Background. The 2012 Georgetown University Leadership Academy, *Meet the Challenge of Change*, was held in Santa Fe, New Mexico from August 20-23, 2012. The training was designed especially for those working to improve human services, policies, and systems at the national, state, and community levels. Through a personalized and hands-on approach, the Academy focused on the key leadership skills and conceptual frameworks needed to improve outcomes for children and their families.

The specific goals were to:
- gain **knowledge and skills** to serve as agents of change;
- recognize the **capacity to lead regardless of designated position** within a setting;
- commit to the leadership role; and
- develop **strategies to sustain oneself** as a leader in chaotic, difficult, and challenging environments.

To meet these goals, the faculty focused on teaching participants how to:
- motivate teams toward a **shared vision**,
- lead in a **collaborative environment** where power is shared;
- **partner more effectively** with formal and informal leaders;
- **adapt their leadership style** to a variety of situations; and
- expand their own ability to **take risks and foster resilience** for enhanced effectiveness.

The Leadership Academy consisted of three stages of learning:
- A **two and a half month preparatory** period in which individuals begin understanding and identifying their leadership behaviors and challenges;
- A **four-day intensive, residential training** and learning experience that employs a variety of learning methods to give leaders a supportive environment in which to explore their own leadership strengths and opportunities for improvement; and,
- A **continuous learning framework** in which Academy participants apply and deepen the leadership concepts in their home environment.

The Leadership Academy learning experience modeled a process of change that is anchored in self-examination and discovery. Framed in the context of a self-identified personal leadership challenge, participants explored the dynamics of community transformation through collaboration, risk-taking, and the creative use of stress to foster change and sustain it over time.

Participants focused on examining their leadership behavior and actions within chaos, conflict, and change, and strengthened their ability to mobilize community involvement and adapt to change effectively.

The Leadership Academy is supported by the National Technical Assistance Center for Children’s Mental Health and The Child, Adolescent and Family Branch of the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.
Executive Summary

Evaluation Design.
The Georgetown University Research and Evaluation Team developed the evaluation instruments. The Leadership Academy evaluation was designed to focus on short-term, intermediate, and long-term outcomes to better understand the impact and effectiveness of the training and its various components. The instruments consisted of a Pre-Post Survey and an Overall Evaluation. A description of these tools and a brief summary of the results are presented below.

Forty-eight participants attended the 2012 Leadership Academy.

Pre-Post-Survey

Objective.
To determine the short-term impact of the Leadership Academy on participants’ attitudes, thoughts and perceptions of their leadership abilities and ideas, a pre-survey was administered to determine incoming notions and a post-survey to indicate movement and change.

Structure.
• The pre- and post-surveys consisted of 11 Likert rating scale items.
• The rating scale ranged from 1 (Strongly Disagree/Not at all/Not Important/Extremely Unlikely) to 5 (Strongly Agree/Very/Very Important/Extremely Likely).

Results.
• All 48 participants completed the pre-survey and post-survey (n=48, response rate=100%).
• Mean pre-survey ratings ranged from 3.34 to 4.60.
• Mean post-survey ratings ranged from 4.02 to 4.81.
• Ratings for all questions increased in the post-survey.
• A Paired Samples T-Tests showed significant increases for 8 of the 11 questions (p<.05).

Overall Evaluation

Objective.
To determine the quality, impact and effectiveness of the Leadership Academy and its various components, the overall evaluation was completed by participants at the conclusion of the training.

Structure.
• The overall evaluation consisted of 35 Likert rating scale items and open-ended questions
• The rating scale ranged from 1=Poor, Strongly Disagree to 5=Excellent, Strongly Agree

Results.
• Forty-seven of the 48 participants completed the overall evaluation form (n=47, response rate=98%).
• Mean ratings ranged from 3.33 to 4.83.
• The structure, peer group sessions, and impact sections received generally high ratings.
• The exercises received lower ratings comparatively.
• Respondents indicated that they gained new knowledge, skills, and tools and will approach their work differently after participating in the Leadership Academy.
Executive Summary (cont’d.)

Specific Goals.
As stated previously, the specific goals of the Leadership Academy were to help participants to:

- gain **knowledge and skills** to serve as agents of change,
- recognize the **capacity to lead regardless of designated position** within a setting,
- **commit** to the leadership role, and
- develop **strategies to sustain oneself** as a leader in chaotic, difficult, and challenging environments.

Based on the evaluation results, the Leadership Academy Curriculum effectively enabled participants to:

- Reflect on leadership,
- Understand the difference between technical and adaptive challenges,
- Take different views of challenges and their roles in them,
- Make use of new frames and tools for more effective leadership,
- Change awareness, perceptions, attitudes, perspective, and approach,
- Recognize their informal authority,
- Get on the balcony,
- Engage in self reflection and self care,
- Have clear personal values and vision,
- Engage in shared vision and alignment of perspectives,
- Work more collaboratively,
- Engage in more effective communication,
- Feel more capable and confident,
- Act in a more strategic manner,
- Create an environment of trust,
- Be aware of and understand mental models,
- Understand different ways to support the work,
- Take more risks, and
- Encourage behavior change.

