



WHAT MAKES A LEADER?

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Southern Region
Internal
Leadership
FINAL REPORT

Advancing Leadership Development within the Southern Region

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Purpose

Inventory of Internal Southern Region Leadership Development Programs and Program Philosophy.

Anticipated Outcomes

- Provide a list of internal leadership development programs that target Extension Professionals within the 14 states of the Southern Region contributing to a developing inventory of leadership programs.
- Encourage states to share resources about respective leadership programs to help strengthen the leadership capacity of Extension Professionals in all 14 states.

Project Leadership

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Survey Protocol

The Southern Region of the PLN is interested in understanding the types of internal leadership development programs that are available amongst the 14 states. Recently a survey was conducted which resulted in an inventory of external leadership programs that are provided to peers and partners within the larger Extension community. The PLN Committee on Leadership Development would like to determine:

1. What leadership programs are available in the Southern Region for Extension Professionals, both that assist in preparation of the leader and develop the capacity of the Extension Professional to lead.
2. The leadership philosophy that undergirds the leadership program.

To that end, this survey was distributed to Senior Leadership, Program Leaders, Department Extension Leaders, and Organizational Development Directors and Specialists.

Subsequent to a roundtable discussion of the Program and Staff Development section at the 2015 Southern Region Program Leadership Network, in Orlando, FL, was a request to inventory internal leadership programs developed by and/or targeted at Extension personnel, at land-grant institution members of the SR-PLN.

The purpose of the survey, beyond collecting a list of programs, aimed to determine:

- Definition(s) of leadership, in the context of the program;
- Applicable leadership outcome indicators, based on the W.K. Kellogg Foundation's report, *Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs*;
- Assessment protocols to determine achievement of those outcome indicators;
- Planned short-, medium-, and long-term programmatic objectives; and Institutions' willingness to share curricula with others.

The Kellogg Foundation produced a report evaluating the outcomes and impacts of a variety of leadership programs. Their evaluation focused on a long list of individual, organization, community, field, and systemic outcome indicators. For the sake of the SR-PLN Leadership Inventory survey, the *[following individual outcome indicators were selected:](#)*

Leadership in Action/Demonstrating Leadership

- Participants demonstrate increased involvement in community activities, civic affairs, and volunteer work.
- Participants are developing new projects, programs, products, or organizations.
- Participants are engaging others to get work done rather than doing it on their own.
- Participants are more pro-active than re-active.

Leadership Development

- Participants are actively promoting the leadership development of others.
- Participants have a better understanding of themselves and their values.
- Participants have a personal theory of change that they can articulate.
- Participants know their strengths and limits as a leader.
- Participants have the ability to evaluate themselves.

Professional Development

- Participants' career or career goals have changed and grown.
- Participants have advanced in their leadership responsibilities.
- Participants have developed the confidence to take risks with their careers.
- Participants have learned about new career possibilities.
- Participants have accepted leadership positions or affiliated with professional organizations.
- Participants' likelihood of remaining in the field, and not "burning out," have increased.

Skill Development

- Participants developed new or improved skills that enhance their ability to lead. (e.g., facilitation, strategic planning, problem-solving, training, team-building, goal-setting, fund development, conflict resolution, etc.)
- Participants' management skills improved.
- Participants have an ability to use data and information to plan for and drive decisions.
- Participants are able to effectively use technology to enhance and forward their work.
- Participants are better able to develop and attract resources to their work and the work of others.

Visibility

- Participants are more recognized as leaders within the organization.

of Participating Institutions

Of the thirty-three (n=33) SR-PLN member institutions asked to complete the survey, twelve (n=12) institutions responded (36% response rate). Four (n=4) of the respondents reported having no internal leadership programs for their Extension personnel. The remaining respondents (n=8) each reported between one and three programs currently being implemented.

Lessons Learned

The key takeaways of this effort are as follows:

- Leadership is defined by the context of the program from which it is developed and reported;
- No consistent definition of leadership among multiple programs reported by the same institution. If following the principles of situational leadership, this would be acceptable;
- Evaluation of program success and achievement of outcomes appears limited to short and mid-term outcomes rather than measures of long-term impact with some exceptions; and
- Overall, there is a willingness of respondents to share programs with colleagues.

