

PPLI Evaluation

Introduction and Program Description

The President and Provost's Leadership Institute (PPLI) at Ohio State is a two year leadership training program for faculty members (tenure track or clinical track) at the associate professor rank and higher. It arose from studies conducted by The Women's Place (TWP) and the President's Council on Women (PCW) noting the importance of departmental climate in retaining women faculty members and the crucial role of the department chair in creating a climate that supports all faculty members to thrive (Ellingson, J. E., Reichers, A., Molloy, J., and Sutton, K., 2005). The development of the PPLI thus fit perfectly with TWP's mission of catalyzing change at the university, helping to create a culture supportive of all faculty members and creating opportunities for women's growth and leadership.

The PPLI was started in the spring of 2005 as a partnership between The Women's Place (TWP) and the Office of Human Resources (OHR). The goal was to create and expand a pool of potential leaders from groups that have traditionally been underrepresented in academic leadership and to develop leaders who can create a culture that is supportive of all faculty members. Women and members of underrepresented minorities constitute 85% of the participants, but majority males have also been welcome. Deans nominated participants and those participants were to be faculty members that the deans believed would move into administrative posts in two to five years. Deans paid the program fees for their nominees. The usual cohort size has been 24 people and each cohort met together at least monthly for two years. Four cohorts have completed the program, the most recent one in March of 2010. The program is unusual in its emphasis on helping people learn how to create "inclusive, supportive and hospitable climates for faculty" (Morrow-Jones, Hornsby and Ballam, 2010).

During the 2010-2011 academic year the program has been on hiatus to allow a complete evaluation to be conducted. This document summarizes the process and results of that evaluation.

Evaluation Process

This evaluation uses a variety of data sources. The first is the Office of Human Resource's list of PPLI members in formal administrative positions (see Table 1 in Appendix I). Second is a pair of focus groups to which all PPLI alumni were invited. We also checked the outcomes of these focus groups against the results of focus groups that were conducted during the second year of the program as an interim evaluation. Third, we conducted a survey of all PPLI alumni. Finally, the Director of The Women's Place spoke to almost all of the deans and asked them for evaluations, impressions and suggestions regarding the program. Several graduates of the

program, department chairs and others have volunteered informal comments and suggestions. The raw data and details of the analysis are available from TWP and OHR.

Analysis

Numbers in Leadership Positions

The PPLI arose from a desire to increase the pool of administrators from nontraditional groups, but it also focused more broadly on training faculty leaders. It was hoped that understanding leadership and their own capacity for leadership would help the graduates move into and excel at administrative positions as well. The TIU head was seen as a particularly important position in terms of changing culture and retaining women faculty.

According to records provided by OHR, 19 unique individuals out of the 90 (20%) who have completed the PPLI have held formal administrative positions between the end of their training and the time of this evaluation. (See Table 1 in Appendix I.) These positions include Chair (five individuals), Dean (one), Associate Dean (seven), Director (four), Associate Director (one), Assistant Dean (one), Vice Provost (one), Associate Provost (one) and faculty fellow (one). (There are 22 positions listed because three people have held two positions each.) Not surprisingly, over two thirds of these people were in the first PPLI cohort. They are between three and four years post-graduation so we would expect that they would be moving into administrative positions at this time. Other PPLI alumni have not taken formal posts at Ohio State yet, but that may reflect the relatively short length of time since they completed the program.

In addition, the survey results indicate significant leadership by graduates of the PPLI in ways that are not captured by the OHR system. Of the 48 people who responded to this question on the survey (more survey details below), 15 listed additional major responsibilities in their departments, including vice or associate chair, chair of undergraduate studies, chair of graduate studies, chair of a search committee and so on. Nine listed significant new college service including chairing task forces or committees, becoming head of the college faculty council or becoming a center director. Eight cited new roles at the university level including senate committee chairs; we note that the senate leadership has actively asked for and consulted the PPLI alumni list as it recruits new leaders. Additional responsibilities in national professional associations were noted by seven respondents and several people noted significant community leadership roles.