Major Outcomes.
Overall, the evaluation results show that the Leadership Academy was successful in:

- supporting and bolstering participants’ views of their **ability to provide leadership in challenging times**, and
- Helping participants to overcome their leadership challenges to **become more effective, collaborative, and confident leaders**.
**Pre-Post-Survey**

**Respondents.**
All 48 participants completed the pre-survey and post-survey \((n=48, \text{ response rate}=100\%)\). The rating scale ranged from 1 (Strongly Disagree/Not at all/Not Important/Extremely Unlikely) to 5 (Strongly Agree/Very/Very Important/Extremely Likely). *Mean pre-survey ratings ranged from 3.34 to 4.60, and mean post-survey ratings ranged from 4.02 to 4.81.*

Items with the **highest post-survey ratings** were:
- #2: I think having a **strong personal vision** is...not important, slightly important, average, important, or very important (mean=4.81)
- #11: As a leader dealing with multiple demands, how important is **self care** to you? (mean=4.56)

Items with **lower post survey ratings** were:
- #6: How prepared are you to **create shared vision** within your setting? (mean=4.04)
- #5: How prepared do you feel to **provide leadership to mobilize change** in a challenging environment? (mean=4.10)

### Pre-Post Survey Mean Ratings \((n=48)\)

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Survey Mean</th>
<th>Post-Survey Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I see myself as a leader in service delivery/systems change for children and families.</td>
<td>4.19</td>
<td>4.33</td>
</tr>
<tr>
<td>2. I think having a strong personal vision is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I have the skills needed to create spaces of trust and safety in my setting.</td>
<td>3.60</td>
<td>4.02</td>
</tr>
<tr>
<td>4. How often do the perspectives of the various cultural groups to which you belong affect your work as a leader?</td>
<td>3.58</td>
<td>4.10</td>
</tr>
<tr>
<td>5. How prepared do you feel to provide leadership to mobilize change in a challenging environment?</td>
<td>3.34</td>
<td>4.04</td>
</tr>
<tr>
<td>6. How prepared are you to create shared vision within your setting?</td>
<td>3.85</td>
<td>4.29</td>
</tr>
<tr>
<td>7. How prepared are you to take risks to improve services and supports for children and families?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How strategically do you think about alliances and partnerships?</td>
<td>4.04</td>
<td>4.27</td>
</tr>
<tr>
<td>9. How likely are you to adapt your leadership style to meet different situations that you encounter?</td>
<td>4.17</td>
<td>4.50</td>
</tr>
<tr>
<td>10. How prepared do you feel to build common ground with colleagues in your setting?</td>
<td>4.00</td>
<td>4.23</td>
</tr>
<tr>
<td>11. As a leader dealing with multiple demands, how important is self care to you?</td>
<td>4.06</td>
<td>4.56</td>
</tr>
</tbody>
</table>
Paired Samples T-Tests.
A series of Paired Samples T-Tests was used to compare the pre- and post-survey ratings for each respondent.

The results of these tests showed statistically significant increases in the mean ratings for 8 of the 11 questions, which were:

• #2: I think having a strong personal vision is...not important, slightly important, average, important, or very important (t=2.02, df=47, p<.05)

• #3: I have the skills needed to create spaces of trust and safety in my setting. (t=3.31, df=47, p<.05)

• #4: How often do the perspectives of the various cultural groups to which you belong affect your work as a leader? (t=3.65, df=47, p<.05)

• #5: How prepared do you feel to provide leadership to mobilize change in a challenging environment? (t=5.05, df=46, p<.05)

• #6: How prepared are you to create shared vision within your setting? (t=3.23, df=46, p<.05)

• #7: How prepared are you to take risks to improve services and supports for children and families? (t=3.47, df=47, p<.05)

• #9: How likely are you to adapt your leadership style to meet different situations that you encounter? (t=2.62, df=47, p<.05)

• #11: As a leader dealing with multiple demands, how important is self care to you? (t=3.29, df=47, p<.05)

Overall Summary of Results.

• Mean ratings for all items increased from the pre-survey to the post-survey indicating respondent growth in all of these target areas.

• Although items #5 and #6 showed lower mean ratings in both the pre- and post-survey mean ratings, these items also showed two of the most significant differences in pre- and post-test administrations. As such, the Leadership Academy seemed to successfully help respondents move further with regard to providing leadership in challenging times and creating a shared vision in their settings.

• Overall, respondents seemed to have a greater sense of preparedness after learning and internalizing the Leadership Academy concepts. With increased preparedness consisting of new knowledge, skills, strategies, and ways of behaving.