Recommendations (for institutions seeking to revise existing leadership programs AND for institutions seeking to develop and implement leadership programs)

- Focus on evaluating long-term outcomes and impact, beyond the short and mid-term outcomes;
- Systematically align program activities with intended outcomes and impacts; and
- Consider ways to incorporate/integrate leadership capacity development efforts into other training and professional development programs.

The following pages provide a summary of each leadership program submitted.

Institution	Program name	Program Director	Description & URL	Audience(s)	Leadership Defined	Short-, Medium-, & Long-term outcomes	Leadership Outcome Indicators	How is achievement measured?	Eval data use	Share
Texas A&M University	San Antonio Livestock Exposition - Leadership Extension (SALE-LE)	Jim Mazurkiewicz, Ph.D. (979) 845-1554 j-mazurkiewicz @tamu.edu	Comprehensive leadership development program which enables Extension professionals in leadership & management, enhancing their abilities to work more effectively in the management of programs. Our website is: sale.tamu.edu	county-level agent/educators regional/multi-county agents/educators regional/state extension associates regional/state extension specialists (faculty) extension administrators	The SALE-LE program enables leaders to improve their skills in leadership and management, and enhance their communication skills. Participants become aware of contemporary leadership and management issues and learn to improve their efficiency and effectiveness in their supervisory and programmatic responsibilities. Another key point of this program is that leaders develop comradery and trust among other participants and learn to enhance teamwork. Inspiration - Participation Service - Empower Enrichment - Achievement	S: Develop comradery and trust among participants to enhance teamwork. Bring focus and attention allowing participants to continue building their leadership skills. M: Become aware of contemporary leadership and management issues, Improve leadership and management skills, Enhance communication skills. Make participants aware of better ways of handling situations and improving professionalism. L: SALE-LE program's ultimate goal is to help develop the long term skills of leaders who wish to advance their career within Texas A&M AgriLife Extension and take their learned knowledge and use their skills to reach adults and youth in the country. Enable Extension professionals in leadership & management to greatly enhance their abilities to work more effectively & efficiently.	leadership in action/demonstrating leadership leadership development professional development skill development visibility	Participants use their skills learned from this class to better manage people and programs. These skills are transferred to the volunteers, adult & youth to assist them in expanding their skills to reach more adults & youth in the country. SALE-LE is providing skills and knowledge the leaders take with them throughout the state.	Evaluations are completed after each session and are reviewed. Notes are made to use in future session, and to take into account the effectiveness of all session curriculum.	yes
University of Arkansas Division of Agriculture Cooperative Extension Service	Leadership Arkansas (LeadAR)	Bobby Hall (Retiring) & Stacey McCullough 501-671-2078 smccullough@uaex.edu	This is both an internal & external leadership program. Spans two years, eleven 3-day seminars (both skills and issues) 7 day study tour to DC and a 12 day international study tour. http://uaex.edu/business-communities/leadership/leader/	county-level agent/educators regional/state extension specialists (faculty)	Our goal is to increase participants' knowledge and understanding of the economic and social changes affecting our state through the practical application of leadership skills and development of expertise to address critical problems facing their communities.	S: Increase in participants who will more readily accept a leadership role, Increase in participants who will adopt greater, more efficient, leadership practices, Increase in local leaders who will improve their leadership capabilities, Increase in local leaders who will become more adept in leading community residents, Increase in participants' knowledge of: issues, resources, & leadership skills M: Increase in participants running for leadership positions, Increase in participants who will run for public office, Increase in participants who will start new non-profit organizations, Increase in participants who request to become a member of a board and/or committee, Increase in external funding for LeadAR to 5 million dollars, Increase in participants who determine, attempt, & complete community projects L: Better-informed people will be in leadership roles, the Governor will be a LeadAR alumni	leadership in action/demonstrating leadership leadership development professional development skill development visibility other -- individual community service goal	To the best of our ability, we track the alumni through an alumni database, an alumni association. Ask alumni to report any new leadership positions, scan newspaper articles for updates and watch Facebook. When an alumni is in the "new" we capture that in their files.	This program began in 1984. An in-depth evaluation has been conducted approximately every ten years and the results have been used to structure the program for the future. Currently, we are concluding this evaluation and the results will be used to structure the program in the future. In addition, each seminar is evaluated and the results are used to determine the skills and topics for that particular seminar for the next class between the 10-year evaluation.	yes