One cautionary note arises from the qualitative data. A few people have great interest in leadership positions but feel that they are cut off from access to those positions at Ohio State. For example, one respondent said, "I don't think I will [have a leadership opportunity] unless I

move to another position somewhere else ... there is no opportunity on campus and I do not think our leaders recognize the amount of learning an individual has as a result of this program.” Another commented, “This is a negative issue for me. I am now focusing on my research so I can pursue a leadership role at another institution.” And in private conversation another person noted her surprise in having no leadership opportunities offered to her.

Focus Groups and Interviews

Focus groups and personal conversations

Two focus groups for PPLI graduates were run in February of 2010. None of the PPLI coordinators participated in these focus groups so that alumni could feel free to voice honest opinions. One key outcome was the need to be clear about PPLI’s purpose: training leaders or training administrators?

The focus group participants indicated strong support for continuing the PPLI. Even participants who decided against going into administration felt they had a much better appreciation of current administrators and of the larger university. More broadly, as one said, 90% of the program is wonderful and the rest just needs minor changes. The focus groups provided significant information for the new versions of PPLI.

Interviews with deans

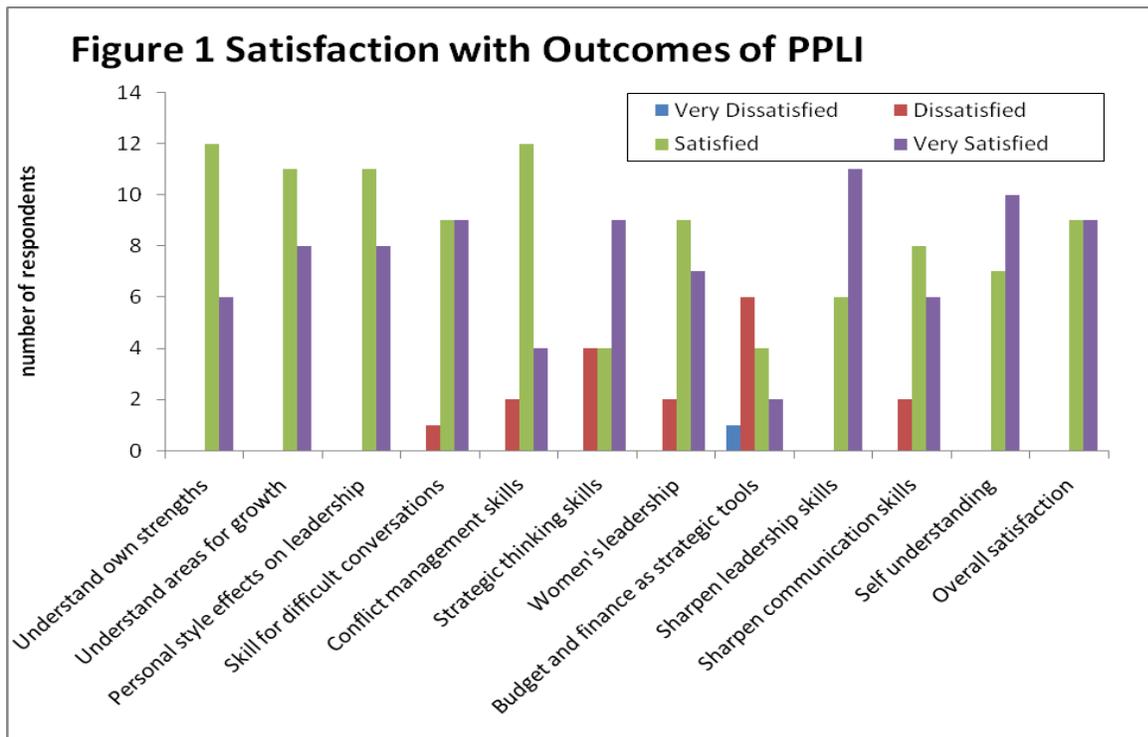
Throughout 2010 the Director of The Women’s Place met with most of the deans individually. As part of those meetings she asked about PPLI and the faculty members their college had sent. All of the deans interviewed were very positive about PPLI, what it covers and most of its graduates. Those who had used PPLI graduates in leadership positions were very pleased with the growth and abilities of those people. No dean suggested ending the program and the only changes suggested were to emphasize the responsibility of those who have received the training to accept leadership roles and the need for deans to select participants carefully.