• The results also demonstrate that the Leadership Academy had a positive impact on participants’ attitudes, thoughts, and perceptions of their leadership abilities and ideas.
Respondents.
Forty-seven of the 48 participants completed the overall evaluation form \((n=47, \text{response rate}=98\%)\).

At the beginning of the evaluation, respondents were asked to provide demographic information regarding their primary roles in their organizations, areas of work, years experience in the field, grant funding status and source, and whether or not they were the first facilitator in their peer group. These results are described below.

Primary Role.
- The majority of respondents indicated that their primary role was \textit{Community Level Planner/Administrator/Policymaker} \((n=17, 38.6\%)\).
- Another 13 respondents (29.5\%) reported being Advocates, and 11 respondents selected Family/Youth Organization Administrator or Service Provider (25\% each).
- Other roles selected include: Parent/Caregiver (n=10, 11.7\%), State Level Planner/Administrator/Policymaker (n=9, 20.5\%), Technical Assistance Provider (n=7, 15.9\%), Researcher/Academician (n=5, 11.4\%), National Level Planner/Administrator/Policymaker (n=4, 9.1\%), and Youth/Young Adult (n=3, 6.8\%).

“I really enjoyed the Leadership Academy. It really turned my light bulb on to understanding the role of leadership and how to deal with challenges.”
Overall Evaluation (cont’d.)

Area of Work.
- The majority of respondents indicated that their area of work was *Mental Health (n=34, 73.9%).*
- In addition, 23 respondents (50%) reported working in Family/Youth Support, 20 respondents (43.5%) reported working in Substance Abuse, and another 17 respondents (37%) selected Interagency Collaboration.
- Other areas of work selected include: Juvenile Justice (n=13, 28.3%), Advocacy (n=13, 28.3%), Education (n=10, 21.7%), Child Welfare (n=7, 15.2%), Early Childhood (n=7, 15.2%), Health (n=7, 15.2%), Cultural and Linguistic Competence (n=6, 13%), Tribal Issues (n=5, 10.9%), Early Intervention/Special Education (n=4, 8.7%), and Finance (n=3, 6.5%).
- Overall, a *diverse group of leaders* participated in the Leadership Academy.
Years of Experience.

- The majority of respondents indicated that they had **11-15 years of experience in the field (n=12, 25.5%)**.

- Another 9 respondents (19.1%) reported having 5-10 years of experience, and 8 respondents reported having 1-4 years and 16-20 years (17% each) of experience.

- Other experience levels selected include: 26-30 years (n=5, 10.6%), 21-25 years (n=2, 4.3%), 31-35 years (n=2, 4.3%), and over 35 years (n=1, 2.1%).

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Grant Funding.

Of the 27 respondents (57%) who indicated that they were funded by a federal grant, 14 of those (52%) were partially or completely funded by a System of Care grant.

Other grants cited include: SAMHSA, Donations, NCTSN, UBG, Project Launch Grant, and various state and federal grants.
**Overall Evaluation (cont’d.)**

**Structure.**
Respondents were asked to rate the overall structure of the Leadership Academy on a scale of 1 (Poor) to 5 (Excellent). *Mean ratings ranged from 4.43 to 4.83.*

The **highest rated** items were:
- Overall effectiveness of the faculty (mean=4.83)
- Quality (mean=4.81)
- Materials (mean=4.81)

A **lower rated** item was:
- Format (mean=4.43)

**Faculty Comments.**
Many respondents highlighted the vast knowledge level, ability to effectively engage, and the composition and diversity of the faculty team with regard to presentation styles and expertise.

Some specific comments include:
- “Insightful, knowledgeable, understanding, and engaging.”
- “Faculty was knowledgeable, well trained, and prepared, dynamic presenters.”
- “Love the synergy of the team and also the diversity of perspectives and teaching styles.”
- “I really enjoyed the different styles and personalities of the faculty. I think having different voices and perspectives was very helpful.”
- “Great energy. Careful deliberate planning.”
- “Appreciated the faculty sharing their stories and life’s work. I wish all of the people in life who are dear to me could meet you all. I am better for meeting you all.”
Overall Evaluation (cont’d.)

Structure (cont’d.)
Respondents were asked to respond to questions regarding the atmosphere and core messages of the Leadership Academy on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Mean ratings were high ranging from 4.72 to 4.74.

Such positive ratings indicate that the Leadership Academy was successful in fostering an atmosphere of trust and respect that enabled participants to openly and safely express their thoughts and that the content was meaningful to respondents.

