department Chairs was created and is led by Dr. Norman Anderson, Assistant Vice President for Research and Academic Affairs, and Research Professor of Social Work and Nursing.

The program was designed to facilitate the continued growth of department chairs as leaders, and to assist them in identifying and accomplishing specific leadership and departmental goals over the course of an academic year or beyond. Department chairs, and associate or assistant deans who functioned in roles similar to department chairs, were invited to apply for the program.

The LDP was also designed to complement other leadership training experiences that many FSU chairs receive, such as those from the Institute for Academic Leadership at Howey-in-the-Hills.

## II. Program Overview (Continued): The FSU Leadership Development Program (LDP) for Department Chairs, 2017-2018

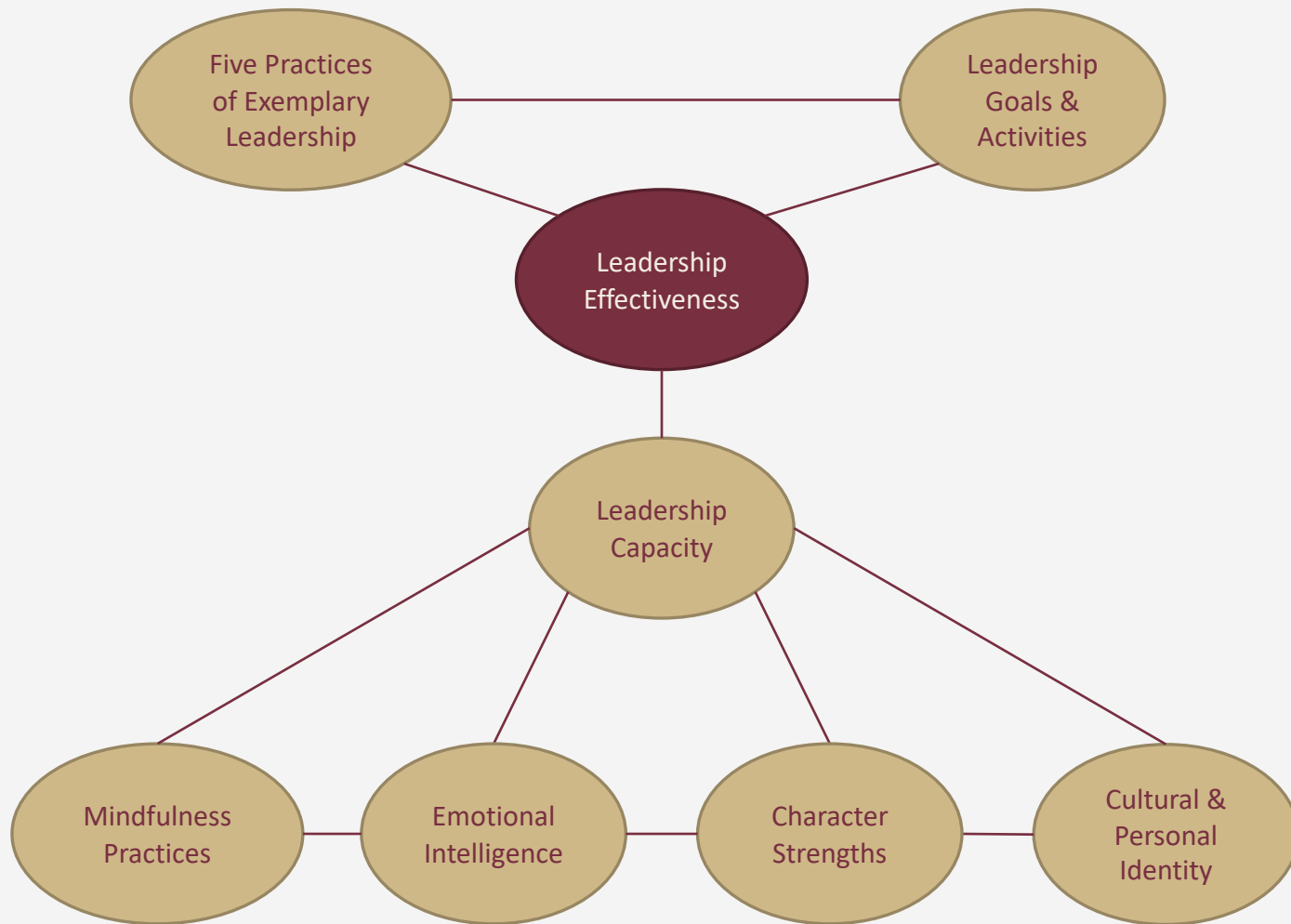
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A total 20 chairs and associate or assistant deans comprised the inaugural cohort for this program, and all had served at least one term in their respective roles. The participants came from a variety of Colleges across the FSU campus, including Arts and Sciences, Engineering, Fine Arts, Nursing, and Social Work among others.

The group met once a month over the course of the 2017-2018 academic year to participate in lectures, group discussions, and leadership exercises. The classroom work was supplemented by up to six sessions of individual coaching with Dr. Anderson. The coaching was designed to assist each participant in the identification of his/her leadership goals for the year (or beyond) and to support the application of classroom learning into their actual work as leaders.

# III. Framework for FSU Leadership Development Program for Department Chairs

### III. Framework for FSU Leadership Development Program for Department Chairs (see next slide for description)



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### III. Framework for Leadership Development Program

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As depicted in the previous slide, the 2017-2018 FSU Leadership Development Program for Department Chairs (LDP) included a curriculum with several components designed to enhance leadership effectiveness. These components were:

- *The Five Practices of Exemplary Leadership*<sup>®</sup>, which served as the guiding leadership development model for the LDP;
- The building of “leadership capacity,” which included a focus on mindfulness, emotional intelligence, character strengths, and cultural and person identify; and
- The development of leadership goals and activities for the year.

Each of these components is described in greater detail on subsequent slides.

## IV. Formative Program Evaluation

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- The goals of this formative evaluation were to assess the participant outcomes during the first year of the *FSU Leadership Development Program for Department Chairs* and to identify areas for program improvement. The program evaluation focused on three key components of the Leadership Development Program Model:
  - The Five Practices of Exemplary Leadership
  - Leadership Goals and Activities
  - Leadership Capacity and its four subcomponents
- This evaluation focused on two questions:
  1. What outcomes were attained by LDP participants during the 2017-2018 academic year related to this program? Outcomes were defined as changes in participants' knowledge of the program's components, the perceived usefulness and potential application of these components in participants' work as leaders, and the identification and achievement of leadership goals.
  2. How did participants perceive the overall program and what were their suggestions for improvement?



## IV. Formative Program Evaluation (continued)

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- Two major data collection activities were implemented for this evaluation.
  - The FSU Leadership Development Program (LDP) Qualtrics Survey. The Qualtrics Survey was developed by the evaluation team and distributed to participants in May 2018. The intent of this survey was to assess participants' knowledge and perceived usefulness of the program components, and to determine the likelihood that they would apply these components in their work as leaders. Additional information about participants' development of leadership goals and activities and their perceptions about the overall effectiveness of the program was also collected. Open-ended questions sought participants' general feedback and suggestions for program improvement. The majority of participants (85%) completed this survey.
  - The Pre- and Post- Assessments using the *Leadership Practices Inventory-360 (LPI)*. The LPI was developed by researchers James Kouzes and Barry Posner, and has been used in research for over three decades (see Kouzes and Posner, 2017; Posner and Kouzes, 1988; Posner and Kouzes, 1993). The LPI was administered to assess participants' self-report and the ratings of selected observers on 30 different leadership behaviors. The pretest was administered online to all participants and their observers at the start of the program in September 2017. To measure perceived changes leadership behaviors, a posttest LPI was administered nine months later (June 2018) to LDP participants and their observers. Response rates were high for the pre-test but were substantially lower for the post-test for both participants and observers.
  - The results of the LDP Survey and LPI are organized by topics, as noted in the next slide.

# V. Survey Results

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- The Five Practices of Exemplary Leadership—survey and LPI assessment (slides 18-27)
- Components of Leadership Capacity (slides 28-60)
- Satisfaction with Leadership Goals (slides 61-65)
- Usefulness of Program and its Components (slides 66-73)
- Suggestions for Improvement and Open-Ended Comments from participants (slides 74-79)

# The Five Practices of Exemplary Leadership



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# Description of The Five Practices of Exemplary Leadership

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The Five Practices of Exemplary Leadership (“The Five Practices”) was the leadership model around which the LDP was built. The Five Practices is one of the most extensively studied models of transformational leadership development. It was created over three decades ago by professors James Kouzes and Barry Posner of the Santa Clara University (see Kouzes & Posner, 2017; Posner & Kouzes, 1988; Posner & Kouzes, 1993).

The five leadership practices are:

- 1) Model the Way,
- 2) Inspire a Shared Vision,
- 3) Challenge the Process,
- 4) Enable Others to Act, and
- 5) Encourage the Heart.

Each of these five practices has six specific leadership behaviors associated with it (totaling 30 leadership behaviors).

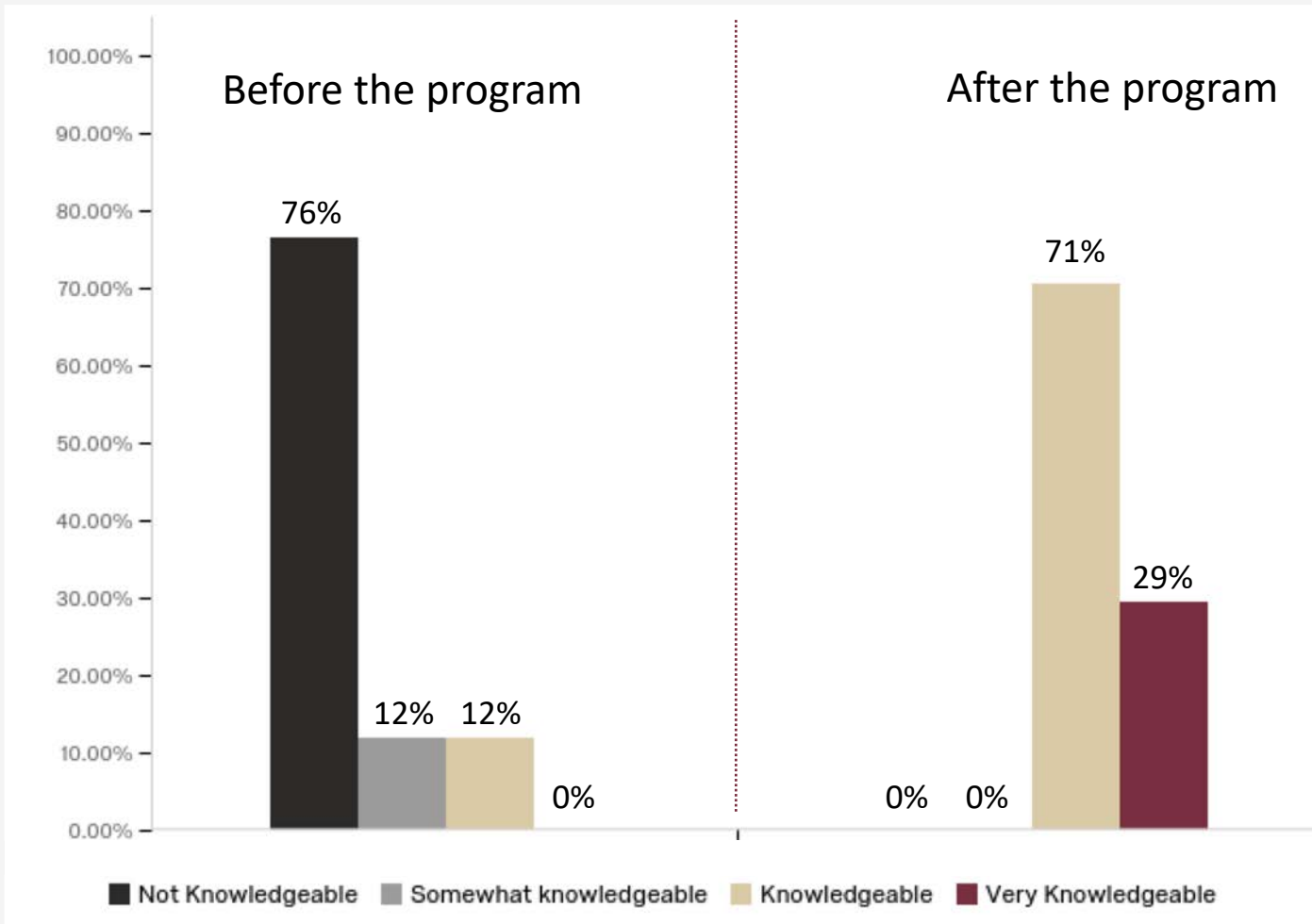
# Description of The Five Practices of Exemplary Leadership (continued)

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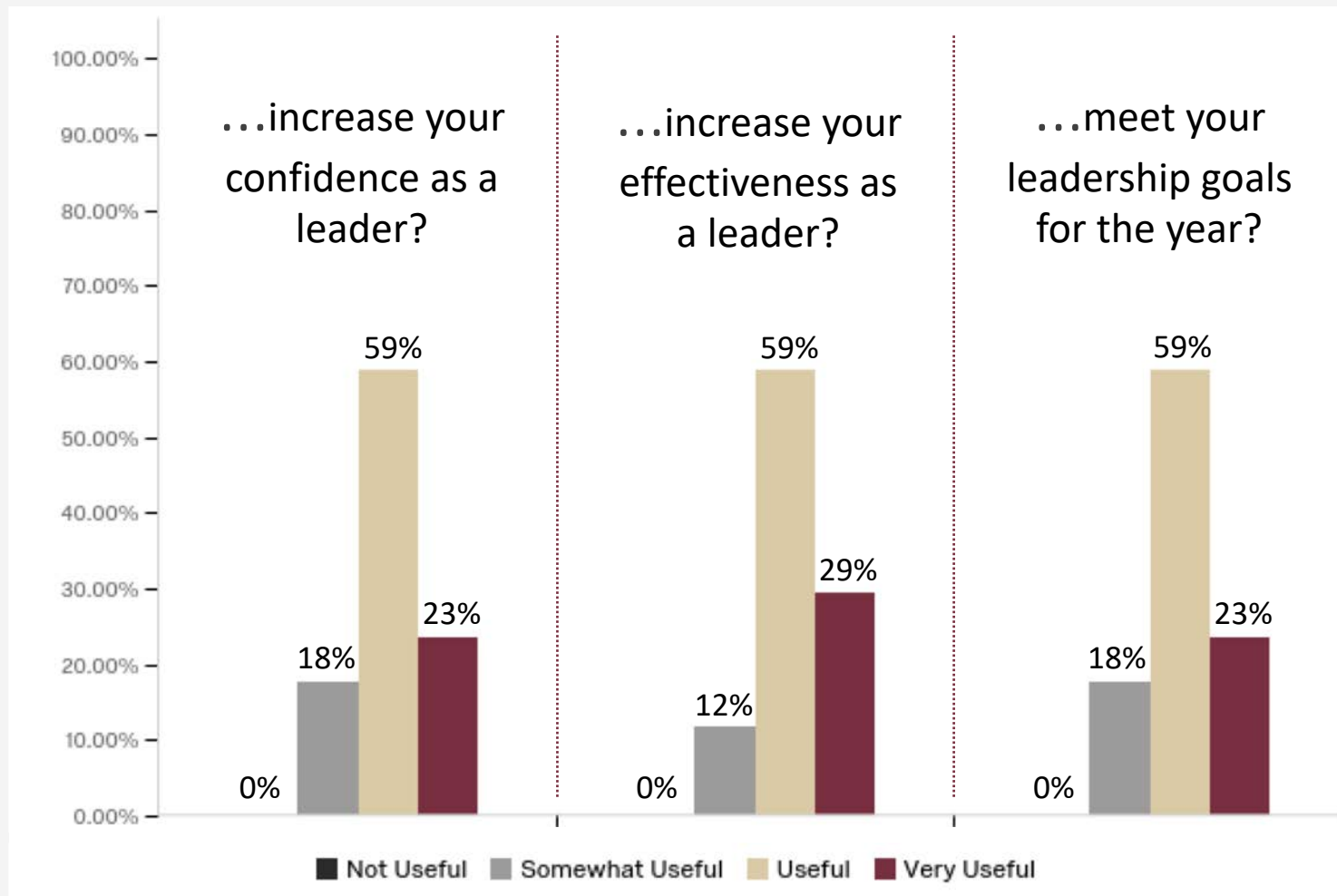
The key findings from research, involving nearly three million people around the world, is that these five leadership practices, and the 30 specific behaviors associated with them (six per practice), make a profoundly positive difference in people's commitment and motivation, their work performance, and the success of their organizations.

Those leaders who **more frequently** use The Five Practices and the 30 associated behaviors are considerably more effective than their counterparts who use them less frequently (Kouzes and Posner, 2017).