The deans’ comments in conjunction with the dissatisfaction expressed by graduates who have not been asked to take on leadership roles lead to one of the conclusions of this analysis: deans need to be careful to select people they truly plan to employ in leadership positions and participants need to understand that participation comes with the responsibility to take on leadership roles. The data indicate that some graduates of PPLI are people that deans will not turn to for leadership – these people are frustrated that their new skills are not used (note comments above). In addition, graduates of PPLI need to understand that they should be proactive in seeking and accepting leadership positions.

Survey Results

OHR administered an on-line survey to all PPLI graduates still at OSU in March of 2010. While different numbers of people answered different questions, there were 57 responses overall for a 63% response rate. The survey included open-ended questions as well as fixed responses.

One series of questions asked how satisfied participants were with specific aspects of the PPLI such as developing a better understanding of one's strengths and areas for growth, understanding personal style and so on. Participants were overwhelmingly satisfied with nearly all aspects of the programming (see Figure 1).



People were also asked open-ended questions about what changes in attitude were triggered by their participation. The 51 responses to this question were overwhelmingly positive and largely around increased perspective and self control. There was an increased sense of being part of a team and people felt that they realized their own importance to the university through the program. Cynicism declined and appreciation of and respect for the work of administrators and of colleagues who have different styles went up greatly. Many people gained a greater appreciation for diversity – mainly in the sense of diversity of personality, work types and style.

People were asked whether they had achieved what they wanted from PPLI. Of 52 responses, 46 were enthusiastically positive. There were interesting issues raised about the nature of leadership versus administration (e.g. one person asked whether (s)he became a “better me, a better leader or a better leader at OSU”). Many gained confidence in their abilities and most learned a great deal. The few more negative comments ranged from personal issues (personal circumstances demanding attention) to structural issues with their particular part of the university that would keep them from leadership roles. Another felt that PPLI focused too much on formal administrative positions rather than leadership in general.

Finally the survey asked whether the value of the PPLI to the participant and to the institution was worth the cost of the program (both in money and time). Again there were 52 respondents and the vast majority of those responses were enthusiastically positive. A selection of their comments appears in Appendix I.

Conclusion

The evaluation of the PPLI leaves us with three main outcomes:

1. The program has been extremely successful by any measure and it should be continued.
2. It is important that deans select participants that they plan to recruit for administrative roles. This is important both to the success of each individual cohort’s experience and to the long term satisfaction of the graduates and the deans.
3. PPLI’s purpose reflects a tension between broad leadership training and focused administrative training. In part this reflects the initial desire to develop a pool of potential TIU heads and the interaction of that goal over time with the PPLI graduates’ career positions, interests and opportunities. The results of our analyses indicate that participants entered the PPLI experience with different needs and at different stages in their academic careers – some ready to take on administrative and leadership roles, others still exploring or at life cycle stages where administration would be difficult and some simply unsure of what they wanted. The purpose of PPLI has gradually shifted to being primarily about creating faculty leaders. These leaders then form a pool of people available for administrative positions – and a relatively large proportion have taken on those positions, including as heads of TIUs.

Given these outcomes we believe that the **overarching purpose of the PPLI should be to improve participants’ leadership abilities in the broadest sense**. However, we propose to experiment with two different versions of the PPLI to reflect the differing needs of the

participants and of the institution (details of each program are in Appendix II) and to try to ensure that this leadership pool is ready for administrative responsibilities:

- The “intensive” version of PPLI will focus on participants who want to explore leadership as a possible academic career path. It will meet for one intensive week at the end of the summer and throughout fall quarter (the first cohort in fall of 2011). Participants will undertake a few of the same workshops as the traditional PPLI version described below (mainly around self-knowledge and difficult conversations/negotiation), but will focus much of their effort on small group work with career coaches.
- The traditional PPLI will run for 18 months and will focus on faculty members, mostly full professors or associate professors who have a clear plan for promotion, who have leadership ambitions and need to develop depth and seasoning around important personal and interpersonal skills. They will complete workshops on self-knowledge, difficult conversations, negotiation, strategic planning, diversity and so on. In addition they will take more time for reading/discussion, reflection and networking as part of their work. A selection of OHR’s Administrative Leadership Development program offerings will be included in their experience.