<table>
<thead>
<tr>
<th>Structure (cont’d) (n=47)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Leadership Academy created an atmosphere of trust and respect that encouraged participants to openly express their views</td>
</tr>
<tr>
<td>The core messages of the Leadership Academy had real meaning for me</td>
</tr>
</tbody>
</table>

Comments.
Respondents were also given the opportunity to share comments regarding these two items. Some notable responses include:

- “I was really impressed at the effectiveness of creating safety.”
- “I felt like I had known – and could trust – everyone in the room for a very long time!”
- “If I hadn't had this training I know my life wouldn't be the best thing it could be. Thank you.”
- “The messages of Leadership Academy were life saving. To know that good strong leaders fall to adversity of terrible assortments helps me get back into solution finding.”
- “This experience re-affirmed for me that I am on the right path.”
- “The personal and emotional journey has been and will continue to be very powerful and will go on my timeline.”
- “It opened my eyes to see my leadership abilities.”
- “The materials and content were right on target.”
- “This was probably one of the best trainings I have been to!”
Peer Group Sessions.
Respondents were asked about the peer group sessions and progress with their leadership challenges on a scale of 1 (strongly disagree) to 5 (strongly agree). Mean ratings ranged from 4.24 to 4.79.

Items with the **highest ratings** were:
- The peer group sessions were successful in creating a **culture of safety and trust** (mean=4.79)
- The peer group sessions allowed me to work on my leadership challenge by giving me an **opportunity to reflect, reframe, and rethink my challenges** in new ways (mean=4.55)

Items with **lower ratings** were:
- The peer group sessions allowed me to work on my leadership challenge by helping me **develop specific strategies** that I will use to address my leadership challenge (mean=4.24)
- The peer group sessions allowed me to work on my leadership challenge by helping me **obtain a clearer path to reach the vision** (mean=4.26)
Overall Evaluation (cont’d.)

Peer Group Sessions (cont’d).
Respondents thought the **most useful aspects** of the peer group sessions were:

- **Opportunity for sharing, clarifying, reflecting, and reframing.**
  - “The opportunity for sharing and helping by asking questions.”
  - “Provided ways to reframe how I approached a few particular challenges.”
  - “Saying it out loud simplified the challenge and cleared the clutter to see the pathway.”
  - “The people in my group – their wonderful strengths, intelligence, passion, and caring helped me to see the leader I want to be and strive for.”

- **Supportive, in-depth discussions with peers.**
  - “Chance to have peer support and bond as leaders with common struggles.”
  - “Ongoing supportive discussion allowed each participant to dig deeply knowing that the outcome would result in clarity and perhaps a way to seek resolution.”
  - “The raw honesty of all the support. Maybe the best part of the conference.”

- **Decreased sense of isolation.**
  - “That I was not alone in my conflict. Members of my group felt the same thing – fear holding us back, not feeling smart or good enough. It was great to process that with them and be encouraged.”

- **Authentic and confidential atmosphere of the group.**
  - “Small confidential groups that were very genuine. It felt as if the other members actually cared and wanted to help.”

Further, 43 of the 47 respondents (91.5%) affirmed that they **thought of their challenges differently:**

- **Change in awareness, perceptions, and attitudes.**
  - “I see clearly that there has to be a change made in me.”
  - “Don’t allow challenges to define your identity.”
  - “Prompted to think about my approach and be more aware of my biases and assumptions.”
  - “How to approach my challenges without fear and anger.”

- **Feeling more capable and confident.**
  - “I saw it at first as something I had very little control over. After, I felt like I had much more control.”
  - “I no longer feel paralyzed.”
  - “Totally helped me get unstuck.”

- **Different view of the challenge.**
  - “I was able to reset my view of the challenge and as a result I am more hopeful that I can be a more effective leader.”
  - “Reframed the challenge by identifying the two real issues that were intertwined in the cluttered view of the issue.”
  - “The challenge itself changed, as I grew in understanding about what the real problem was.”

- **Different view of role in the challenge.**
  - “The way I saw my role in the challenge did change.”

The 4 respondents (8.5%) who answered no still relayed that peer groups offered **validation and support** as they dealt with their leadership challenges.
Overall Evaluation (cont’d.)

Peer Group Sessions (cont’d).
When asked if they would **address their challenge in new ways**, 45 of the 46 respondents (97.8%) said they would address their challenge differently:

- **With a change in perspective and approach.**
  - “Re-position my thinking and myself in the situation.”
  - “Approach it from a position of inquiry – rather than assuming I am part of the solution – step back and examine whether I am part of the problem.”
  - “I will continue to self-reflect and frame my conversation in a way that promotes shared values and helpful action.”
  - “Will have to focus on what I fear.”
  - “I am going to find the can in can’t.”

- **By working more collaboratively.**
  - “Work with community partners to come up with a shared vision.”
  - “Being more aware of my own behavior and how to monitor to better relate/connect with others.”
  - “Take more risks by sharing and engaging others, staying open to their perspectives, and recognizing that at the fundamental level, we all want to help kids and families.”
  - “Pull my staff into more adaptive conversations and give back to the people.”
  - “Use more mentoring, allies, other program leaders, and community mentors.”