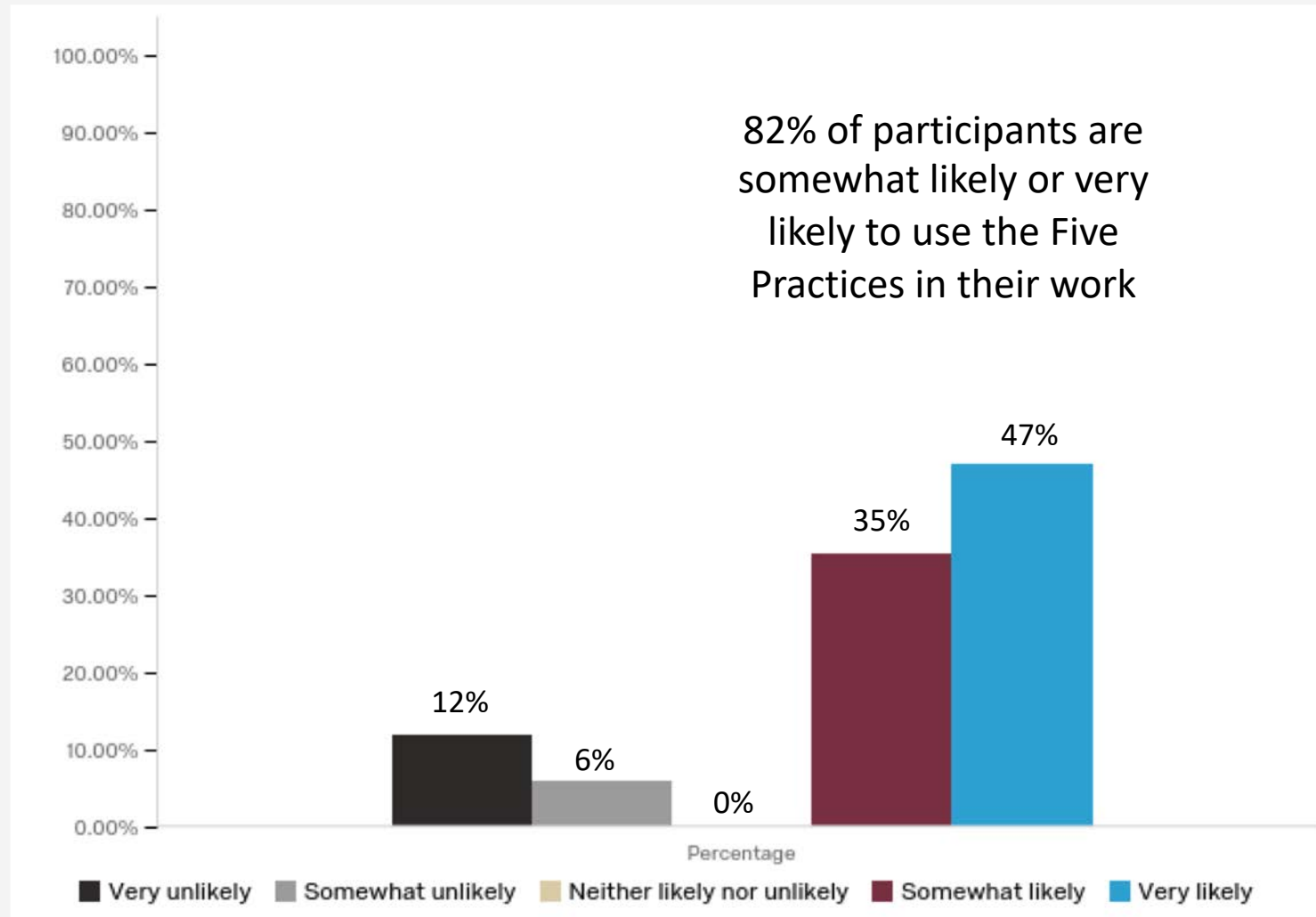
# Question: Overall, how would you rate your knowledge of the Five Practices?



# Question: How useful were the Five Practices in helping you...



# Question: How likely are you to incorporate the Five Practices into your work as a leader?





# The Leadership Practices Inventory (LPI) assessment of The Five Practices of Exemplary Leadership

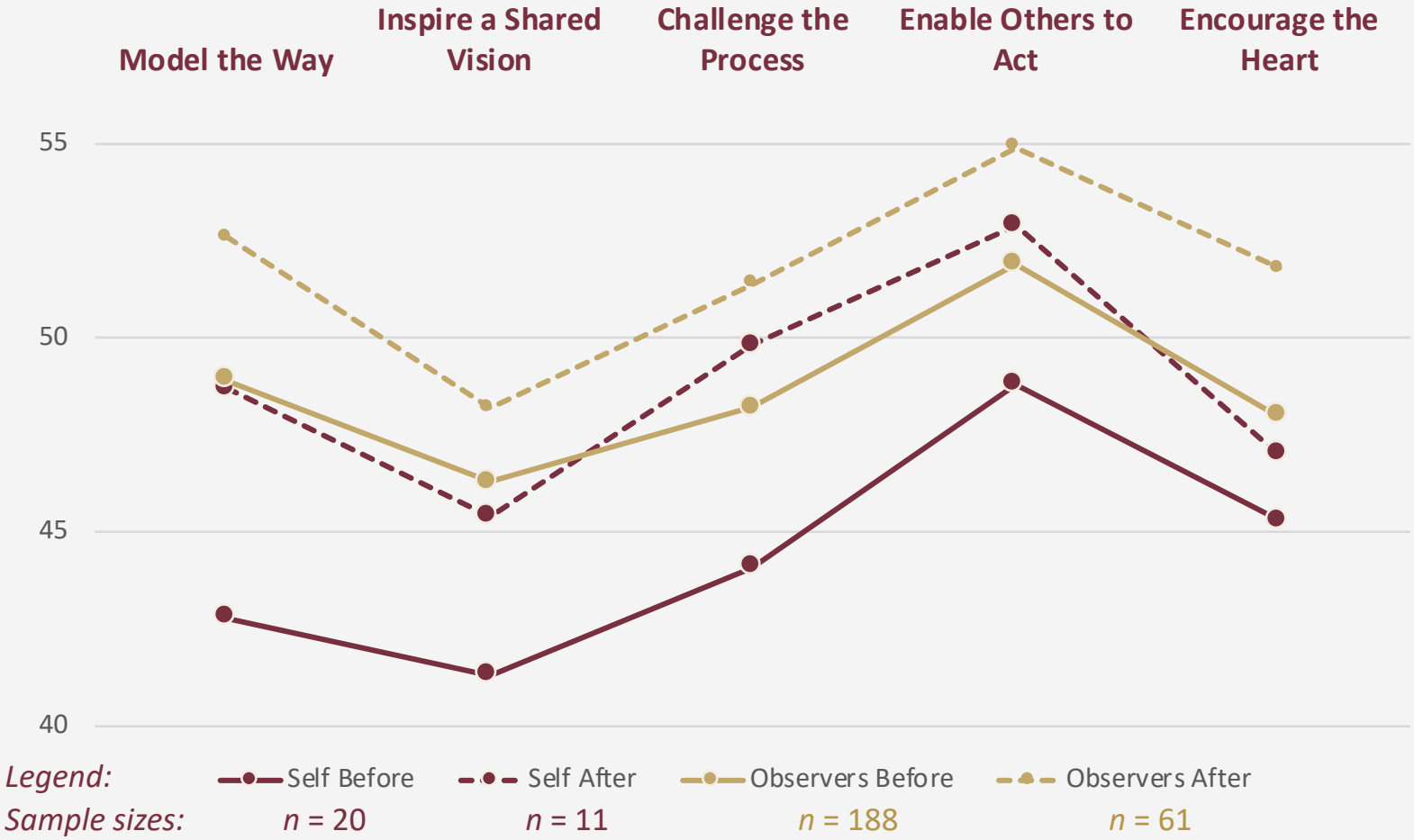
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As noted previously, participants also completed The Leadership Practices Inventory (LPI). The LPI was developed by Kouzes and Posner to provide a 360-degree assessment of the frequency a leader exhibits the **30 leadership behaviors** associated with The Five Practices.

Research as shown that the LPI has strong psychometric properties across a variety of population groups, including being predictive of leader effectiveness along a number of dimensions (Kouzes and Posner, 2017; and see link for more information: <http://www.leadershipchallenge.com/Research-section-Our-Authors-Research-Detail/bringing-the-rigor-of-research-to-the-art-of-leadership.aspx>)

As a 360-degree assessment, the leader completes the LPI self-assessment of their perception of the frequency that they exhibit the 30 leadership behaviors, and their selected observers complete the LPI about the leader. The observers are anonymous with regard to the feedback provided (except for the Manager/Supervisor), and may come from the following categories: Manager, Direct Reports, Co-Works, Others.

# Scores from Leadership Practices Inventory (LPI) on The Five Practices of Exemplary Leadership Before and After the Program

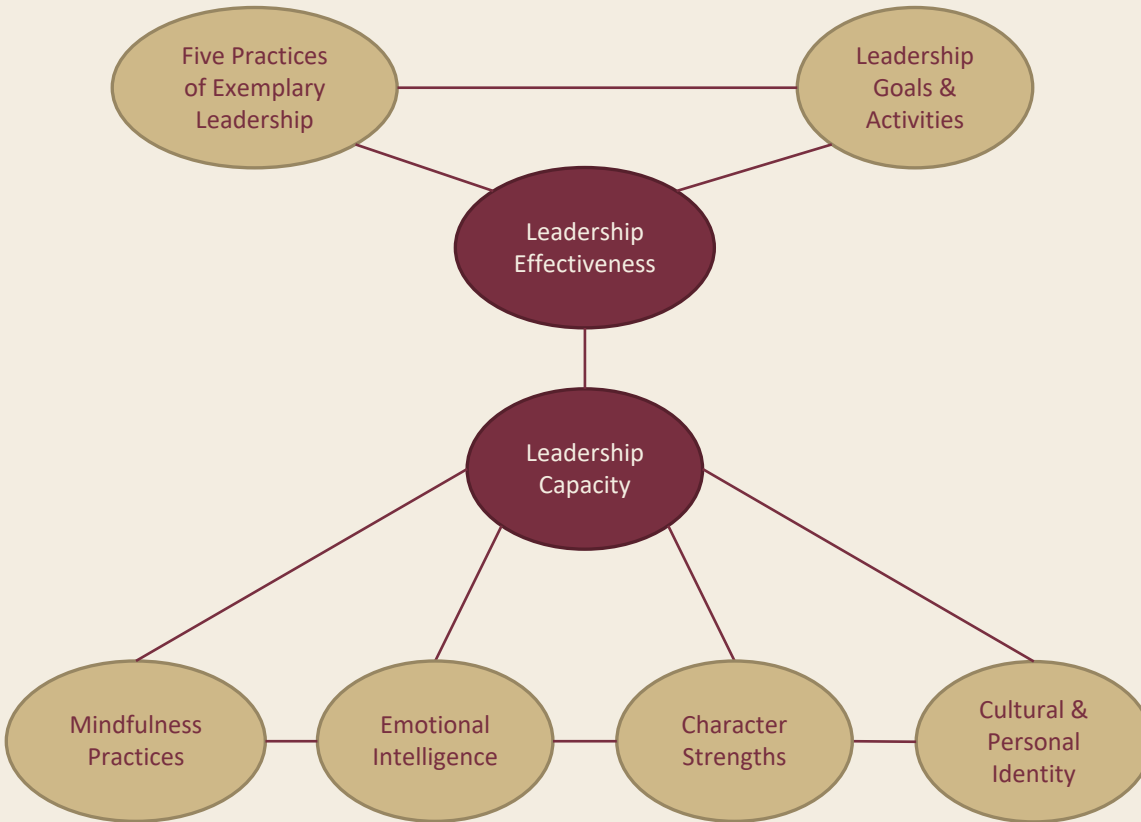


# Five Practices - Summary of Results

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- Prior to the program, participants had very little knowledge of the Five Practices of Exemplary Leadership. Following the program, 100% of participants reported that they were knowledgeable or very knowledgeable about the five practices.
- Over 80% of participants reported that learning about the five practices was useful in increasing their confidence as a leader, increasing their effectiveness as a leader, and meeting their leadership goals for the year.
- Overall, 82% of participants reported being somewhat likely or very likely to incorporate the five practices in their work as leaders.
- Although all participants and the majority of their designated observers completed the Leadership Practices Inventory (LPI) before the program (pre-assessment), fewer completed the post-assessment (55% of participants and 32% of observers). With this limitation in mind, both participants and observers reported increases in the five leadership practices between the pre and post assessments.

# Leadership Capacity



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“The instrument of leadership is the self, and mastery of the art of leadership comes from mastery of the self.”

Jim Kouzes and Barry Posner

# Leadership Capacity

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In addition to the Five Practices, other aspects of the LDP were designed to help participants develop a greater “inner capacity to lead”---that is, those inner attributes that foster personal growth and self-awareness both as people and as leaders.

These attributes may include, but are not limited to, the ability to: focus their attention in the context of competing demands; be empathetic and compassionate toward, and have good working relationships with, their colleagues; recognize and manage their emotions; be resilient in the face of challenges and setbacks; recognize and effectively use their personal strengths and while addressing their weaknesses; lead with a sensitivity to core institutional values such as inclusiveness and diversity.

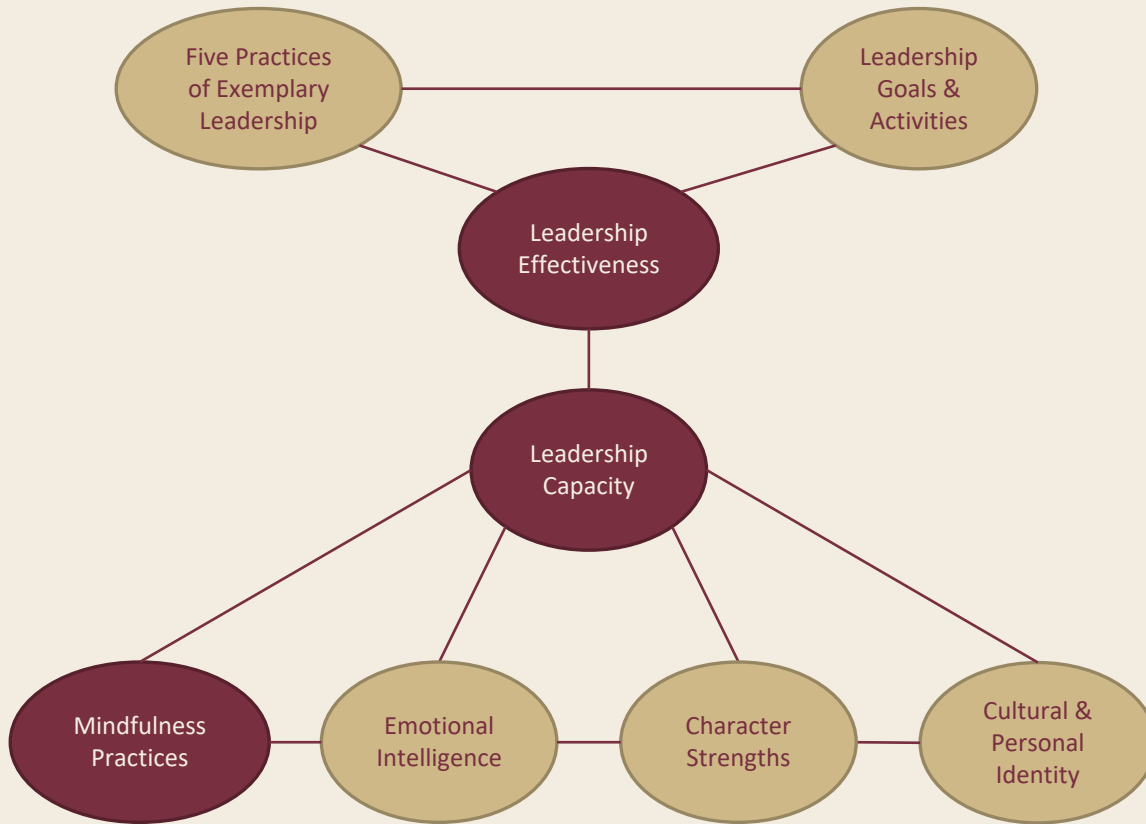
# Leadership Capacity (continued)

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Although The Five Practices (described previously) touch on many of the aforementioned attributes either directly or indirectly, the LDP included additional educational modules aimed at further enhancing those attributes. These modules included the following topics as they related leadership:

- Mindfulness Practices;
- Emotional Intelligence;
- Character Strengths; and
- Cultural and Personal identity

# Mindfulness Practices



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# Mindfulness Defined

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Mindfulness can be defined as process of paying attention to present moment experiences, on purpose, without judgement, but with curiosity, openness, and acceptance of one's personal experience at this moment.

Research has shown that practicing mindfulness meditation can lead to a number of benefits including stronger mental focus (clarity, concentration, attention); an ability to stay calmer under stress; better memory; and more concern and caring for others (Goleman and Davidson, 2017).

