

PUBLIC HEALTH LEADERSHIP ACADEMY PROGRAM EVALUATION

A comprehensive program evaluation of the
Public Health Leadership Academy
from Fall of 2020 - Winter of 2022.

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Executive Summary

The Public Health Leadership Academy (PHLA) was created in 2019 to establish an environment for collaborative learning where experienced leaders from the State of Michigan, Department of Health and Human Services, Public Health Administration (PHA) and the Michigan Public Health Institute (MPHI) can enhance their leadership knowledge and skills. PHLA was designed to give leaders the time and space to focus on strengthening these skills with a cohort of like-minded public health leaders.

There are six Individual PHLA seminars delivered via Zoom, each focusing on a key leadership topic: Change Leadership, Entrepreneurial Leadership, Inclusive Leadership, Relational Leadership, Servant Leadership, and Visionary Leadership. Each seminar consists of three 2-hour sessions of facilitated discussion in which participants explore leadership concepts presented in the required pre-session readings and videos. While each seminar explores a different leadership topic, there are four elemental leadership skills that are common across PHLA: communication, inclusive behavior, emotional intelligence and vision.

Participants

Participation is open to experienced leaders from PHA and MPHI who have completed an application and who have obtained a recommendation from their supervisor.

The Evaluation

The Public Health Leadership Academy is a new program; the curriculum and format are unique. A thorough program-wide evaluation was needed to determine the effectiveness of all areas of PHLA.

Data were collected from participant feedback forms completed at the end of each seminar; an online survey emailed to all seminar participants and the supervisors who recommended them; and one-on-one interviews.

Key Findings

The overarching evaluation questions are based on the following PHLA goals.

1. Build trust and enhance collaborative work across agencies

One hundred percent (100%) of survey respondents said they found interactions with other participants to be an important component of the seminars. One supervisor observed a change in relationships after staff attended PHLA: *They are now using their skills to be stronger collaborators.*

2. Increase knowledge of key leadership types

Ninety-three percent (93%) of respondents attested that PHLA enhanced their leadership skill set. One participant commented: *PHLA has given me much to think about, as well as concrete activities that I can do as a manager/leader.*

3. Increase practice of self-reflection and continuous learning

After completing PHLA, both participant and supervisor survey responses indicated an increase in professional development activities, supporting team members in their professional growth, and sharing leadership tools with colleagues.

4. Put learning into practice by applying leadership skills

Participants and their supervisors were asked if they applied leadership skills more frequently after attending PHLA than before.

Communication

- Before PHLA 47% of participants reported using active listening skills “often”; the percentage rose to 87% subsequent to attending PHLA.
- Supervisor responses mirrored those of participants. They indicated that before PHLA 56% of staff used active listening skills “often”; after attending it increased to 80%.

Inclusive Behavior

- Thirty percent (30%) of participants reported that they “often” sought out different views and perspectives prior to taking PHLA; 73% specified they did this often after attending.
- Supervisors indicated that 36% of the participants “often” considered different views prior to PHLA, and 72% exhibited this behavior after completion.

Vision

- Before attending PHLA, only 26% of respondents said they “often” had a vision for their role in public health; the percentage grew to 66% after PHLA.
- Prior to PHLA, supervisors indicated 24% of their staff took action to implement their vision; subsequent to attending the percentage grew to 60%.

SUPERVISOR QUOTE

As a result of PHLA, my staff have better communication and higher confidence levels.

Summary

There is evidence that PHLA is effective in increasing and applying leadership skills. Survey responses suggest that the seminars enabled valuable learning and relationship building across agencies; participants and the supervisors who recommended them agreed that leadership skills were enhanced as they continue to seek out resources about leadership and share them with their team. And finally, PHLA participants most certainly increased the application of essential leadership skills – their leadership behavior has changed.

For more information please visit <https://www.cameronconsulting.info/>

PHLA is funded by MPH and MDHHS through funds made available from the Centers for Disease Control and Prevention, Center for State, Tribal, Local and Territorial Support, under the Prevention Health & Health Services Block Grant.

Introduction

Background

The Public Health Leadership Academy (PHLA) was created in 2019 to establish an environment for collaborative learning where experienced leaders from the State of Michigan, Department of Health and Human Services, Public Health Administration (PHA) and the Michigan Public Health Institute (MPHI) enhance their leadership knowledge and skills. PHLA was created to give leaders the time and space to focus on strengthening these skills with a cohort of like-minded public health leaders. PHLA was designed to address the following needs: continuous leadership development; self-reflection among leaders; skill enhancement for experienced leaders; knowledge and practice of key leadership types; and relationship building between PHA and MPHI.

There are six Individual PHLA seminars, each focusing on a key leadership topic: Change Leadership, Entrepreneurial Leadership, Inclusive Leadership, Relational Leadership, Servant Leadership, and Visionary Leadership. Each seminar consists of three 2-hour sessions of facilitated discussion in which participants explore leadership concepts presented in the required pre-session readings and videos. PHLA was initially an in-person seminar, transitioning to an online platform starting in the Fall of 2020, which continues today. This evaluation encompasses the online seminars from Fall 2020 – Spring 2022, representing 98 individual participants. ¹(See Appendix 1 for session details, seminar timeline, and participant numbers)

The Creation of PHLA

The Public Health Leadership Academy was created in 2019, with Cynthia Cameron, PhD, Senior Public Health Advisor at MPHI, leading the development. PHLA would not have come to fruition without the contributions of the following:

MPHI Contributors

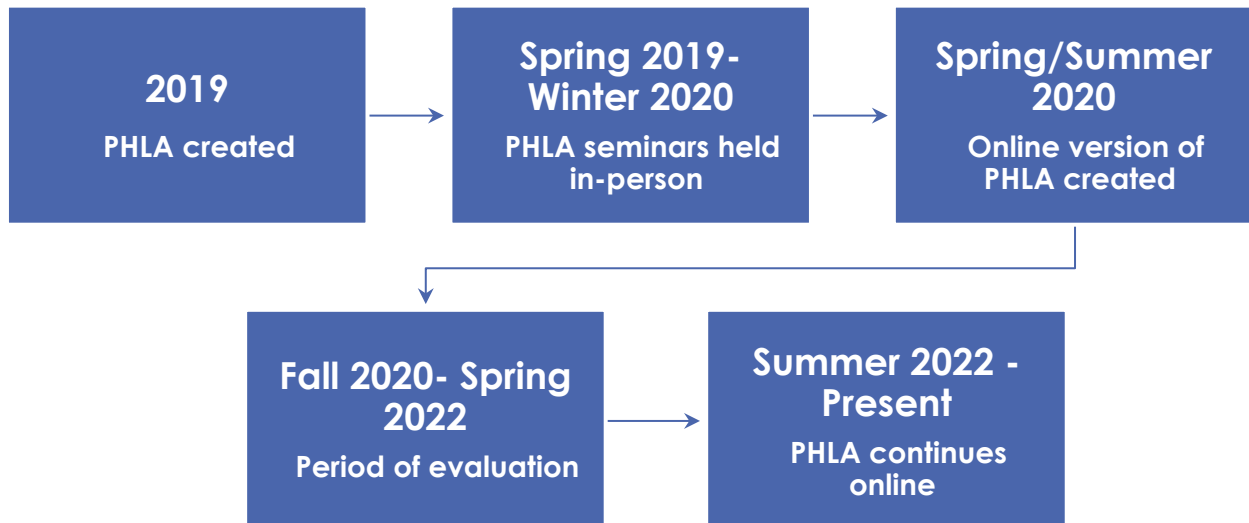
- Renee Canady, PhD, Chief Executive Officer
- Heather White, MSA, Chief Administrative Officer
- Deb Marciniak, MA, Senior Project Coordinator
- Michael Williams, MA, Senior Creative Manager
- Jaime Jozwiak, BS, Senior Design Analyst

PHA Contributors

- Karen Macmaster, MPA, Senior Deputy Director
- Katie Macomber, MPH, Administrative Deputy Director

¹ There were 108 individual participants, but 10 were known to have changed employers so were not included in the survey(s).

PHLA Timeline



Summary of Program Objectives

PHLA is focused primarily on increasing knowledge of key leadership types, with the ultimate purpose of assisting leaders to shift from a transactional to a transformational leadership style. Transactional leaders support the status quo, react to problems as they arise, and emphasize organization, evaluation, and tasks, which is more akin to managing than leading. Transformational leadership is focused on motivating and engaging others with a vision of the future, and addressing issues before they become urgent. Within that overarching purpose, the stated goals and objectives of PHLA are:

Goal	Objectives
Build trust and enhance collaborative work across agencies	<ul style="list-style-type: none"> ● Create an environment for collaborative learning ● Share and appreciate diverse views ● Learn from colleagues
Increase knowledge of key leadership types	<ul style="list-style-type: none"> ● Provide time to process a variety of information about leadership ● Offer multiple ideas about leadership for consideration ● Enhance critical, informed understanding of leadership
Increase practice of self-reflection and continuous learning	<ul style="list-style-type: none"> ● Promote and encourage self-reflection and continuous learning
Put learning into practice: apply leadership skills	<ul style="list-style-type: none"> ● Inspire informed action

Planned Outputs

Outputs are the direct products of the leadership development program. In this case, outputs include the number of individual seminar participants (a total of 108 individuals - 86 from PHA and 22 from MPH); the number of participants who attended the seminars² (a total of 139 participants – 112 from PHA and 27 from MPH), and the total number of seminars held (24 seminars).

Outcomes

The program logic model developed for PHLA (see Appendix 2) is a picture of how the program works and its intended outcomes. It depicts the original needs the program was developed to address, the activities that were employed to address those needs, and three categories of outcomes - short-term (system/knowledge), mid-term (system/behavior), and long-term (systems transformation).

The short-term outcomes of PHLA are to enhance each leader's skill set through:

- Increasing knowledge of basic leadership skills,
- Discussion of challenges,
- Sharing tips and ideas, and
- Developing cross-agency relationships built through the collaborative learning environment.

Mid-term outcomes include:

- Increasing professional growth (defined as participating in professional development activities, supporting team members in their professional growth, and sharing leadership tools with colleagues),
- Creating an environment of continuous learning, and
- Increasing the understanding and application of foundational leadership skills that populate each PHLA seminar: communication, inclusion, emotional intelligence, and vision.

In the long-term, the desired outcomes of PHLA are significant systems change to transformational leadership in order to develop a culture that:

- Respects, champions and supports autonomy, professional growth and continuous learning,
- Models a commitment to honest and clear communication,
- Helps people understand their value through empathy and inclusion, and
- Inspires innovative, visionary thinking and action.

PARTICIPANT QUOTE

I have found the relationships I built with my cohort to be extremely beneficial both during the sessions and after.

² Some participants attended multiple seminars

Stakeholders

The highest priority stakeholders in the program evaluation of PHLA are the past, present, and future participants of the Academy. Frankly, they stand to gain the most from any tweaks to the format and content and stand to lose the most should the program be ended. Second priority are the supervisors who recommend staff to the program, and in many cases attend the Academy themselves. And last but not least, are the leadership of both MPH and PHA³, who have invested in and benefited from the program.

Limitations of PHLA at this Stage

Although in large part the seminars operated at full capacity and were offered multiple times from Spring of 2019 through Fall of 2022, only 108 leaders from MPH and PHA attended. Although the total number of leaders eligible to attend PHLA is a dynamic number, with new hires, reorganizations, and promotions, it is safe to say that many leaders across the two agencies have not yet had that opportunity. In order to realize the long-term benefits of enhanced leadership skills and relationship building more staff will need to participate and more time will need to elapse. In other words, significant systems change to transformational leadership will require a deeper, broader, and more long-term intervention and evaluation.

Purpose

Need for Evaluation

Throughout the course of PHLA, themes of self-reflection and growth predominate. Though each session culminates in a brief feedback form, this only provides immediate and surface-level feedback, mostly focused on the basics of the individual session in question. A thorough program-wide evaluation was needed to determine the effectiveness of all areas of PHLA, including recruiting participants and marketing the program, the application process, the effectiveness of the format and content of individual seminars and sessions, outcomes for participants and programs, and satisfaction of both participants and the recommending supervisor. In short, is PHLA having the desired impact on enhancing leadership effectiveness at PHA and MPH? Are the original objectives being met?

How this Evaluation will Benefit the Program

The Public Health Leadership Academy is a new program; the curriculum and format are unique. Simply put, the evaluation will show if it was effective AND how it could be improved. In terms of administration, the evaluation will explore the process for recruitment and ease of application. It will answer basic questions such as: was communication about

³ PHLA is funded by MPH and MDHHS through funds made available from the Centers for Disease Control and Prevention, Center for State, Tribal, Local and Territorial Support, under the Prevention Health & Health Services Block Grant.

upcoming seminars clear and timely? Did the announcements (Appendix 3) contain appropriate information, so participants knew what to expect? In terms of the application process, was the application easy to complete? Were expectations clear? The answers to these questions tell if the program was delivered effectively and guide decisions and actions for improvement.

The format of PHLA has a mix of materials that participants prepare, coupled with a facilitated discussion about specific topics. The evaluation process will illuminate the satisfaction of participants in terms of the relevance and effectiveness of pre-session materials – did the materials generate questions and provoke discussion? Did participants learn about new ideas each session? In terms of the in-session format, was the facilitated discussion effective?

The evaluation also incorporated feedback from the supervisors who recommended individual participants. The benefits to the program from supervisor input are long-reaching and overarching, but fundamentally practical – do the participants apply leadership skills more often after attending PHLA than before?

The Basis for this Evaluation Model

Leadership development program evaluation is an emerging field. Although case studies can be found that describe evaluations and their results, they rarely specifically describe evaluation methods used to collect, analyze, and interpret data. Well respected authors and researchers in the field of program evaluation provide excellent guidance⁴, however, they seldom explore program evaluation unique to leadership development programs.

The basis for this model of evaluation came from an excellent publication by the Center for Creative Leadership, (<https://www.ccl.org/>) a top-ranked, nonprofit provider of leadership development and a pioneer in the field of global leadership research. The book, *Evaluating the Impact of Leadership Development*⁵ helped the evaluation staff understand how to conceptualize, design, and analyze the results of the evaluation.

RECOMMENDING SUPERVISOR INTERVIEW QUOTE

Attending PHLA enhanced their ability to communicate more effectively. Not just with me as their manager, but with their team.

⁴ Patton, Michael (2002). *Qualitative Research & Evaluation Methods* (3rd ed.). Sage Publications

⁵ Patterson, T., Stawiski, K., Hannum, K., Champion, H., and Downs, H. (2017) *Evaluating the Impact of Leadership Development* (2nd ed.,). Center for Creative Leadership.

Objectives of Evaluation

Process Objectives

In general terms, the process evaluation focuses on the implementation process – how well the program worked and the extent to which the program was implemented as designed. Specifically, the PHLA process evaluation was driven by four objectives:

- Assess the effectiveness of recruitment/marketing of the program
- Assess adherence to program format by both the facilitator and participant
- Measure the level of participant satisfaction
- Measure the level of PHLA program staff satisfaction

PARTICIPANT QUOTE

The format allowed for engaging and organic discussions relevant to the current workplace..

Outcome Objectives

An outcome evaluation focuses on ways in which the individuals and system participating in the program have changed as a result of that program. It endeavors to measure behavior, knowledge, and systems change. The PHLA outcome evaluation was guided by the following objectives:

- Assess the effectiveness of the learning environment in promoting meaningful dialogue, collaborative learning, and relationship building
- Measure change in knowledge and application of essential leadership skills
- Assess the practice of continuous learning
- Assess individual professional growth
- Gauge enhancement of leadership skills

Methodology

This evaluation measures both the process and outcomes of PHLA. Both quantitative and qualitative evaluation methods were used. The management of the evaluation was directed by an evaluation plan which articulated the evaluation questions and the process required to answer those questions. The overarching evaluation questions are:

1. Was the learning environment successful in promoting collaborative learning and relationships?
2. Did participants enhance their leadership skills?
3. Are participants applying these skills more frequently now than prior to PHLA?
4. Did participants practice continuous learning after attending PHLA?
5. Did participants grow professionally?

	Data Collected	Data Collection Method	Method of Analysis
Process Evaluation	<ul style="list-style-type: none"> ○ Satisfaction with program ○ Adequacy of program format ○ Suggestions for improvement/change ○ Effectiveness of marketing ○ Ease of registration ○ Adherence to the program format 	<ul style="list-style-type: none"> ○ Post-session feedback forms ○ Online survey sent to participants ○ Online survey sent to all supervisors who recommended staff to PHLA 	<ul style="list-style-type: none"> ○ Excel frequency analysis ○ Survey monkey analytics tools
Outcome Evaluation	<ul style="list-style-type: none"> ○ Enhancement of leadership skills ○ Application of learning/skills ○ Change in the application of skills: retrospective before attending and now ○ Evidence of collaborative learning and relationship building ○ Evidence of continuous learning ○ Evidence of professional development 	<ul style="list-style-type: none"> ○ Online surveys (both participant and supervisor) ○ Select individual interviews 	<ul style="list-style-type: none"> ○ Survey monkey analytics tools ○ Thematic analysis of interview results

Data Collection

Data were collected from three sources: post-session feedback forms, online surveys of participants and the supervisors who recommended them, and individual interviews of participants and their supervisors.

At the end of the final session of each PHLA seminar, participants were asked to complete a feedback form (Appendix 4). Out of 139 participants, a total of 91 feedback forms were completed.

Separate online surveys were developed for the participants (Appendix 5) and the supervisors (Appendix 6) who recommended them for the program. The online survey was conducted between 08/23/2022 - 09/02/2022 and sent to a total of 98 participants and 66 supervisors. The population consisted of those who attended the seminars after the change to a virtual format in the spring of 2020 and their recommending supervisors. The response rate for the participant online survey was 42%. The response rate for recommending supervisors was 23%.

At the end of the online survey, participants and supervisors were asked if they would agree to an individual interview. All those who agreed were included in the group who were interviewed. Interview questions were developed by the evaluation manager and interviews were conducted between September 19th-23rd, 2022, by two trained evaluation specialists. Separate interview questions were developed for participants and recommending supervisors (Appendix 7). Interview results were captured through the auto-transcribe function of Zoom. They were then interpreted and summarized by the evaluation manager using thematic analysis.

Process Evaluation

The process evaluation included an analysis of post-seminar feedback forms and on-line surveys. The post-seminar feedback forms collected information about overall satisfaction with the program content and format. The online survey was used to collect data about the effectiveness of recruitment and marketing of the program, as well as adherence to the program format.

Outcome Evaluation

The outcome evaluation collected both quantitative and qualitative data. It included the online surveys referenced above and individual interviews. The online survey included binary (yes/no) questions and retrospective before-now rating formats, using a Likert scale to indicate the frequency of application of certain behaviors. According to a study by Pratt et al, 2000⁶, while traditional pretest-posttest comparisons resulted in an underestimation of the program effect, the retrospective pretest methodology did not. Retrospective pretest designs are shown to be a reliable and expeditious method for assessing program effects in responsive interventions. In the case of this evaluation, behaviors were clustered under four elemental leadership skills: communication, inclusion, emotional intelligence, and vision. (Readings and discussion of these four skill areas are included in all six of the seminars – thus common across PHLA.) Participants were asked to rate the frequency (never, rarely,

PARTICIPANT INTERVIEW QUOTES

*I am a pragmatist;
visionary leadership
helped me get out of
my own way.*

*Helped me
communicate my vision
so my team can better
prioritize their work.*

⁶ Pratt, C. C., McGuigan, W. M., & Katzev, A. R. (2000). Measuring Program Outcomes: Using Retrospective Pretest Methodology. *American Journal of Evaluation*, 21(3), 341–349.

sometimes, often) of the application of behaviors that exemplify these skills before and after attending PHLA seminar(s).

Limitations of Methodology

Frequency of Involvement: The ubiquitous limitation of the methodology for both the process and outcome evaluation of PHLA is that the Academy includes six distinct leadership development seminars and some respondents attended one seminar while others attended all six. Because of the small number of respondents, data were not stratified by number of seminars completed. Instead, this limitation was addressed in this evaluation by methodically distilling four elemental leadership skills and related behaviors that were common across the seminars and measuring a change in behavior as described in the Methodology section above.

Response Rate: The limitation of the process evaluation is the response rate of participants to the post-session feedback form. As with any voluntary feedback mechanism, there is no guarantee that all participants will complete the survey, thus the analysis does not include the opinions of all participants. However, comparing the number enrolled (139) to the number of feedback form responses (91) showed a 65% response rate.

The limitation of the outcome evaluation is similar to the process evaluation, in that not all participants responded to the online survey. However, according to a meta-analysis published in 2022⁷ (Wu, Meng-Jai, Shao, Kelly, Fils-Aime, Francisca) experts agree that 44% is an average response rate. Response rates lend credibility to program evaluation and the subsequent results. In this case, the response rate of the participant survey was close to the average at 42% (n=98), which supports confidence in the findings. The response rate for the survey sent to supervisors who had recommended staff for the Academy was not as substantial at 23%. (n=66) However, as the discussion of the findings elaborates, there is notable congruence between the results of the participant and supervisor surveys.

Evaluation Findings, Analysis and Discussion

Process Evaluation Findings

Effectiveness of Recruitment/Marketing of the Program: Prior to each of the seminars, an interdepartmental email was sent from the offices of each of the directors of PHA and MPHI providing information regarding the Academy and inviting staff to apply. Anecdotally, several interviewees commented that recruitment and marketing also occurred through word of mouth – either a supervisor urged staff to consider attending or members of a team encouraged others to attend. In addition to the email announcing the seminars, an informational flyer (Appendix 3) was developed that includes details regarding

⁷ Meng-Jai et al, 2022, Response rates of online surveys in published research: A meta-analysis, Computers in Human Behavior Reports, Volume 7, August (2022)

the purpose, structure, seminar content, eligibility requirements, and instructions for the application process.

This objective, effectiveness of recruitment and marketing was measured through the online survey that found that 95% of respondents said the announcement provided enough information for them to make the decision to apply and the application process was easy and understandable.

Adherence to Program Format by both the Facilitator and

Participant: The PHLA used a format that required a cohort of participants to actively discuss their perceptions and opinions, listen to each other, carefully consider each other's ideas, and remain focused on the discussion topic. Participants were required to complete about one hour of homework (read articles or watch videos) to prepare for each session. Each session consisted of: participants sharing brief thoughts and questions about the homework materials; facilitator-guided discussion of concepts and sharing of additional resources; facilitator check-in to make sure all topics had been discussed; participants' report on practical strategies and suggestions and how they planned to use them.

This objective was measured through the online survey and an interview with PHLA program staff. The online survey asked participants about their adherence to the program format and how beneficial they thought the format was. With very few exceptions, the participants (by self-report) did the pre-work, generated questions for discussion in the seminars, and actively participated in the discussion. They also found the format to be beneficial and conducive to learning. Notably, 100% of survey participants found interactions with other participants to be an important component of the seminars.

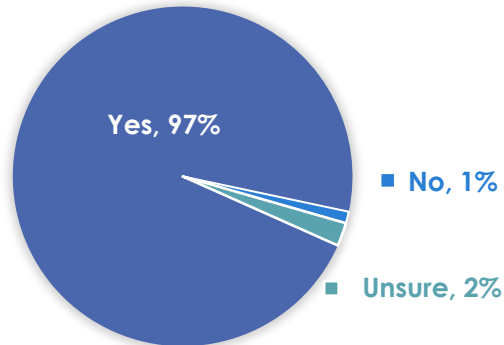
The PHLA facilitator and one other program staff person were interviewed to assess their perceptions of adherence to the program format. Both agreed that the format was closely adhered to because they believed that this "formula," relying heavily on participant discussion and processing with their peers, was the key to enhancing leadership skills, encouraging self-reflection, and spurring continuous learning about leadership development.