- **By acting in a more strategic and confident manner.**
  - “Being more strategic in utilizing allies to deal with the issue.”
  - “Have and display confidence in my ability to manage conflict.”
  - “Be more inclusive.”
  - “Use strength-based language.”
  - “Create environment in which diverse perspectives can be explored.”

- **By taking more risks.**
  - “Be more proactive, take the risk of engaging in conflict resolution, and accent the outcomes. It may mean I will be embarking on a new opportunity!”
  - “Taking greater risks, beyond my comfort zone.”
  - “I plan to bring about better ways to trust and show that trust and also to be a risk taker.”
  - “I will share some of my fears about myself with my leadership and learn to let go and trust.”

Comments.
Additional comments about the peer group sessions include:
- “This was an extraordinary experience, intellectually, emotionally, and even spiritually.”
- “I figured out that there are common denominators amongst my challenges. I recognized that I have come forward in my journey and should celebrate rather than focusing on how much further I have to go.”
- “Overall the process was educative, informative and helpful base on the real life experiences exchanged by my group.”
- “Very, very worthwhile exercise.”
- “Great strategy and excellent team.”
Overall Evaluation (cont’d.)

Exercises and Activities.
Respondents were asked to rate the exercises and activities at the Leadership Academy on a scale of 1 (Poor) to 5 (Excellent). *Mean ratings ranged from 3.33 to 4.57.*

Items with the **highest ratings** were:
- Leadership Practices Inventory (LPI) (mean=4.57)
- Reflection Journal (mean=4.21)

Items with **lower ratings** were:
- Opening Role Play (mean=3.33)
- Project Implicit (mean=3.63)

### Exercises and Activities (n=47)

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Role Play</td>
<td>3.33</td>
</tr>
<tr>
<td>Overall Experiential Evening Exercise</td>
<td>4.08</td>
</tr>
<tr>
<td>Rope Exercise</td>
<td>3.96</td>
</tr>
<tr>
<td>Cultural Walk</td>
<td>3.83</td>
</tr>
<tr>
<td>Project Implicit</td>
<td>3.63</td>
</tr>
<tr>
<td>Stepping Into the Void</td>
<td>3.76</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>4.21</td>
</tr>
<tr>
<td>Leadership Practices Inventory (LPI)</td>
<td>4.57</td>
</tr>
</tbody>
</table>

**Comments.**
Some respondent comments about the exercises and activities include:
- “The exercises really helped open new window of thought and reflection.”
- “I really appreciate the opportunity to get the results of the LPI. I think this will be a useful tool.”
- “Some exercises evoke so much emotion for some that could be counterproductive. Knowing some can help process afterward would be beneficial.”
- “We need more time to actually write in the reflection journals as things are coming up for us. Also, more room for differences in how we reflect, meditate would be appreciated.”
Faculty Consultation.
Respondents were asked to rate their experience with the faculty consultation on a scale of 1 (Poor) to 5 (Excellent). Twenty-eight of the participants (58.3%) reported engaging in the faculty consultation and shared their thoughts on the process.

The mean rating was a 4.54 suggesting a high level of overall satisfaction with the process.

Comments.
When asked to comment on the faculty consultation process, the majority of respondents appreciated the questions asked and the strategies suggested by the faculty. Additionally, the process seemed to help the respondents to foster a greater sense of confidence and further clarify personal leadership challenges.

Notably, a number of respondents regretted not engaging in the faculty consultation process, and would have liked more information beforehand about this component.

More specifically, respondents shared the following comments about their experience:

- “My faculty member allowed me to look at things differently and gave me some tools/resources for me to go back and use.”
- “Gave me a more diverse picture of my possibilities.”
- “My consultation helped me re-frame some important issues.”
- “Things became more clear. Challenges became more achievable to overcome.”
- “Gave me good questions to ponder and realign my values.”
- “Helped me finally hit the reset button and realize I am a capable leader. Made me reflect and accept.”
- “It helped me to understand what I need to do as a leader. I also learned to evaluate my self-worth and what I bring to the table.”
- “It was good to learn more about how to build for more success on my path and to be reminded to remember why I am where I am doing what I do.”
- At first, I found the open-ended feedback frustrating. And I have now come to value the questions raised.”
- “I loved how I was challenged – the questions were great, gets me thinking and self reflecting of my role in the organization/conflict.”
- “I felt I could trust my coach and that the questions were helpful, examples and concern showed were very much needed.”
- “I was unsure what the faculty consultation was so I didn’t sign up. I now wish I would have.”

“I came with the commitment that I would push myself to get all I could from this journey, and thank you for the opportunity to do so. ‘I am what I think you think I am!’ I AM A LEADER!”
Overall Impact.
Respondents were also asked to rate the overall impact of the Leadership Academy on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) and answer a series of open-ended questions on the effectiveness of the training. For the scaled items, mean ratings ranged from 4.04 to 4.64.