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University of Florida IFAS	LEAD IFAS	Dr. Ed Osborne 352-392-0502 ewo@ufl.edu		county-level agent/educators regional/multi-county agents/educators regional/state extension associates regional/state extension specialists (faculty) extension administrators	The focus of this program is to build leadership capacity within the Institute of Food and Agricultural Sciences so as to ensure that there is a talent pipeline within the organization that can assume greater leadership responsibilities in the future.		leadership development professional development skill development	At this point, achievement is not measured	Evaluations are done after each session and changes are made to future programs based on the feedback of participants	
	Wedgworth Leadership Institute for Agriculture and Natural Resources	Hannah Carter 352-392-1038 hscarter@ufl.edu	www.wedgworthleadership.com	county-level agent/educators regional/multi-county agents/educators regional/state extension associates regional/state extension specialists (faculty) extension administrators	The goal of this program is to further refine and develop the leadership abilities of individuals involved in Florida's agriculture and natural resource industries so they will assume greater roles and responsibilities.		leadership in action/demonstrating leadership leadership development professional development skill development	Increased involvement in organizations, working on issues impacting agriculture and natural resources and greater leadership responsibilities.	We have used it to add seminar and adapt seminar content.	yes
	Florida Natural Resources Leadership Institute	Jonathan Dain (352) 294.7643	http://nrlifas.ufl.edu/	<i>Predominately external audiences</i> county-level agent/educators regional/multi-county agents/educators regional/state extension associates regional/state extension specialists (faculty) extension administrators			leadership in action/demonstrating leadership leadership development professional development skill development			no

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Tennessee State University	Extension Agent In-Service Leadership Training Series	Dr. Tyrone Miller 615-963-1843 tmiller11@tnstate.edu	Focus on various leadership development topics	county-level agents/educators regional/multi-county agents/educators regional/state extension specialists (faculty)	Filling a formal leadership position and developing the personal skills and competencies to lead individuals and/or groups effectively	S: Participants will have more understanding of conflict resolution styles and learn ways to manage conflict	leadership development skill development		We conduct pre and post-surveys to determine the change of knowledge and get suggestions for offering additional learning opportunities in the future.	yes
University of Tennessee, Knoxville		Janet Cluck 615-446-2788 jccluck@utk.edu		other -- new county extension directors	Increased competency and performance and consistent direction among county directors across the state	Our training plan is in the development stage and will launch in July 2016. Evaluation plans are not complete at this time.	leadership in action/demonstrating leadership professional development skill development			yes
Alabama Cooperative Extension Service	Annual State Meeting, County Extension Coordinators	Stan Windham 334-844-4534 windhst@aces.edu		other -- county extension coordinators	Applied theory of leadership to specific job duties. The focus changes from year to year.	S: Awareness, excitement to implement new skills M: Begin to apply skills L: Begin to empower others to help them reach their goals	leadership in action/demonstrating leadership leadership development skill development visibility	Administratively: Leading and managing people Programmatically: Fostering innovative programs that lead to impact; people seek them out for programming. Financial management: Developing and staying on budget; appropriate financial reserves.	The program is refined every year based on post-session survey. Additional refinement is the result of conversations during performance evaluations. The CECs appear to be very engaged in the annual process. They believe their feedback is heard and used to improve the annual sessions.	yes
	Bi-annual 4-H Professional Development (leadership is embedded in the sessions)	Dr. Molly Gregg 334-844-2263 greggmh@aces.edu		county-level agents/educators	Management of local county 4-H program within the larger 4-H programmatic direction. As a public institution, we must be inclusive of everyone--it is the leadership responsibility of the 4-H agents to ensure that takes place.	S: 4-H remains a priority; addresses hard problems M: We have a 4-H agent in every county L: 4-H is the program of choice for youth and families in Alabama	leadership in action/demonstrating leadership professional development skill development visibility	performance appraisals	The data are used to revise curriculum, alter training, create new programs, and retire old programs.	yes