This experiment will be evaluated after one cohort has completed each version. We believe that both forms of the PPLI offer important leadership skills and will increase the pool of both faculty leaders and potential administrators. These leaders will be important in helping to transform the culture at OSU and in helping to bring about The Women’s Place’s vision of the university that supports all women (and all people) to thrive, advance, and make their full contributions within an environment characterized by equity, freedom, and dignity for all people.

Bringing faculty members together for this training invests in faculty careers, helps to break down silos, improves the culture and helps to bring about One University in which all members can thrive and do their best work.

Resources cited

- Ellingson, J. E., Reichers, A., Molloy, J., and Sutton, K. (2005). *Retaining female tenure-track assistant professors*. Retrieved 9-4-2010 from http://womensplace.osu.edu/assets/files/Cohort_Report.pdf
- Morrow-Jones, H.; Hornsby, E. E.; and Ballam D. (2010). *Leadership Development for Faculty Women at The Ohio State University: The President and Provost's Leadership Institute*. Proposal for special issue of Advances in Developing Human Resources.

Appendix I Details of the analysis

Table 1 PPLI Graduates' Administrative Titles

Name	PPLI Cohort	Administrative Title	Beginning and Ending Dates
Bradigan, Pamela		Director - Health Sci.	
Schiffer	1	Library	5/1/2009 - present
Carey, Anne E.	1	Associate Dean	1/1/2007 - 9/30/2009
Carnes, Cynthia A.	2	Associate Dean	7/1/2010 - present
Christy, Ann D.	1	Associate Dean	10/1/2008 - 7/1/2009
Christy, Ann D.	1	Faculty Fellow	10/1/2009 - present
Daley, Linda S.	4	Assistant Dean	4/1/2008 - present
Dobos, Lora Gingerich	2	Associate Director -- TIU	7/1/2007 - 6/30/2008
Gavazzi, Stephen M.	1	Dean	1/1/2011 - present
Grotans, Anna A.	4	Chair	10/1/2008 - present
Hadad, Christopher M.	4	Chair	10/1/2007 - 12/9/ 2007
Holland, Eugene W.	4	Chair	10/1/2008 - present
Huefner, Steven F.	2	Associate Dean	5/1/2008 - present
Hume, Elizabeth V.	1	Chair	10/1/2006 - present
Jarjoura, David	4	Director	3/1/2009 - present
McCarthy, Donna	3	Associate Dean	1/2/2007 - present
Morrow-Jones, Hazel A.	1	Associate Dean	1/1/2006 - 1/31/2010
Morrow-Jones, Hazel A.	1	Associate Provost	1/1/2010 - present
Petry, Susan Van Pelt	3	Chair	7/1/2006 - present
		Director - Lima Campus	
Schneider, Tina	1	Library	
Tomasko, David L.	2	Director	10/1/2006 - 12/30/2008
Tomasko, David L.	2	Associate Dean	1/1/2009 - present
Williams, Susan S.	1	Vice Provost	4/1/2009 - present

People heading TIUs (chairs only in this group because none of the four directors heads a TIU) came from the first, third and fourth cohorts, with the fourth cohort having the largest number (three). Chairs from the fourth cohort appear to have already been chairs or to have become chairs very shortly after starting the PPLI (see Table 1). Other PPLI alumni have not taken formal posts at Ohio State yet, but that may reflect the relatively short length of time since they completed the program.

Selected responses to open-ended survey questions:

The survey asked whether the value of PPLI to the participant and to the institution was worth the cost of the program (both in money and time). There were 52 respondents and the vast majority of those responses were enthusiastically positive. There were some very interesting suggestions and connections in the answers to this question:

- “Having some formal education in leadership will pay dividends in numerous ways to our own careers and to our contributions to the university.”
- “I think this kind of program is crucial. I just hope that the university doesn’t allow its PPLI ‘graduates’ to simply return to their departments without asking that they participate in some kind of leadership activities.”
- “... some of the longer term gains are subtle and difficult to gauge in the short term ... I am definitely more engaged in university leadership and administration ... I’ve benefited from the relationships that I developed with colleagues who I never would have met otherwise. Those relationships facilitate cross-campus engagement and collaboration which move us towards the One University vision. ... My less cynical view of administrators makes me more cooperative and understanding as a faculty member, which ultimately helps the university grow and respond swiftly to challenges.”
- “I was skeptical at first but I was quickly convinced that I made an excellent choice to take this opportunity.”
- “I believe that nearly all faculty should be exposed to the concepts that we covered. I realize that this would be prohibitively expensive, but I feel that even if I never officially take on an official leadership position, that the lessons I learned will serve me well as an ordinary professor. ... OSU as a whole would benefit from having faculty (at all levels) that are skilled in communication, negotiation and have a greater understanding of the ‘bigger picture’.”
- “Yes, absolutely – in fact the institution should do more to invest in its faculty.”