Items with the highest ratings were:
- After attending the Leadership Academy, I have new skills/tools/knowledge that I will use to safely address leadership challenges that arise (mean=4.64)
- After attending the Leadership Academy, I will approach my work in new ways (mean=4.63)

A lower rated item was:
- After attending the Leadership Academy, my work in system building will be more focused on infusing system of care values within my setting (mean=4.04)

Overall Impact (n=47)
After attending the Leadership Academy...

...I am more likely to see myself as a leader in service delivery/systems change for children and families
...I am leaving with a new mental model of leadership
...I am better prepared to provide leadership in the process of adaptive change in my setting
...I am better prepared to create a shared vision with my colleagues
...I am better prepared to take risks to improve services and supports for children and families
...I have a good foundation upon which to grow as a leader
...I have new skills/tools/knowledge that I will use to safely address leadership challenges that arise
...my work in system building will be more focused on infusing system of care values within my setting
...I will approach my work in new ways.
Overall Evaluation (cont’d.)

After attending the Leadership Academy...

...I am more likely to see myself as a leader in service delivery/systems change for children and families. How so?

- **By changing my perspective.**
  - “It’s not just about my position, but my attitude, actions, and vision.”
  - “I view my role different. That is, I am not my job.”
  - “The process supported an internal process that I have been undergoing in my personal life. The two combined have begun to change my mental model about who I am and what I am capable of and what I should give myself credit for.”

- **By recognizing my informal authority.**
  - “Realized I have informal authority and influence.”
  - “Helped me understand more clearly how to utilize my skills and abilities to “lead” for change even when those I am leading are part of the hierarchy by becoming more vocal, using my allies, confidants, and mentors as well as resistors in helping to build my framework.”
  - “I received affirmation and validation that I am a leader.”

- **By communicating and collaborating more.**
  - “Sharing vision and values.”
  - “I am able to allow dialogue about needs, rather than try to guess at what needs might be helpful.”

- **By using my new tools.**
  - “I have tools and frameworks to support me.”

- **By taking greater risks.**
  - “I will take new risks and try to stop blocking my own path.”

Leaders have assumptions and perspectives about how the world works that can help or hinder their work as leaders. Awareness of mental models and ways to address them are a leadership skill.

...I am leaving with a new mental model of leadership. Please describe.

- “Leadership does not equal power and control.”
- “One doesn’t have to be at the front or on top to lead – It’s all a matter of perspective.”
- “A leader can be developed. They aren’t just born or have skills due to the position they hold.”
- “It is learned, adaptive, and less about expertise than process.”
- “Leaders have many values. The ability to recognize those and use them together allows us all to lead.”
- “It doesn’t have to be lonely and it is okay to trust your gut and ask for help.”
- “I am a good leader and am capable to do the work and make system change.”
- “My mental model is to share my vision, to have self-care built within my leadership, and change the way my mindset operates, and adapt to changes.”
- “I will be more humble. I will accept challenge. I will welcome my seat at the table and value it.”
After attending the Leadership Academy...

...I have a good foundation upon which to grow as a leader. How so?

- “More confidence and better understanding of what leadership entails.”
- “I think I feel stronger in myself, braver to take some risks and so very blessed with the opportunity this has given me to explore my own behavior.”
- “I know what to do to make things happen. I can again enjoy my passion without overwhelming or burning myself out.”
- “I can do the heavy lifting of the job — now I think I can work smarter and more collaboratively.”
- “I am very bright and have a lot to share and can recognize more of that after this experience.”
- “I have already worked hard in the realm and the academy further propelled my learning while also grounding me to the personal aspects of leadership.”
- “I think I have always been there and now I can pull on what I learned to have more confidence in myself and others.”
- “Knowing is half the battle. I now have the knowledge I need to grow as a leader.”
- “By adapting to change and creating room for shared vision.”
- “I have new strategies to try. Materials to review and I have developed connections that I can call upon.”
- “Create time for reflection. Just as important as the actual work.”
- “I think it has always been there and now I can pull on what I learned to have more confidence in myself and others.”

...My work in system building will be more focused on infusing system of care values within my setting. How so?

- “The philosophy is system of care for myself and my work.”
- “This has been my focus for a very long time. I now have more to draw on to continue the infusion.”
- “Ensure every voice at the table is heard and take those risks.”
- “Even more family-driven and youth-guided.”
- “Trying to strengthen family voice in our system as that has been an area of conflict in our system of care.”
- “looking more broadly for who shares the balcony. Examine where the gaps in relationships occur.”
- “I will be more explicit about identifying shared values.”
- “I had lost sight of how important values are.”
- “Bring everyone together to create a shared vision/road map.”
- “I will focus more on giving tools to others to be better advocates.”
- “By getting my peers involved with values and visions.”
- “I didn’t even know about trauma-informed. We will be adding that in.”
After attending the Leadership Academy...

...The most important skill/tool/knowledge that I gained is...