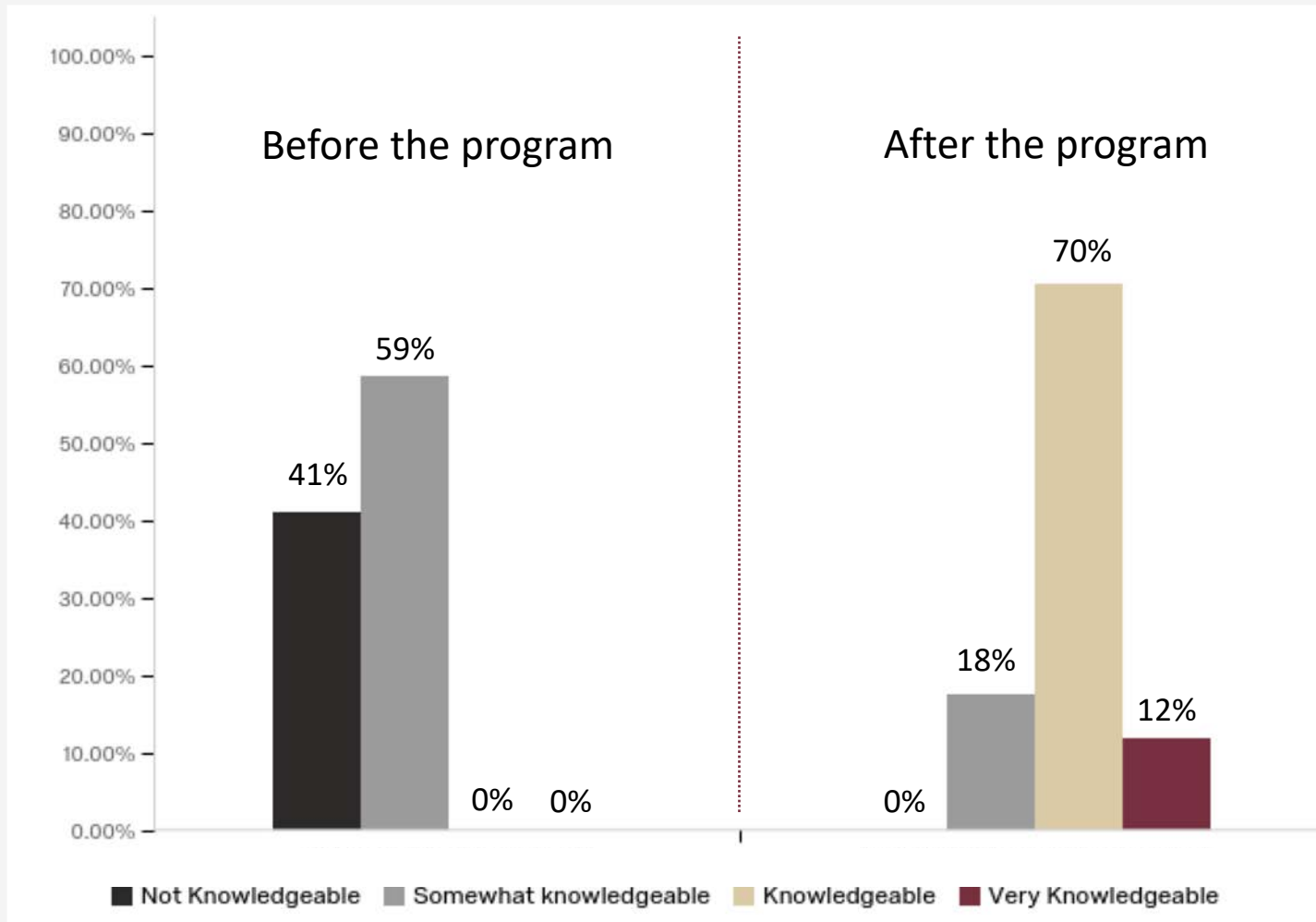
# Mindfulness Practices

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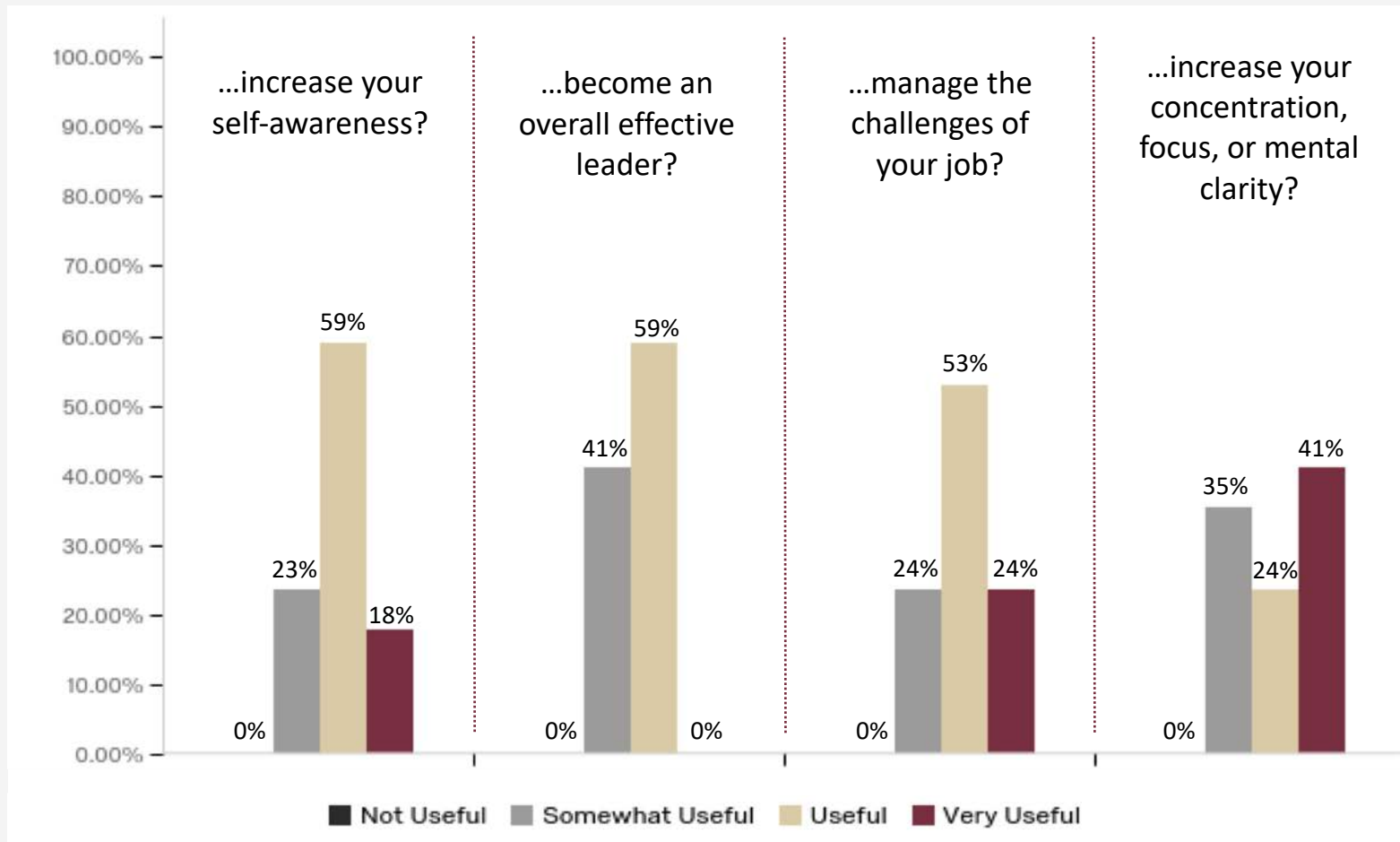
Over the course of the year, participants were given instructions in several mindfulness meditation approaches, and encouraged to develop a regular meditation practice on their own. The mindfulness practices included:

- Using the **breath, body, and open awareness** as focus areas for mindfulness practice;
- Mindfulness and **difficult emotions**
- Mindfulness and **stressful thoughts**;
- Creating leadership presence through **mindful communication**
- Mindfulness and **compassion** for self and others

# Question: Overall, how would you rate your knowledge of Mindfulness Practices?

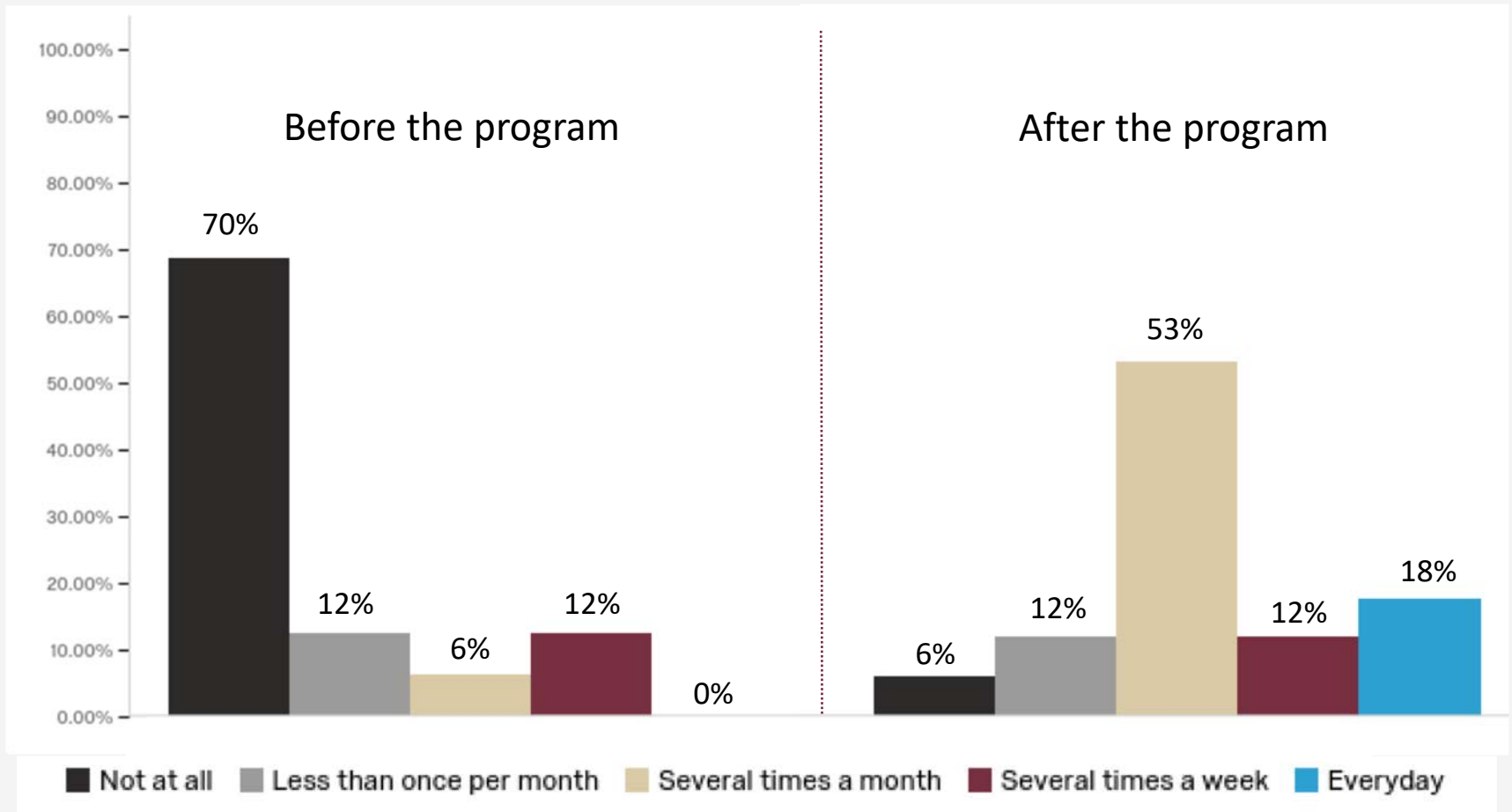


# Question: How useful was the Mindfulness Training in helping you...

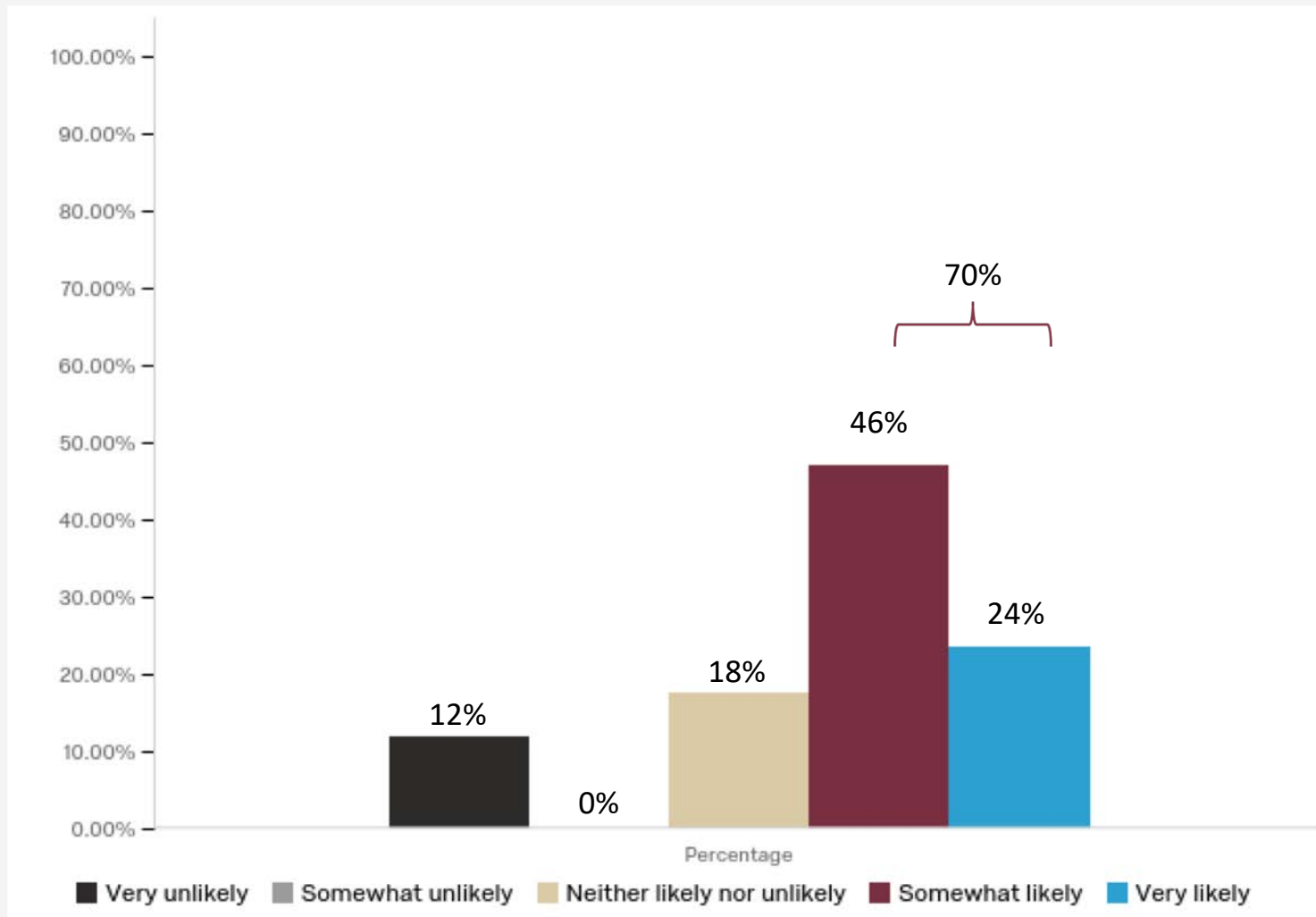


# Question: How often did you/do you practice Mindfulness Meditation?

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# Question: How likely are you to incorporate Mindfulness Practices in your future work?