- “I feel it was a great bargain. I don’t know of anything else in my academic career that made such a big difference to me.”
- “I recommend the new culture shaping be tied into this effort.”

Appendix II Request for Nominations

The President and Provost’s Leadership Institute ... Leadership Development for Emerging Academic Leaders... 2011 – 2013

Background

The Ohio State University created The Women’s Place (TWP) to make OSU a cutting edge institution that supports and develops women’s opportunities for achievement. The Women’s Place was designed to be a mechanism to influence critical institutional policies that impact women and the environment for women.¹

As part of its mission to create a climate conducive to women’s opportunities for achievement, The Women’s Place, under the auspices of the Office of Academic Affairs, and in collaboration with the Office of Human Resources, in 2005 began offering a leadership training program, *The President and Provost’s Leadership Institute*, that focuses on long-term faculty leadership development. We are now issuing a call for nominations for:

- the fifth PPLI class (PPLI: Intensive) to run from September 2011 through December 2011 (4 months) and
- the sixth PPLI class (PPLI) to run from January 2012 through June 2013 (18 months).

Institute participants are regular clinical or tenured faculty at the associate professor level or higher who (a) do not currently hold significant leadership positions, but who may be in a position to do so within two to five years, or (b) are new to administrative positions. The intensive PPLI and the traditional PPLI will differ in focus and content with the intensive version intended for those who are more focused on career exploration, and the traditional version intended for those who have administrative leadership ambitions.

Up to 24 faculty members can participate in each cohort. Each college, regional campus, and the libraries are guaranteed at least one participant in each cohort and we would be receptive to multiple nominations, especially from the larger colleges (for example, Arts and Sciences and Medicine) and from

¹ The President’s Council on Women’s Issues 2002 Report, Appendix I.

the NSF Advance Comprehensive Equity at Ohio State (CEOS) colleges. The deans and director of the libraries choose who participates from their units. **It is important that the people chosen to participate in either version of the PPLI be people with real leadership potential – people that deans and directors would turn to when leadership positions become available.** The primary purpose of the institute is to provide women and faculty members from underrepresented groups with access to development to improve their ability as faculty leaders in the broadest sense. Majority men are welcome to be participants; we have had several men in each of the institute's cohorts. One outcome of the institute is to create a pool of potential leaders from groups that traditionally have been underrepresented in key leadership roles, and in particular in the role of department chairs and school directors. For most units this will be women and underrepresented minority men. However, majority men in leadership positions also have an important role in creating a climate that welcomes all groups.

Nominating Potential Participants

Deans are asked to submit a letter of nomination for each candidate for the 2011 PPLI: Intensive (the fifth PPLI class) or the 2012-13 regular PPLI (the sixth PPLI class) by May 31, 2011. The letter should name the nominee and whether she or he is being nominated for the Intensive or the regular PPLI program. It should also outline a potential administrative career path(s) for the nominee and should indicate that the nominee and her or his TIU head both support the nomination. The letter should be submitted to:

Hazel Morrow-Jones,
Associate Provost for Women's Policy Initiatives and Director of The Women's Place
400 H Stillman Hall
1947 College Road
Columbus Campus

The Institute

Successful academic leaders create a productive place for everyone to work. They must be able to motivate people to work well together. This is true whether they are chairs, deans, graduate studies chairs, department committee members, laboratory leaders, or in any other leadership role that faculty take on. In addition, academic leaders rarely exercise their full authority, relying instead on the leadership skills of persuasion, coaching, and achieving consensus.

The goal of the President and Provost's Leadership Institute is to help leaders develop themselves and their leadership skills so that they become highly effective in the academic environment. Leaders must have the skills to encourage faculty, staff, and students to create a climate consistent with the goals stated in our Academic Plan: one that values the differences among people along with the similarities; one that appreciates that the human condition is best served through understanding, acceptance and mutual respect; and one that permits faculty and staff to find the highest levels of fulfillment and satisfaction as they collaborate to create new knowledge and to educate and support our students.