Level of Participant Satisfaction: Participant satisfaction was measured through the online feedback surveys administered at the end of the three-session series of each of the seminars. Indicators of satisfaction are responses to the following questions in the post-seminar feedback forms: Q3 *Was this seminar worth your time and effort?* and Q5 *Would you recommend this seminar to a colleague?* Throughout the two years included in the evaluation, participants were consistently satisfied with the program, as seen in Figure 1.

PARTICIPANT QUOTE

I really appreciated hearing about the experiences and challenges that others are having. Hearing, sharing, validating and learning from one another was so important.

Figure 1
POST-SESSION FEEDBACK FORM QUESTION 3:
WAS THE SEMINAR WORTH YOUR TIME AND EFFORT?



Participant satisfaction was also measured in the interviews in the form of questions asking participants if they intended to enroll in additional seminars, and asking supervisors if they would continue to recommend staff. The answers were unanimous – both groups enthusiastically responded, “yes.”

PHLA Staff Satisfaction: PHLA staff who developed and delivered the program were extremely satisfied with the program overall, however, they did learn a valuable lesson as they facilitated seminars and spoke with agency leaders – not all participants were ready for the PHLA content. These participants needed a “preparing for leadership course” to set the stage and provide context for future leadership development training. PHLA staff promptly began developing a “Preparing for Leadership” seminar which they launched in February of 2022.

Outcome Evaluation Findings

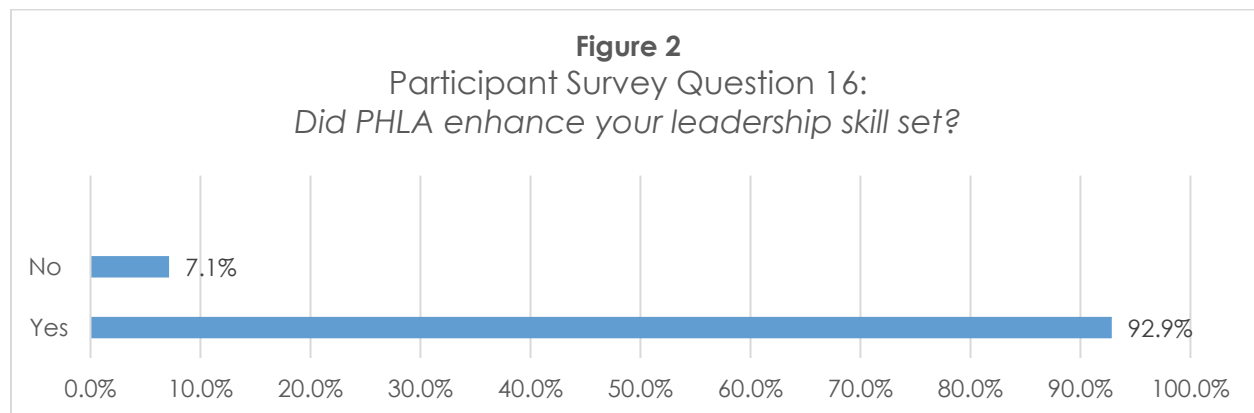
Short-Term Outcomes: System and Knowledge Change

Collaborative Learning and Relationship Building: As articulated in the “Background” section of this report, one of the needs that spurred the development of PHLA was to create a collaborative learning environment for staff across agencies to have meaningful dialogue, learn from each other, and help build relationships between MPH and PHA. The participant survey asked if respondents found interactions with other participants to be an important component of the seminars. Of all of the respondents, 100% stated “yes”. One person commented, “It was helpful to learn alongside peers – I learned a lot of valuable insights from people across both agencies.” They were also asked if the facilitated discussion format was conducive to learning. Over 90% responded “yes” with the following comments: “The format allowed for engaging and organic discussions relevant to the

current workplace, rather than a 'knowledge' check". "I love this 'open' format for learning."

Both participants and supervisors were asked in the interviews if they had observed a change in relationships after they or some of their staff had attended PHLA seminars. Respondents indicated that relationships were improved. Two commented that as a direct result of having met a staff person from "the other agency" in a seminar, they were better able to work collaboratively on specific projects subsequent to the seminar. Another person gave the example that after meeting folks from a different agency in her seminar she felt able to collaborate better across agencies and more confident to reach out to different levels of management and leadership.

Change in Knowledge and Application of Leadership Skills: Just under 93% of the participant respondents attested that PHLA enhanced their leadership skill set (See figure 2); in other words, they increased their knowledge and command of leadership skills. When asked if they had applied what they learned, 93% said yes. This was further corroborated in the section of the survey that did a more in-depth analysis, measuring their knowledge and application of essential leadership skills before and after attending PHLA as described in the next section.

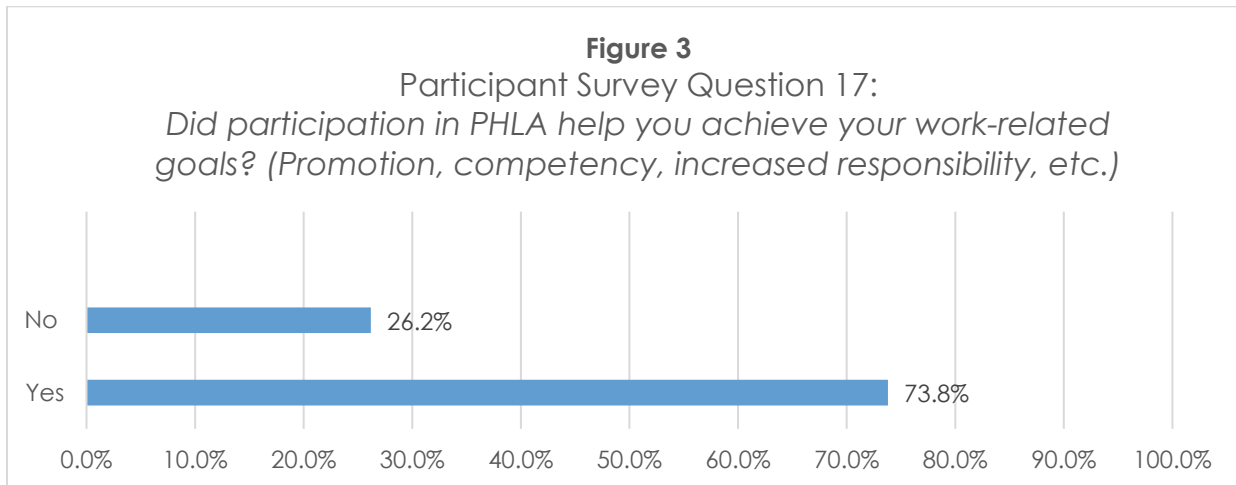


Mid-Term outcomes: System/Behavior

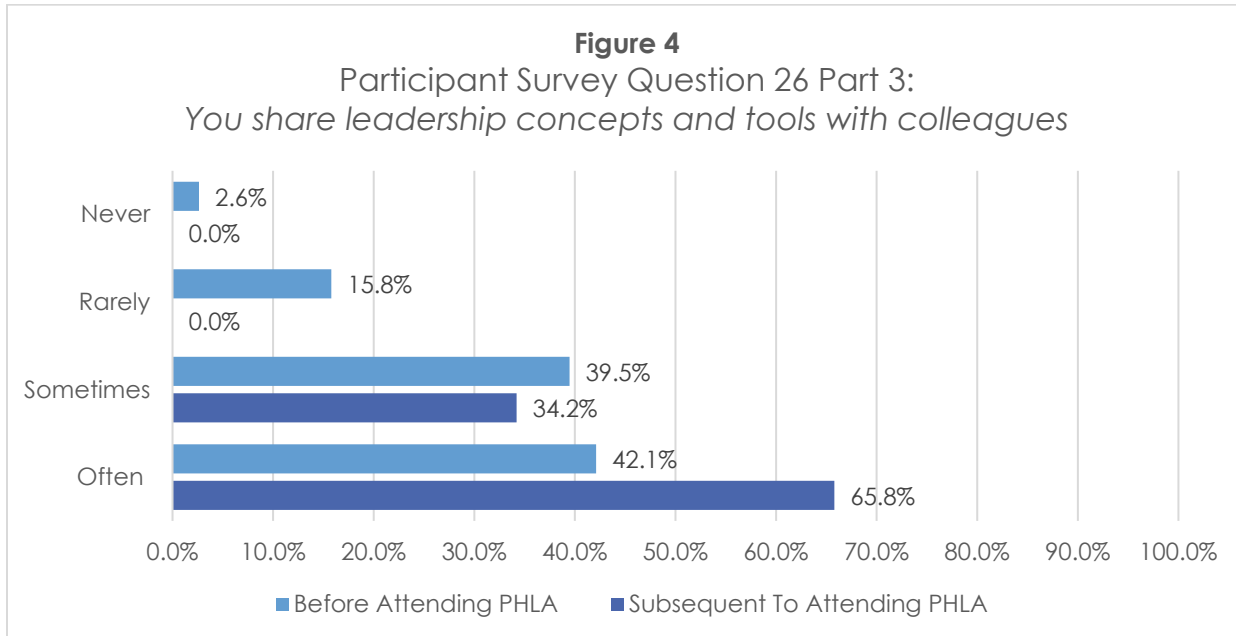
Individual Work-Related Goals and Professional Growth: Each participant of PHLA filled out an application form. Among other things, they were asked about their expectations for how PHLA would help advance their personal and work-related goals. They answered in a variety of highly individual ways, but many talked about hoping for promotions, increasing their leadership competency, and gaining additional responsibility.

After having attended one or more of the seminars, and a time-lapse of between 3 and 18 months, the online survey asked participants if their expectations were met. Specifically, they were asked if *participation in PHLA helped them achieve their work-related goals? (i.e. promotion, competency, increased responsibility, etc.)*. Seventy-four percent responded that PHLA had helped them achieve their goals (see figure 3). Considering that in some cases there was a relatively short time expanse between participation and taking the

survey, this is a favorable result. It suggests that many participants immediately applied their newly honed leadership skills and were experiencing positive results.



Participants were also asked about professional growth. This was defined as participating in professional development activities, supporting this growth in team members, and sharing leadership concepts and tools with colleagues. Participants' survey responses indicated an increase in these behaviors subsequent to attending PHLA. The behavior that increased the most was "sharing concepts and tools with colleagues" where an additional 21% did this "often" after attending (see figure 4).

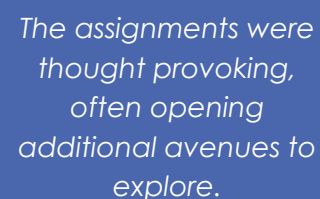


The Practice of Continuous Learning: As described above, participant surveys showed participants increased the frequency of seeking out additional resources about leadership after attending PHLA. The evaluators also heard evidence of this in the one-on-one interviews. Across the board, interviewees reported that as a direct result of having participated in PHLA, they now regularly spend time learning more about leadership development. They explained that the format of the seminars – reviewing readings and videos beforehand and then generating questions and ideas from these resources - taught them the value of such resources and the positive impact they could have on their development and growth. Participants also were provided with a trove of state-of-the-art articles and thought pieces in the compendia to guide them through the myriad of such current resources available.

Increased Application of Essential Leadership Skills: As previously described, the seminars covered six different leadership models. Each seminar compendium was developed by narrowing the vast literature and research on each of the models into a manageable, actionable, thought-provoking, inspiring collection of background materials that provided the basis for interactive dialogue in each session. Through this act of curation, four essential elements of leadership development emerged: communication, inclusion, emotional intelligence, and vision. As described in the methodology section, a “retrospective before-now” format was used in the online survey to measure the frequency of application of these essential leadership skills. This format was used in both the participant and supervisory surveys.



PARTICIPANT
QUOTE

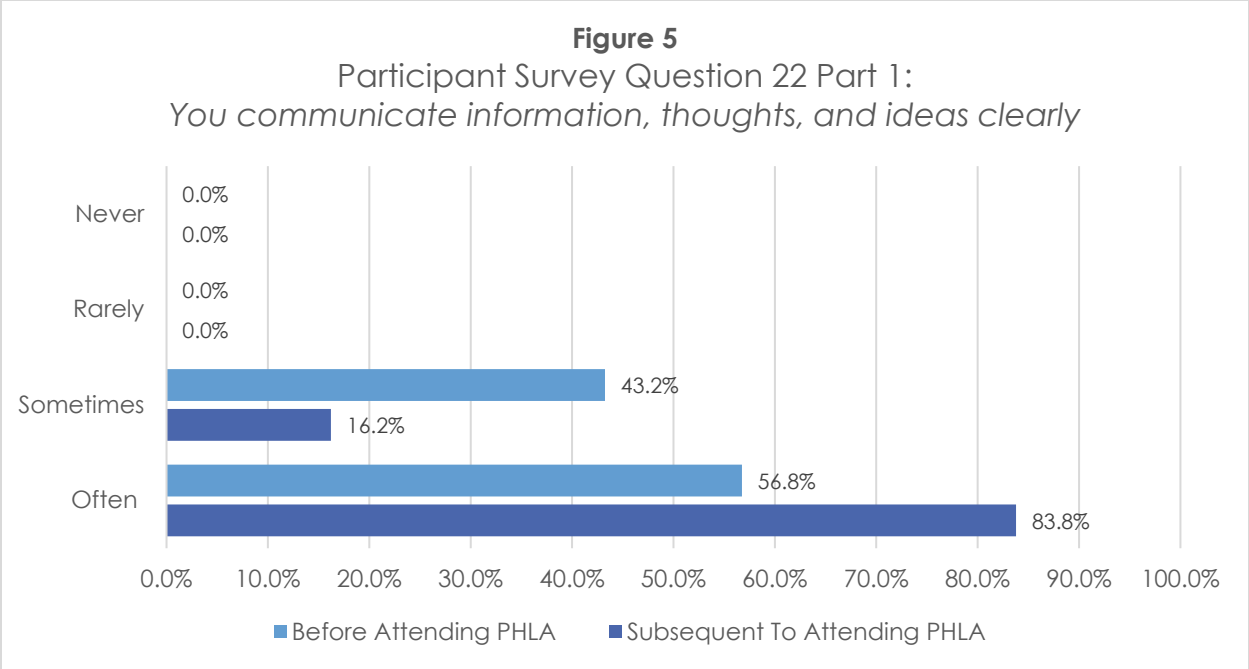


The assignments were thought provoking, often opening additional avenues to explore.

Communication: Supervisor Response

“Not all communicators can lead, but all good leaders can communicate.”⁸ This article in Forbes goes on to state, “Of all the skills attributed to leaders - and by which leaders are identified - communication is universally agreed upon as the most important and the most indispensable.” Before attending PHLA 57% of the respondents “often” communicated information, thoughts, and ideas clearly; however, after attending 84% “often” applied those communication skills (see figure 5). The increase in the application of active listening skills was even more pronounced, as before PHLA only 47% reported using these skills “often”, while after attending PHLA 87% reported this.

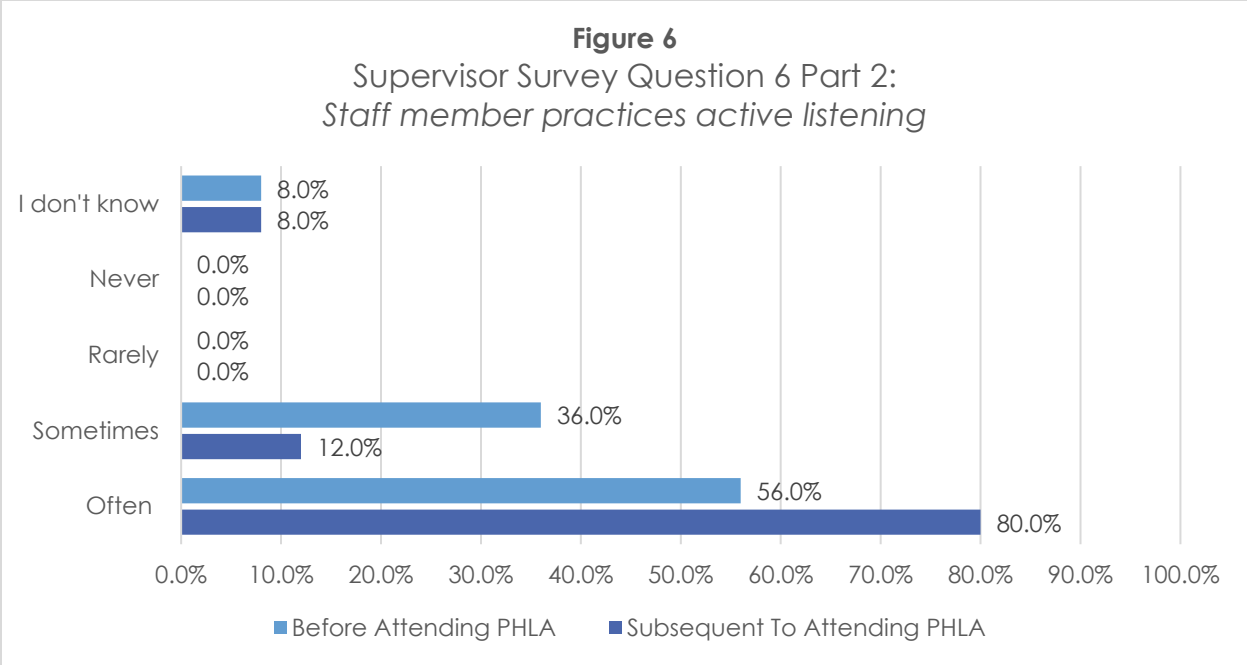
⁸ Armdur, Eli, *The Six Leadership Communication Skills*, Forbes, 11/19/2020
[The Six Leadership Communication Skills \(forbes.com\)](https://www.forbes.com/sites/eliarmdur/2020/11/19/the-six-leadership-communication-skills/)



When participants were asked in the interviews about the biggest change that they had made as a result of attending PHLA the most often heard response was “enhanced communication and listening skills”. They said that they were better able to focus on listening and to communicate effectively. When asked how these skills had impacted their team several responded that they were more direct and assertive with their team and better able to prioritize what needs to be discussed.

Communication: Supervisor Response

Supervisor observation was very consistent with the self-report of participants. Supervisors saw improvement and increased application of both types of communication skills – communicating clearly and practicing active listening, however, the increase was most striking in practicing active listening. Supervisors reported that before attending, 56% of staff used active listening skills “often.” After attending that number increased to 80%. (see figure 6). One theme that emerged in the supervisor interviews was that several supervisors sent their staff to PHLA precisely to help them work on their communication skills. One supervisor commented that prior to attending PHLA a staff person was renowned for rambling, both in spoken and written word. After attending, there was a marked improvement. This made for more efficient and effective staff meetings and communication in general.



Inclusion: Participant Response

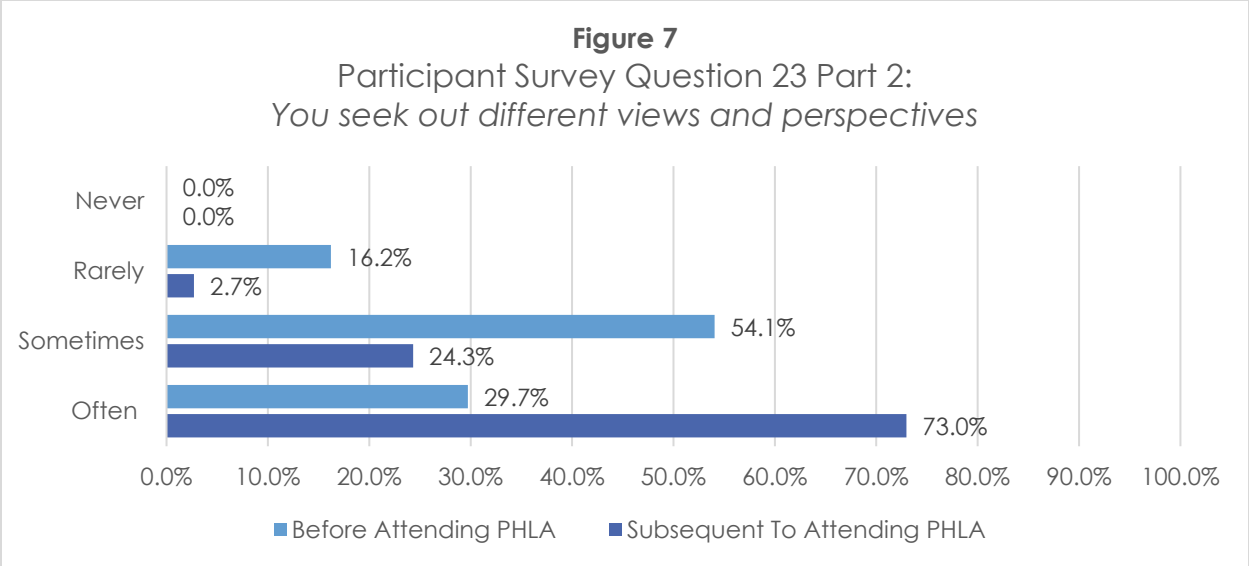
Inclusion and inclusive leadership can, and should, be interpreted, described, and operationalized in a multitude of ways. For purposes of the Inclusive Leadership seminar of PHLA, inclusive leadership is about: treating people and groups fairly - that is based on their unique characteristics, rather than on stereotypes; seeking out and personalizing individuals - that is, listening, understanding, and valuing the uniqueness of diverse others; and leveraging the thinking of diverse groups for smarter ideation and decision making.⁹ The data show participants applied these behaviors associated with inclusionary leadership much more frequently after attending PHLA. The greatest increase is seen in “seeking out different views and perspectives” where only 30% reported doing this “often” prior to attending, whereas 73% reported doing it “often” after attending (see figure 7). A theme heard in participant interviews was that after PHLA they were better able to engage staff and make them feel valued. Also, it helped them create a culture of being more open to learning and new ideas.



**PARTICIPANT
QUOTE**

PHLA has made me realize how it is important to listen to colleagues with different opinions; it doesn't always change what I am going to do – but it helps with decision-making.