Institution	Program name	Program Director	Description & URL	Audience(s)	Leadership Defined	Short-, Medium-, & Long-term outcomes	Leadership Outcome Indicators	How is achievement measured?	Eval data use	Share
University of Georgia	Extend	Lauren Griffeth 706-542-4753 lauren1@uga.edu	http://www.caes.uga.edu/intranet/coextopr/development/EXTEND.HTML	county-level agents/educators regional/multi-county agents/educators regional/state extension specialists (faculty) extension administrators	Enhancing participants' knowledge, skills and actions in order to enhance organizational capacity.	S: Graduate 16 class members in May 2016 M: implement research study and collect data on learning and effectiveness L: redesign curriculum to meet the needs of evaluation	leadership development professional development	I have organized a research study for graduates of the program to begin May 2016.	It will be for the next cohort.	yes
	Extension Academy	Lauren Griffeth 706-542-4753 lauren1@uga.edu	http://www.caes.uga.edu/intranet/coextopr/development/eape.html	county-level agents/educators regional/multi-county agents/educators regional/state extension specialists (faculty) extension administrators	Participants have a greater understanding of themselves as leaders and create frameworks for setting and reaching personal and professional life goals.	S: Participants set personal and professional goals. M: Participants lay a frame work for meeting personal and professional goals. L: Participants reach personal and professional goals.	leadership development professional development	If participants meet the desired goals that they set for themselves as a part of the program.	Feedback from evaluations are used to plan future sessions.	yes

Institution	Program name	Program Director	Description & URL	Audience(s)	Leadership Defined	Short-, Medium-, & Long-term outcomes	Leadership Outcome Indicators	How is achievement measured?	Eval data use	Share
North Carolina State University	New & Aspiring County Extension Director Leadership Program	Dr. Mary Lou Addor 919-515-9602 mary_addor@ncsu.edu	Program for emerging county leaders and new county extension directors.	county-level agents/educators regional/multi-county agents/educators	The New & Aspiring CED (County Extension Director) Program is defined by those considering becoming a local leader of county teams who work to deliver educational programs at the local level and those who are newly appointed to the position. The CED is the most "influential" position in the organization, since they serve as ambassadors to county government and local citizens.	S: knowledge of the basic administrative and leadership skill sets M: understanding of the role of a County Extension Director L: working knowledge and ability to apply CED training	leadership in action/demonstrating leadership leadership development professional development skill development	Number of participants who become leaders Number of participants who become county directors Increase in leadership skill development by participants Value added skills that enhance the extension profession after completion	Annual data is collected from participants which is used in planning and implementation of the upcoming year's program. Also, case studies and other tools are used in gathering information for future classes.	yes
	Natural Resources Leadership Institute (NRLI) (founding Kellogg NRLI Leadership model)	Dr. Mary Lou Addor 919-515-9602 mary_addor@ncsu.edu www.ncsu.edu/nrli	Leadership Program to educate and support a diverse group of North Carolinians who are committed to seeking consensus on issues affecting the sustainable development of North Carolina's natural resources and the quality of our environment.	Predominantly external audiences County-level agents/educators Regional/multi-county agents/educators Regional/state Extension associates Regional/state Extension specialists (faculty)	Resolving Conflict Through Leadership (cross-organizational leadership development)	Short Term <i>Develop Awareness</i> - Increase awareness of conflict management styles, leadership style, and personal and professional goals. - Expand circle of trust & influence to other fellows and external audiences - Increase awareness about application of collaborative processes - Develop and acquire new skills to conduct collaborative processes - Increase awareness of key environmental issues, linkages between disciplines and connections with social and economic realities Mid-Term <i>Demonstrating Leadership</i> - Use different communication skills - Incorporate public values into decision-making - Educate and inform public <i>Relationships</i> - being trustworthy, open to being influenced by others, engaging diverse perspectives <i>Engaging in Collaborative Problem Solving</i> - Individual Behaviors – fellows convene collaborative processes and/or negative environmental outcomes - Organization Behaviors <ul style="list-style-type: none">o formal and informal partnerships or linkages are established among organizationso agencies are coordinating and cooperating in new wayso public values are being incorporated into environmental policy decisiono building and maintaining trust occurso Services are improved <i>Long-Term</i> <i>Expanding Leadership</i> - Encouraging and empowering others to make changes in approaches to conflicts - Seeking opportunities for continuing expansion of and excise of leadership skills - Integrating human and natural resource values in decision-making processes <i>Strengthening Institutions</i> <i>Organizational</i> - changing organizational structures and policies for conflict management - improving public commitment to protect/enhance/improve resources - ensure resources are accessible and managed effectively <i>Sectoral</i> - Organizations change the way they work together	leadership in action/demonstrating leadership leadership development professional development skill development visibility other -- individual community service goal	Through Course Evaluations Through Practicum Project Reports Through Self-Reports	Annual data is collected from respective sessions for use in future planning and design; a program evaluation is conducted for overall program strategic direction and guidance.	Yes