Achieving these goals requires that we examine the ways in which gender influences leadership styles and responses to leadership styles.

The Leadership Institute will focus primarily on the nature of effective leadership rather than on various leadership tasks. The program will not duplicate Ohio State's existing leadership training programs and is complementary to them. For example, PPLI graduates interested in national trends in higher education could go on to become ACE or CIC Academic Leader Program fellows. PPLI participants who become academic leaders would benefit from participating in the Academic Leaders series offered by the Offices of Academic Affairs and Human Resources, which focuses primarily on a different set of leadership topics.

To facilitate the involvement of faculty with care-giving responsibilities, no overnight events or events requiring out of town travel will be held. If any evening or weekend events are scheduled, child care will be provided as needed and referrals will be made for elder care.

Two different versions of the PPLI will be offered over the next two years, each is aimed at a specific group. These are *PPLI: Intensive* and *PPLI*.

PPLI: Intensive (the fifth PPLI class, September to December, 2011)

The Intensive Institute will offer a selected group of workshops and lunches in a compressed September – December timeframe. Career Mapping will be a signature feature. Career Mapping is an intensive process designed to help individuals identify their professional goals and develop specific plans to achieve them; the work is done individually and with a small group, and participants benefit from honest coaching and feedback from a highly experienced mentor. All participants will be expected to attend a 5-day intensive program prior to fall semester and workshops, lunches, and career-mapping sessions through fall semester.

The cost of the PPLI: Intensive for each participant, to be borne by the participant's college, will be \$2,700.

We encourage unit heads to recognize the time commitment that people will need to make for this intensive one term program. For that one term the participants will need to have considerable freedom to attend the required workshops and lunches as well as the career mapping meetings.

PPLI: Intensive may be particularly helpful for faculty members who would benefit from a concerted focus on evaluating where they are in their academic careers, where they want to go, and the most effective and realistic steps to achieve their goals.

PPLI: Intensive Schedule – the intensive version of PPLI is intended for faculty members who want to spend time exploring possible future career paths. The emphasis is on self-knowledge and the use of that knowledge in career mapping. All aspects of the intensive PPLI are required. Workshops and lunches will take place on Fridays during fall term. Career mapping meetings will also be scheduled on

Fridays but may be worked out between participants of small groups; one-on-one meetings may be arranged at times that are convenient for those participating in them.

1. **One week intensive orientation**, September 7 to 9, 12 and 13, 2011 from 8:30 am to 4:40 p.m. (lunch and snacks provided) – Orientation; culture principles and Camp Mary Orton experience; workshops on Strengths and MBTI plus two other workshops and the beginning of the career mapping work.

2. **Additional lunches and workshops during the term** – the remaining workshops and other events will be held on the following Fridays during fall quarter, 2011:

9/30	}	Career Mapping
10/7		
10/14		
10/28		
11/18		

12/2 or 12/9 Final celebratory Lunch

Each week’s event starts with a lunch and a speaker or panel of university leaders from 11:30 to 12:45 and the afternoon event runs from 1:00 to 5:00. Meeting places will be announced in advance of each session.

3. **Career Mapping**– an intensive career planning experience which will result in a 5-10 year career plan (involves approximately 30 hours of individual and group work). Work in this area will begin during the intensive week and will continue throughout the quarter.

PPLI (the sixth PPLI class, January, 2012 to June, 2013)

The President and Provost’s Leadership Institute is an 18-month program. It is designed to allow participants to engage in self-assessment and professional development with the goal of taking on leadership positions at the university. We encourage deans and department chairs to recognize the time commitment required to participate in this program and to provide release from other responsibilities (e.g., count the institute as the faculty member’s service commitment for the duration of the program or reduce teaching assignments to compensate) for the 18 months of the program. Department chairs will be expected to accommodate participants’ involvement with compatible teaching schedules over the entire time period. Participants are expected to attend all workshops, to complete an individual project sponsored by the college dean to benefit the college or the greater university, and to participate in all other institute activities. All workshops will be held on Friday morning or afternoon (until semester conversion, when they will change to Monday morning or afternoon) and the participants’ teaching schedules will need to permit attendance at the workshops.