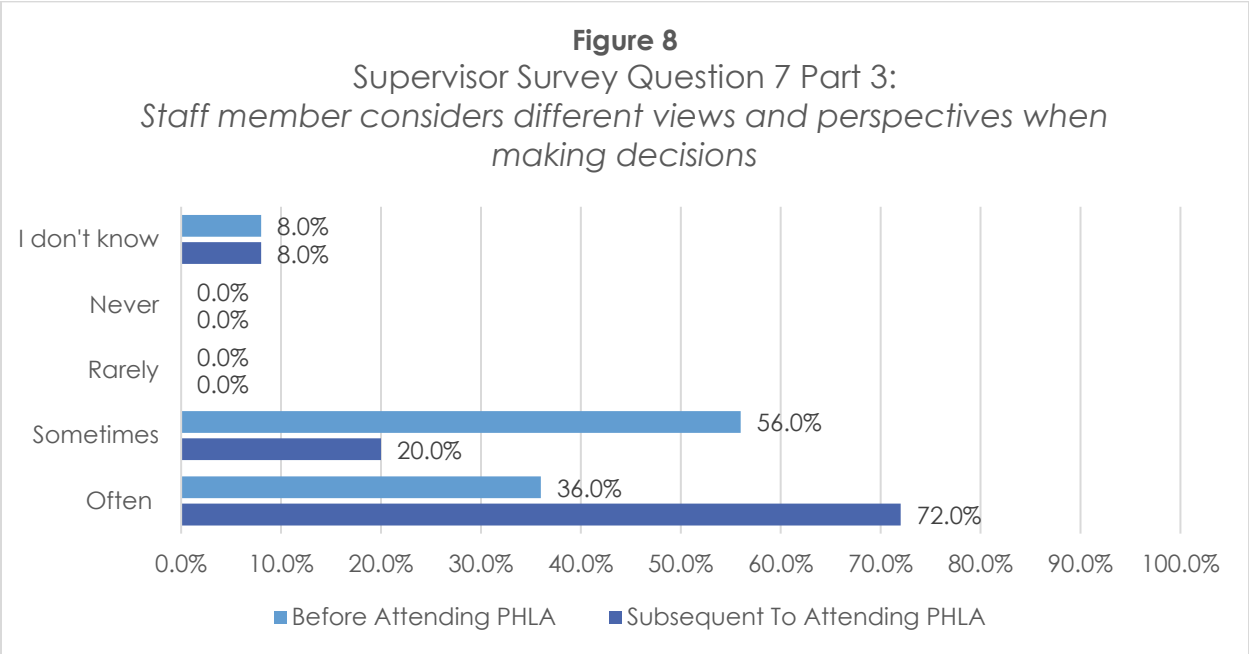
⁹ Bourke, Juliet and Dillon, Bernadette, The six signature traits of inclusive leadership: Thriving in a diverse new world, Deloitte University Press, April 14, 2016. [Six signature traits of inclusive leadership | Deloitte Insights](#)



As the leadership staff at MPH and PHA continue to enhance their inclusive leadership skills they will help all team members feel valued and comfortable. This will allow team members the space to voice their honest opinions and concerns, helping these organizations make better decisions.

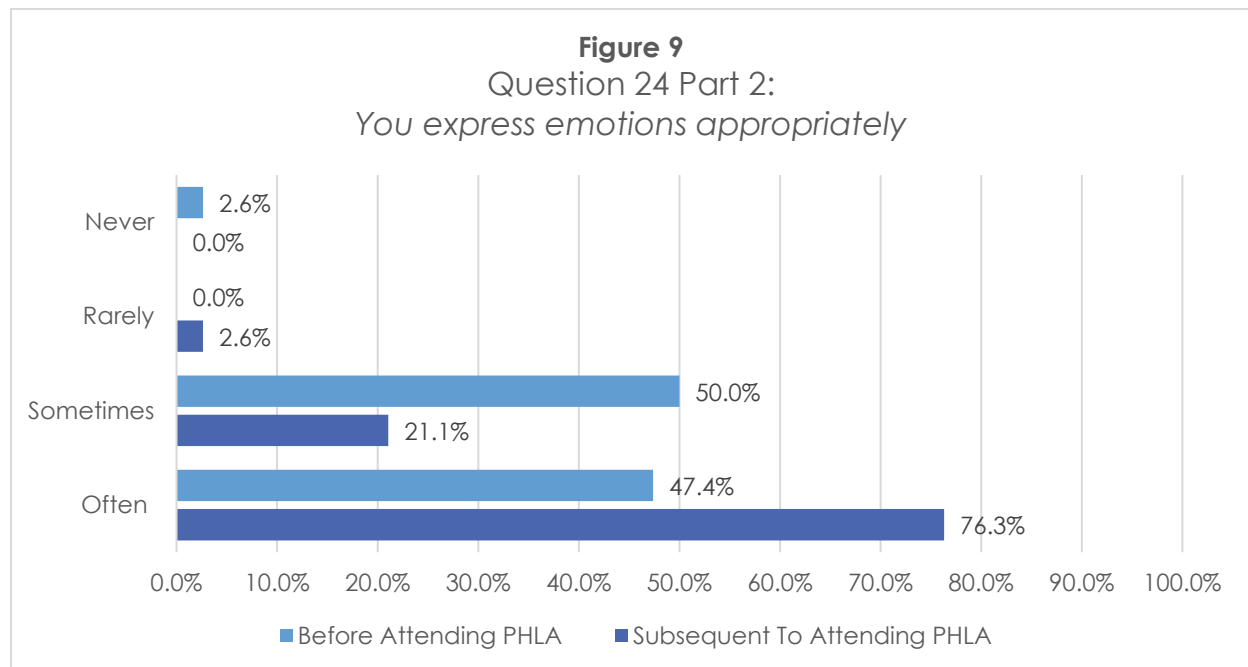
Inclusion: Supervisor Response

Again, supervisor observations mirror and support participant responses. And as with participants, supervisors saw a substantial increase in the frequency of staff members seeking out different views and perspectives. Prior to staff attending the Academy, supervisors observed that 36% of staff considered different views "often" while after the Academy 72% "often" exhibited this behavior (see figure 8).



Emotional Intelligence: Participant Response

The Oxford Learners Dictionaries¹⁰ defines emotional intelligence as: “The ability to understand your emotions and those of other people and to behave in an appropriate way in different situations.” Emotional intelligence can be learned, but it takes constant practice. Each of the PHLA seminars either overtly or covertly included practice in developing emotional intelligence. And it paid off. Before attending, 53% reported “often” being aware of their emotions; and after attending, 76% said they were “often” aware. Similar improvements were seen in “expressing emotions appropriately” (see figure 9).



Emotional Intelligence: Supervisor Response

Supervisors perceived that staff were more often aware of their emotions, expressed those emotions appropriately, and more often exhibited empathy after attending PHLA. In fact, there was an increase from 32% to 56% of staff “often” being aware of their emotions and expressing them appropriately (see figure 10). The last indicator, “exhibiting empathy” also showed an increase. There is still room for more practice. One supervisor commented that one of their staff still struggled with including others' perspectives and instead, labels them as difficult or excludes them from conversations. This staff person may benefit from additional leadership development seminars!

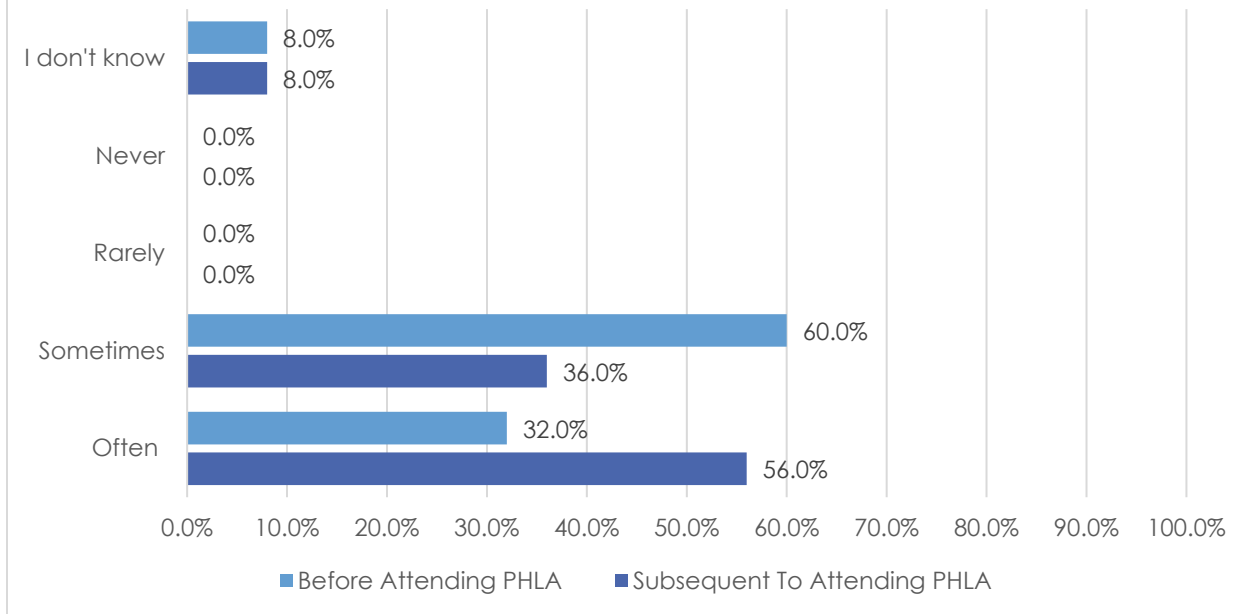
Emotional Intelligence

When asked for one skill the participant has used on the job:

Empathy, listening, understanding a group. Learning to read a room.

¹⁰ Emotional Intelligence, Oxford Learner's Dictionaries, December 26, 2022. [emotional-intelligence noun - Definition, pictures, pronunciation and usage notes | Oxford Advanced American Dictionary at OxfordLearnersDictionaries.com](https://www.oxfordlearnersdictionaries.com/definition/english/emotional-intelligence)

Figure 10
 Supervisor Survey Question 8 Part 2:
 Staff member expresses emotions appropriately

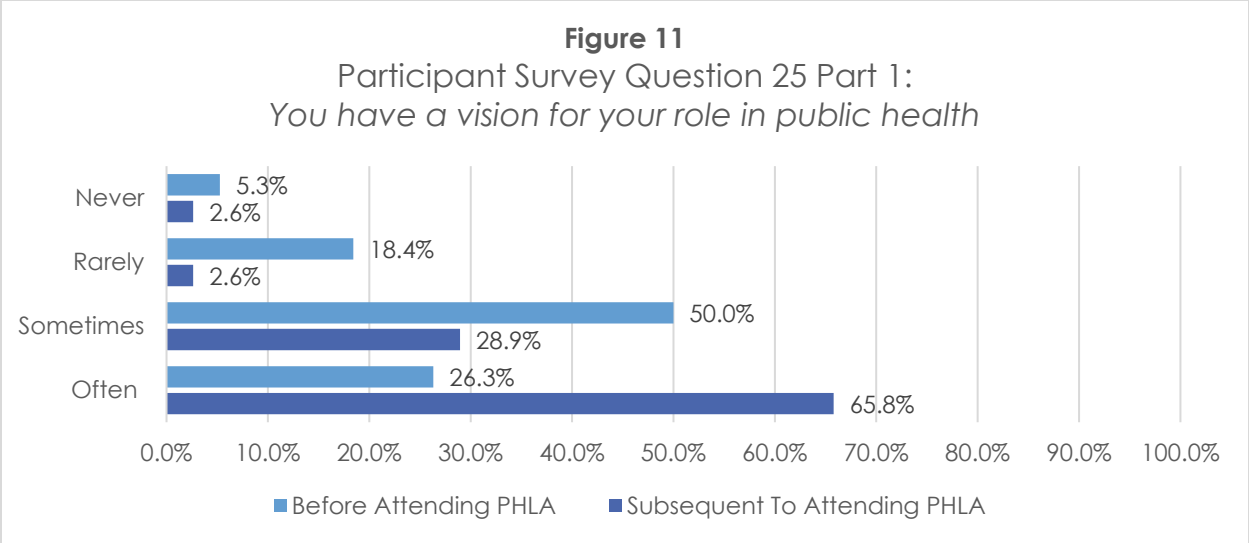


Vision: Participant Response

Leadership is all about seeing and creating a brighter and better future. History shows us that if you can see it, you can create it. As leaders with a positive vision will tell you, each project starts with an idea, an imagination, and a vision of what's possible. Before attending PHLA only 26% of respondents said they "often" had a vision for their role in public health. After attending and discussing such topics as leading with vision and values, and transformational vs transactional leadership, the percentage grew to 66% (see figure 11). A positive leader sees what's possible and then takes the next steps to rally and unite people to create it. This requires that they communicate their vision in a simple, clear, bold, and compelling way. After attending PHLA, over 71% had shared their vision with their colleagues/supervisors "often", vs 21% before attending. A similar increase was seen when asked if they had taken action to implement their vision. After attending PHLA 67% stated they had "often" taken action, whereas before attending only 18% reported taking action on their vision.

PARTICIPANT QUOTE

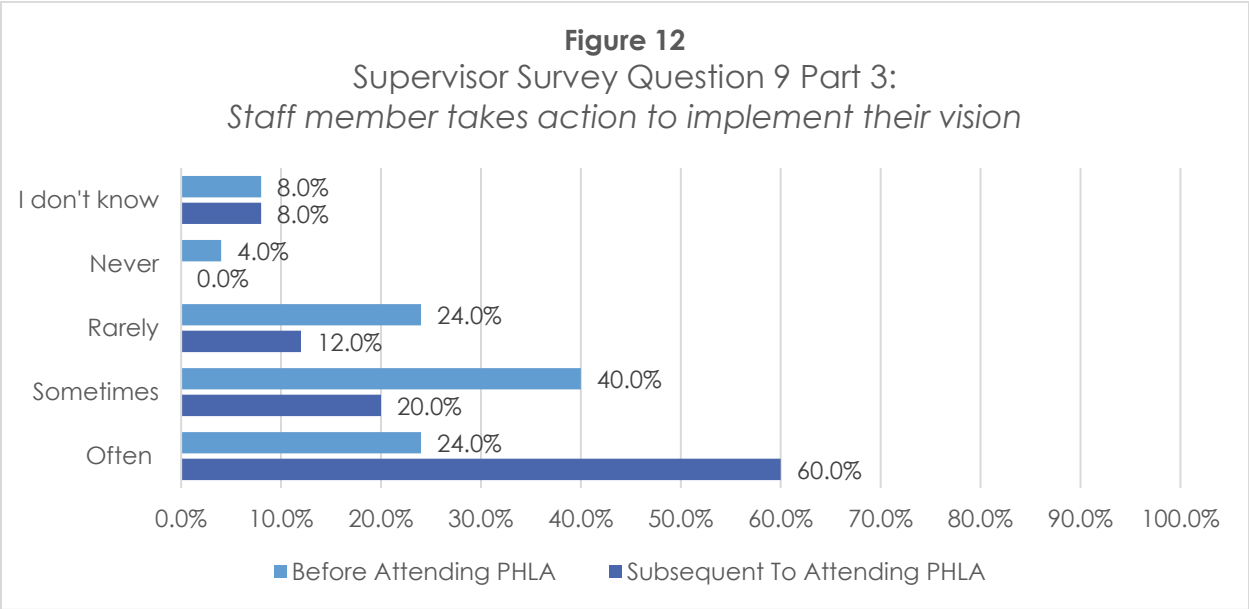
I was able to create a vision statement for my team and gain buy in, put our vision into action, and become more confident in dealing with conflict and issues through learning new communication techniques.



Another important theme that came from participant interviews was that working through PHLA enabled them to operationalize their vision and take it from abstract to operational. They commented on how they use tools from the Visionary Leadership seminar quite often with their teams.

Vision: Supervisor Response

As reflected in the participant responses, supervisors also saw a marked increase in staff exhibiting a visionary approach. The change in this essential leadership skill was likely especially rewarding for supervisors to observe. Prior to attending PHLA, supervisors reported that 36% of staff “often” had a vision for their role in public health; 32% of staff “often” shared that vision with supervisors; and 24% “often” took action to implement their vision (see figure 12). After attending, these numbers grew to 60% for each of these behaviors.



Long-Term Outcomes: Systems Transformation

Leaders model values that contribute to organizational culture. Transformational leaders are able to communicate clearly, are inclusive and seek out different views and perspectives, exhibit empathy, and are visionary – all the leadership behaviors that were shown to have increased in respondents after participating in PHLA. However, in order to affect a culture of transformational leadership, these leadership behaviors need to permeate the leadership throughout an organization. It will take time and intentionality on the part of MPH and PHA leadership to evolve toward a transformational leadership culture. And while it is true that the vision for the long-term impact of PHLA is a culture change to transformational leadership, this evaluation cannot establish that. However, this evaluation showed that individual change in behavior did occur, and according to their supervisors, staff and their teams had benefited from those changes.

PARTICIPANT QUOTE

I have shared exercises from PHLA with my team. I also feel that I have become a stronger, more confident leader

Summary and Recommendations for the Future

In General

Were the goals and objectives for PHLA met? As described, short-term and mid-term goals were met. Survey responses suggest that the seminars enabled valuable learning and relationship building across agencies; participants and the supervisors who recommended them agreed that leadership skills were enhanced. They continue to seek out resources about leadership and in many cases share those resources with their team and others. And finally, they most certainly have increased the application of essential leadership skills – their leadership behavior has changed.

Were the evaluation questions answered? Indeed, the session feedback forms, the participant and supervisor surveys, and the interviews provided answers to these questions, with a few caveats. Long-term outcomes necessarily need to be measured after more time has elapsed, and more leadership staff have participated in PHLA.

Specifically

The process evaluation of PHLA showed that the marketing and format were effective and participants were very satisfied with the seminars. Interestingly, the format of highly interactive discussion worked in a remote environment. Participants stated that having the opportunity to interact with their peers was a very valuable aspect of the experience.

The outcome evaluation of PHLA showed that it worked – knowledge of key leadership skills increased and behavior changed; these skills were applied more frequently after attending.

Recommendations

But how to affect systems change? As suggested in a previous section, achieving systems impact might have the best chance of happening if more leaders across the systems participate in PHLA. This is dependent upon time and resources. It is of note, that during one of the most critical periods in the history of public health, the onset and expansion of an unprecedented worldwide epidemic, a number of public health employees took the time and energy to attend PHLA. Although an unscientific observation, this tells a story of demand and defies the odds. If leadership staff continue to be supported to take the time needed to truly participate, and if resources continue to flow for the seminars, in two or three years a critical mass of leaders across the agencies will be modeling behaviors and a culture of transformational leadership.

Several other lessons for the future come directly from interview data. When asked how PHLA could be improved, multiple people noted that communication – having difficult conversations and providing constructive feedback – is a valuable topic area to explore more in-depth. Also, several folks said that when they are in the thick of daily activities, they would appreciate short, topic-specific videos to remind them of tools or refresh skills in specific areas of leadership development. Although this short format would not include the valuable opportunity to interact with peers, it would be a vetted, relatable resource in such instances.

The consistent, enthusiastic message through the feedback forms, survey, and interviews was, “please continue PHLA!” Which is the hope and intention.

PARTICIPANT QUOTE

I have a framework to use when considering navigating a new project or proposing my ideas. I now use what I learned about who to consider, and flushing out my ideas further, before presenting them

Appendix 1: Session Titles, Seminar Timeline, and Participant Numbers

1.1 Seminar Titles and Sessions

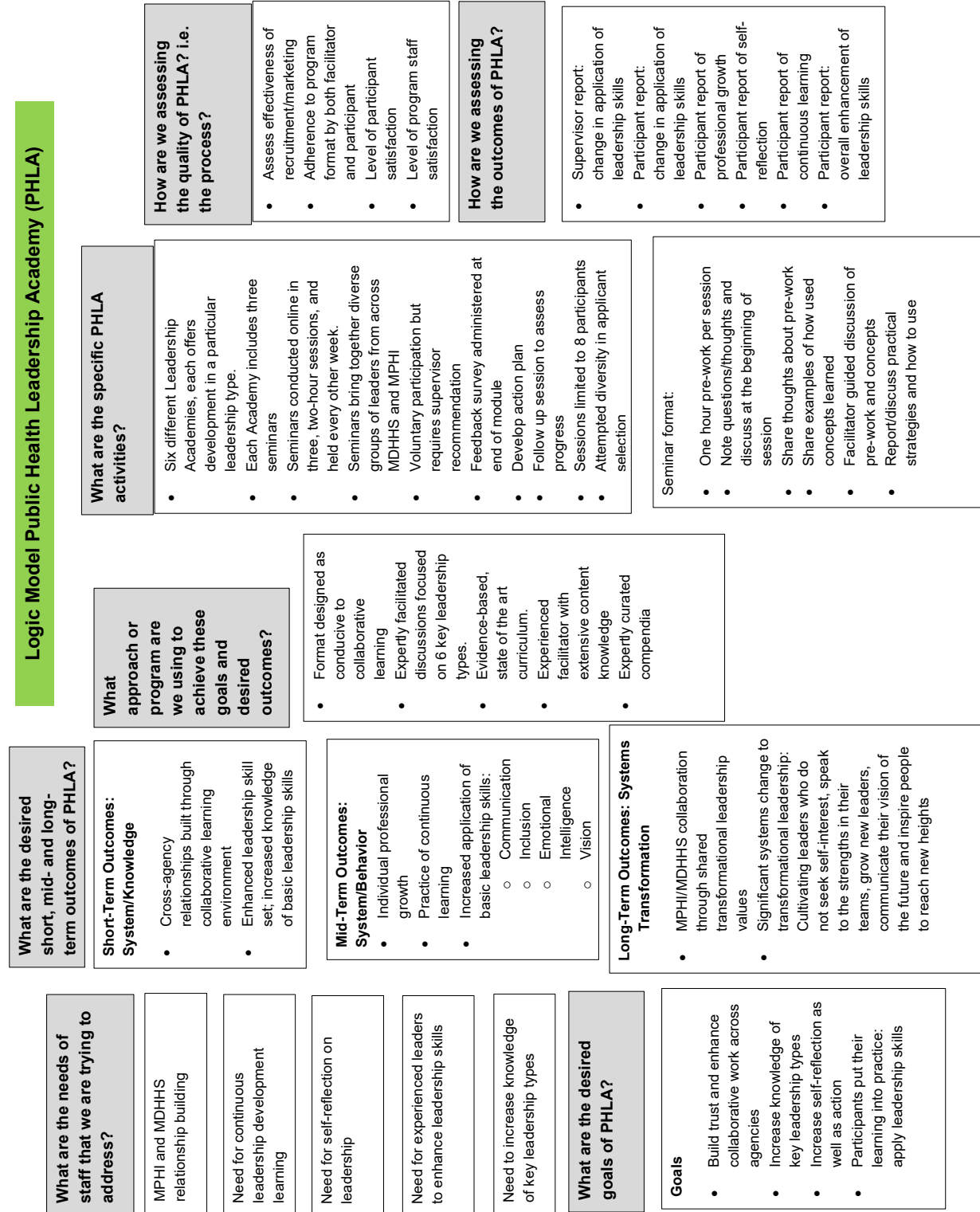
Seminar Title	Session 1	Session 2	Session 3
Change Leadership	Change Happens	Creating Change	Helping Your Team Adapt to Change
Entrepreneurial Leadership	No One Told Me I Had to Be an Entrepreneur	Creating Opportunity	Influence
Inclusive Leadership	Understanding and Mitigating Bias	What Is an Inclusive Leader?	Creating a Plan for Inclusion
Relational Leadership	Authentic Relationships	Managing Up and Down	Successful Partnerships
Servant Leadership	Public Servants	Serving Your Team	Promoting Employee Growth
Visionary Leadership	Creating Your Vision	Communicating Your Vision	Implementing Your Vision

1.2 Timeline of Seminars and Number of Participants

(24 sessions, 139 total participants)

Seminar Title (total participants)	Total Participants (SOM/MPHI)						
	Fall '20	Winter '21	Spring '21	Summer '21	Fall '21	Winter '22	Spring '22
Change Leadership (24)	6 (5/1)	6 (4/2)	6 (5/1)		6 (5/1)		
Entrepreneurial Leadership (23)	5 (5/0)	6 (6/0)		7 (5/2)		5 (3/2)	
Inclusive Leadership (20)	5 (4/1)	5 (3/2)		4 (3/1)			6 (6/0)
Relational Leadership (24)	6 (4/2)	6 (5/1)		6 (4/2)		6 (4/2)	
Servant Leadership (25)	6 (4/2)	6 (5/1)	7 (6/1)		6 (5/1)		
Visionary Leadership (23)	5 (5/0)	6 (5/1)	6 (4/2)				6 (4/2)
Total (139)	33 (27/4)	35 (28/7)	19 (15/4)	17 (12/5)	12 (10/2)	11 (7/4)	12 (10/2)

Appendix 2: Logic Model



Appendix 3: Application Materials

3.1 PHLA Announcement

From Winter 2020



The purpose of the Public Health Leadership Academy is to provide an opportunity for experienced leaders at the Michigan Public Health Institute (MPHI) and MDHHS Public Health Administration (PHA) to come together to:



Expand their knowledge of six key leadership types



Strengthen collegial relationships across MPH and PHA



Identify next steps to enhance leadership skills



SEMINARS

The Leadership Academy consists of six seminars, each covering a particular leadership type. Seminars will be conducted in three, two-hour sessions, and will be held every other week. Applicants must commit to at least one seminar; they are not required to apply for all six.