- **Get on the balcony.**
  - “Giving myself permission to be on the balcony.”
  - “Going to the balcony and resetting.”
  - “Standing on the balcony and understanding what in my leadership style I can improve.”
  - “To move to the balcony, yet balance that with the street.”

- **Engage in shared vision and alignment of perspectives.**
  - “Create a shared vision.”
  - “Discussion and dialogue.”
  - “Engaging conflict.”

- **Understand different ways to support the work.**
  - “I view myself different in the work.”
  - “Give work back to people.”

- **Understand the difference between technical and adaptive challenges.**
  - “Adaptive vs. technical challenges and solutions.”
  - “How to more effectively work with conflict and recognize when adaptive change is the way to go.”

- **Engage in self care.**
  - “To take care of myself first in order to take care of others.”
  - “Self care – I am not my work! I am not my fear!”

- **Have clear personal values and vision.**
  - “Journaling my goals and vision.”

- **Create an environment of trust.**
  - “Create a safe place.”

- **Be aware of and understand mental models.**
  - “Understanding your mental model and others”

...I will approach my work in new ways. How so?

- “Collaboratively, openly, with shared vision.”
- “I won’t take it all on myself but will begin to look at shared vision and leadership.”
- “More dialoguing vs. discussion.”
- “Working with folks more positively and not take things personally.”
- “Quiet the negative self-talk.”
- “Prioritize more, no excuses, and say no.”
- “Let some of the work go.”
- “Self care will be important to resetting perspectives that can get lost.”
- “Being more open–minded to the change and adapting to changes.”
- “I will have no frustration about only having informal power.”
- “Look over the balcony to thoroughly see the situation before reacting.”
- “More of the family voice and choice and helping them be more involved.”
- “I will take more risks.”
How has the Leadership Academy prepared you to provide more effective leadership?

➢ By providing a new lens to view leadership.
  ○ “It has taught me what leadership is.”
  ○ “I have better understanding of leadership and that I don't have to take on the whole burden by myself.”
  ○ “Reframed my role.”
  ○ “To recognize my mental model and enable myself to let that change.”
  ○ “Challenged me to consider how to do things differently.”

➢ By providing a new way to view different leadership challenges.
  ○ “The most eye opening part was learning about the difference in technical and adaptive challenges and how to respond to both.”
  ○ “I have better awareness of myself and can call out myself when I am using a technical solution for an adaptive problem.”
  ○ “See my work as more adaptive.”

➢ By providing an opportunity to reflect on leadership.
  ○ “I have rarely if ever taken this chunk of time to learn, think, and reflect about leadership.”
  ○ “It has given me the opportunity to reflect on what I have been doing and identify potential areas that I may consider.”
  ○ “By looking at my strengths. By making me see my weaknesses.”

➢ By providing a new frame and tools for more effective leadership.
  ○ “By looking at things through different lenses and understanding what is needed to effectively lead.”
  ○ “The Academy was able to provide me with mental and physical tools needed to be an effective leader.”
  ○ “I now have conceptual models in which to frame how I have been feeling. This reduces anxiety when I can structure and understand something. I feel like I now have both frames and tools.”

➢ By encouraging risk-taking and behavior change.
  ○ “By stepping out of my comfort zone. Take risks.”
  ○ “Be more open-minded.”
  ○ “Listen more.”
  ○ “Get on the balcony.”
  ○ “Engage conflict.”
  ○ “Give work back to people.”

➢ By helping to improve communication and dialogue.
  ○ “Remember to create a safe place for discussions.”
  ○ “Recognize the difference between discussion and dialogue and when to use them.”
  ○ “I don’t feel ill prepared to facilitate the discussion, and I am clearer about the risks and my line in the sand. Therefore, I am not afraid to have the discussion.”
Please list 3 action steps that you will take/want to take in the next few months:

➢ **Build and strengthen relationships.**
  o “Building more meaningful relationships, both internally and externally.”
  o “Create and maintain strategic relationships.”
  o “I will focus on how I can encourage the heart more for the people I work with.”
  o “Bringing people to the table that have been marginalized.”
  o “Support staff and colleagues as we move through adaptive change.”

➢ **Collaborate and partner effectively.**
  o “Explore new ways to collaborate with others.”
  o “Engage system partners in solving shared problems.”
  o “I will use more of a strength-based approach to working with staff and providers.”
  o “Address conflict respectfully.”

➢ **Build a clear personal vision and create a shared vision.**
  o “Creating and implementing my vision in leadership. Assessing and placing intentions around my leadership style.”
  o “Be authentic.”
  o “Create a new shared vision with my staff and stakeholders.”

➢ **Create a safe and supportive environment.**
  o “Build an environment of safety in my group.”
  o “Keep a safe and secure environment in my organization, so everybody can work with the same mission and vision.”
  o “Identify ways to inspire staff by having a dialogue with them.”

➢ **Communicate openly and honestly.**
  o “Continue to focus on deliberate dialogue and collaboration.”
  o “Take care of the staff. Increase communication.”
  o “Speak with supervisors. Speak with staff on how I can better lead them.”