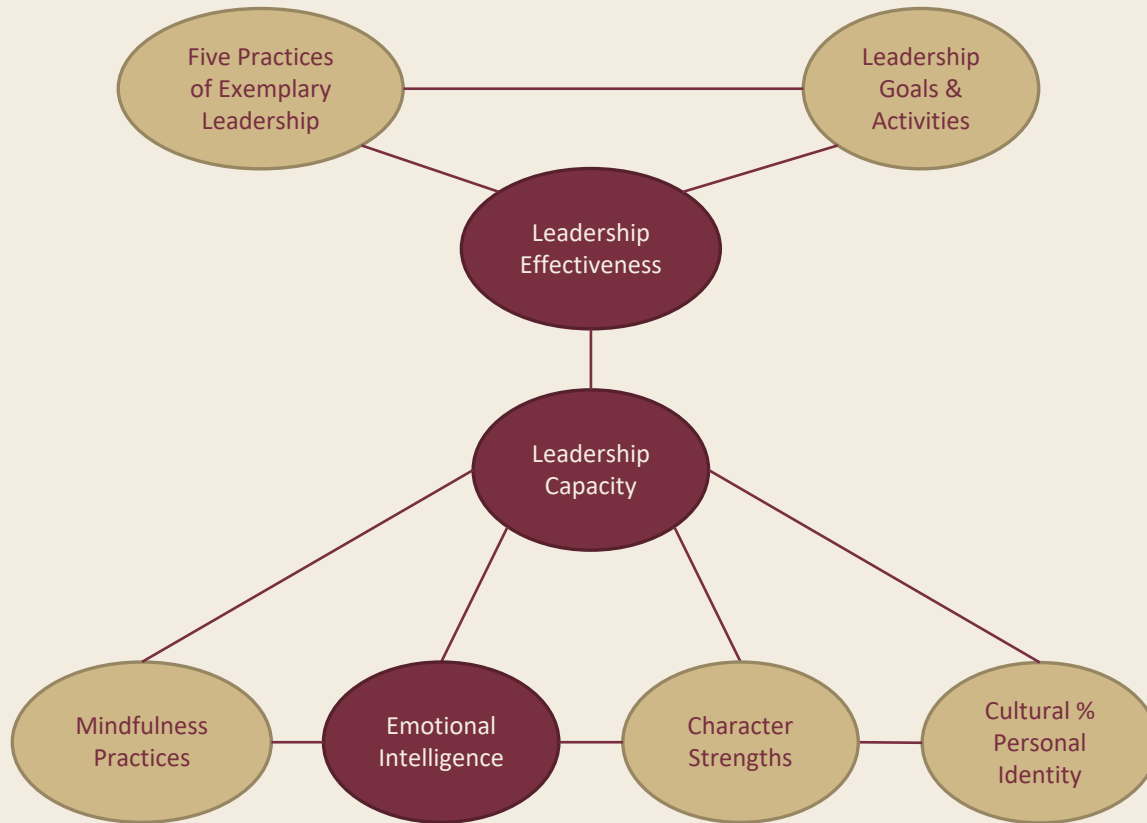


# Mindfulness Practices - Summary of Results

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- Before the program, the majority of participants had little knowledge about mindfulness and had never practiced it.
- Participants' knowledge and practice of mindfulness grew after the program. Most (82%) reported being knowledgeable or very knowledgeable about mindfulness practices. Half (53%) of the participants practiced mindfulness several times a month while some practiced several times a week (12%) or everyday (18%).
- Most participants found mindfulness training to be useful or very useful in helping them increase their self-awareness (77%), become a more effective leader (59%), manage the challenges of their job (77%), and increase their concentration, focus, and clarity (65%).
- Most participants said they were somewhat or very likely to incorporate mindfulness in their future work as leaders (70%).

# Emotional Intelligence



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# Emotional Intelligence Defined

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Several definitions of emotional intelligence exist, but nearly all include the notion that the concept has to do with being aware of one's own emotions and those of others, and the ability to manage/use one's own emotions appropriately (Salovey and Mayer, 1989; Wolff, 2005; Bar-On, 1997).

In the context of building leadership capacity, the model of emotional intelligence used in this program views emotional intelligence as a multi-dimensional construct involving such attributes as stress tolerance, flexibility, empathy, emotional self-awareness, impulse control, problem solving and strong interpersonal relationship, to name a few (Bar-On, 1997).

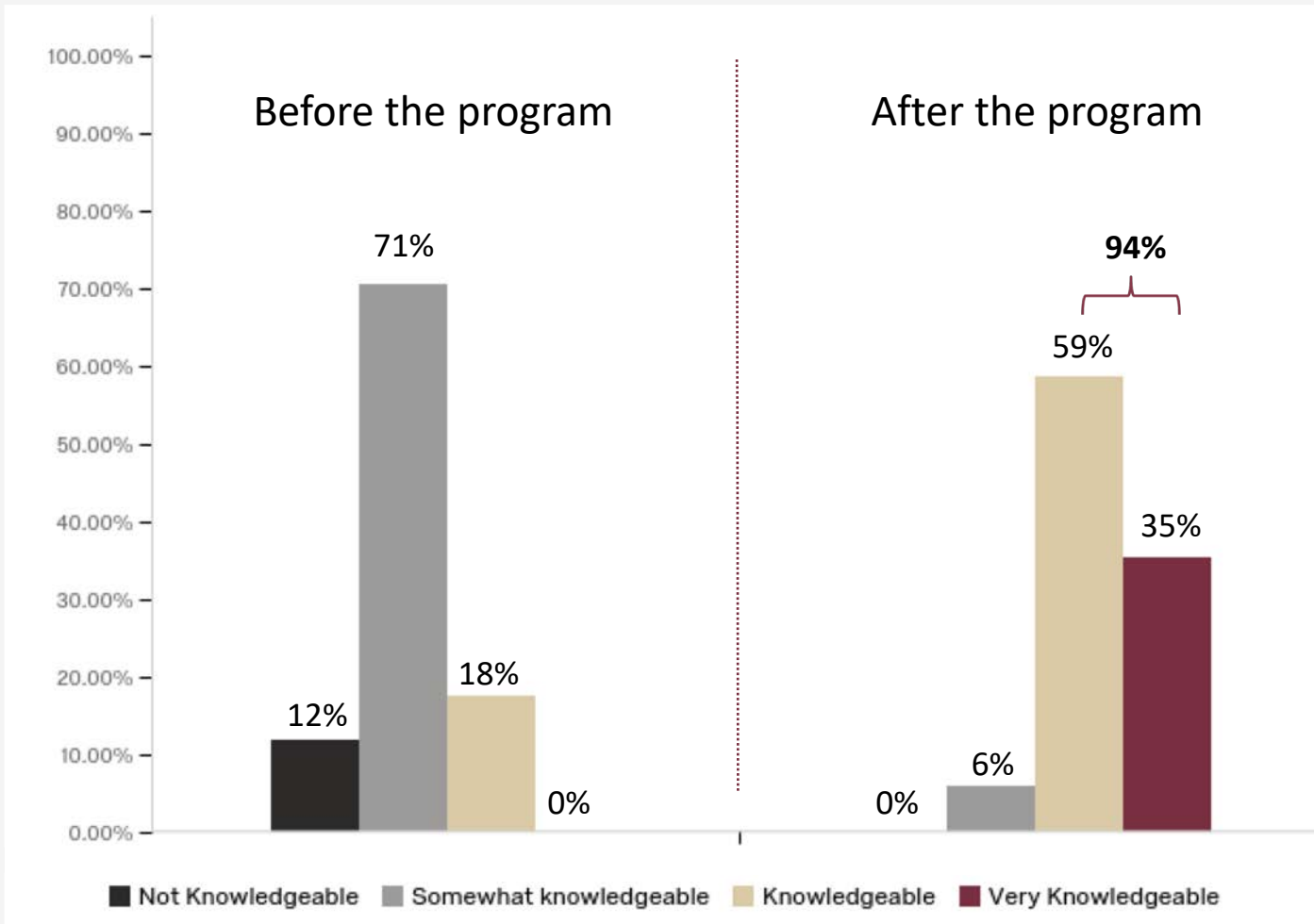
# Emotional Intelligence Module

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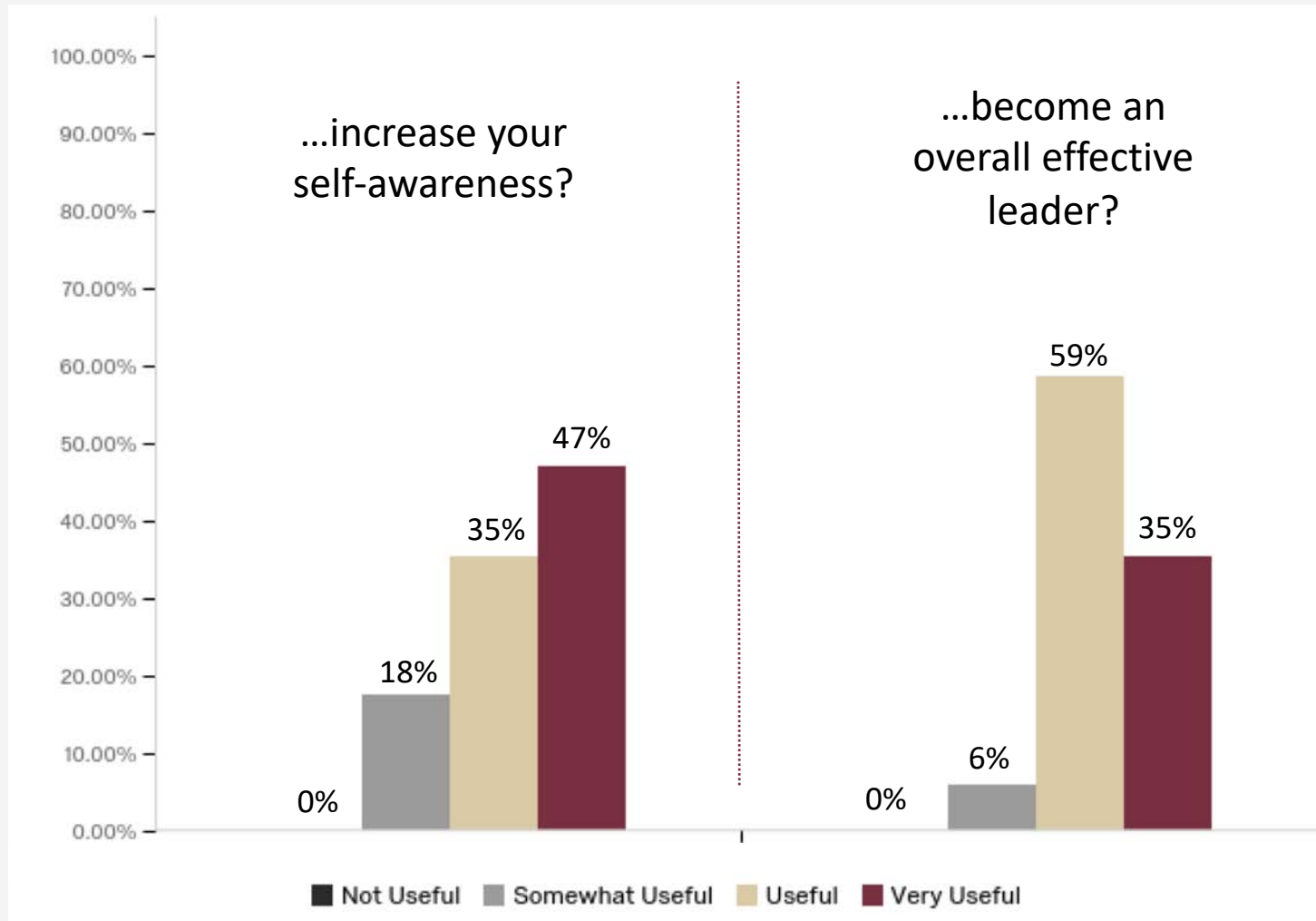
All LDP participants completed the Emotion Quotient Inventory (EQ-i 2.0) measure of emotional intelligence. The EQ-i 2.0 measures 16 elements related to emotional intelligence in the Bar-On model (Bar-On, 1997; 2006).

Once participants received their scores, there was a classroom lecture and group discussions about emotional intelligence and the EQ-i as they relate to leadership and The Five Practices. In addition, many participants received individual coaching about the use of emotional intelligence in their work when relevant.

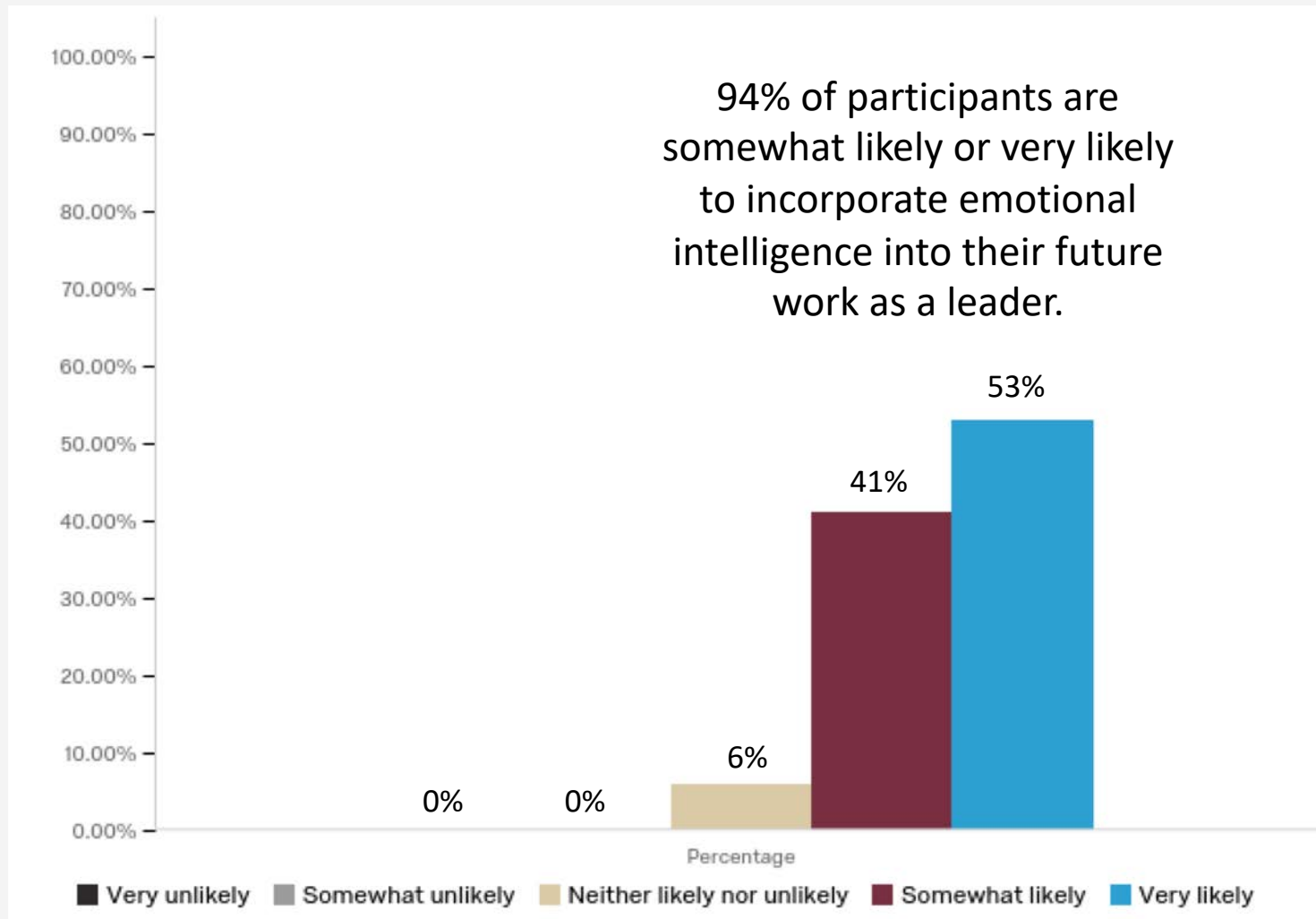
# Question: Overall, how would you rate your knowledge of Emotional Intelligence?



# Question: How **useful** was the information on and assessment of Emotional Intelligence in helping to ...



# Question: How likely are you to incorporate Emotional Intelligence in your future work?

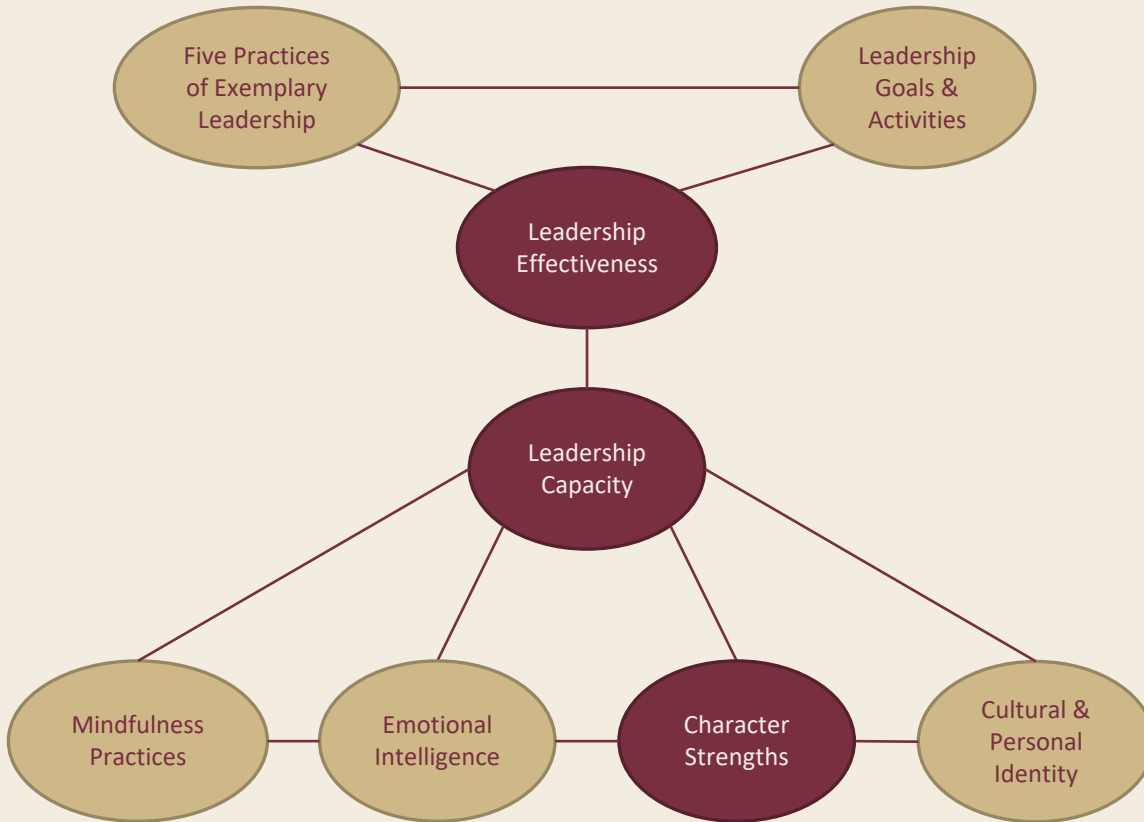


# Emotional Intelligence - Summary of Results

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- Prior to the program only 18% considered themselves knowledgeable or very knowledgeable about emotional intelligence, whereas after the program 94% rated themselves as knowledgeable or very knowledgeable.
- The majority of participants agreed that knowledge about emotional intelligence was useful in helping them increase their self-awareness (82%) and become a more effective leader (94%).
- A majority of participants (94%) were either somewhat likely or very likely to incorporate emotional intelligence into their future work as a leader.