PARTICIPANTS

Seminars will bring together diverse groups of leaders (gender, race, and ethnicity). Each seminar will be limited to eight participants, and will be conducted at MPH. Supervisor and supervisee will not be approved to participate in a particular seminar at the same time.



FACILITATION & COMPLETION

Facilitation by Cynthia A. Cameron, PhD, Leadership Consultant. A certificate of completion will be provided upon request. Continuing education credits will not be available.

HOW TO APPLY

If you would like to apply for Leadership Academy, review the attached application and make sure you meet all of the requirements to participate. Then complete the application, have your supervisor complete the recommendation form, and submit the following documents to PHLA@mphi.org:

- 

Public Health Leadership Academy Application
(Completed by Applicant)
- 

Applicant Resume/CV
- 

Public Health Leadership Academy Recommendation Form
(Completed by Supervisor)

Email all documents to PHLA@mphi.org with *Leadership Academy Application* in the subject line by **Friday, December 6, 2019 at 5pm**. Seminars run January 21 - February 27. Additional opportunities will be available in the future.

There is no charge for participation; the Public Health Leadership Academy is funded jointly by MPH and PHA.

3.2 PHLA Description

PUBLIC HEALTH LEADERSHIP ACADEMY

The purpose of the Public Health Leadership Academy is to provide an opportunity for Michigan Public Health Institute (MPHI) and MDHHS Public Health Administration (PHA) leaders to come together to:



Expand their knowledge of six key leadership types



Strengthen collegial relationships across MPHI and PHA



Identify next steps to enhance leadership skills

STRUCTURE OF THE LEADERSHIP ACADEMY

1. The Leadership Academy consists of six seminars, each covering a particular leadership type.
2. Seminars will be conducted in three, two-hour sessions, and will be held every other week.
3. Seminars will bring together diverse groups of leaders (gender, race/ethnicity).
4. Each seminar will be limited to eight participants, and will be conducted at MPHI.
5. Seminars will be facilitated by Cynthia A. Cameron, PhD, Leadership Consultant.
6. Individuals will not be charged for participation; the Leadership Academy is funded jointly by MPHI and PHA.
7. Supervisor and supervisee will not be approved to participate in a particular seminar at the same time.
8. A certificate of completion will be provided. Continuing education credits will not be available.
9. Seminars focus primarily on leadership rather than management.



SEMINAR CONTENT

SERVANT LEADER:

"If you wish to be a leader, you will be frustrated, for very few people wish to be led. If you aim to be a servant, you will never be frustrated."

(Frank F. Warren)

Servant Leader as Public Servant

Serving Your Team

Promoting Employee Growth

INCLUSIVE LEADER:

"Diversity is being invited to the party; inclusion is being asked to dance."

(Anonymous)

Understanding and Mitigating Bias

What is an Inclusive Leader?

Creating a Plan for Inclusion

RELATIONAL LEADER:

"Almost everything in leadership comes back to relationships."

(Mike Krzyzewski)

Authentic Relationships

Managing Up and Down

Successful Partnerships

VISIONARY LEADER:

"Leadership is the capacity to translate vision into reality."

(Warren G. Bennis)

Creating Your Vision

Communicating Your Vision

Implementing Your Vision



SEMINAR CONTENT - CONTINUED

CHANGE LEADER:

"The things we fear most in organizations--fluctuations, disturbances, imbalances--are the primary sources of creativity."
(Margaret Wheatley)

Change Happens

Creating Change

Helping Your Team Adapt to Change

ENTREPRENEURIAL LEADER:

"A person who sees a problem is a human being; a person who finds a solution is a visionary; and a person who goes out and does something about it is an entrepreneur."
(Naveen Jain)

No One Told Me I Had To Be An Entrepreneur

Creating Opportunity

Influence

ELIGIBILITY CRITERIA

THE APPLICANT:

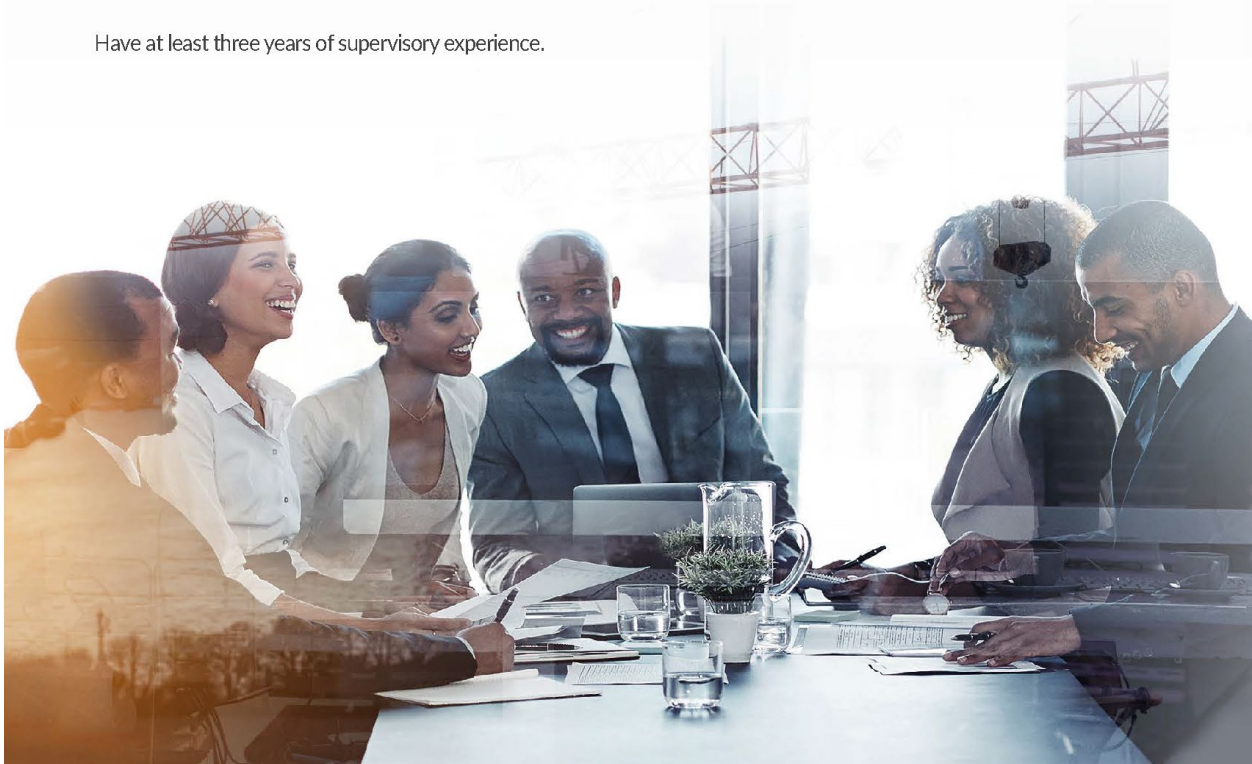
1. Is employed by PHA or MPHI.
2. Expresses strong personal desire to enhance leadership skills.
3. Documents intent to continue to work in the field of public health.
4. Is willing to take part in the seminar format which requires participants to actively discuss their perceptions and opinions, listen to each other, carefully consider each other's ideas, and remain focused on the discussion topic.
5. Is able to attend **all three sessions** (total of six hours) of one or more seminars, as scheduled.
Applicant cannot take one session of a particular seminar and one session of a different seminar.
6. Is willing to do prep work (read articles or watch videos) outside of the sessions (no more than one hour of prep in advance of each session).

A COMPLETE APPLICATION IS SUBMITTED, INCLUDING ALL THREE PARTS:

1. *Public Health Leadership Academy Application*, completed by applicant.
2. *Public Health Leadership Academy Recommendation Form*, completed by applicant's current supervisor.
3. Applicant's current resume/CV.

PREFERENCE WILL BE GIVEN TO APPLICANTS WHO:

Have at least three years of supervisory experience.



Appendix 4: Final Session Feedback Form

4.1 Final Session Feedback Form

PHLA Feedback Session 3

Feedback for PHLA SZ1, Session 3

*** Required**

1. Leadership Session Type: *

Mark only one oval.

- Relational
- Servant
- Inclusive
- Change
- Visionary
- Entrepreneurial

Comments on the Seminar (all three sessions combined):

2. If you are willing to have your comments used for sending feedback to the funder, please put your name below.

3. Was this seminar worth your time and effort? *

Mark only one oval.

- Yes
- No
- Unsure

4. Do you intend to apply for one or more leadership seminars (servant, inclusive, visionary, change, relational, entrepreneurial,) when the academy is offered again? *

Mark only one oval.

- Yes
- No
- Unsure

5. Would you recommend this seminar to a colleague? *

Mark only one oval.

- Yes
- No
- Unsure

6. How did you like the seminar format (facilitated small group/intense discussions)?

Mark only one oval.

- I liked it
- It was okay
- I did not like it

7. Have you shared any of the seminar materials with your colleagues? *

Mark only one oval.

- Yes
- No

8. If you shared any of the seminar materials with your colleagues - what did you share and with whom?

12. Other Comments:

9. What is at least one concept or skill you learned from the seminar that you have used on the job?

10. What is at least one concept or skill you learned from another participant during the seminar?

11. What do you think you will remember most about this seminar?

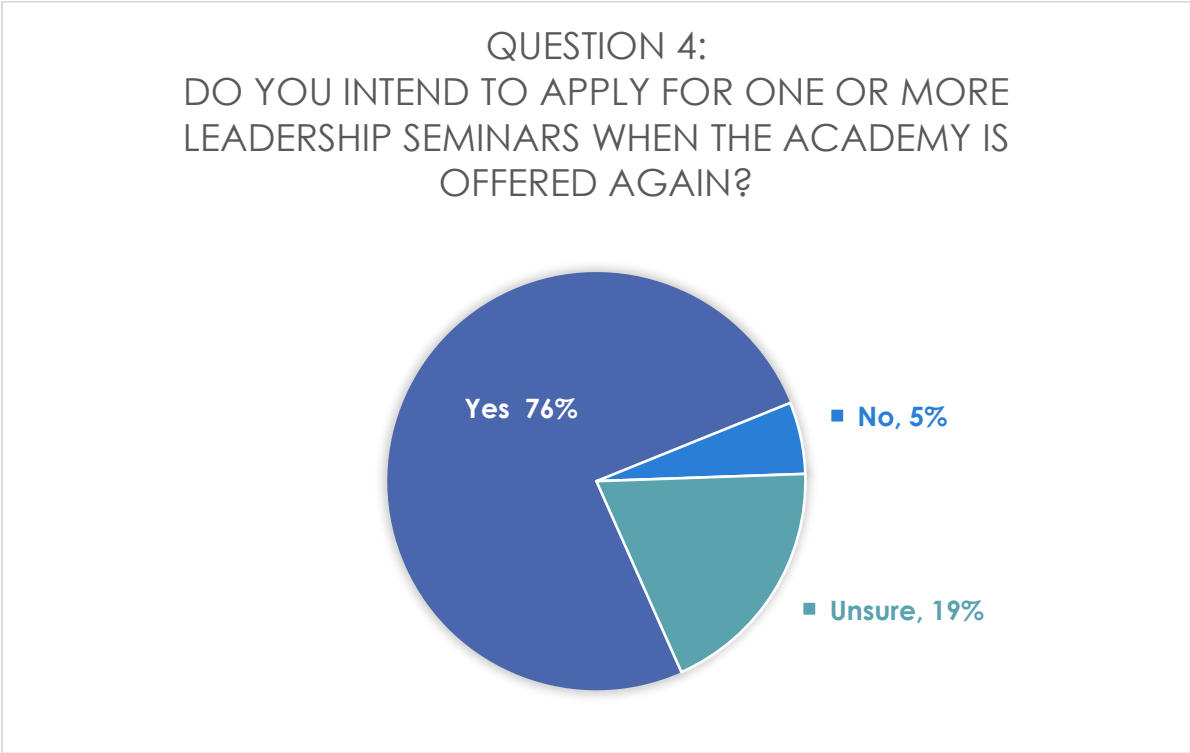
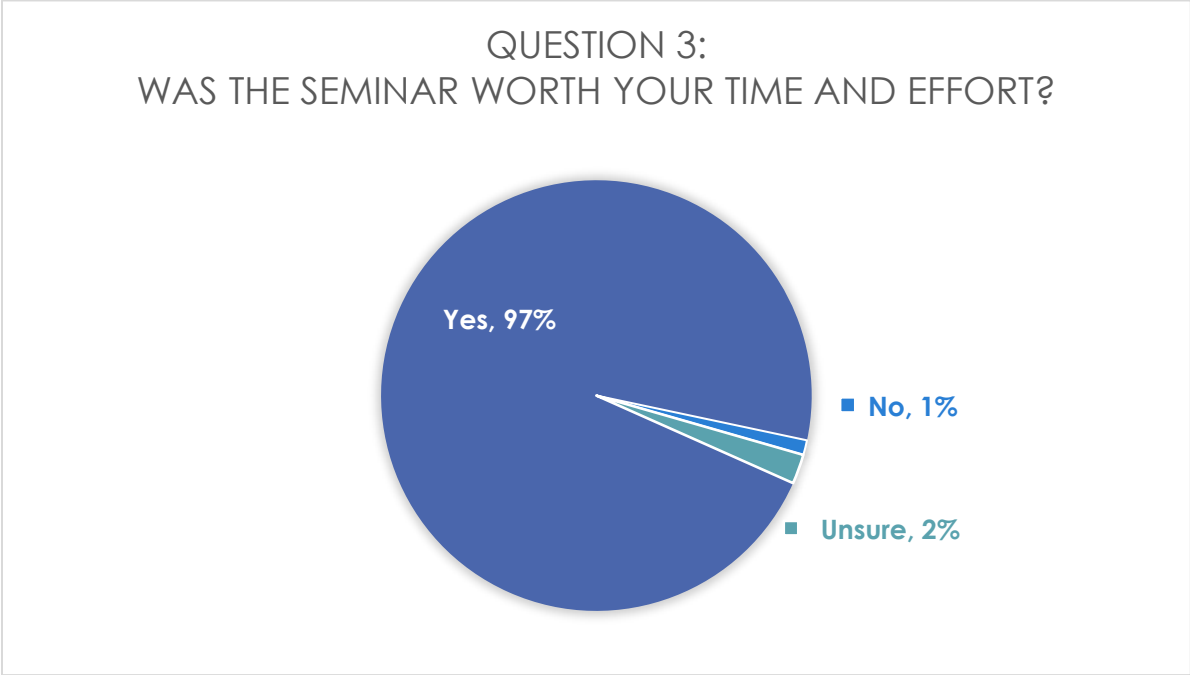
This content is neither created nor endorsed by Google.

Google Forms

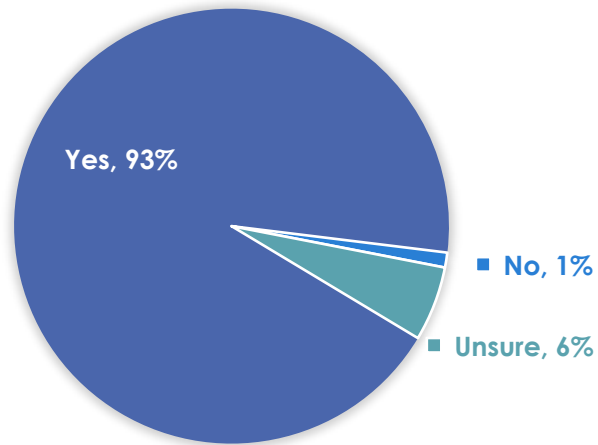
4.2 Final Session Feedback Form Response Data

Online sessions from Fall 2020 – Spring 2022

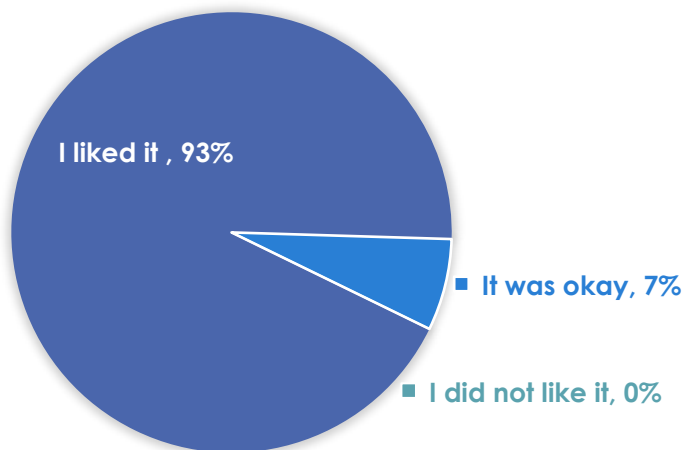
91 Total Respondents



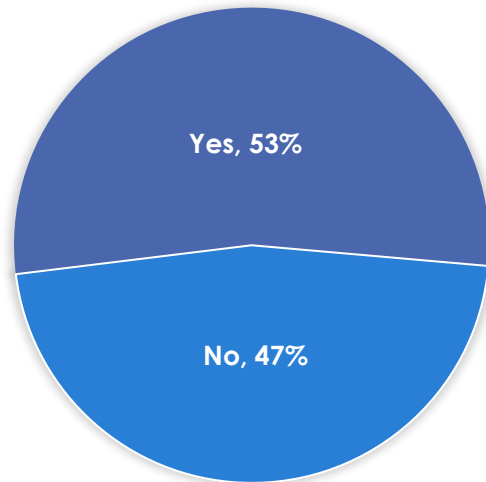
QUESTION 5:
WOULD YOU RECOMMEND THIS SEMINAR TO A
COLLEAGUE?



QUESTION 6:
HOW DID YOU LIKE THE SEMINAR FORMAT (FACILITATED
SMALL GROUP/INTENSE DISCUSSION)?



QUESTION 7:
HAVE YOU SHARED ANY OF THE SEMINAR MATERIALS
WITH YOUR COLLEAGUES?



Select Participant Comments

- Great sessions, and I enjoyed the loose structure as I think it made the format comfortable for sharing experiences.
- Great workshops and great materials. I will definitely use what I have learned moving forward in my career. Thank you very much for allowing me the opportunity to participate.
- This is my 2nd class and now have my team leads attending other leadership class offerings.

Appendix 5: Participant Survey

5.1 Email Sent to Participants

Dear PHLA Participant,

Over the past several years the Public Health Leadership Academy (PHLA) has provided an opportunity for MPHI and MDHHS staff to come together to expand their leadership knowledge and skills. Since the Spring of 2019 almost 200 employees have participated.

We are now conducting a program evaluation of all PHLA sessions from Fall 2020 – Spring 2022 when PHLA moved from in-person to online. This will help us understand how to improve the format/content and measure to what extent we are accomplishing our purpose. The evaluation includes an email survey to be completed by both participants and the supervisors who recommended them.

We are contacting you because you participated in PHLA. Please consider taking a few minutes of your time to respond to the survey.

You can access the survey using this link -

https://www.surveymonkey.com/r/PHLA_Eval_Participant

The deadline for completing the survey is Friday, September 2.

If you have any questions or problems accessing the survey, please contact us at PHLA.Evaluation@gmail.com

Thank you so much for your interest and participation.

The Evaluation Team

5.2 Participant Survey Questions

2. Which PHLA seminar(s) did you participate in? (Select all that apply)

- Change Leadership
- Entrepreneurial Leadership
- Inclusive Leadership
- Relational Leadership
- Servant Leadership
- Visionary Leadership
- I don't remember

Public Health Leadership Academy Evaluation: Participant Survey Employer

* 3. Select your employer

- State of Michigan
- Michigan Public Health Institute
- MPHI Affiliate

Public Health Leadership Academy Evaluation: Participant Survey State of Michigan Employee Information

Public Health Leadership Academy Evaluation: Participant Survey

Study Title: Program Evaluation of Public Health Leadership Academy (PHLA)

Evaluator: Julie Hales-Smith, Consultant

Contact Information: 517-231-3293, juliehalesmith@gmail.com

Sponsor: Cameron Leadership Consulting

Purpose: We want to assess both the quality and the outcomes of the Public Health Leadership Academy sessions from Fall 2020 – Spring 2022, when PHLA moved from in-person to online.

Evaluation Procedure:

- Survey questions will ask about the application process, content, delivery, and outcomes.
- We will keep your individual responses confidential. We will not identify any person with any response.
- No data that would allow you to be identified as an individual will be shared with anyone at your agency.
- Participation presents no foreseeable risks or discomforts.
- You will receive no direct benefit from participation in this study.

Consent: This survey is completely voluntary. There are no negative consequences if you choose not to participate. If you begin the survey, you can decide to stop at any time.

* 1. If you agree to take this survey, click the checkbox to begin.

I agree to participate in this survey based on the parameters described above.

Public Health Leadership Academy Evaluation: Participant Survey

* 4. Please Select Your Bureau/Office

- Bureau of EMS, Trauma and Preparedness
- Bureau of Epidemiology and Population Health
- Bureau of Health and Wellness
- Bureau of Infectious Disease Prevention
- Bureau of Laboratories
- Other (please specify)

Public Health Leadership Academy Evaluation: Participant Survey

Michigan Public Health Institute Employee Information

* 5. Please select your center:

Public Health Leadership Academy Evaluation: Participant Survey

MPHI Affiliate Employee Information

* 6. Please Select Your Bureau/Office

- Bureau of EMS, Trauma and Preparedness
- Bureau of Epidemiology and Population Health
- Bureau of Health and Wellness
- Bureau of Infectious Disease Prevention
- Bureau of Laboratories
- Other (please specify)

Public Health Leadership Academy Evaluation: Participant Survey

Survey - Pre-session Procedures

7. Did the Public Health Leadership Academy (PHLA) announcement provide all the information you needed to make a decision about attending?

- Yes
- No
- I don't remember

Do you have more to share?

8. Were the steps for registration easy and understandable?

- Yes
- No
- I don't remember

Do you have more to share?

9. Did you receive your materials in a timely manner?

- Yes
- No
- I don't remember

Do you have more to share?

Public Health Leadership Academy Evaluation: Participant Survey - Format

10. Did you find the facilitated discussion format to be conducive to learning?

- Yes
- No

Do you have more to share?

11. Did you regularly complete the assigned homework beforehand?

- Yes
- No

Do you have more to share?

12. Did you find the assigned homework to be beneficial?

- Yes
- No

Do you have more to share?

13. During seminars did you routinely generate questions/comments from the homework?

- Yes
- No

Do you have more to share?

14. Did you actively participate in discussion?

- Yes
- No

Do you have more to share?