➢ **Engage in self-reflection.**
  o “Hold reflection and awareness as the heart of leadership.”
  o “Reassess what belongs in my circle of control/circle of concern.”
  o “Do balcony assessments more often to reflect on where I have been and blaze the trail for where I am going.”

➢ **Engage in self care.**
  o “Prioritize self care more and build time for self reflection into my schedule.”
  o “Turn my phone off when I am home with my children. The work can wait, they can’t.”
  o “Repeat, I am not my job, to help separate myself from my role.”

➢ **Assess and overcome adaptive and technical challenges.**
  o “Look at the many leadership challenges and assess if they are technical or adaptive.”
Overall Evaluation (cont’d.)

Most valued aspects.

- Peers and peer groups.
  - “Wonderful opportunity to meet and develop relationships with people doing amazing things in our field – very inspirational.”

- Faculty, trainers, and presenters.
  - “The content of the curriculum (meaningful and rich) AND the presenters – you guys are perfect for this work!”

- Content and materials.
  - “The wealth of knowledge.”

- Safe and supportive environment.
  - “The safe environment to reflect and learn.”

Least valued aspects.

- Length.
  - “The pace – too much packed into four days.”

- Schedule.
  - “The length of time spent in one setting.”

- Structure.
  - “Too long lectures, need to change it up sooner so attention can last.”

- Certain exercises and activities.
  - Stepping into the Void, Opening Role Play, and Culture Walk

Suggested areas for improvement.

- Agenda.
  - “Maybe spread out over 4 whole days instead of 3 ¼. Some of it felt rushed.”

- Preparation.
  - “Be more descriptive on what is required.”

- Learning methods.
  - “More ‘doing’ activities and less ‘talking to’ activities.”

- More self care.
  - “Structure in one hour per day for self care to reinforce that lesson.”

- Participant diversity and involvement by different groups.
  - Lower managers, youth, and alumni.
Overall Evaluation (cont’d.)

Suggested topics and/or strategies for continued leadership development opportunities.

- **Conflict resolution.**
  - “More work around conflict, working with difficult personalities.”
  - “More about conflict resolution.”
  - “How to re-engage very difficult system partners and/or staff.”

- **Personal coaching and development.**
  - “As a new leader, I loved the last topic of separating self from the role. I would love to see more around fear, inadequacy, and feeling like a fraud. Think this is a strong undercurrent.”
  - “Personal Development Health, Spiritual, Finance -- How to manage yourself to attain and maintain success.”

- **Continued correspondence/learning.**
  - “Quarterly webinars to re-emphasize concepts.”
  - “Create opportunities for peer group consultation.”

- **Succession planning.**
  - “Succession planning -- raising up new generation of leaders.”

- **Financing and sustainability.**
  - “Ideas on how to sustain agencies without grant money, federal and state dollars.”

- **Adaptation to change.**
  - “More information on change. How to adapt with constant leadership/vision/system change.”

Other comments.

- “Overall great place, great friendships, and great training – thanks for all the help!”
- “Thank you so much, I have felt immense gratitude this whole week to be here...wish I could take you all home with me!!”
- “You all rock!”
- “Thank you for this amazing opportunity. It probably will result in changing and influencing my entire leadership future.”
- “This was a life changing experience for me.”

**In sum, the Leadership Academy experience seemed to successfully support and bolster participants’ views of their ability to provide leadership in challenging times and overcome their leadership challenges to become more effective, collaborative, and confident leaders.**
Next Steps

Evaluation Plan.
As mentioned previously, the Leadership Academy includes a *continuous learning framework* in which Academy participants apply and deepen the leadership concepts in their home environment.

To measure the impact of this framework, both *short and long-term follow-up evaluations will be administered*. These evaluation tools are briefly described below.

**Short-Term: 1 Year Follow-Up (T2=August 2013):**

**Leadership Practices Inventory (LPI).**
To determine *changes in leadership competencies* from the baseline measurement before the Leadership Academy to one year post-training, the LPI will be re-administered and scored for each participant in the 6 leadership practices. Results cluster around the following:

- Model the Way,
- Inspire a Shared Vision,
- Challenge the Process,
- Enable Others to Act, and
- Encourage the Heart.

**Web-based survey.**
To determine the *short-term impact and effectiveness* of the Leadership Academy, participants will be asked to complete a short web-based survey (6 items). More specifically, respondents will be asked to rate the importance and usefulness of various concepts from the Academy on a scale of 1 to 5 and describe progress since the training, leadership successes and challenges, and behavior changes as a result of Academy attendance and participation.

**Long-Term Biennial Follow-Up (T3=September 2014 and T4=September 2016)**

**Web-based survey.**
To determine the *long-term impact and effectiveness* of the Leadership Academy the above web-based survey will be completed by participants bi-yearly.

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