# Character Strengths



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# Character Strengths Defined

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Drs. Martin Seligman and Chris Peterson developed the concept of character strengths within the context of the field of positive psychology (Peterson and Seligman, 2004; Peterson et al. 2007).

Character strengths have most recently been defined as “positive traits/capabilities that are personally fulfilling, do not diminish others, ubiquitous and valued across cultures, and aligned with numerous positive outcomes for ourselves and others” (Niemeic, 2017).



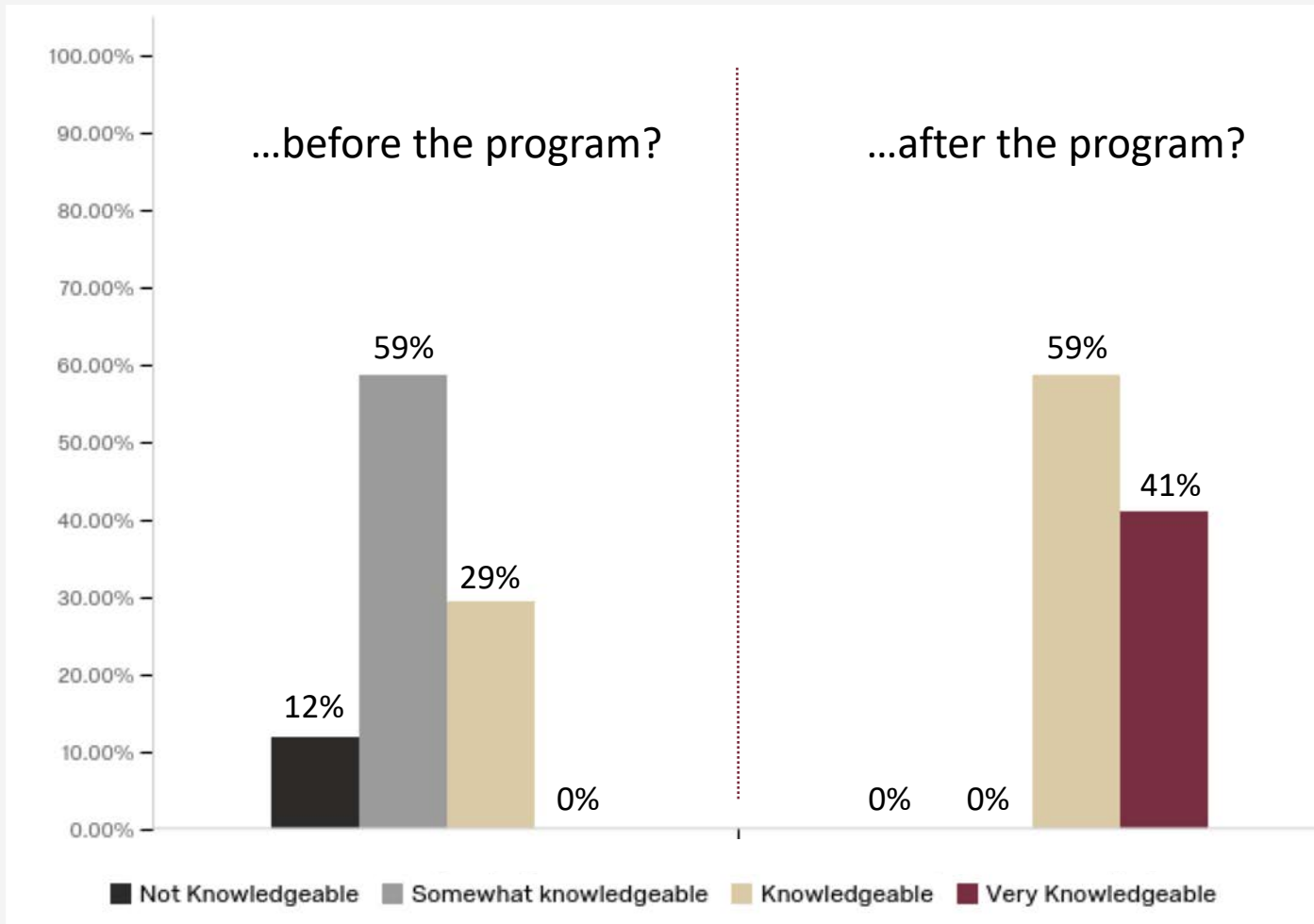
# Character Strengths Module

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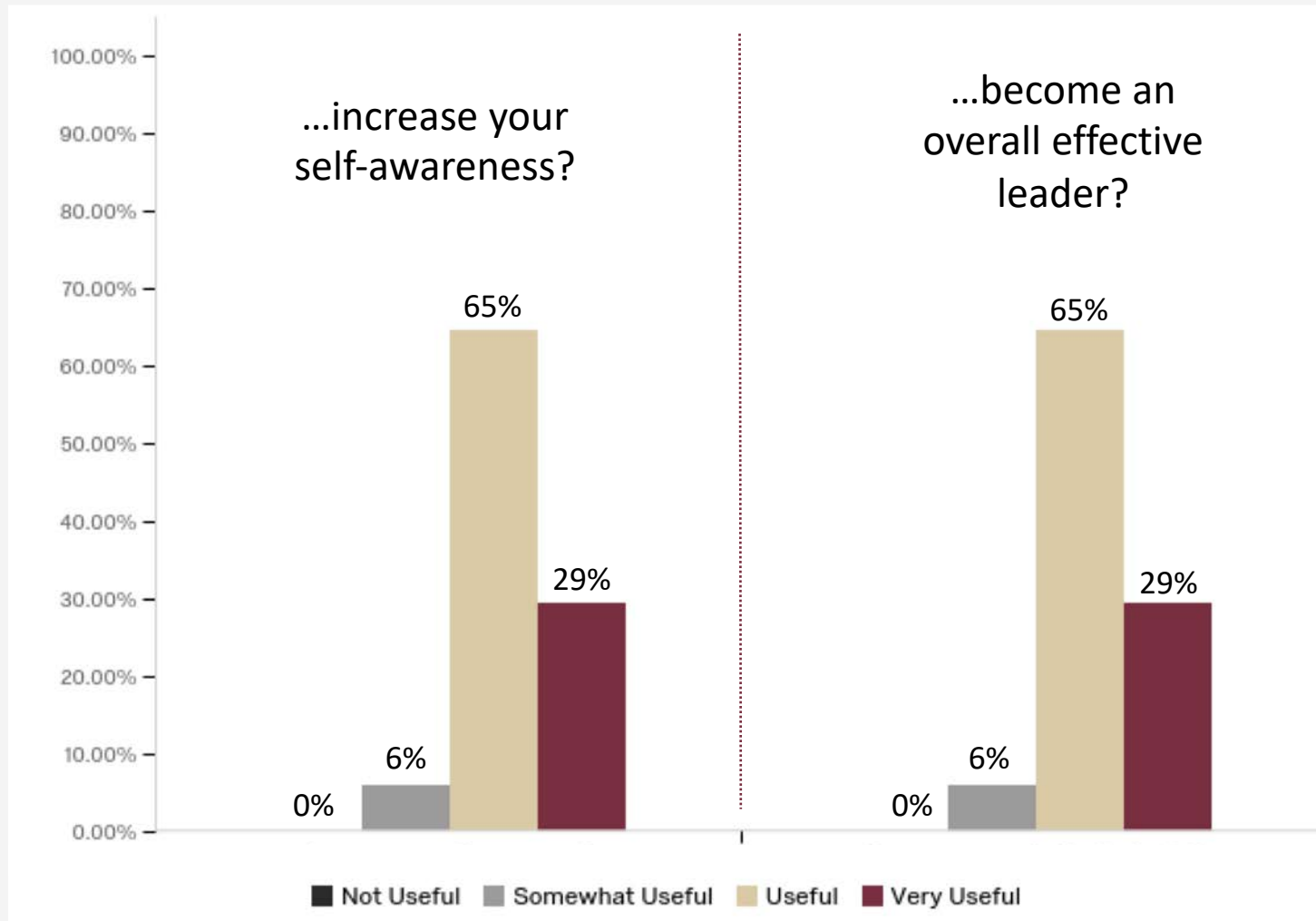
All LDP participants completed the Values in Action (VIA) survey of character strengths, which was based on the VIA classification of character strengths developed by Drs. Martin Seligman and Chris Peterson (Peterson & Seligman, 2004; Peterson et al, 2007). The survey is made available online by the VIA Institute (<http://www.viacharacter.org/www/>). The VIA survey measures 24 character strengths including honesty, perseverance, humility, courage, self-regulation, perspective, and kindness, among others.

Once participants received their scores, there was a classroom lecture and group discussions about character strengths as they relate to leadership and the Five Practices. In addition, many participants received individual coaching about the use of character strengths in work when relevant.

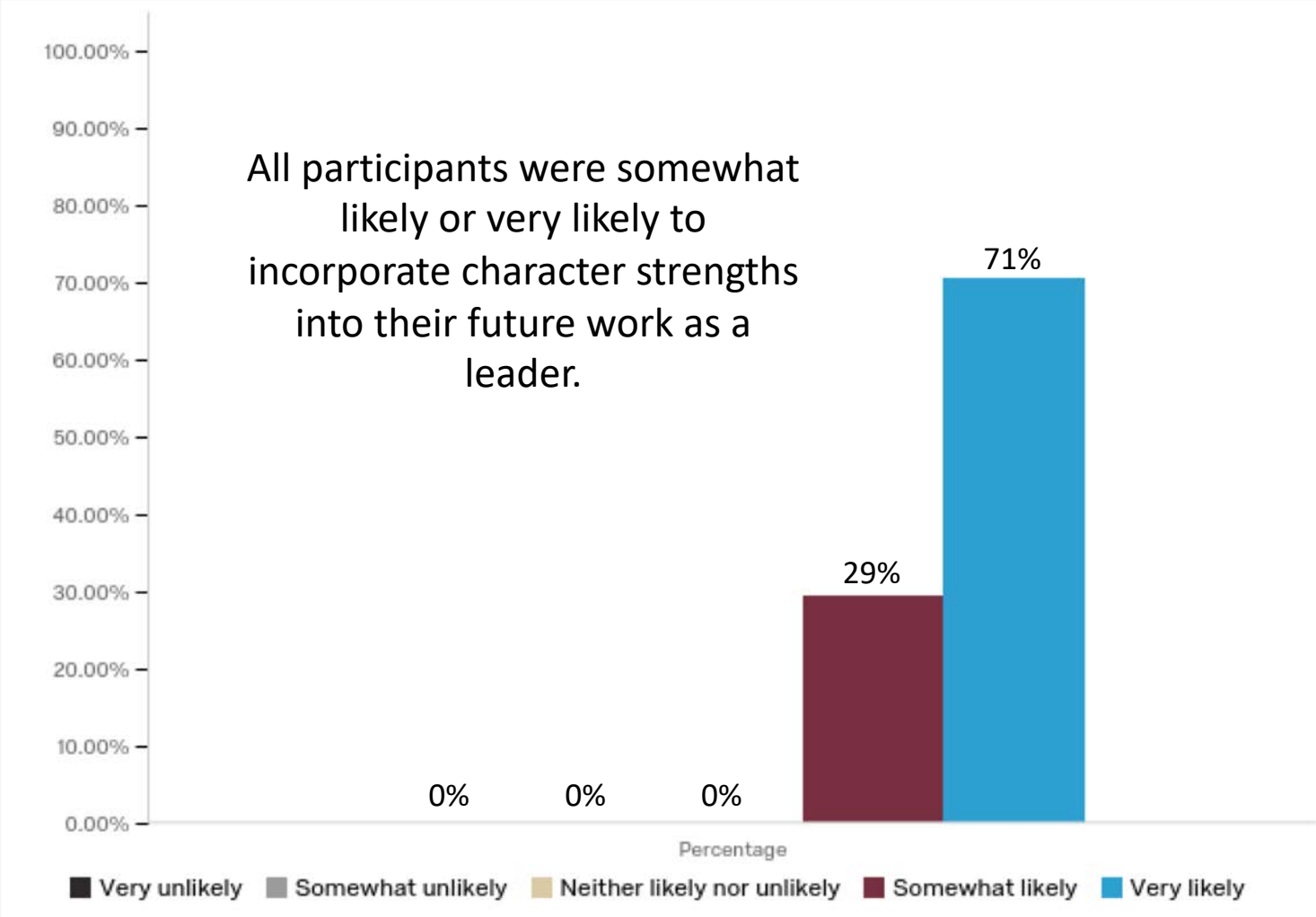
# Question: Overall, how would you rate your knowledge of Character Strengths ...



# Question: How **useful** was the information on and assessment of your Character Strengths in helping you...



# Question: How likely are you to incorporate Character Strengths in your future work as a leader?

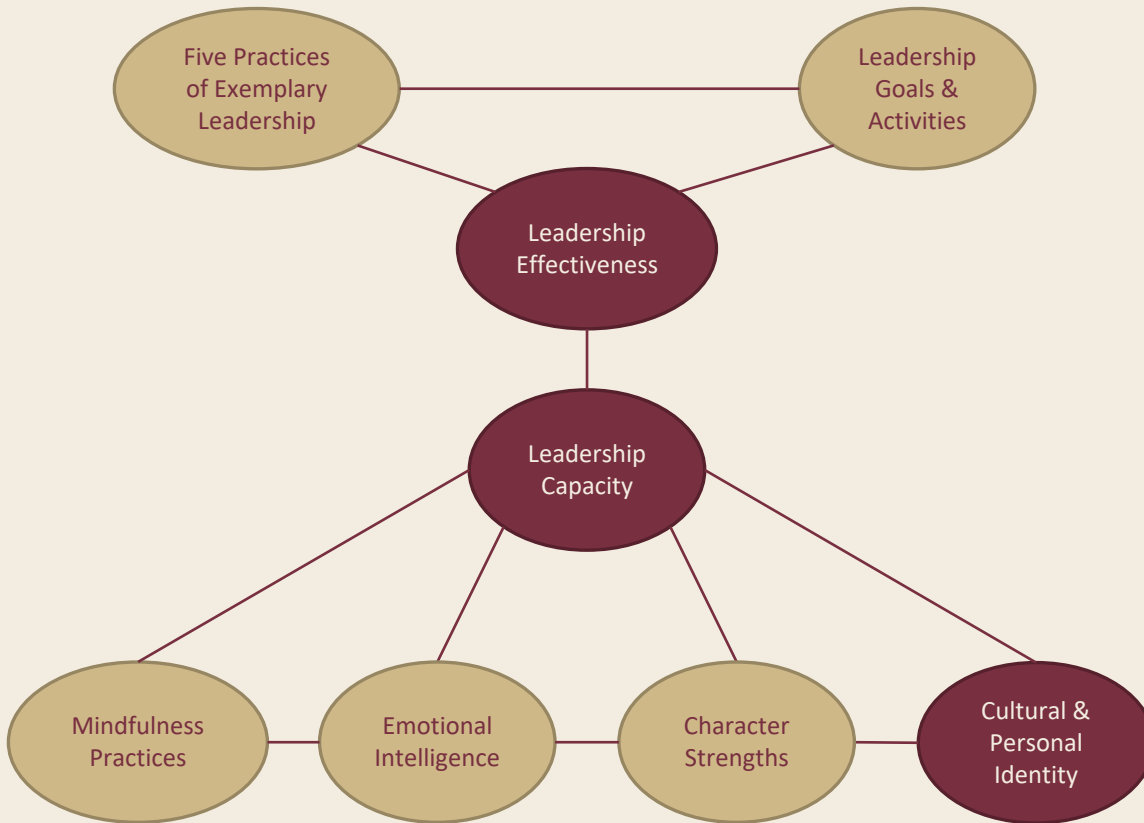


# Character Strengths - Summary of Results

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- Prior to the program, only 29% of participants were knowledgeable or very knowledgeable about character strengths. After the program, 100% of participants reported being knowledgeable or very knowledgeable.
- Nearly all participants agreed that knowledge of character strengths helped them increase their self-awareness (94%) and helped them become a more effective leader (94%).
- All participants were somewhat likely or very likely to incorporate character strengths into their future work as a leader.