15. Did you find interactions with other participants to be an important component of the academy?

- Yes
- No

Do you have more to share?

Public Health Leadership Academy Evaluation: Participant Survey - Outcomes

16. Did PHLA enhance your leadership skill set?

- Yes
- No

Do you have more to share?

17. Did participation in PHLA help you achieve your work-related goals? (Promotion, competency, increased responsibility, etc.)

- Yes
- No

Do you have more to share?

18. Have you applied what you learned in the PHLA?

- Yes
- No

Do you have more to share?

Public Health Leadership Academy Evaluation: Participant Survey

How often have you applied what you learned in PHLA?

19. How often have you applied what you learned in PHLA?

- Often
- Sometimes
- Rarely

20. Please give an example of how you applied what you learned in PHLA.

Public Health Leadership Academy Evaluation: Participant Survey

Why haven't you applied what you learned in PHLA?

21. Why haven't you applied what you learned in PHLA?

Public Health Leadership Academy Evaluation: Participant Survey

Survey - Skills "Before" and "Subsequent to" Attending PHLA
 Using the rating scale provided, rate the extent to which you exhibited the indicated behavior "Before" attending the PHLA and "Subsequent to" attending the PHLA.

Rating scale:
 Never
 Rarely
 Sometimes
 Often

22. Communication

	Before Attending PHLA	Subsequent to Attending PHLA
You communicate information, thoughts, and ideas clearly	<input type="text"/>	<input type="text"/>
You practice active listening. (Active listening is a listening pattern that keeps you continuously engaged with your conversation partner in a positive way)	<input type="text"/>	<input type="text"/>
Do you have more to share?		
<input type="text"/>		

23. Inclusion

	Before Attending PHLA	Subsequent To Attending PHLA
You create an environment of inclusion	<input type="text"/>	<input type="text"/>
You seek out different views and perspectives	<input type="text"/>	<input type="text"/>
You consider different views and perspectives when making decisions	<input type="text"/>	<input type="text"/>
Do you have more to share?		
<input type="text"/>		

24. Emotional Intelligence

	Before Attending PHLA	Subsequent To Attending PHLA
You are aware of your own emotions	<input type="text"/>	<input type="text"/>
You express emotions appropriately	<input type="text"/>	<input type="text"/>
You exhibit empathy	<input type="text"/>	<input type="text"/>
Do you have more to share?		
<input type="text"/>		

25. Vision

	Before Attending PHLA	Subsequent To Attending PHLA
You have a vision for your role in public health	<input type="text"/>	<input type="text"/>
You share your vision with supervisors/colleagues	<input type="text"/>	<input type="text"/>
You take action to implement your vision	<input type="text"/>	<input type="text"/>
Do you have more to share?	<input type="text"/>	

Follow-Up Interview

We would like to interview a sample of participants from across the Public Health Administration to learn more about your perceptions of the Public Health Leadership Academy. We will need your name and contact information if you agree to a remote, follow-up interview. You may or may not be contacted for an interview if you agree to participate.

27. Please provide your name and contact information if you agree to a possible follow-up interview.

First Name

Last Name

Email Address

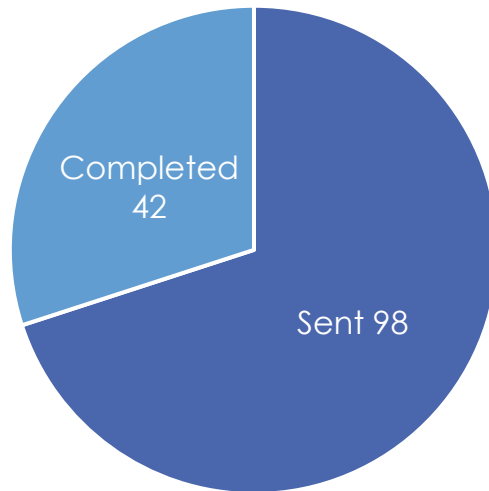
26. Professional Growth

	Before Attending PHLA	Subsequent To Attending PHLA
You participate in professional development activities	<input type="text"/>	<input type="text"/>
You support professional growth of individual team members	<input type="text"/>	<input type="text"/>
You share leadership concepts and tools with colleagues	<input type="text"/>	<input type="text"/>
Do you have more to share?	<input type="text"/>	

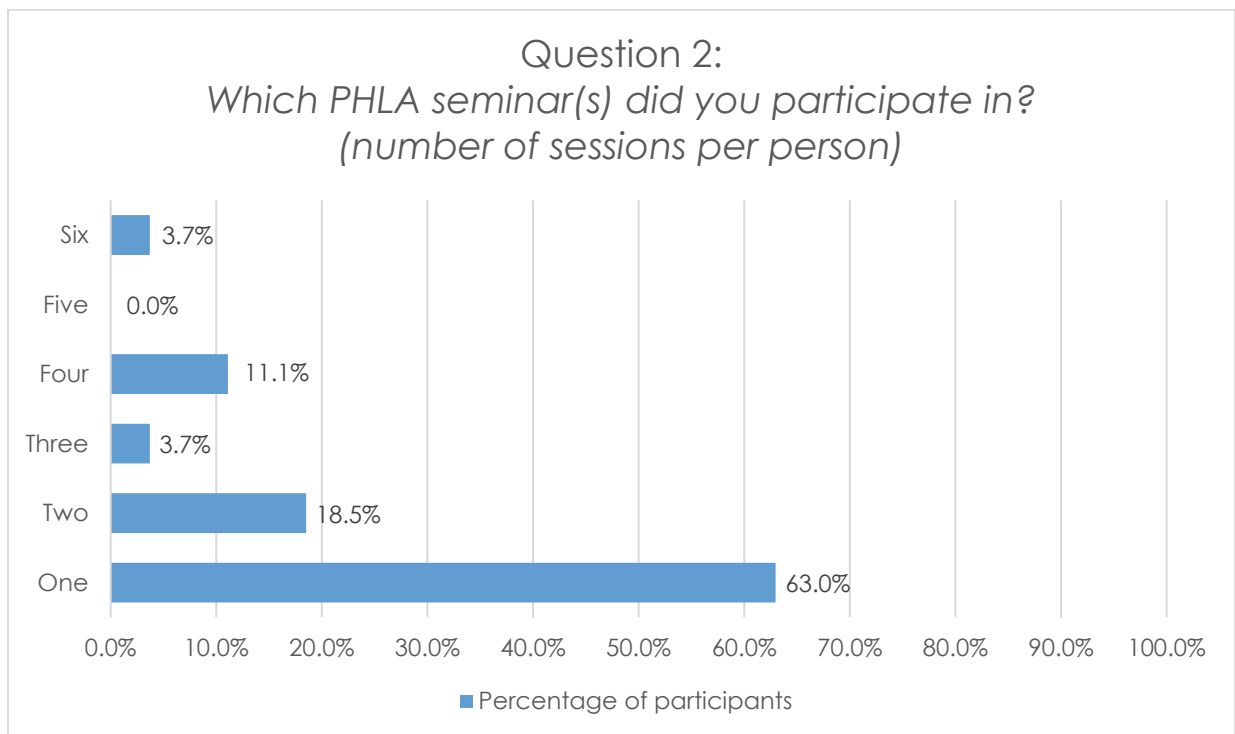
Public Health Leadership Academy Evaluation: Participant Survey

5.3 Participant Survey Data

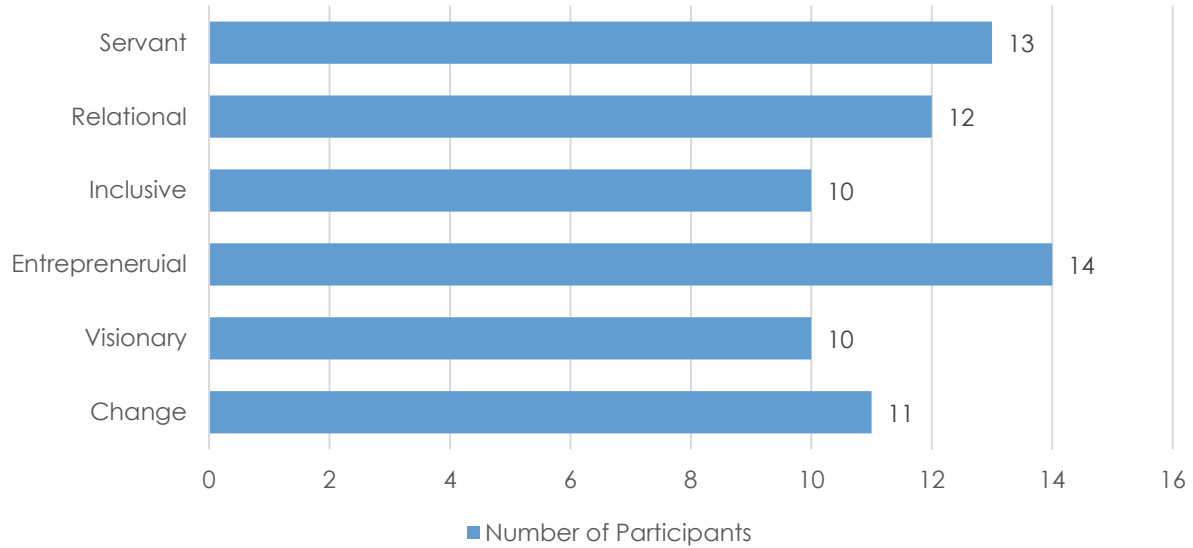
42% Participant Response Rate



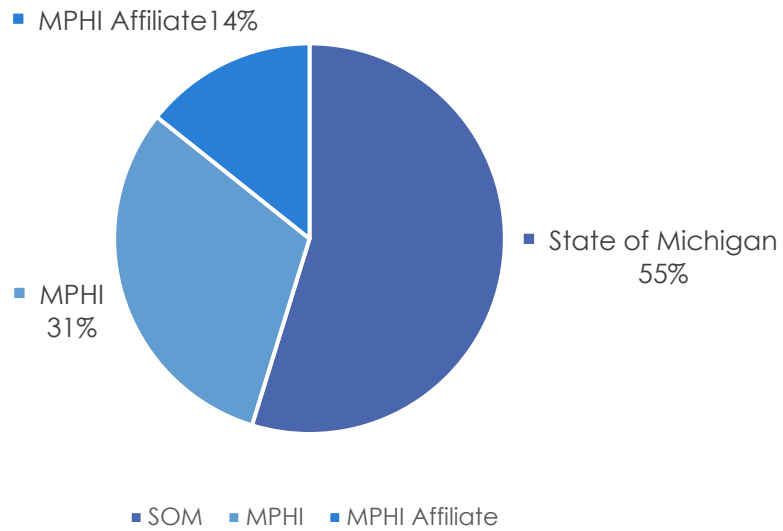
There were 108 individual participants, but ten were known to have changed employers so were not included in the survey(s).



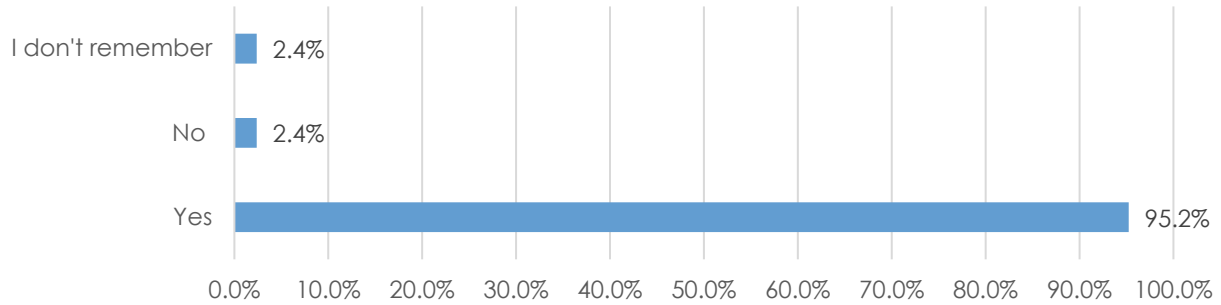
Question 2:
*Which PHLA seminar(s) did you participate in?
(Number of participants per seminar)*



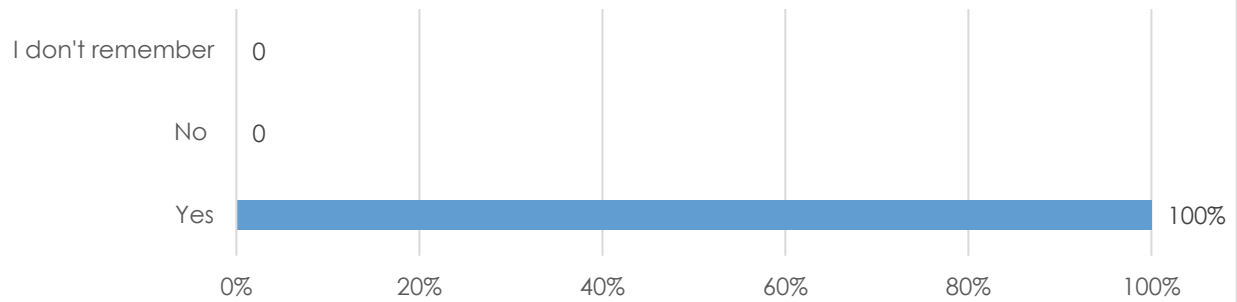
Question 3:
Select your employer



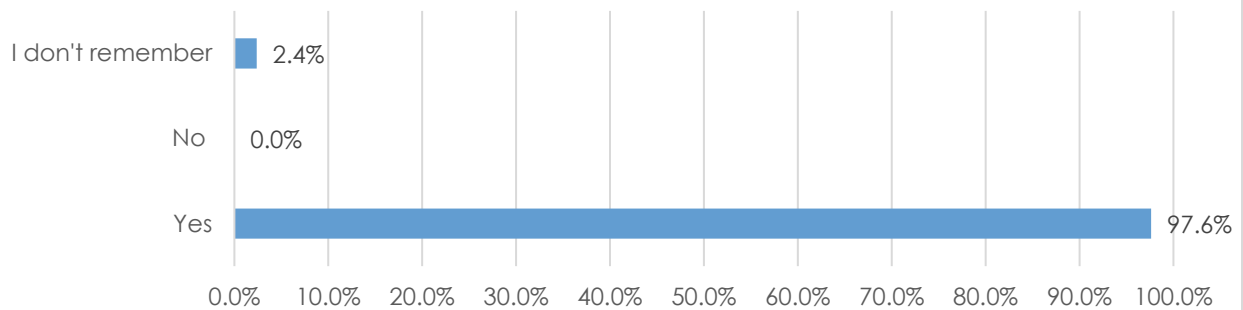
Question 7:
Did the Public Health Leadership Academy (PHLA) announcement provide all the information you needed to make a decision about attending?

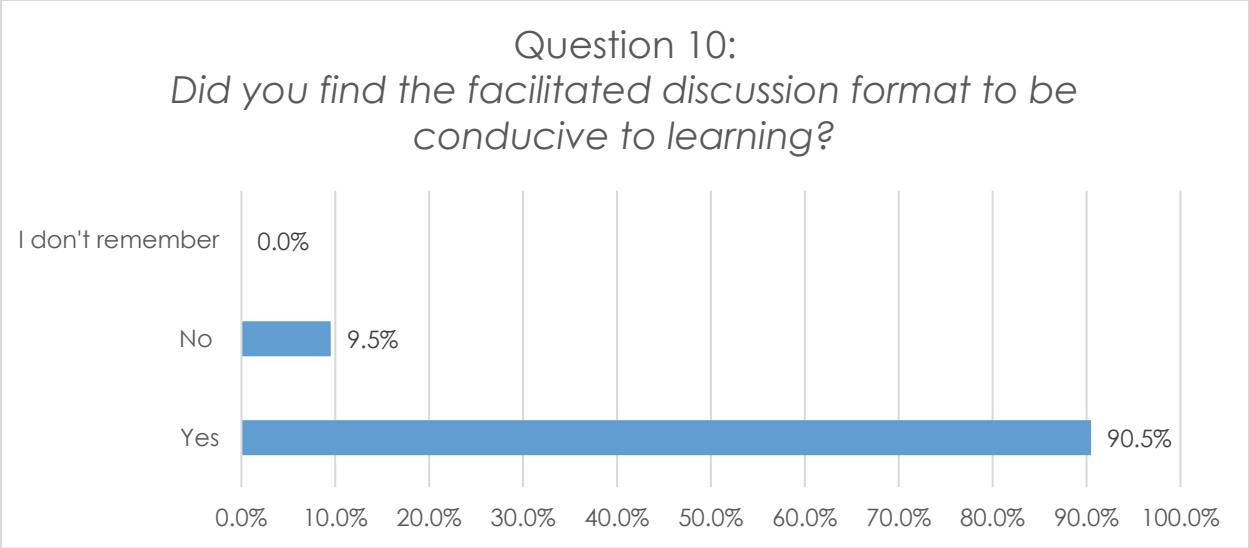


Question 8:
Were the steps for registration easy and understandable?



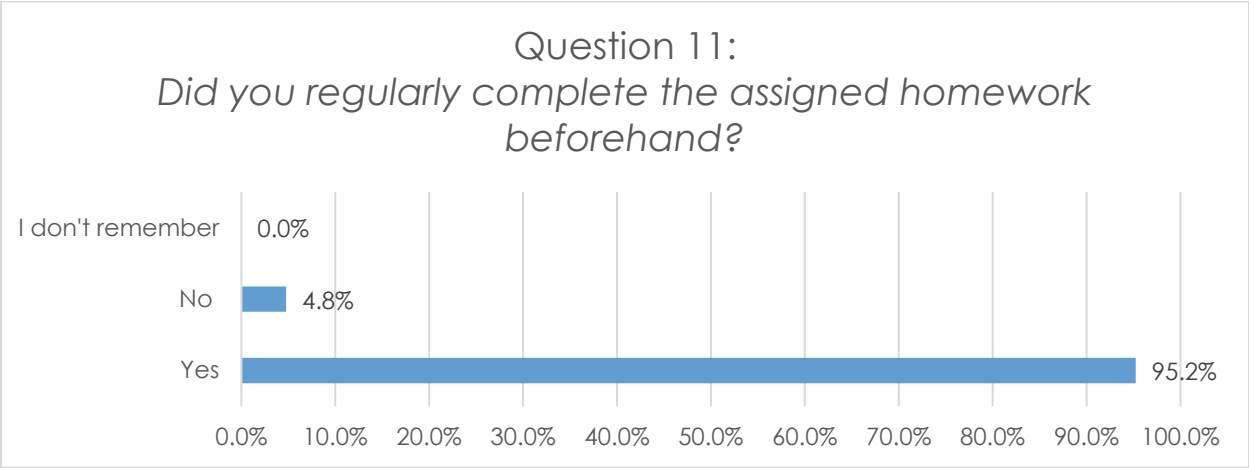
Question 9:
Did you receive your materials in a timely manner?





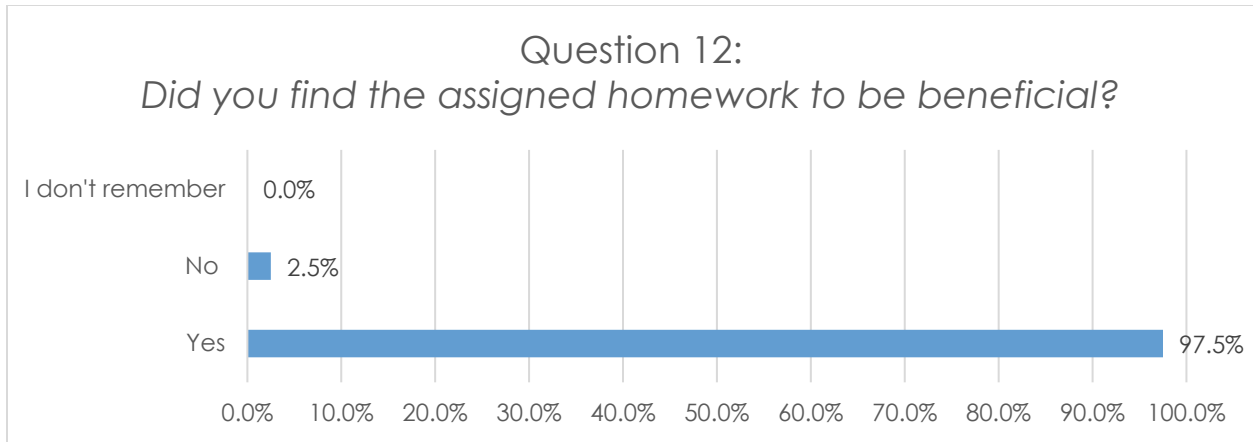
Select Comments

- o The set up was very good for learning purposes
- o It was helpful to learn alongside peers - I learned a lot of valuable insight from people who work at the State
- o Cindy's facilitation style and meeting structure is amazing and fosters great conversation
- o It was excellent - I thoroughly enjoyed this training and hope to be able to attend additional Leadership Academies.
- o It was very informative to hear other people's viewpoints.
- o Enjoyed the format and the discussion among the participants. Group leader did a great job facilitating.