The cost of the program for each participant, to be borne by the participant’s college, will be \$2,700. For participants who want to participate in (optional) Career Mapping, there will be an additional \$500 fee and additional time commitments.

People nominated for the PPLI would typically be faculty members with clear leadership potential and aspirations. These should be people that deans expect to recruit into leadership roles in the next two to five years.

PPLI Schedule – The PPLI program is designed for faculty that deans and directors expect to place in leadership positions in the relatively near term. The emphasis is on depth of knowledge/practice and networking. This depth of knowledge/practice (in comparison with the PPLI: Intensive) is achieved through the addition of more workshops and lunches, readings, book discussions and time for reflection. The additional networking arises from more time with their cohorts, work with the mentors on their projects and additional opportunities for lunch with university leaders. Increased self-understanding will be tied to working with and leading groups. This cohort will also be connected to some of the more technical offerings through the Administrative Leadership Development program in OHR.

1. Orientation and Immersion

A 2-day retreat addressing culture principles, teambuilding, and an orientation to PPLI will be held with participants before the beginning of winter quarter, 2012.

2. Workshops (see below for descriptions)

A total of 10 workshops will be held over the course of the institute.

- Each workshop will combine delivery of content with experiential and interactive activities.
- Workshop facilitators will be encouraged to link their workshop content to the related book provided to participants, and to suggest readings from the book in advance of the workshop.
- Participants will lead discussions of the workshop-related books.

3. Lunches with University Leaders

Two to three lunches per quarter will be open to all interested members of the PPLI cohort and will include a talk by at least one university leader on her/his leadership journey or on a specific topic followed by discussion. Participants will choose the lunches they wish to attend. Each participant will be expected to attend at least two per quarter. A variety of vice presidents, deans, vice provosts, department chairs and school and center directors will be invited to participate, ensuring as diverse (scholarship, gender, race, sexual orientation, etc.) a group as possible.

Lunches and workshops will be coordinated so that leaders and participants can address and expand upon issues raised during workshops. Potential topics of focus for lunch discussions include (among others):

- Difficult conversations (discussion and practice)
- Media relations
- Transitioning from group member to leader
- Work-life balance

- Running effective meetings
- Leading change
- Increasing diversity

Additional lunches will allow participants to use other learning approaches such as book discussions and exploring personal growth practices.

4. Individual Project sponsored by the College Dean

- Each participant will undertake to **lead a project** sponsored by the dean to benefit the college or the greater university. The dean or her/his designee would serve as a mentor to the participant regarding the project.

5. Career Mapping (Included in PPLI: Intensive and optional for PPLI)

- **Career mapping**, an intensive career planning experience which will result in a 5-10 year career plan (involves approximately 30 hours of individual and group work).

WORKSHOPS

Probable Workshop Order
1. Strengthsfinder
2. Difficult Conversations/Dealing with Difficult People (Mediation Skills)
3. EQ: Tapping Into Your Greater Leadership Potential (Emotional Intelligence)
4. Conflict Management/Negotiating Skills
5. MBTI and Leadership (Myers-Briggs Type Indicator)
6. Leading Change
7. Understanding Personal Style (Enneagram)
8. Developing and Engaging Faculty and Staff
9. 360-degree Assessment and Leadership Skills (Leadership Practices Inventory)
10. Understanding Diversity

Workshop Descriptions

**UNDERSTANDING ONE’S SELF AND LEVERAGING PERSONAL STRENGTHS
FOR EFFECTIVE LEADERSHIP**

Participants will complete a series of assessments over the course of the institute that will focus on their leadership style on numerous dimensions that are important for leadership success.

1. Leadership Practices Inventory

The Leadership Practices Inventory is a 360 degree feedback instrument that provides the participant with feedback about the extent to which they are observed by others (manager, direct reports, colleagues, observers) engaging in effective leadership practices. It is often the first time participants have the opportunity to receive this type of feedback and can provide valuable insights about one's interactions.

2. Strengthsfinder

Strengthsfinder gives individuals the opportunity to discover what they naturally do best. Our natural talents often go untapped; many development exercises emphasize strengthening our weaknesses rather than identifying and leveraging our strengths. This workshop will help participants identify, understand, and learn how to capitalize on their natural gifts to lead others.