# Cultural and Personal Identity



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# Cultural and Personal Identity

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In The Five Practices model of leadership, importance is placed on a leader's identification of their own personal values, and their support of the shared values for the group or organization.

At FSU, one of our core values is “*Dynamic Inclusiveness*”, which is the belief that “the benefits of a richly varied community arise not only from the diversity of people it includes, but more importantly from intentional efforts to create a strong sense of belonging that encourages deep and high-quality connections.”

This core value is supported by one of FSU's strategic goals of “Realizing the Full Potential of Diversity and Inclusion.”

# Cultural and Personal Identity Module

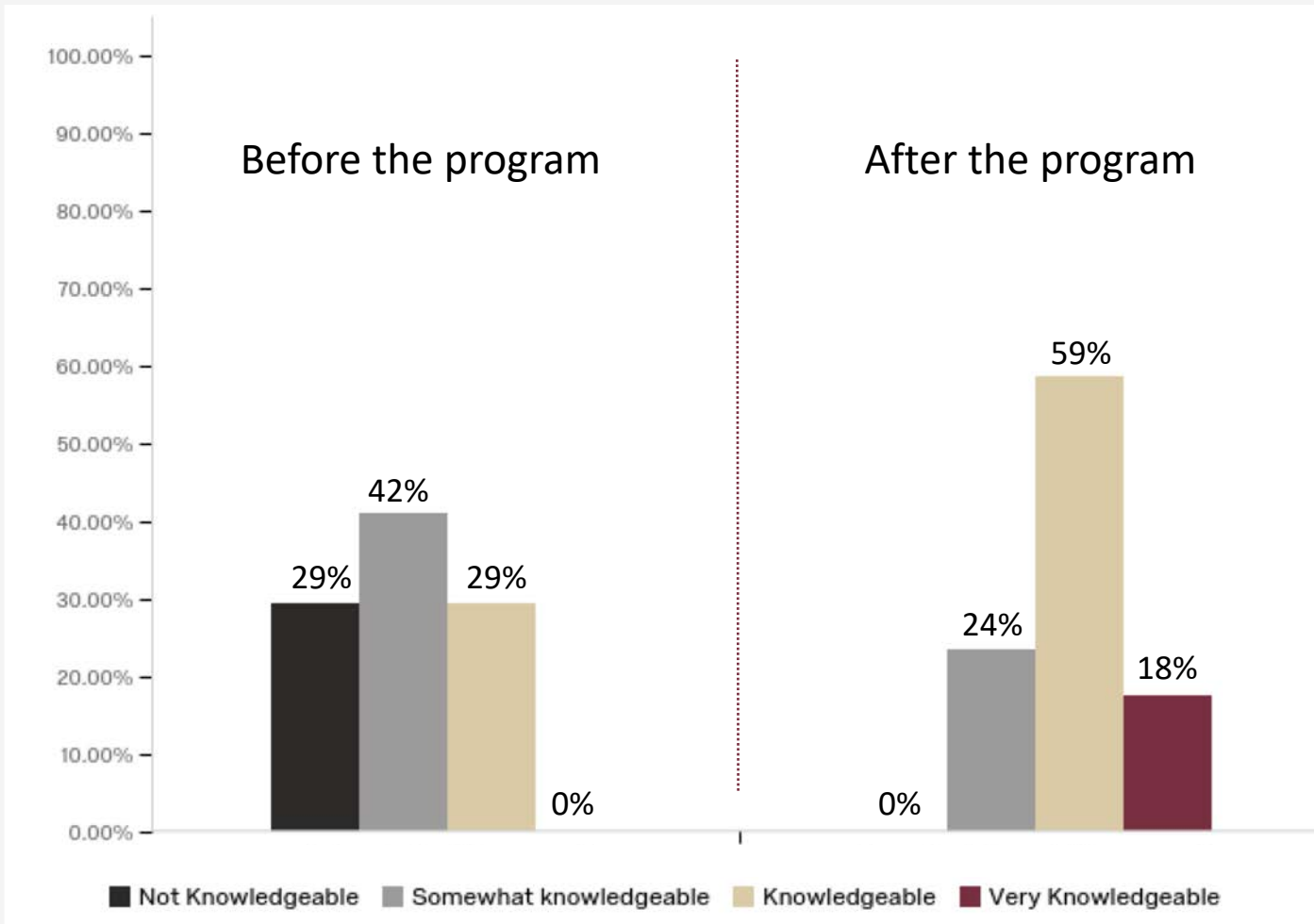
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In alignment with FSU's aforementioned core value and strategic goal, a module was included to assist participants in increasing their awareness of diversity and inclusion by an exploration of their own personal cultural and personal identities, and how those might inform, shape, and enhance how they lead.

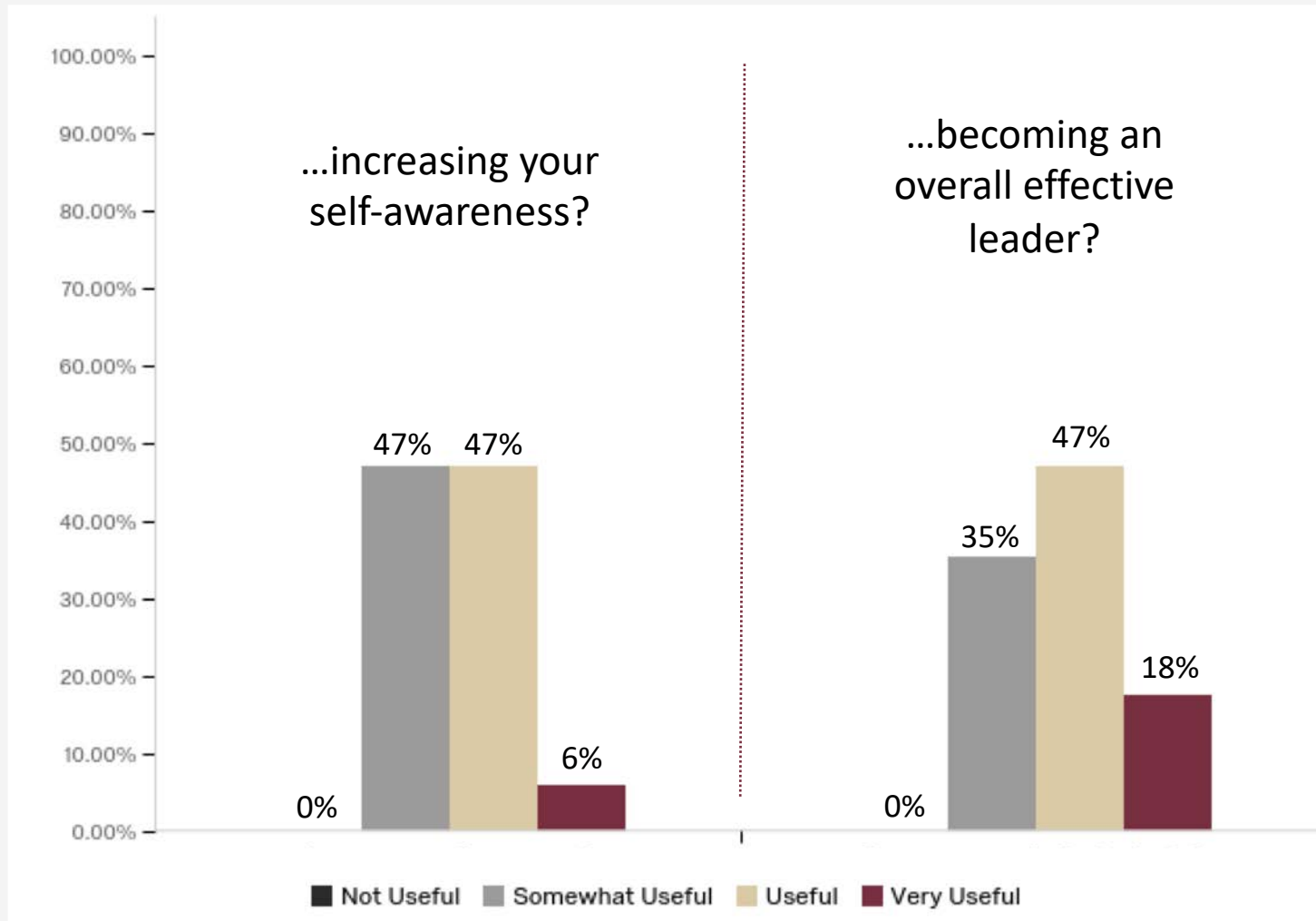
This module was developed and led by Dr. Laura Osteen, Director of the FSU Center for Leadership and Social Change, which is designed to “transform lives through leadership education, identity development and community engagement.” Dr. Osteen is co-author of the book, *Cultivating Leader Identity And Capacity In Students From Diverse Backgrounds* (Guthrie et al, 2013).



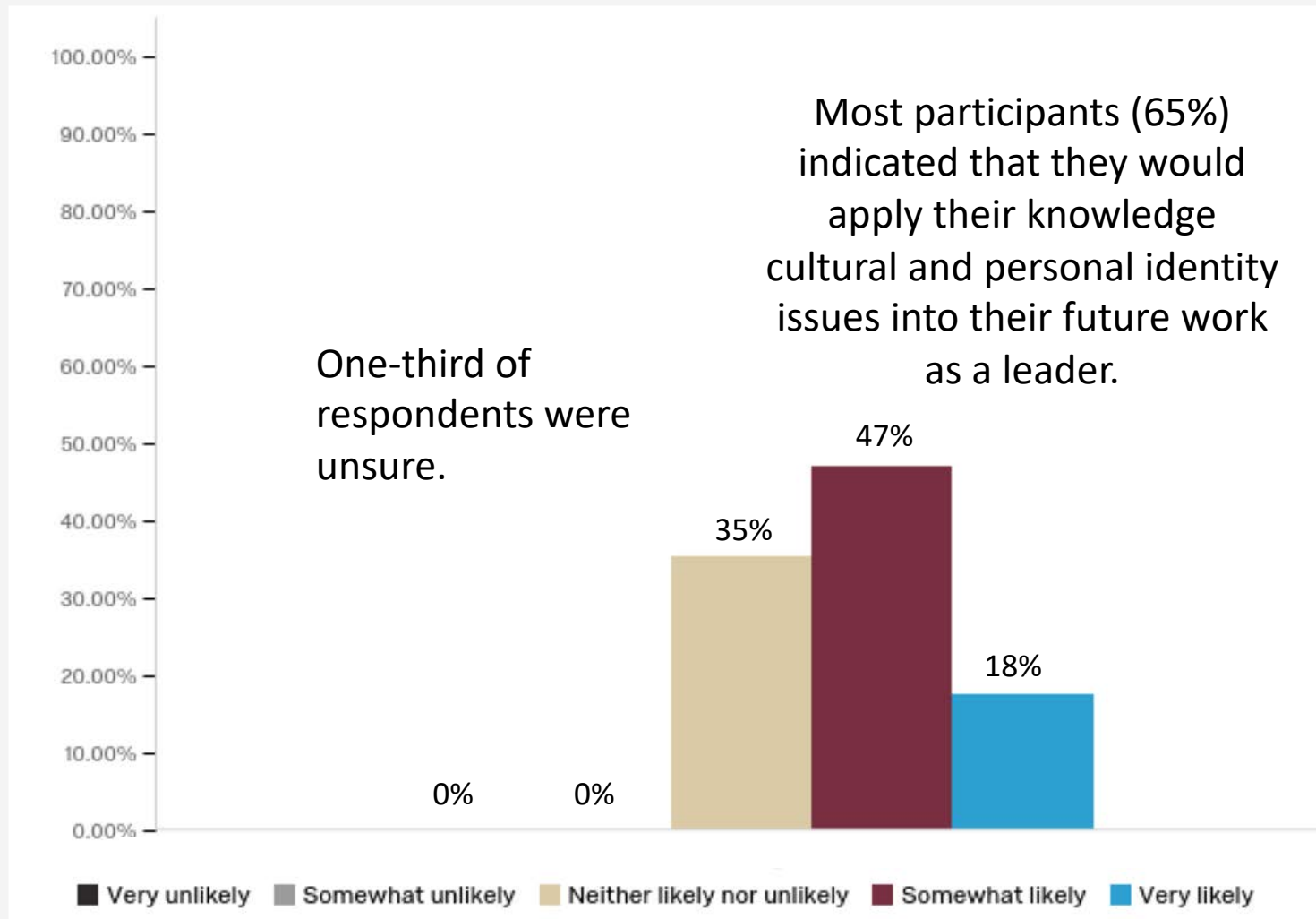
# Question: Overall, how would you rate your knowledge of Cultural and Personal Identity Issues?



# Question: How **useful** was the information on and assessment of Cultural and Personal Identify Issues in...



Question: How likely are you to **apply** your knowledge of Cultural and Personal identity in your future work?

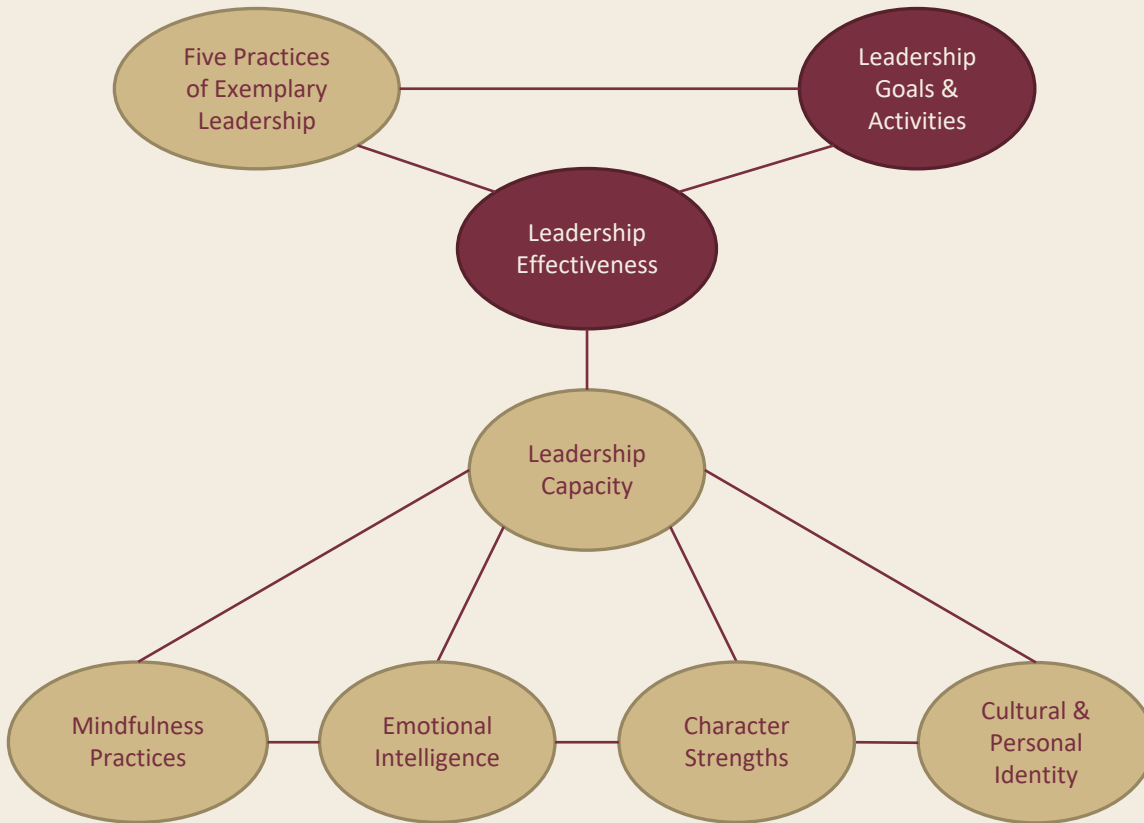


## Cultural and Personal Identity Issues- Summary of Results

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- Prior to the program only 29% of participants were knowledgeable about cultural and personal identity issues, while 77% reported being knowledgeable or very knowledgeable after the program.
- About half (53%) of the participants found information about cultural and personal identity useful in increasing their self-awareness, and 65% found this information useful in helping them become effective leaders.
- Most participants (65%) indicated that they would apply their knowledge of cultural and personal identity issues into their future work as a leader, although approximately one-third of respondents (35%) were unsure.