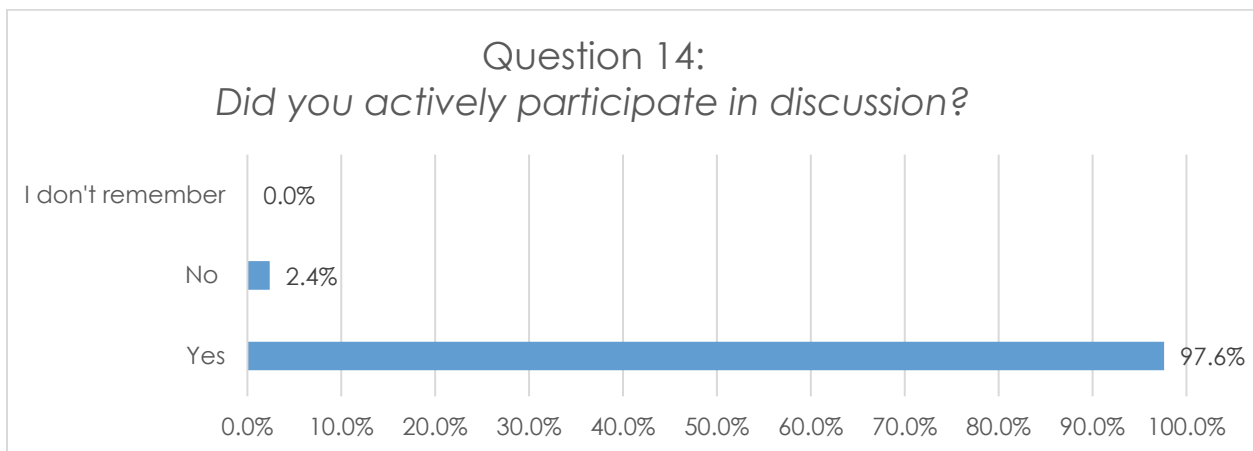
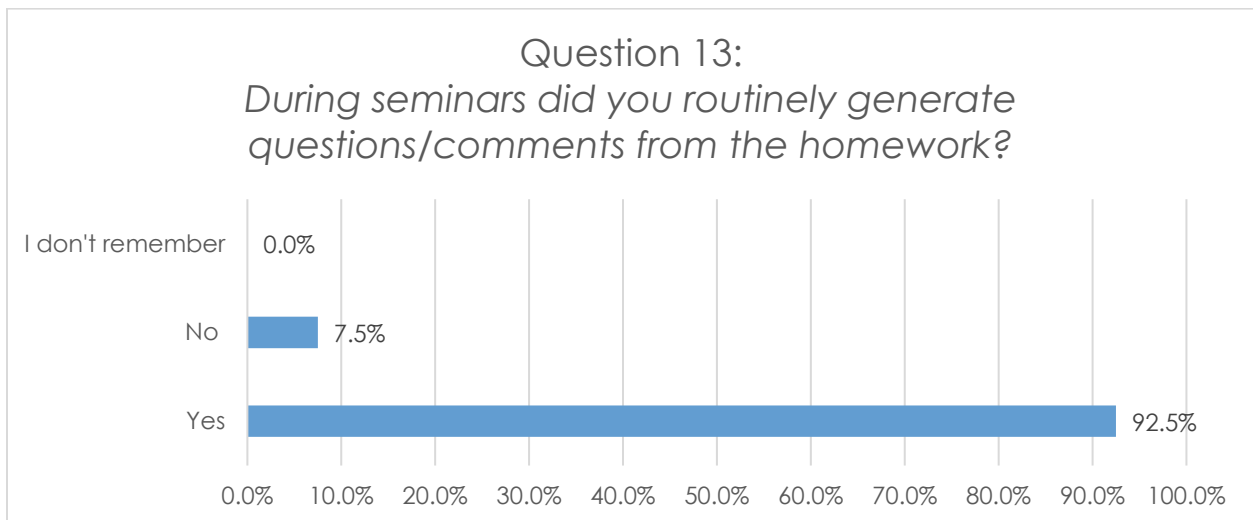
Select Comments

- o I liked the fact that the homework didn't take too long to complete and was offered in different formats - videos, books, readings,
- o I have shared many of the resources with staff as they have been extremely helpful and intentional



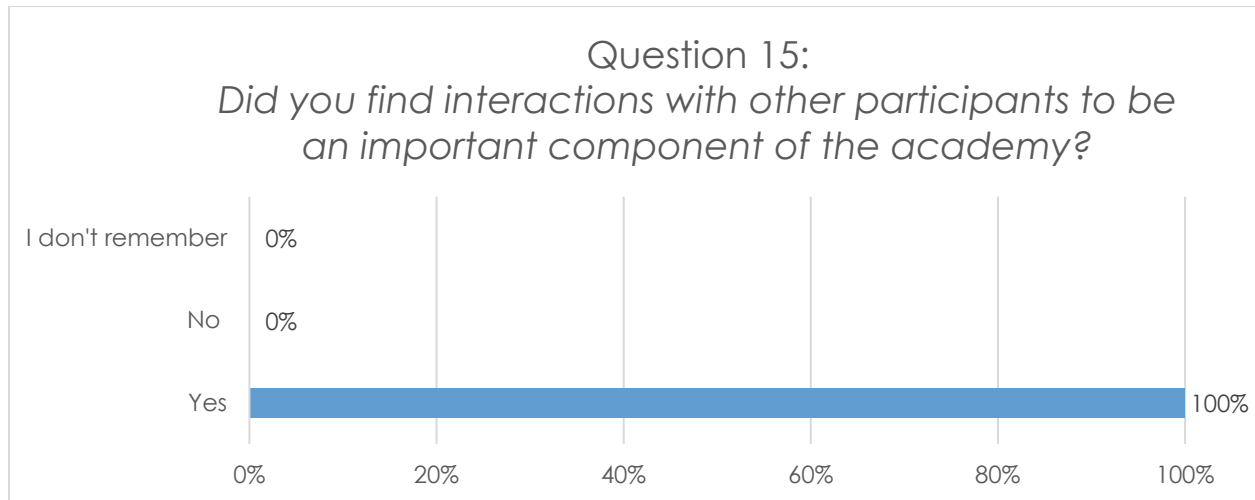
Select Comments

- The links and resources were good and allowed me to do additional research on some of the topics.
- The assignments were thought provoking, often opening additional avenues to explore.



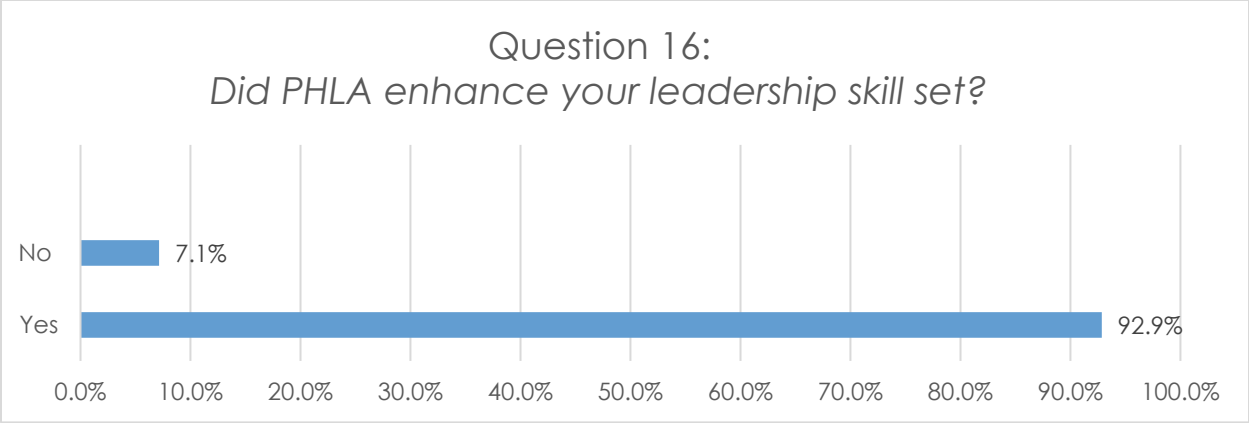
Select Comments

- The discussion helped to provide more conversation and ideas
- I tend to be a quiet person-the group size and topics made it easy for me to actively participate.
- The format allowed for engaging and organic discussions relevant to the current workplace, rather than a knowledge check. I loved this "open" format for learning.



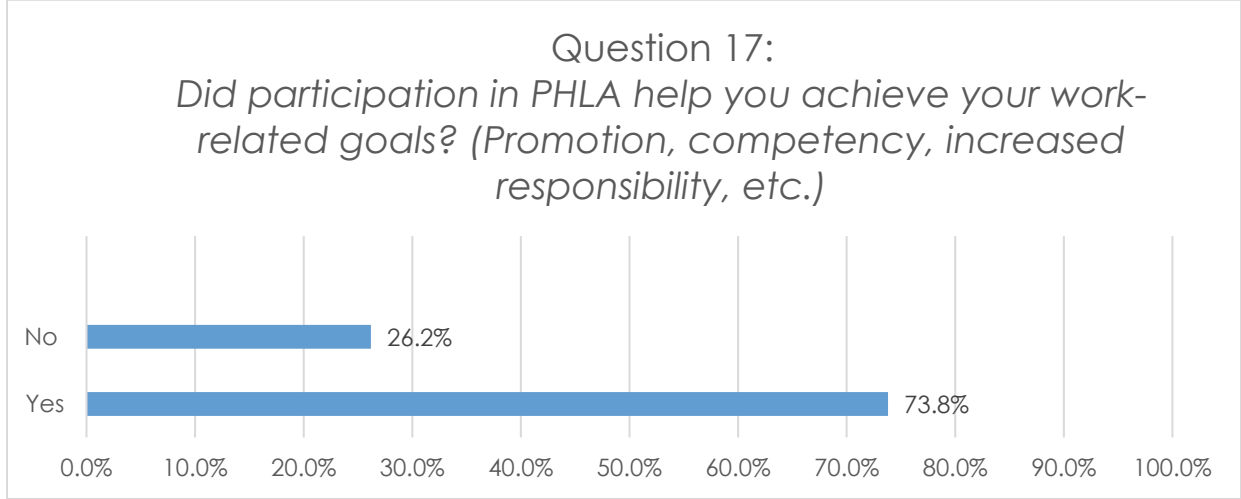
Select Comments

- I think the interactions with the other participations is the most important component of the academy.
- I gained a lot from listening to other participants stories.
- Absolutely, that was the best part, I wish I had ongoing communications with the group
- It was good to get perspectives from the other participants. A new way of looking at things.
- This was one of the most beneficial parts for me - getting a chance to interact with others from my department and in other areas. Hearing their struggles and how they overcame challenges was really eye-opening and something that was super beneficial.
- I have found the relationships I built with my cohort to be extremely beneficial both during the sessions and after.



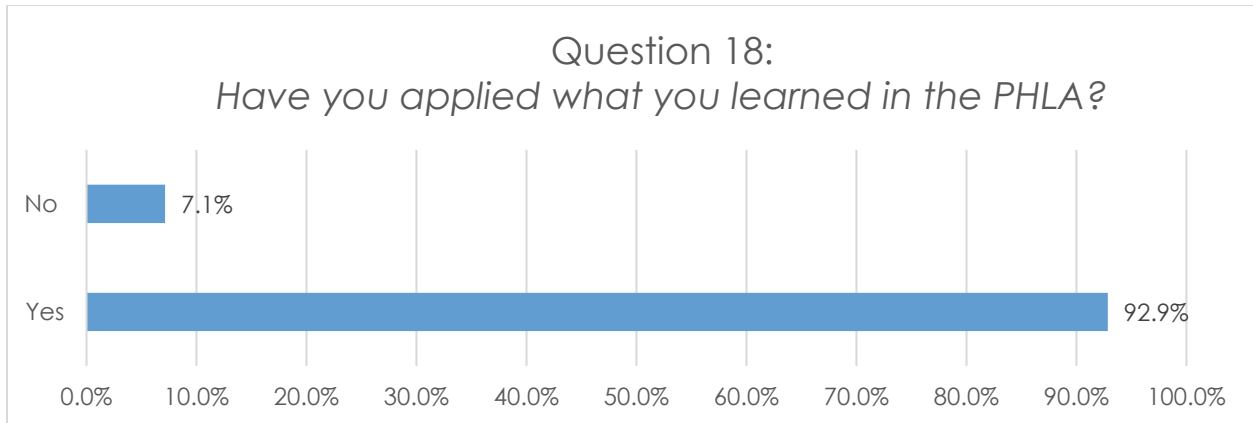
Select Comments

- PHLA has given me much to think about, as well as concrete activities that I can do as a manager/leader
- I have referred many staff to these
- The PHLA Seminar on Servant Leadership did enhance my skill set. It also confirmed the vision of leadership I have developed over the years.
- I think the types of leadership styles were informative and how to interact with others helpful.
- I learned new concepts that I incorporated into my work.
- I took PHLA before I was a manager and then again after. I definitely think it gave me a more comprehensive view of leadership and how to make myself a better leader.



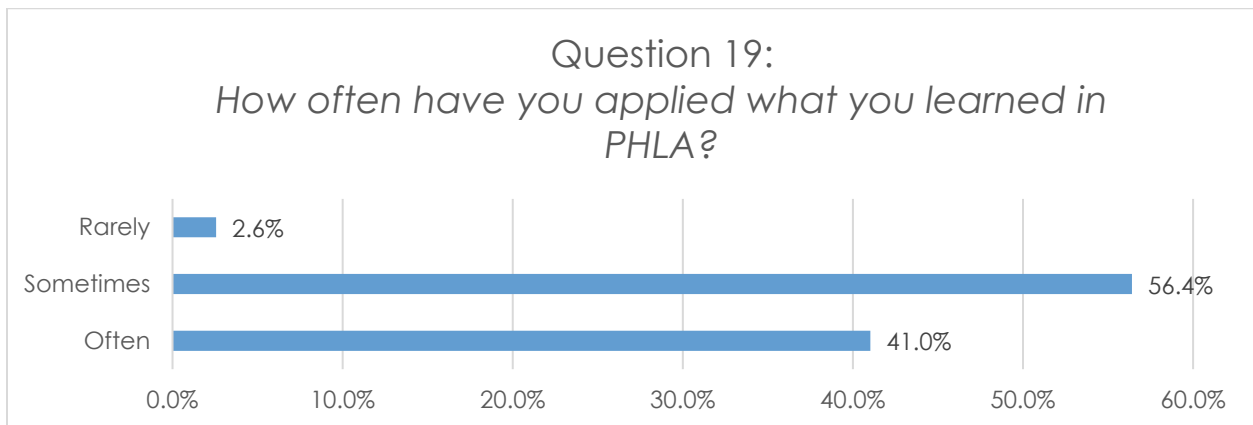
Select Comments

- I think talking through situations with peers has helped me in various work situations. Suggestions from colleagues were helpful and I was able to transfer some of them to my Center
- I believe my competency improved.
- Have since been promoted to a unit manager role.



Select Comments

- Helped me learn how to engage with my staff at their level and motivate them to achieve our goals.
- I have shared exercises from PHLA with my team. I also feel that I have become a stronger, more confident leader
- Yes, and it is also helpful to have the materials at hand so I can refer to them moving forward.



Question 20: Please give an example of how you applied what you learned in PHLA.

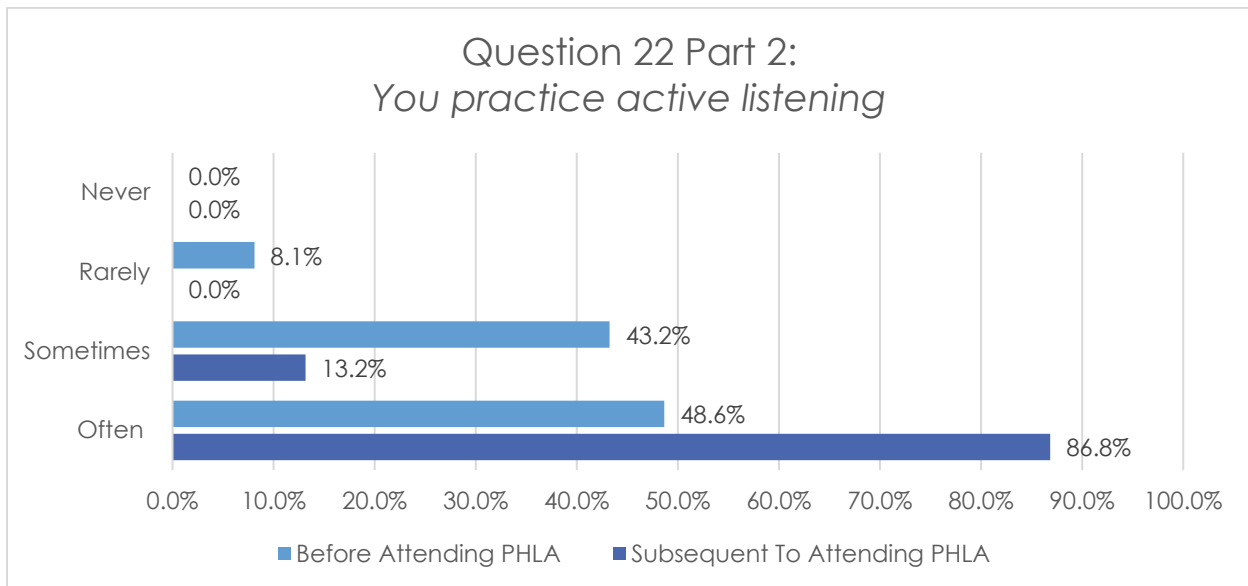
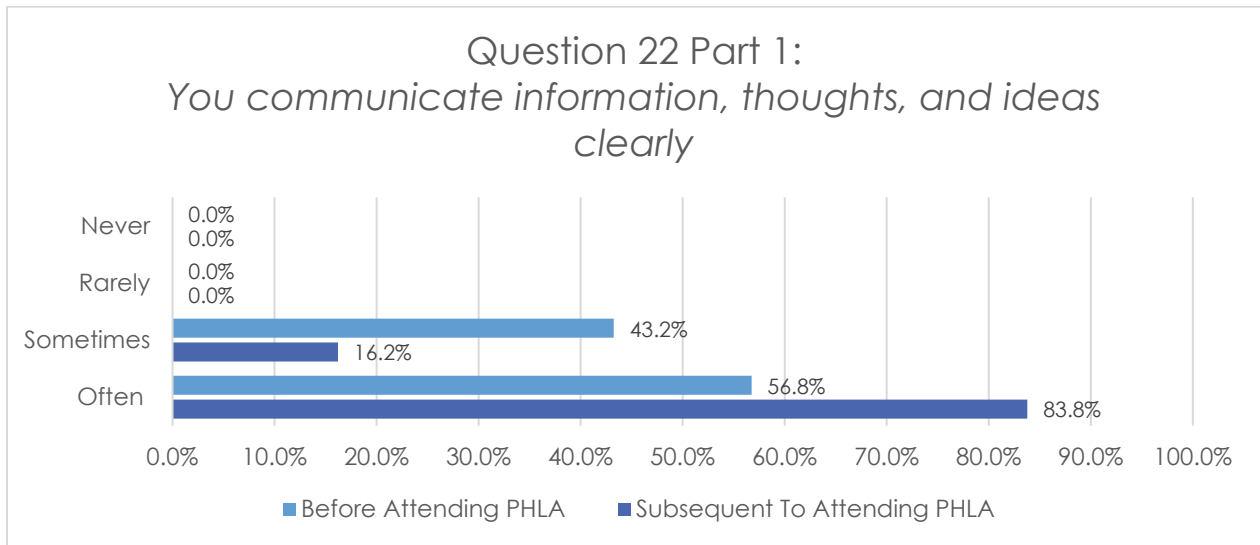
- Was able to motivate staff to seek opportunities for professional development opportunities within the division that align with their skills and interests.
- I learned to give feedback and get feedback from staff by asking are their expectations met after I list my expectations as a reminder, Also implementing peer ran meetings I did a professional development unit on leadership for my team and I have more scheduled. I have brought concepts from these trainings into my leadership style, like thinking of biases with video calls and camera on vs. off. And also how I can be a more supportive leader and adapt my approach to fit my staffs needs.

- I was able to create a vision statement for my team and gain buy in, put our vision into action, and become more confident in dealing with conflict and issues through learning new communication techniques.
- Assuming positive intent. Its a much more fulfilling way to work in the world. I use it in partnership meetings and looking at ways to improve communication among internal and external partners.
- The visionary leadership training gave me more applicable content than the entrepreneurial training. The visionary training changed the way I thought about visionary leadership and how to divide roles within my team, and it gave the very practical tool of a strategy circle. The entrepreneurial training focused more on traits and characteristics of entrepreneurs, which was less helpful.
- On a daily basis working with a challenging coworker. I identified often that I wanted to enhance my skillset in conflict management from a coworker and supervisor perspective and that continues to be a challenge for me on my team and we did work on it and even members on my cohort reached out to me as I got passed up for a promotion that was told was mine for 6 months and continue to get bullied by a colleague regularly. It have been great to have colleagues outside my section that have the same conflict management skillset.
- When I took Change Leadership, the timing was good because our Division was undergoing quite a bit of change. The session was helpful as I tried to work with staff throughout the period of change.
- Starting new programs and projects that include big changes. Have been incorporating the change management training to try and bring everyone along. Have also used it to assist other managers with dealing with resistance to change.
- Use the articles and one of the frameworks discussed in the workshop with my team. Good results.
- Practicing many of the topics covered in the relational leadership classes. Specifically, when it comes to working on teams and groups.
- Strategies to be inclusive in leadership, create inclusion and learning opportunities within the team, communication strategies with staff and within the team, leadership skills for mentoring new managers.
- Visionary leaders hold a positive outlook for the future. They are hopeful they will achieve success. They don't view problems as personal, permanent, or pervasive. Instead, they are impersonal, temporary, and relate only to the present situation.
- I have quotes and articles from the sessions that I reference and that I took the time to share with my other peers as well.
- I have a framework to use when considering navigating a new project or proposing my ideas. I now use what I learned about who to consider, and flushing out my ideas further, before presenting them to stakeholders.
- I have used the method of 'selling' my ideas, by explaining the benefit to leadership to the overall goals, team, and mission.
- Used strategies for managing up, as well as how to have difficult conversations.
- The information I learned has helped me to better explain and support program office partners in understanding the business-nature of FinOps work. FinOps is focused on ensuring the success of the department from the business perspective, and that should not need to be paramount for our partners. Having a better understanding of how to merge the business side and program side has been extremely helpful in discussions and ongoing partnerships.

Question 21: Why haven't you applied what you learned in PHLA?