3. EQ: Tapping Into Your Greater Leadership Potential (Emotional Intelligence)

Emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional IQ. Emotional intelligence (EQ) is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. EQ helps to predict success because it reflects how a person applies knowledge to the immediate situation. In a way, EQ measures one's common sense and the ability to get along in the world. Participants will be able to: (1) understand what emotional intelligence is and why it is so; (2) recognize and understand the five competencies which build on each other to raise an individual's EQ; and (3) develop strategies to improve and enhance their EQ.

4. Understanding Personal Style (Enneagram)

This workshop will provide participants with the opportunity to discover their Enneagram Type, how it manifests in our work and with others, and what we want and need based on our type. Knowledge from this workshop combines well with information on the other inventories to help participants understand and appreciate diverse styles of work and interaction.

5. Myers Briggs Type Indicator (MBTI)

The MBTI inventory is one of the most commonly used personality assessments. The workshop will help people understand the implications of their Myers-Briggs type and its interaction with other people's characteristics. Participants will discover their own type and what it means to their leadership and other work; they will learn about how their type interacts with other types; and they will have the opportunity to practice with other types in a variety of scenarios to gain experience and deeper understanding of how human differences can be productively combined.

UNDERSTANDING OTHERS AND HANDLING CONFLICT

6. *Understanding Diversity And Leading Multicultural Organizations*

One of the most challenging facets of leadership in higher education is creating an inclusive and welcoming environment for individuals who do not occupy the majority position with the group. This session will help participants consider their personal and professional roles in facilitating an inclusive environment. Participants will also identify specific techniques to use to create and maintain environments that embrace diversity as a necessary ingredient for excellence.

7. *Difficult Conversations/Dealing With Difficult People*

This workshop will focus on using skills that derive from mediation to hold those conversations that are likely to be highly emotional. The workshop will involve practice in role-played situations that are the hardy perennials in academic administration.

8. *Conflict Management and Negotiation Skills*

The university environment is packed with conflict. People have different preferences for what they want, how they want things done, and how problems should be handled and resolved. In the middle of these different views and diverse cross-pressures, academic leaders have to move their agendas forward and resolve their differences with others. This workshop will highlight and practice effective negotiation skills and conflict management for academic administrators. The workshop will review key principles of negotiation and conflict management for the academic environment and provide helpful tutorials in implementing these tools. Special attention will be paid to the challenges that women often experience in negotiating and managing conflict effectively.

LEADING

9. *Leading Change at the Individual, Committee, Department, College or University Level*

Universities are at once bastions of tradition and incubators of new ideas. Leaders of the future must learn to understand and embrace this paradox while at the same time enabling the university to adapt to new contexts and circumstances. This workshop will highlight the skills required to be a transformational leader who can inspire others, generate a shared vision of the future and engage committed colleagues. This effort requires understanding the dynamics of personal leadership as well as the dynamics of organizational behavior. Using readings and a case study of a college transformation, participants will understand the dynamics of organizational culture, the requirements of leadership in situations of increased change, and the relationship between change, culture, and leadership. This workshop will help participants examine how culture change happens – how an individual participant or leader can engage to move a culture towards inclusivity, civility, accountability, and community.

10. Coaching, Mentoring and Engaging Faculty and Staff

This workshop will address practices that leaders can adopt to maximize individual and group effectiveness through mentoring and coaching. We'll also explore the concept of engagement and what leaders can do to create a culture that encourages engagement.

Assessment of PPLI (both versions)

The institute will be assessed in four ways:

1. Participants will assess each workshop.
2. Coordinators will interview participants during the course of the Institute.
3. An assessment of the entire institute will be done the quarter after the institute is completed, including focus groups and/or surveys of the participants.
4. Selection of participants into administrative positions and non-administrative leadership appointments will be tracked on a yearly basis for all PPLI graduates.
5. Deans will be asked for their evaluation of the development of the participants they send to the PPLI.

The goals of the assessment include evaluating the:

- Effectiveness of individual workshops and activities in each version of the PPLI.
- Effectiveness of the intensive version of the Institute relative to the longer version.
- Success of the institute in expanding the number of academic leaders from underrepresented groups at Ohio State.