# Leadership Goals and Activities



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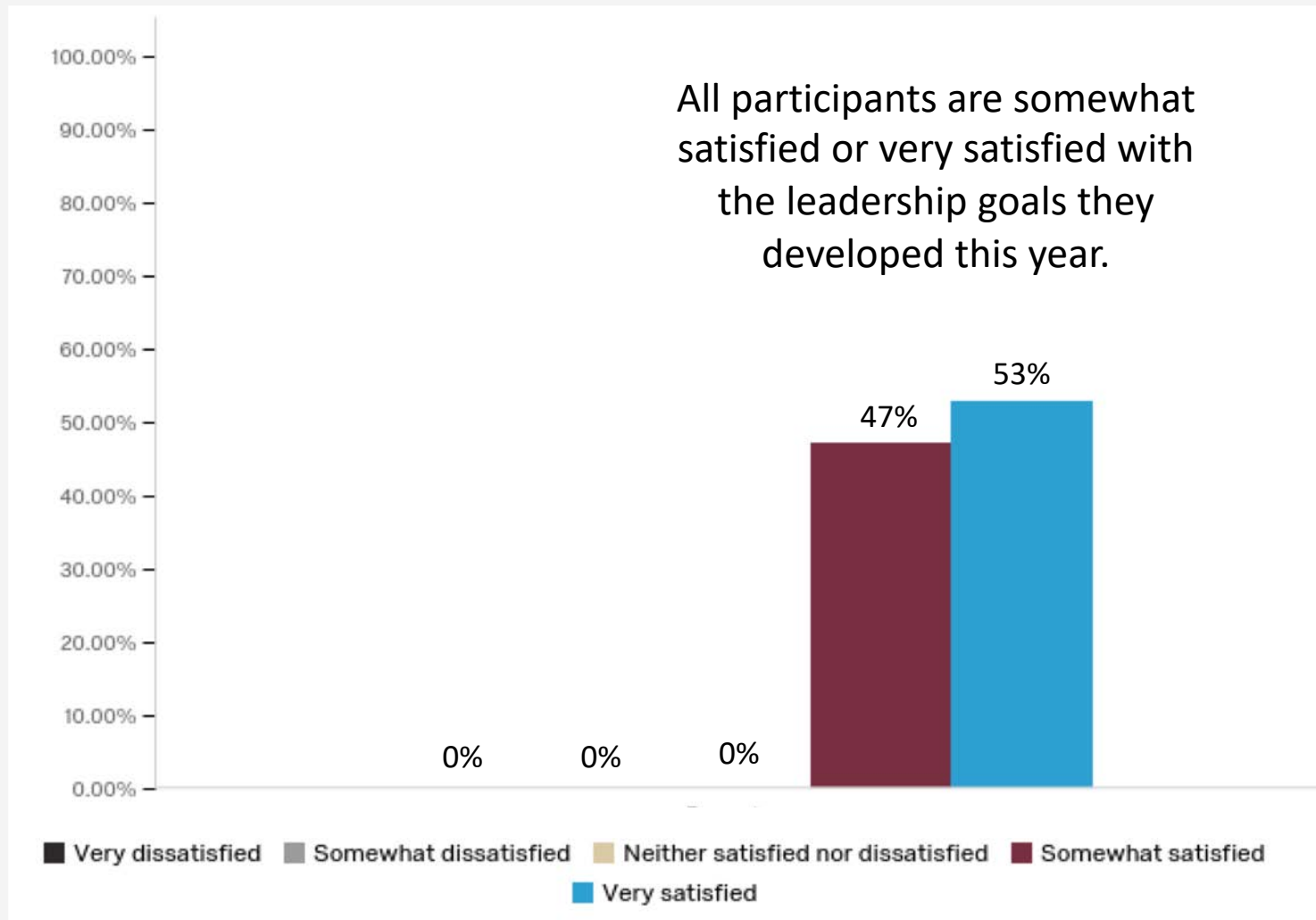
# Leadership Goals and Activities

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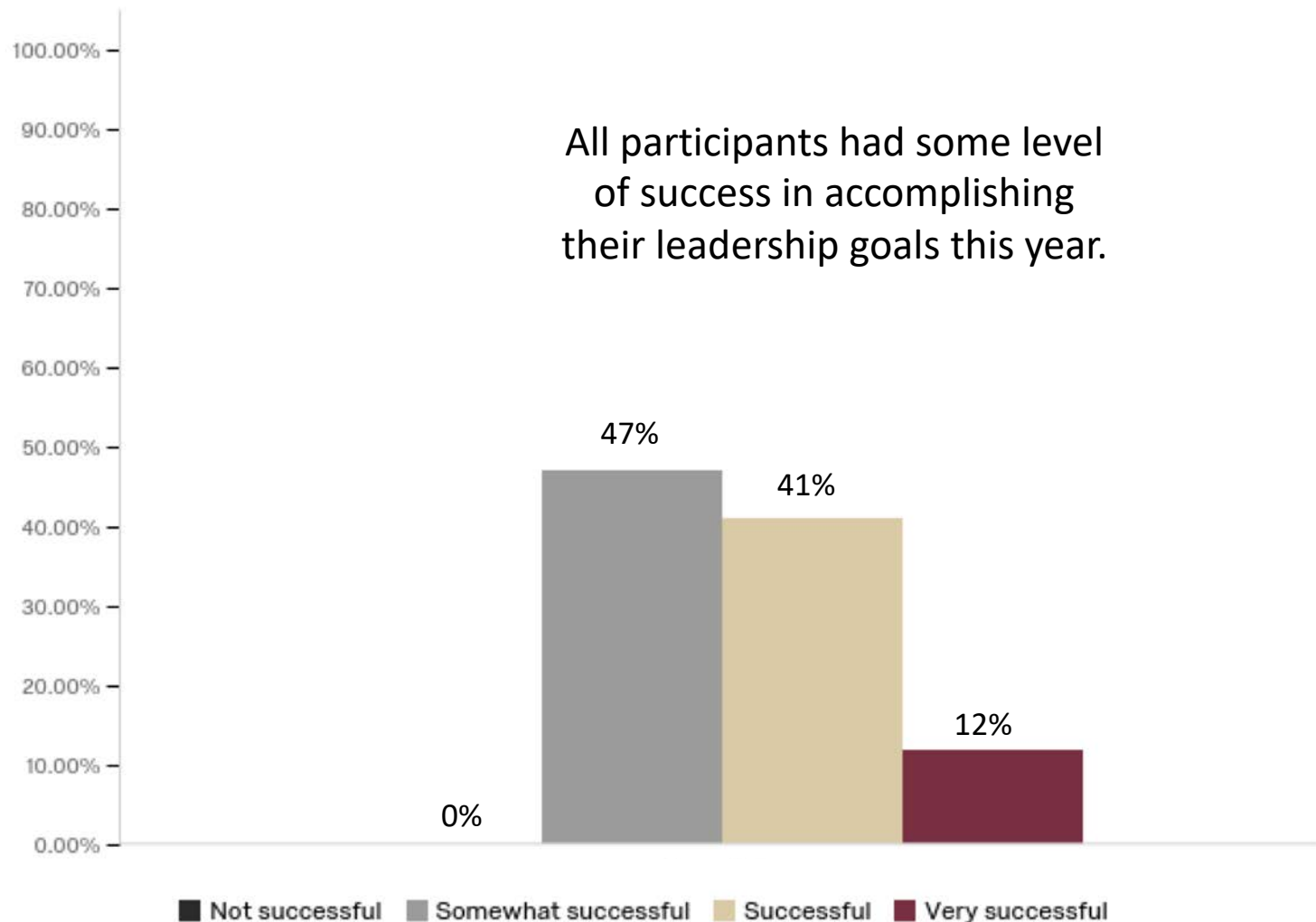
All participants in the LDP were asked to develop specific goals related to their work as leaders that they would like to pursue or accomplish during the academic year, and to consider these goals in the context of the various components of the program (e.g., The Five Practices). They were encouraged to think of a goal(s) beyond the routine activities of their jobs—ones that might make a significant positive difference for their departments or colleges.

Examples of some of the goals selected were leading an effort to help the department move up in the national rankings, creating new and innovative programs for students, developing new ways to engage alumni, or creating new ways of fostering faculty success. The individual coaching sessions were largely focused on helping participants identify and pursue these goals, some of which would need to continue to be pursued after the academic year.

# Question: How **satisfied** are you with the leadership goals you developed for the year?



# Question: Overall, how **successful** were you in accomplishing your leadership goals this year?



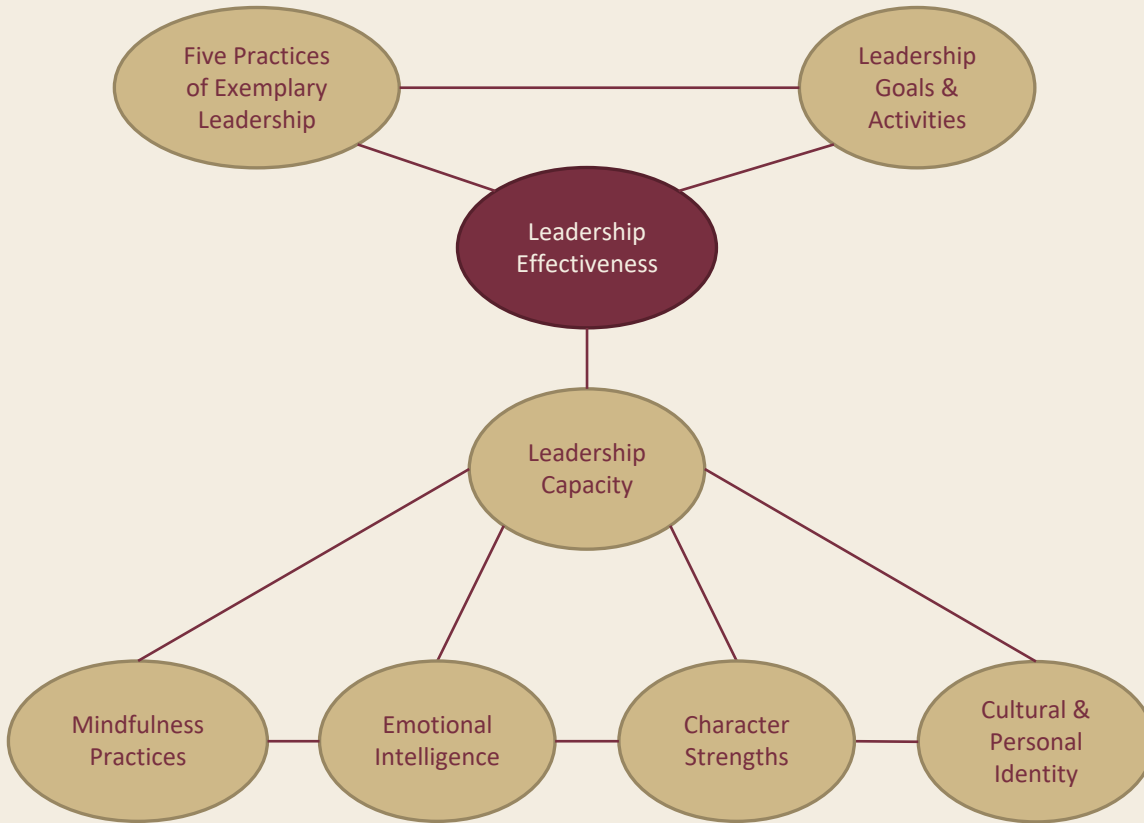


# Satisfaction with Leadership Goals - Summary of Results

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- All participants were somewhat satisfied or very satisfied with the leadership goals they developed this year.
- Most participants (53%) reported being successful or very successful in accomplishing their leadership goals for the year, while 47% reported being somewhat successful. It should be noted that the nature of the leadership goals some participants selected required that those goals continue to be pursued after this academic year.

# Usefulness of Overall Program



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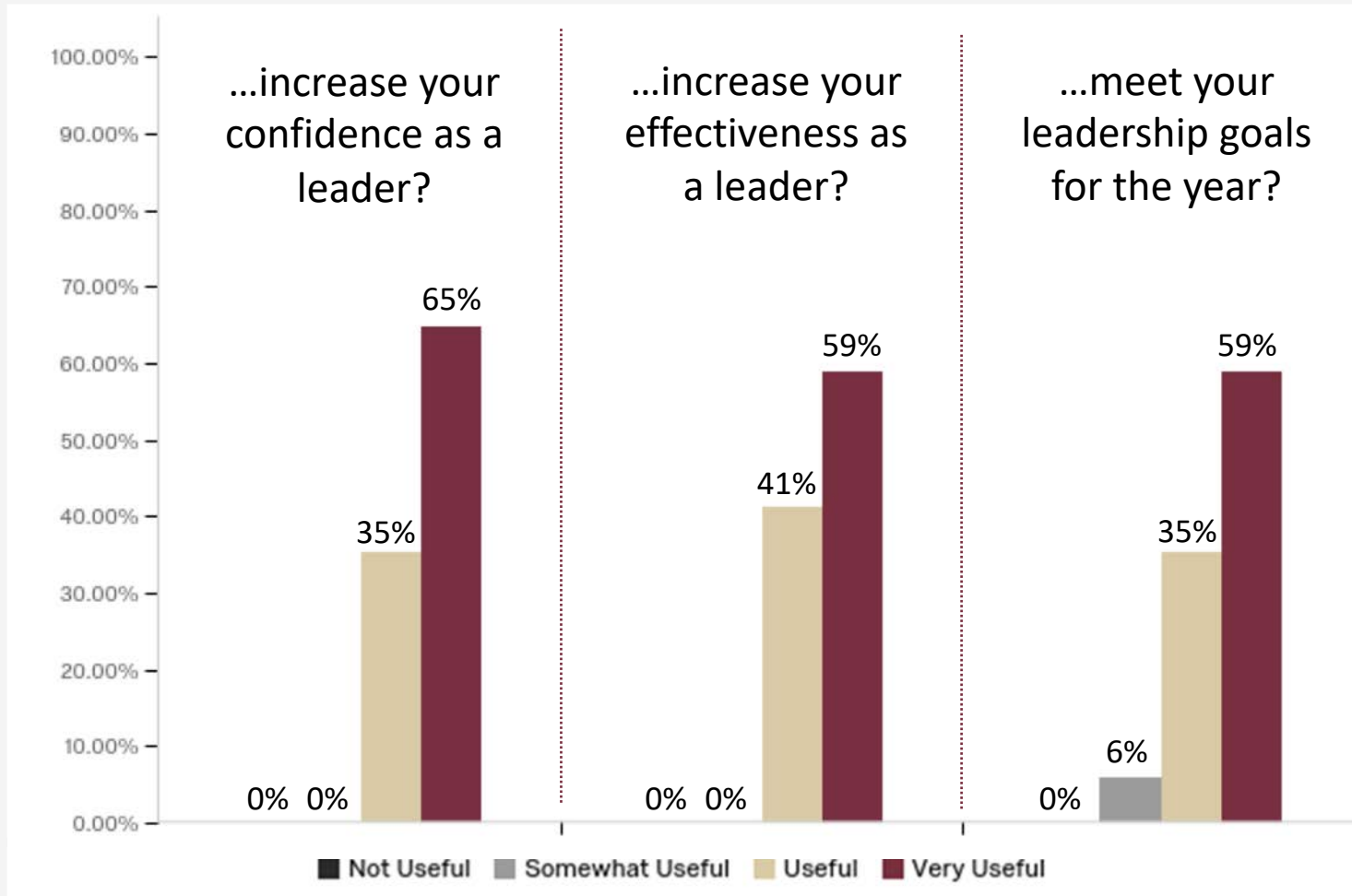
# Usefulness of the Program and its Elements

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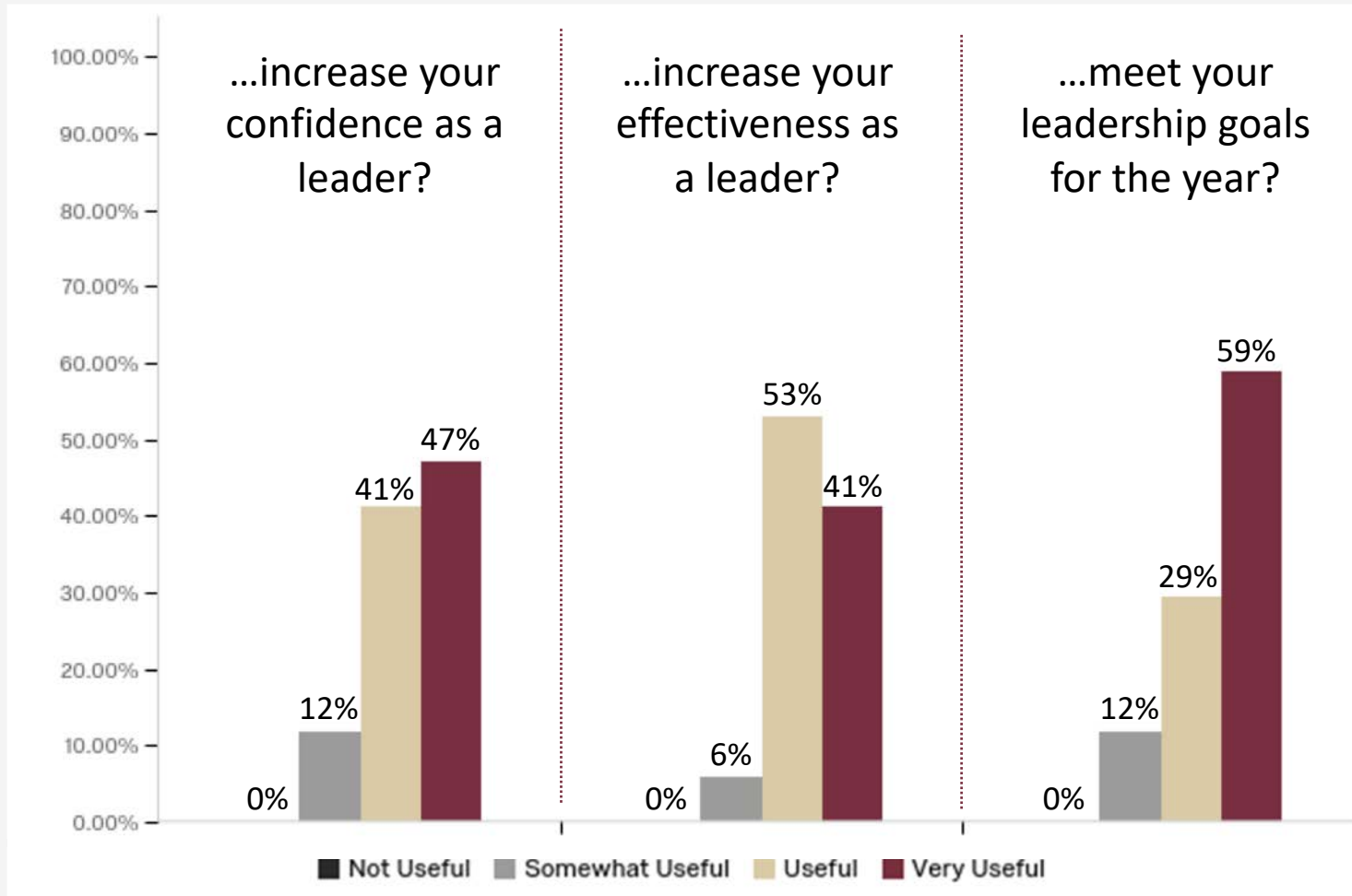
This section is organized as follows:

- The usefulness of the program in increasing participants' confidence and effectiveness as a leader, and in meeting effective leadership goals.
- Usefulness of Program Elements
- Program Leader Effectiveness

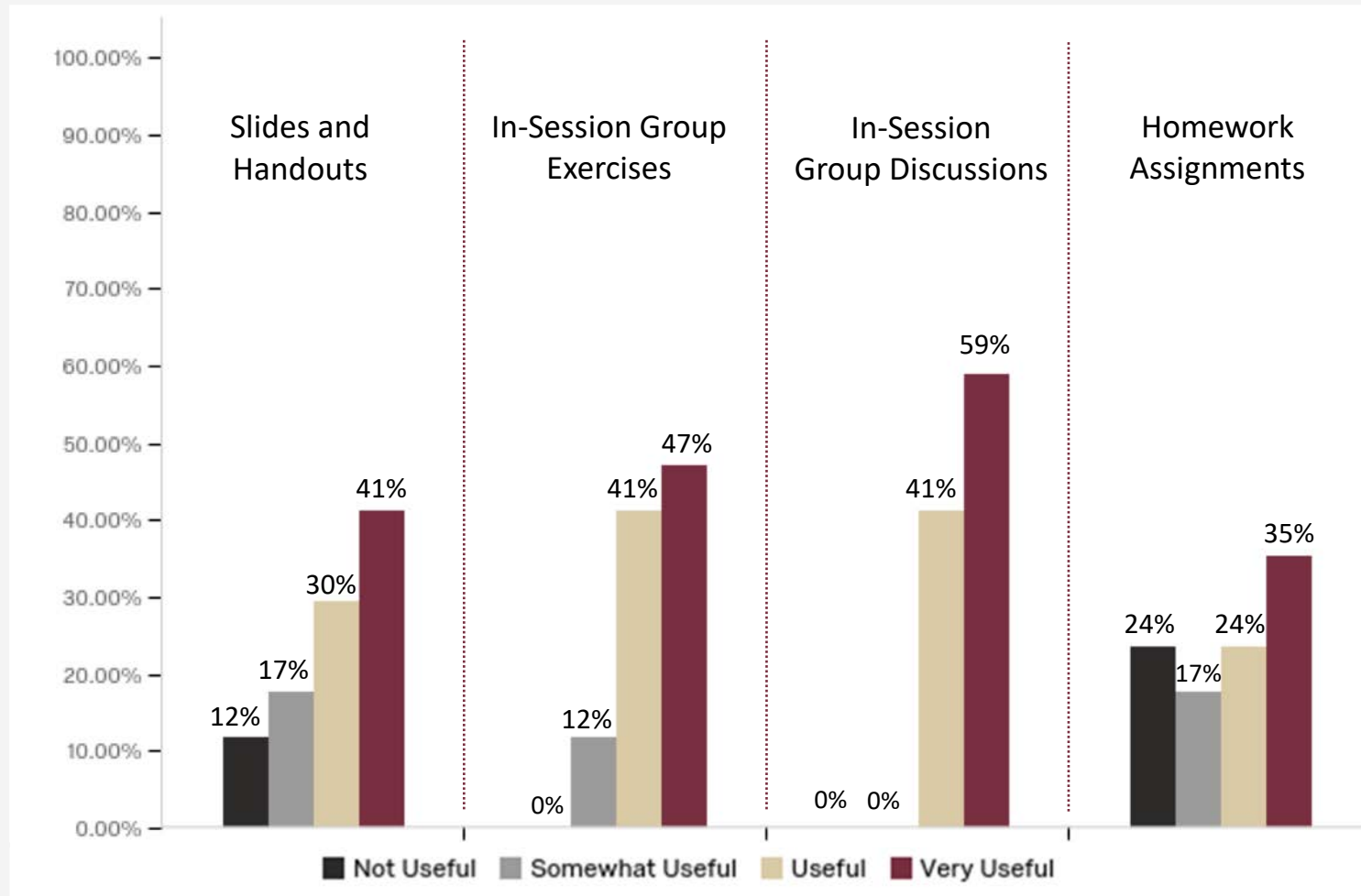
# Question: Overall, how **useful** was the program in helping you ...



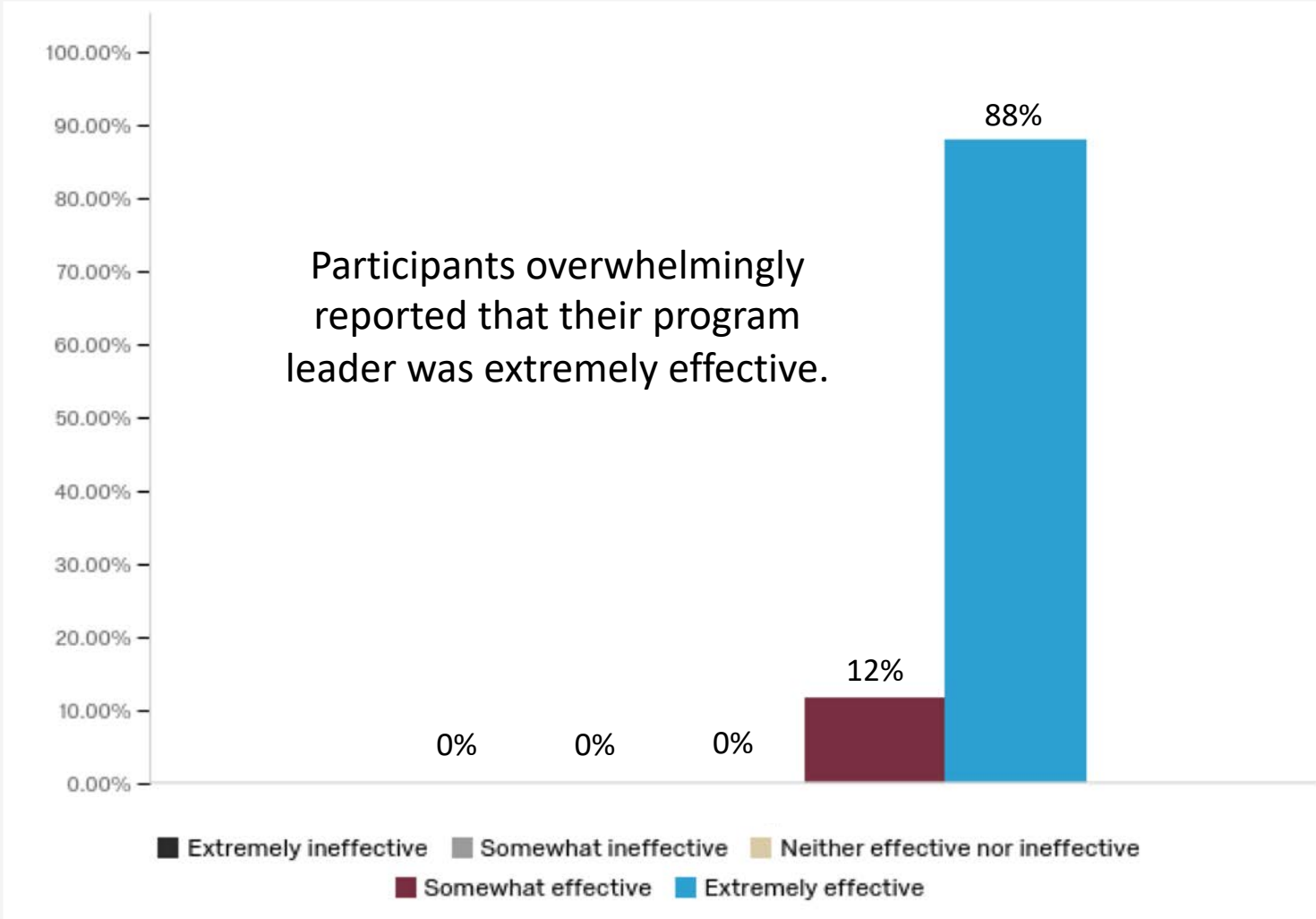
# Question: How useful was the individual coaching in helping you...



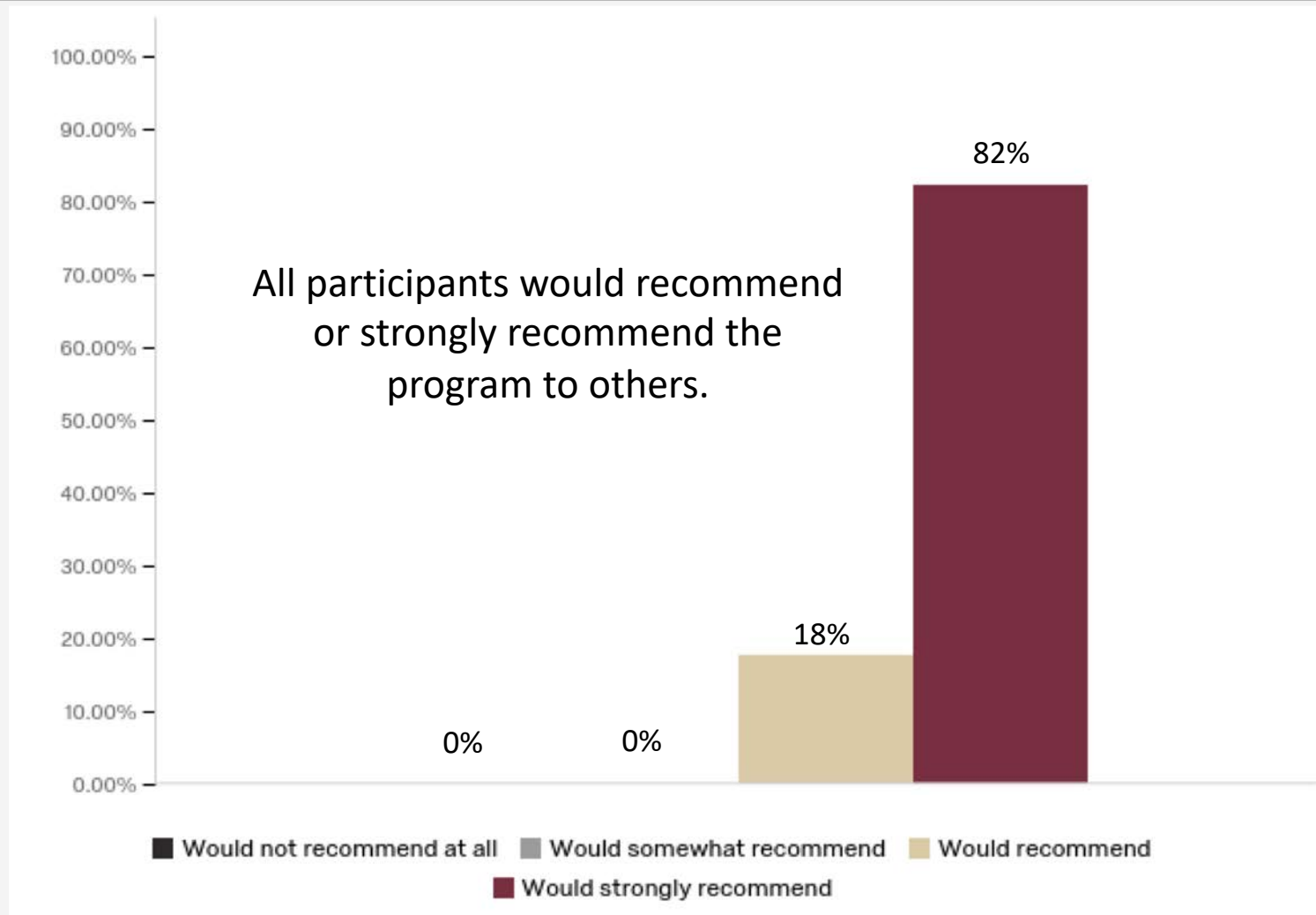
# Question: Overall, how useful did find the following program elements?



# Question: Overall, how effective did you find the program leader?



# Question: Overall, to what degree would recommend this program others?





# Usefulness of Program - Summary of Results

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- Overall Program - All participants found the program useful or very useful in helping them increase their confidence and effectiveness as leaders. With a few exceptions (6%), all participants reported the program to be useful or very useful in helping them meet their leadership goals for the year.
- Individual Coaching – The vast majority of participants (over 88%) found the individual coaching to be useful or very useful in helping them increase their confidence and effectiveness as leaders, and in meeting their leadership goals for the year.
- Program Elements –The in-session group discussions were viewed as the most useful program activity by participants (100%), followed by group exercises (88%), and the slides and handouts (71%). Only slightly more than half (59%) of the participants found the homework assignments useful.
- Program Leader – All participants reported that their program leader was effective, with 88% viewing the leader as extremely effective.
- All participants would recommend this program to others, with 88% saying they would strongly recommend the program.

# Participant Open-Ended Feedback

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## Question: In your opinion, what were the **strongest elements** of the program that should be continued?

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- Participants described the **individual coaching** as the most invaluable element of the program (*mentioned by 7 participants*).
- The interactive nature of the program in which participants engaged in **group discussions, peer interactions, and group exercises** were identified as important elements (*mentioned by 4 participants*).
- Three participants also described the **materials and content** of the program as valuable for understanding leadership.
- The **self-assessment testing** was also mentioned as a strong element.

# Question: What suggestions do you have for **improving** the program?

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- Participants largely suggested shorter, more frequent meetings
- Participants also suggested more time to connect and discuss the topics as a group
- Participants would also benefit from continued learning after the program, such as establishing and fostering a network of leaders and pairing of “leadership buddies.”
- Some material was redundant or not useful
- The leadership inventory could be replaced with another instrument to better serve department chairs, as the current inventory is more corporate and business-focused.

# Additional Comments and Suggestions

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- “Great start. Minor adjustment will make this a "must-attend" program.”
- “I really enjoyed the discussions and the different viewpoints that everyone brought, even if I didn't understand or agree with them.”
- “I really liked the emphasis on mindfulness, but I wish there were ways to help us integrate it more fully into our lives.”
- “This is a very useful investment in our faculty leadership.”
- “Overall, this was a very effective way for me to develop my leadership skills and capacity.”
- “The course helped me to identify my strengths as a leader and to think about how to apply those strengths to specific problems I face in my job as chair. “

# Testimonials

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- “This is a very useful investment in building our faculty leadership capacity. I appreciated the connections we made with other faculty leaders, which were great to establish and build. The shared knowledge base about leadership practices and the enhanced our professional networks will strengthen our leadership in departments and our enjoyment of that work.”
- “The Leadership Development Program provided a framework for me reflect on my leadership skills and leverage my character strengths to become a more effective leader. The mindfulness meditation helped me gain insight into how my thought processes/emotive responses have undermined my confidence and my effectiveness as a leader. I am consciously able to focus on making changes.”
- “This course was very useful in helping bridge the gap between my perception of myself and how I am perceived by others. It also confirmed a lot of what I knew about myself, but most importantly, gave me the necessary tools to work on improving the areas in which I am deficient.”

# Testimonials - Continued

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- “I loved everything about this program and feel like it will be of tremendous use in my further development. Thanks!”
- “This course enabled me to better develop my leadership principles and to become more effective as an academic leader.”
- “I found the Leadership Development Program to be well worth the time and effort, despite my busy schedule. I'm glad we're recognizing the need for leadership cultivation at FSU. I highly recommend the program.”
- “The LDP was an academically stimulating, and practically useful way to develop new leadership skills and actually get something done!”
- “This course teaches good leadership practices and the relationship between personal characteristics and leadership.”
- “The course helped me to identify my strengths as a leader and to think about how to apply those strengths to specific problems I face in my job as chair. “

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## Additional information

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