- I didn't learn any new content from the session.
- They were concepts that I already had been applying in my work so the application wasn't new

Question 22: Communication

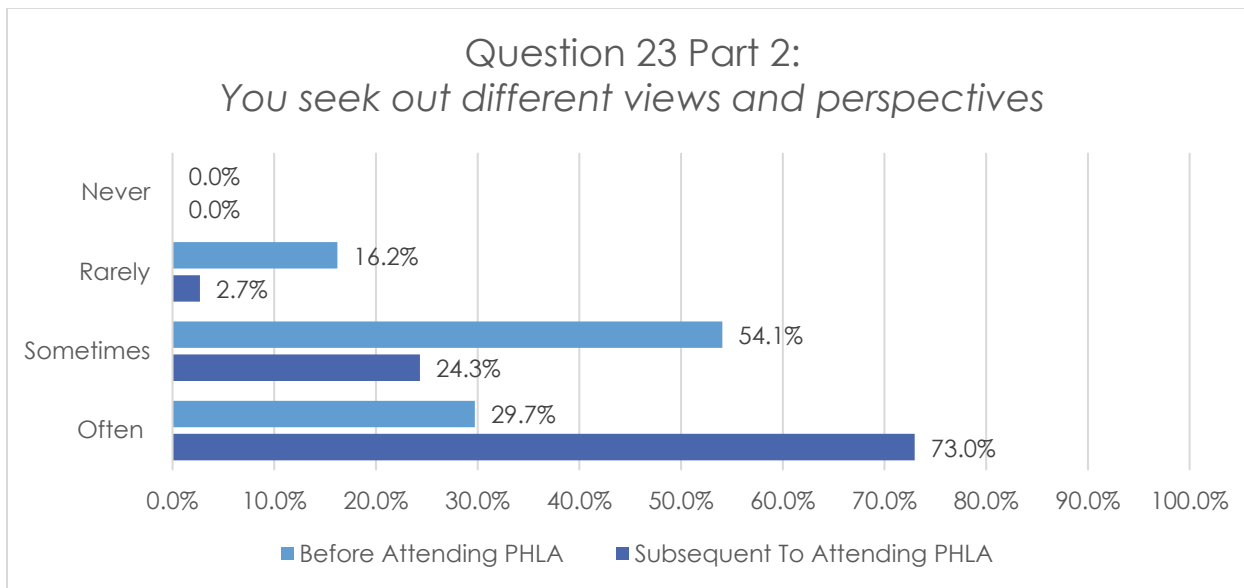
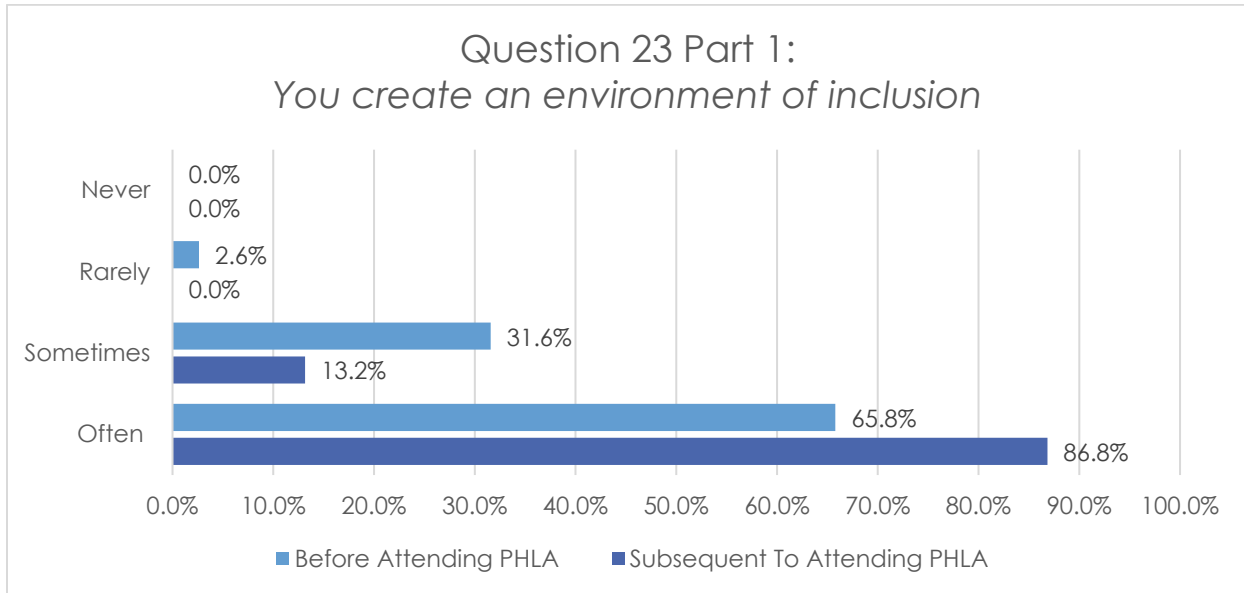


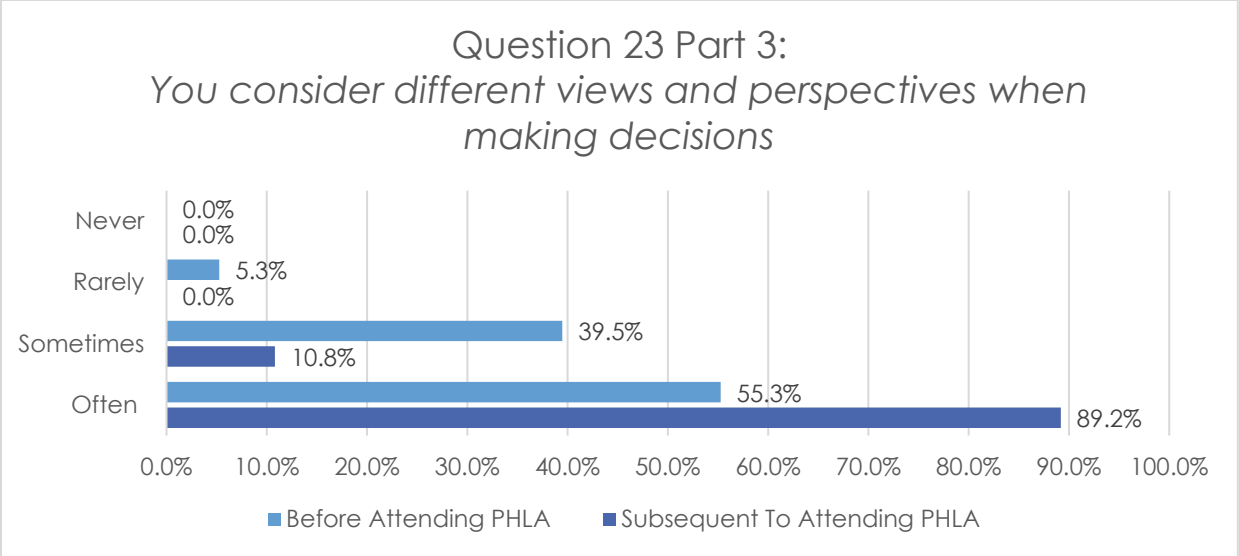
Select Comments

- The sessions made me realize that I can be a much better listener and identified ways in which I could improve.

- o Being able to work through frustrations and gain confidence as a new manager was gained through these leadership classes. I have recommended these classes to my staff so they could grow professionally as well.
- o While I possessed these skills they were enhanced and I was equipped with new strategies and skills to better support and engage staff and partners.

Question 23: Inclusion

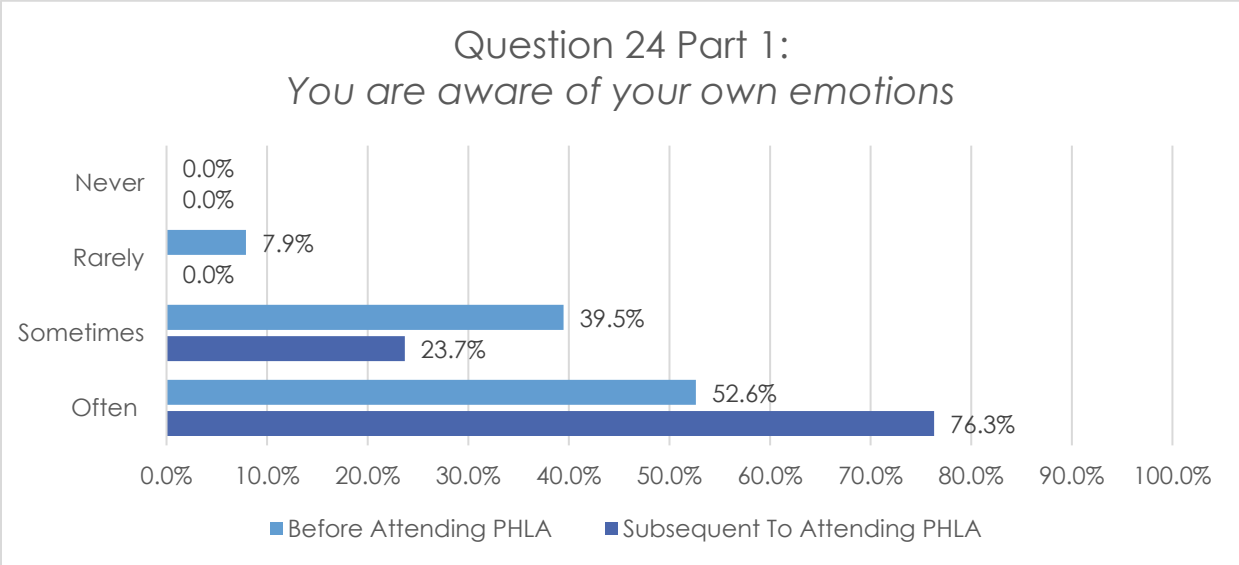


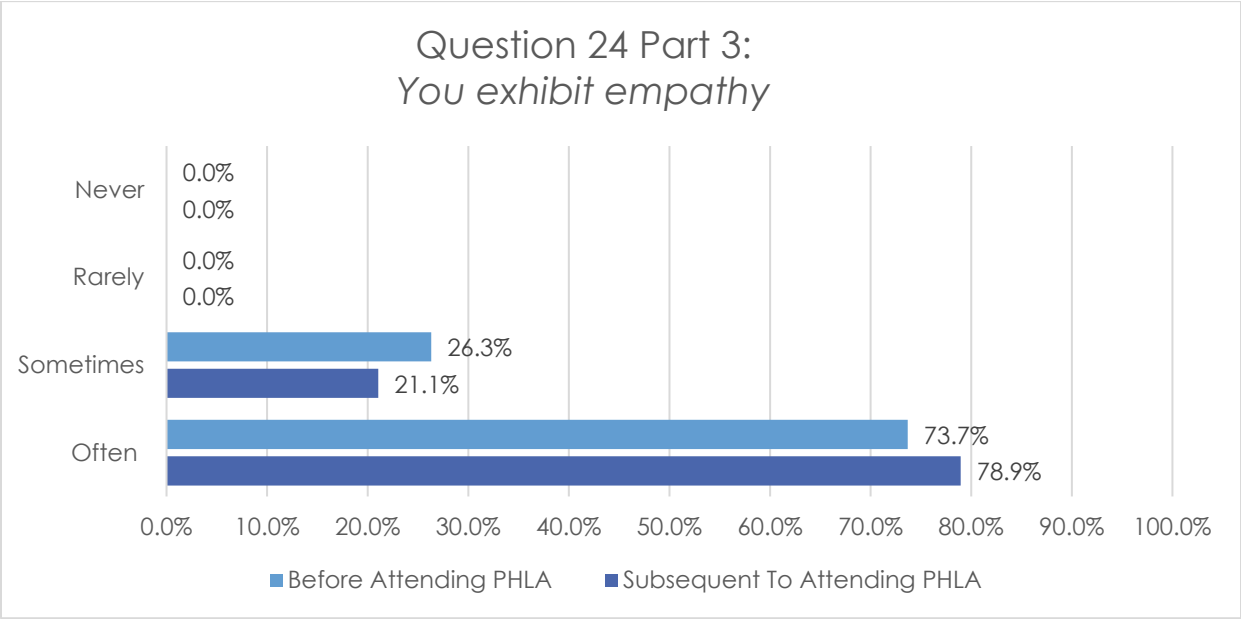
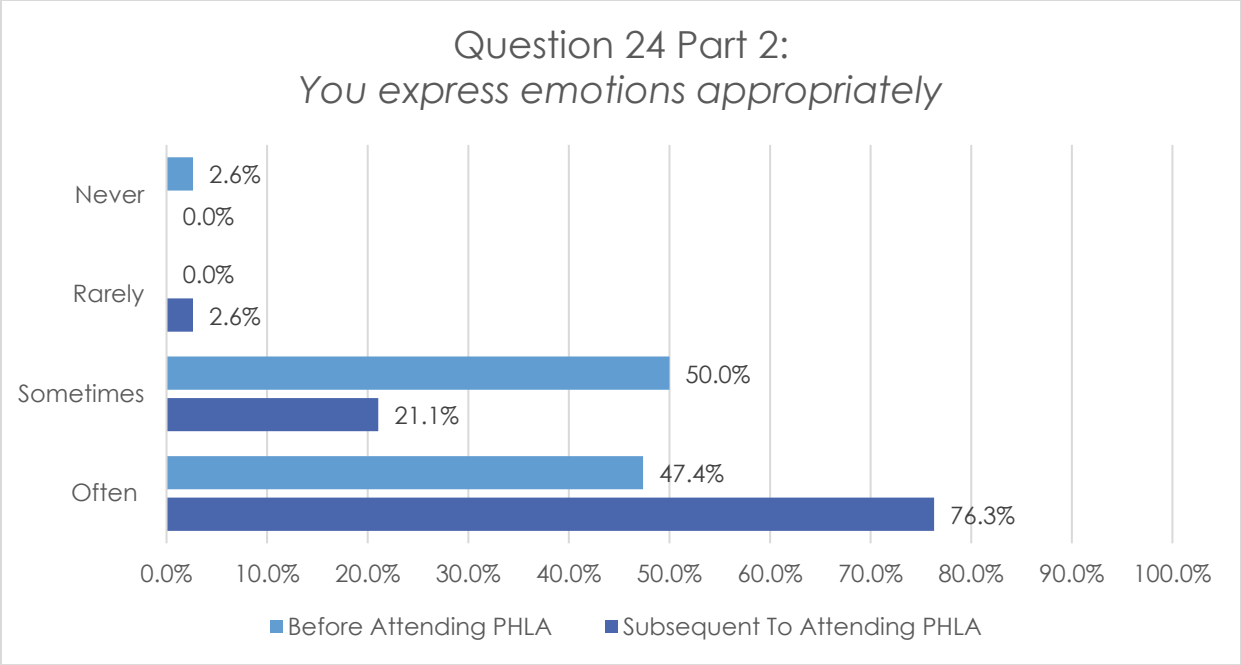


Select Comments

- PHLA has made me realize how it is important to listen to colleagues with different opinions; it doesn't always change what I am going to do - but it helps with decision-making
- While I engaged in these strategies they were enhanced and I was equipped with new strategies and skills to be more inclusive and increase my ability to engage, be inclusive, and respect all staff and partners.
- In my role, I do not have the level of decision making authority to regularly change the inclusiveness of my work environment. However, I exercise the power I have as often as possible to do so.

Question 24: Emotional Intelligence

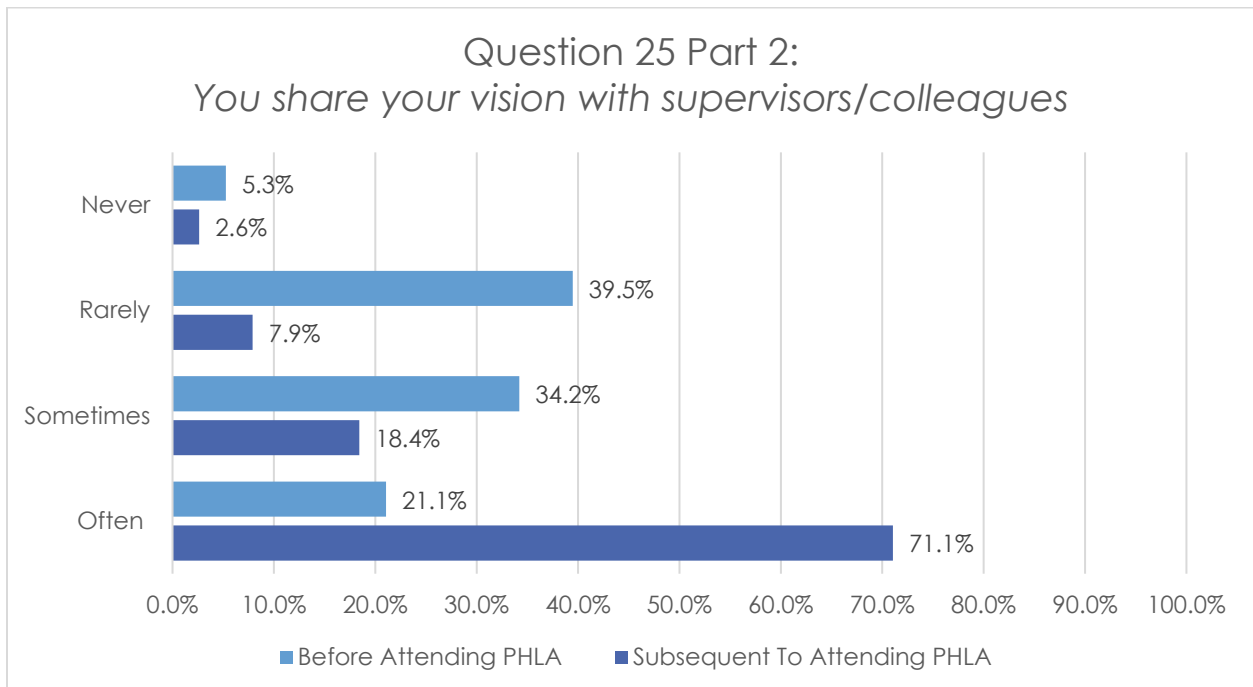
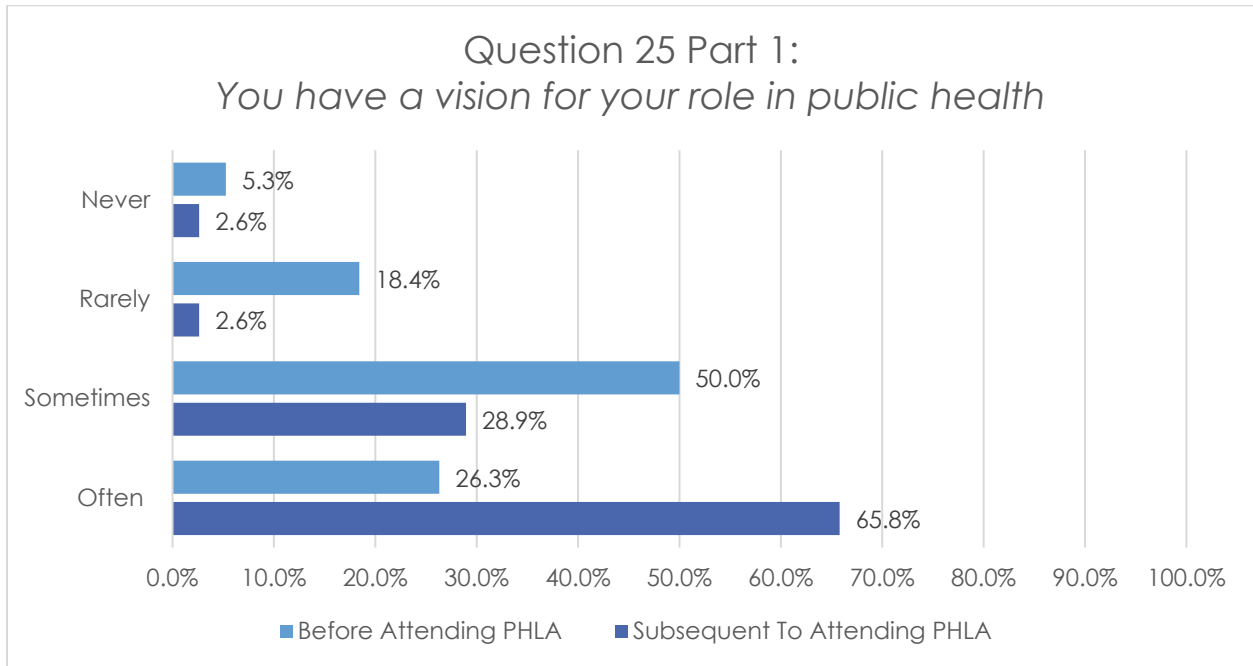


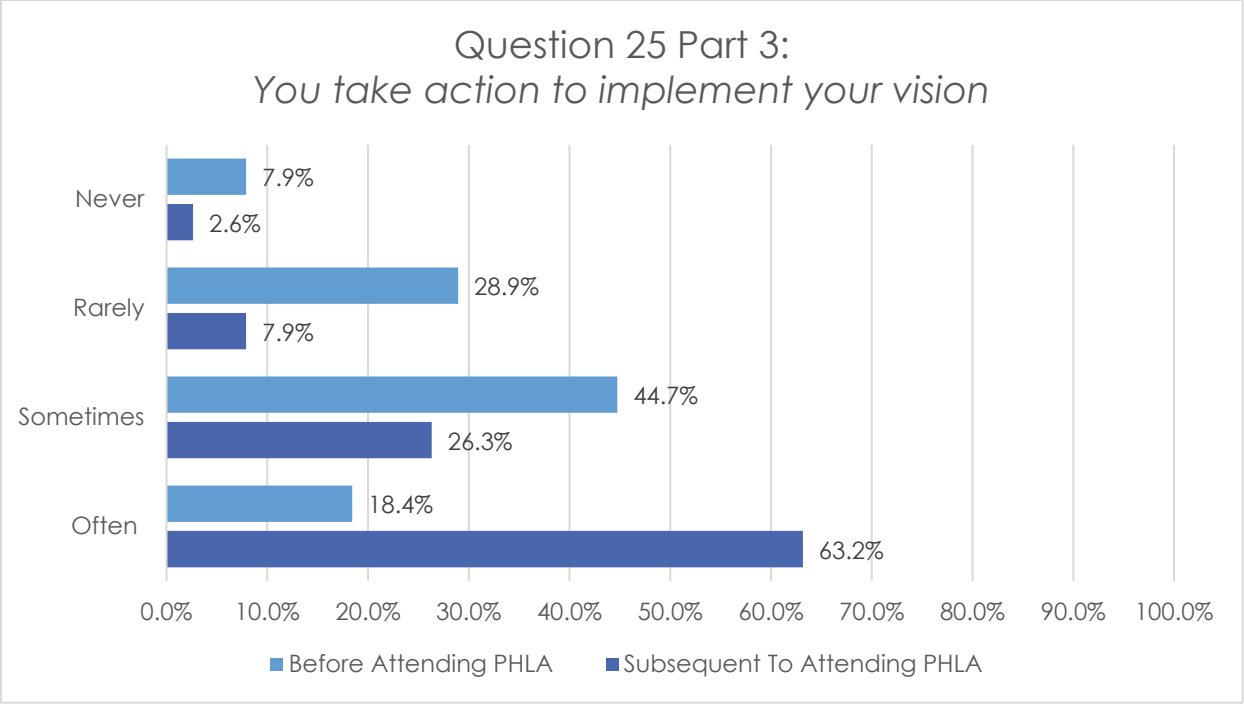


Select Comments

- I still work on exhibiting empathy- and trying to understand why a team member might not be performing adequately. I think I have improved.
- As above. I had developed these abilities over the years starting in 1983 when I completed my first clinical pastoral education (CPE) course. The Leadership Academy gave me an opportunity to improve my skills.
- EI was not a new concept to me and I learned new strategies and information that enhanced my ability to use EI with staff and partners.

Question 25: Vision

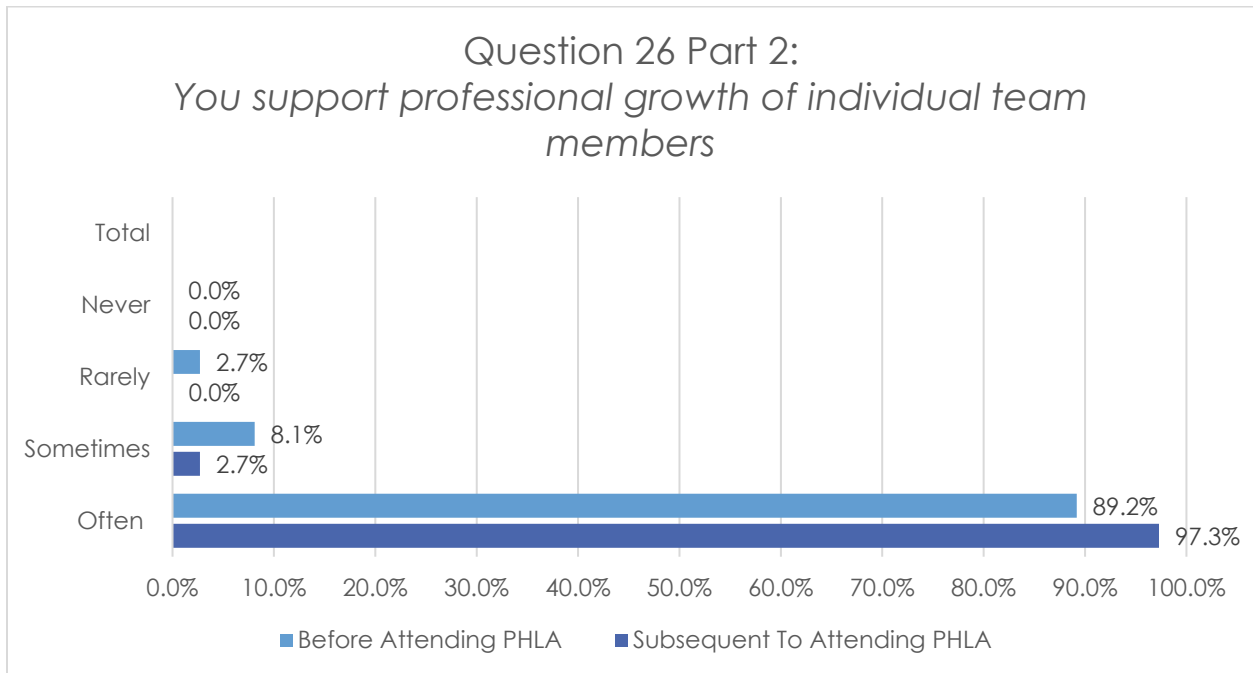
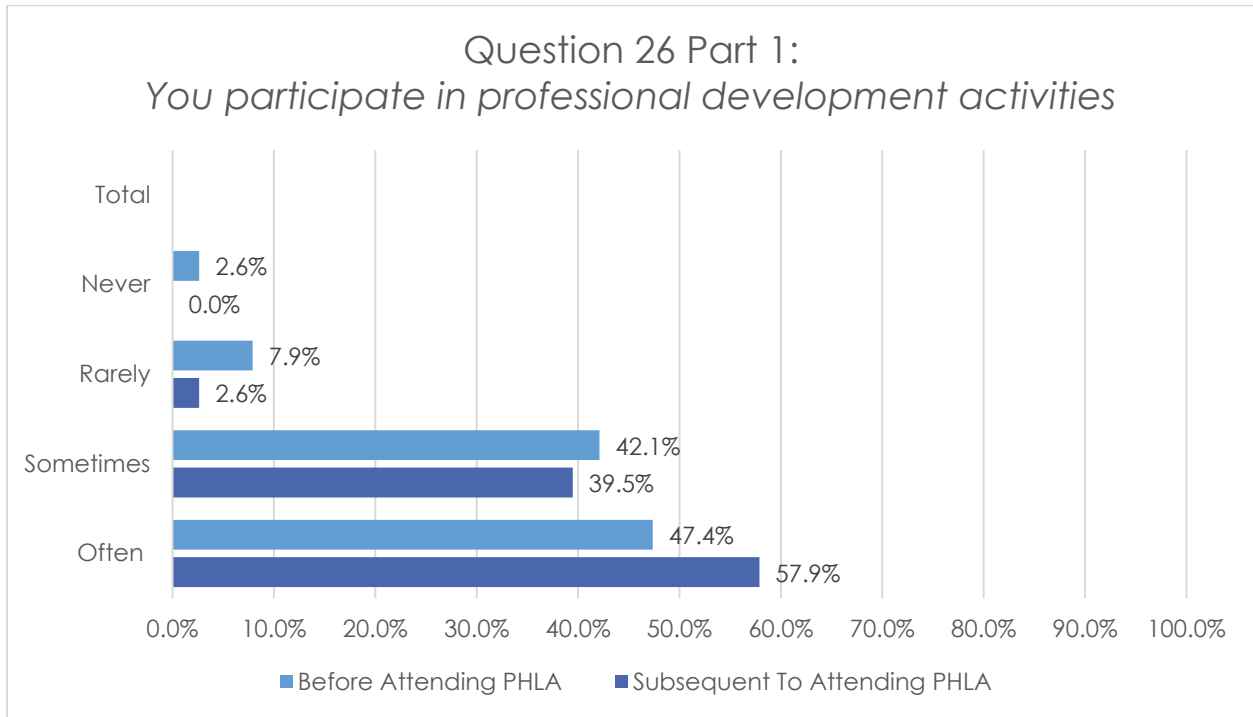


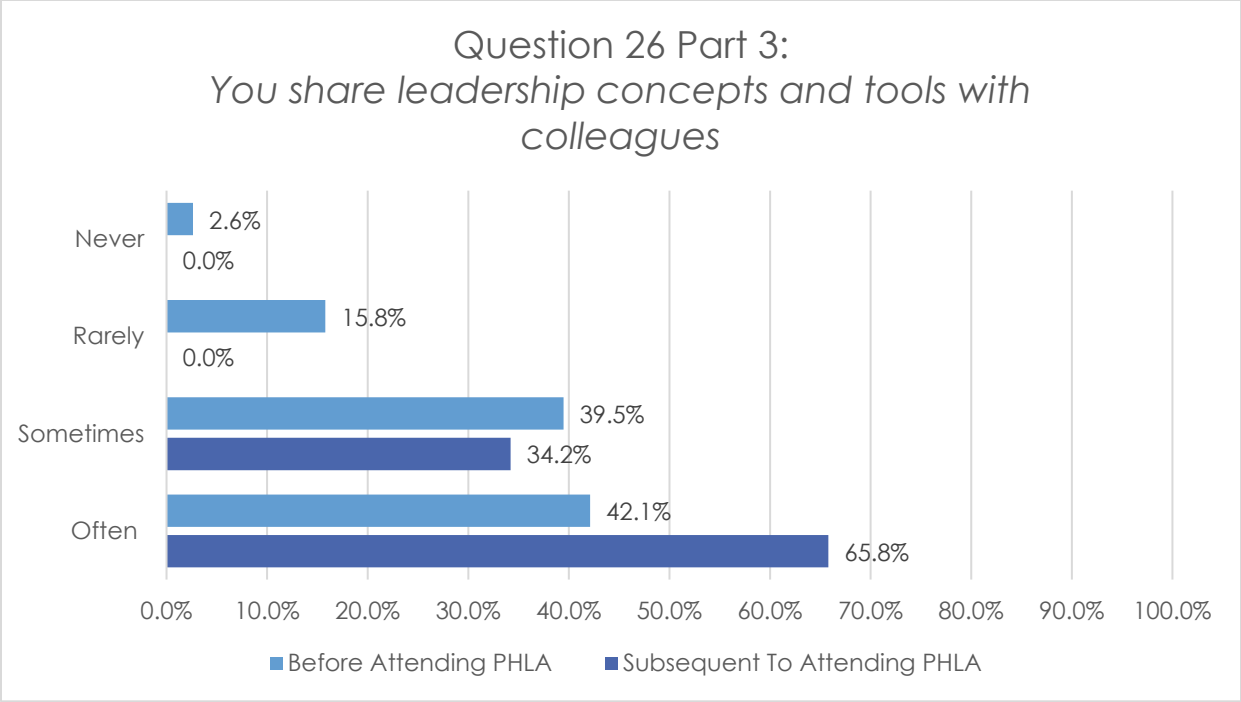


Select Comments

- I am more confident now to come up with goals and to create an action plan
- Before PHLA I didn't really think I had a vision for my role in public health but I realize now I do, and I am trying to express it more and work to implement it in my daily tasks
- Visionary leadership assisted me in advocating for change in public health. It is still a work in progress but leadership are starting to understand me.
- This was helpful in concrete and new to me strategies and steps and reinforced frequency with which we need to discuss this.

Question 26: Professional Growth





Select Comments

- I think COVID has hampered my ability to participate in a lot of professional development opportunities, so I appreciate being able to do PHLA
- When I would learn of really good (to me) concepts for leadership, I would share these with other managers and in some cases staff in general (e.g., in meetings, a Division newsletter).
- While this is a value and action I engaged in before I learned new tools, resources and strategies that I implemented and were beneficial.
- I learned so much and really enjoyed the trainings. I can't say that my behavior has significantly changed because of this one course. Yes, how I think about entrepreneurial concepts has been greatly enhanced, but the questions above do not indicate this growth.
- It is difficult to make time to participate in PD activities. And while I could do them on my personal time, I have a busy personal life as well. As for my team members, I am continuously encouraging them to participate in activities that will help them grow professionally.

Appendix 6: Supervisor Survey

6.1 Email Sent to Supervisors

Dear xxxx,

Over the past several years the Public Health Leadership Academy (PHLA) has provided an opportunity for MPH and MDHHS staff to come together to expand their leadership knowledge and skills. Since the Spring of 2019 almost 200 employees have participated.

We are now conducting a program evaluation of all PHLA sessions from Fall 2020 – Spring 2022, when PHLA moved from in-person to online. This will help us understand how to improve the format/content and measure to what extent we are accomplishing our purpose. The evaluation includes an email survey to be completed by both participants and the supervisors who recommended them.

We are contacting you because you recommended staff to participate in the PHLA. Within the survey, please evaluate each of the following employees:

<i>First Name</i>	<i>Last Name</i>	<i>Seminar attended</i>	<i>When Seminar was attended</i>
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Please consider taking a few minutes to complete the Supervisor Survey. You can access the survey using this link - https://www.surveymonkey.com/r/PHLA_Eval_Supervisor

The deadline for completing the survey is Friday, September 2.

If you have any questions or problems accessing the survey, please contact us at PHLA.Evaluation@gmail.com.

Thank you so much for your interest and participation.

The Evaluation Team

6.2 Supervisor Survey Questions

Public Health Leadership Academy Evaluation: Supervisor Survey

Study Title: Program Evaluation of Public Health Leadership Academy (PHLA)

Evaluator: Julie Hales-Smith; Consultant

Contact Information: 517-231-3293, juliehalesmith@gmail.com

Sponsor: Cameron Leadership Consulting

Purpose: We want to assess both the quality and the outcomes of the Public Health Leadership Academy PHLA sessions from Fall 2020 – Spring 2022, when PHLA moved from in-person to online.

Evaluation Procedure:

- Survey questions will ask about the outcomes as related to PHLA participants.
- We will keep your individual responses confidential. We will not identify any person with any response.
- No data that would allow you to be identified as an individual will be shared with anyone at your agency.
- Participation presents no foreseeable risks or discomforts.
- You will receive no direct benefit from participation in this study.

Consent: This survey is completely voluntary. There are no negative consequences if you choose not to participate. If you begin the survey, you can decide to stop at any time.

* 1. If you agree to take this survey, click the checkbox to begin.

I agree to participate in this survey based on the parameters described above.

Public Health Leadership Academy Evaluation: Supervisor Employer

* 2. Select your employer

- State of Michigan
- Michigan Public Health Institute

Public Health Leadership Academy Evaluation: Supervisor Survey

State of Michigan Employee Information

* 3. Please Select Your Bureau/Office

- Bureau of EMS, Trauma and Preparedness
- Bureau of Epidemiology and Population Health
- Bureau of Health and Wellness
- Bureau of Infectious Disease Prevention
- Bureau of Laboratories
- Other (please specify)

Public Health Leadership Academy Evaluation: Supervisor Survey

Michigan Public Health Institute Employee Information

* 4. Please select your center:

Public Health Leadership Academy Evaluation: Supervisor Survey

Number of Staff Being Evaluated

* 5. How many staff members will you be including in your survey today?

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Public Health Leadership Academy Evaluation: Supervisor

Survey - Staff Member #1

Using the rating scale provided, rate the extent to which the staff member exhibited the indicated behavior "Before" attending the PHLA and "Subsequent To" attending the PHLA.

Rating scale:

- Never
- Rarely
- Sometimes
- Often
- I don't know

6. Communication

	Before Attending PHLA	Subsequent To Attending PHLA
Staff member communicates information, thoughts, and ideas clearly	<input type="text"/>	<input type="text"/>
Staff member practices active listening. (Active listening is a listening pattern that keeps you continuously engaged with your conversation partner in a positive way)	<input type="text"/>	<input type="text"/>
Do you have more to share? <input type="text"/>		

7. Inclusion

	Before Attending PHLA	Subsequent To Attending PHLA
Staff member creates an environment of inclusion	<input type="text"/>	<input type="text"/>
Staff member seeks out different views and perspectives	<input type="text"/>	<input type="text"/>
Staff member considers different views and perspectives when making decisions	<input type="text"/>	<input type="text"/>

Do you have more to share?

8. Emotional intelligence

	Before Attending PHLA	Subsequent To Attending PHLA
Staff member is aware of own emotions	<input type="text"/>	<input type="text"/>
Staff member expresses emotions appropriately	<input type="text"/>	<input type="text"/>
Staff member exhibits empathy	<input type="text"/>	<input type="text"/>

Do you have more to share?

9. Vision

	Before Attending PHLA	Subsequent To Attending PHLA
Staff person has a vision for their role in public health	<input type="text"/>	<input type="text"/>
Staff person shares their vision with supervisors/colleagues	<input type="text"/>	<input type="text"/>
Staff person takes action to implement their vision	<input type="text"/>	<input type="text"/>

Do you have more to share?

10. Professional Growth

Before Attending PHLA	Subsequent To Attending PHLA
Staff member participates in professional development activities	<input type="text"/>
Staff member supports professional growth of individual team members	<input type="text"/>
Staff member shares leadership concepts and tools with colleagues	<input type="text"/>

Do you have more to share?

* 11. Do you have additional staff members to add?

- Yes
 No

12. Communication

Before Attending PHLA	Subsequent To Attending PHLA
Staff person communicates information, thoughts, and ideas clearly	<input type="text"/>
Staff person practices active listening. (Active listening is a listening pattern that keeps you continuously engaged with your conversation partner in a positive way)	<input type="text"/>

Do you have more to share?

13. Inclusion

Before Attending PHLA	Subsequent To Attending PHLA
Staff person creates an environment of inclusion	<input type="text"/>
Staff person seeks out different views and perspectives	<input type="text"/>
Staff person considers different views and perspectives when making decisions	<input type="text"/>
Do you have more to share?	
<input type="text"/>	

14. Emotional Intelligence

Before Attending PHLA	Subsequent To Attending PHLA
Staff person is aware of own emotions	<input type="text"/>
Staff person expresses emotions appropriately	<input type="text"/>
Staff person exhibits empathy	<input type="text"/>
Do you have more to share?	
<input type="text"/>	

15. Vision

Before Attending PHLA	Subsequent To Attending PHLA
Staff person has a vision for their role in public health	<input type="text"/>
Staff person shares their vision with supervisors/colleagues	<input type="text"/>
Staff person takes action to implement their vision	<input type="text"/>
Do you have more to share?	
<input type="text"/>	

16. Professional Growth

Before Attending PHLA	Subsequent To Attending PHLA
Staff member participates in professional development activities	<input type="text"/>
Staff person supports professional growth of individual team members	<input type="text"/>
Staff member shares leadership concepts and tools with colleagues	<input type="text"/>
Do you have more to share?	
<input type="text"/>	

Public Health Leadership Academy Evaluation: Supervisor Survey

Follow-Up Interview

We would like to interview a sample of supervisors from across the Public Health Administration to learn more about your perceptions of the Public Health Leadership Academy. We will need your name and contact information if you agree to a remote, follow-up interview. You may or may not be contacted for an interview if you agree to participate.

47. Please provide your name and contact information if you agree to a possible follow-up interview.

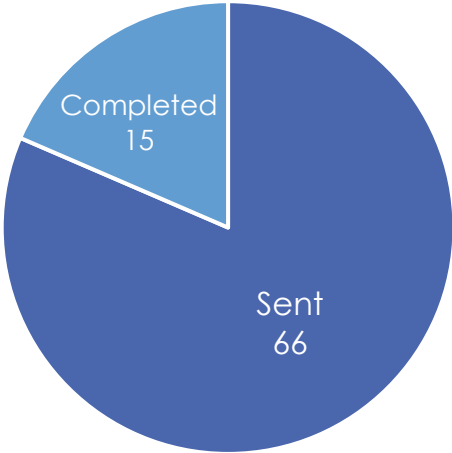
First Name

Last Name

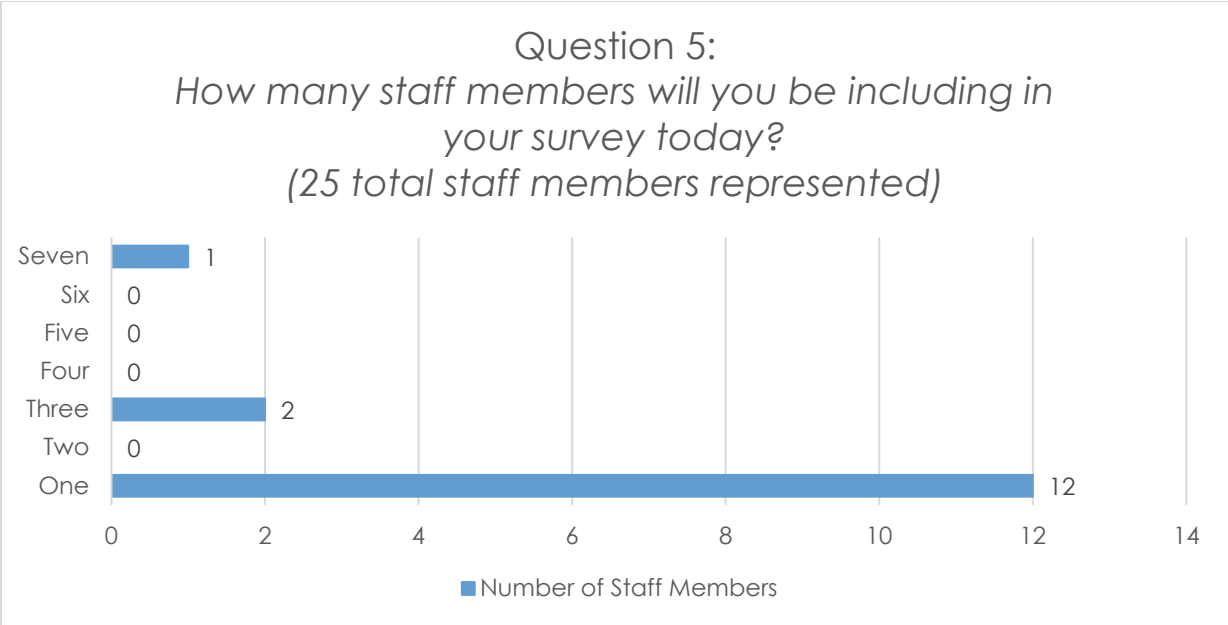
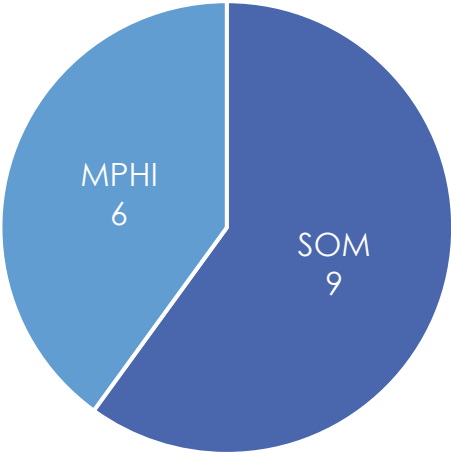
Email Address

6.3 Supervisor Survey Data

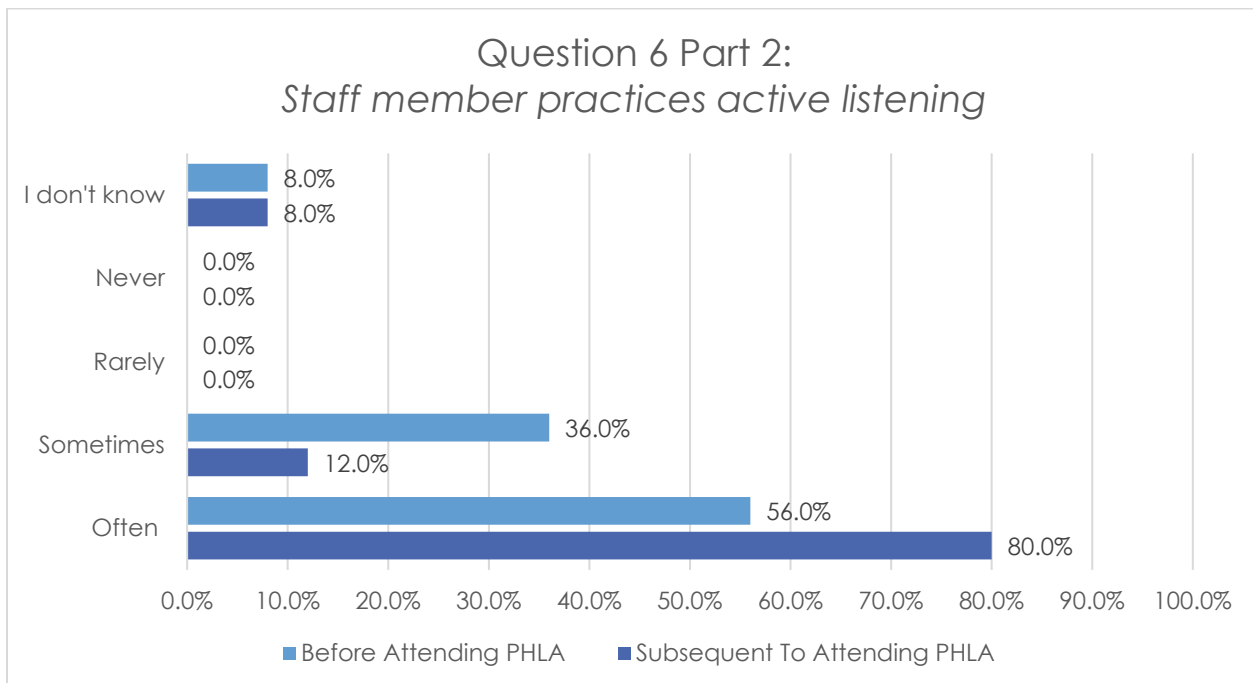
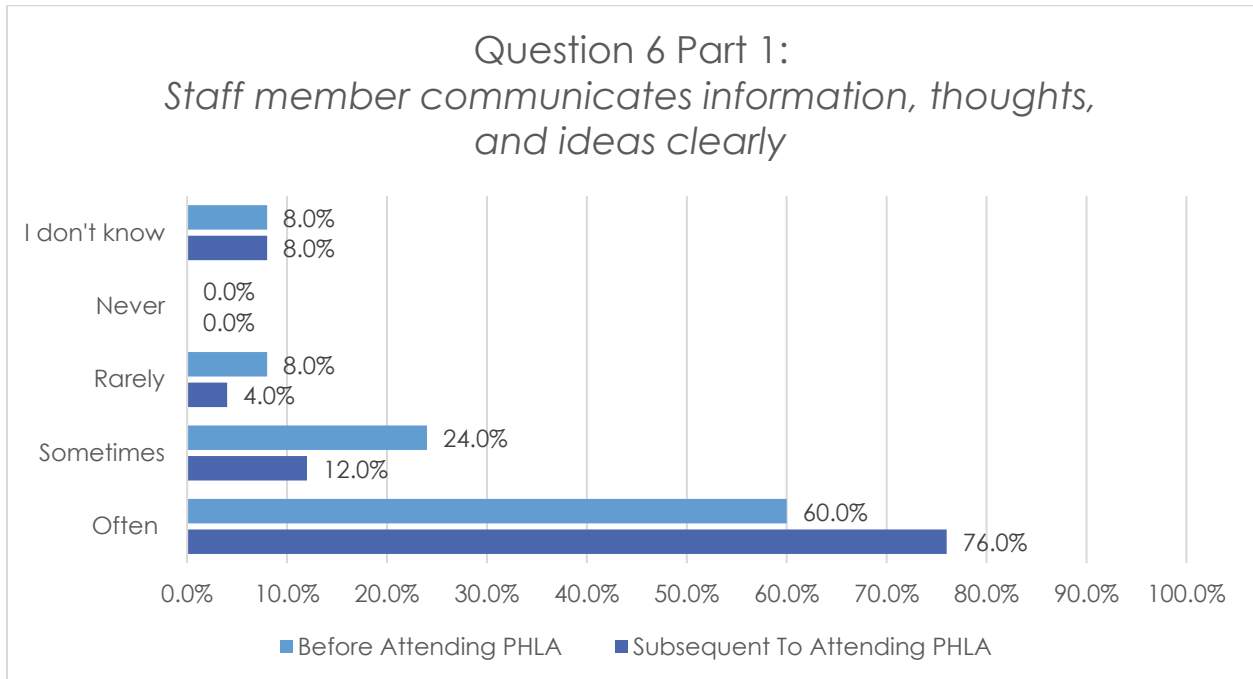
23% Supervisor Response Rate



Supervisor's Employer



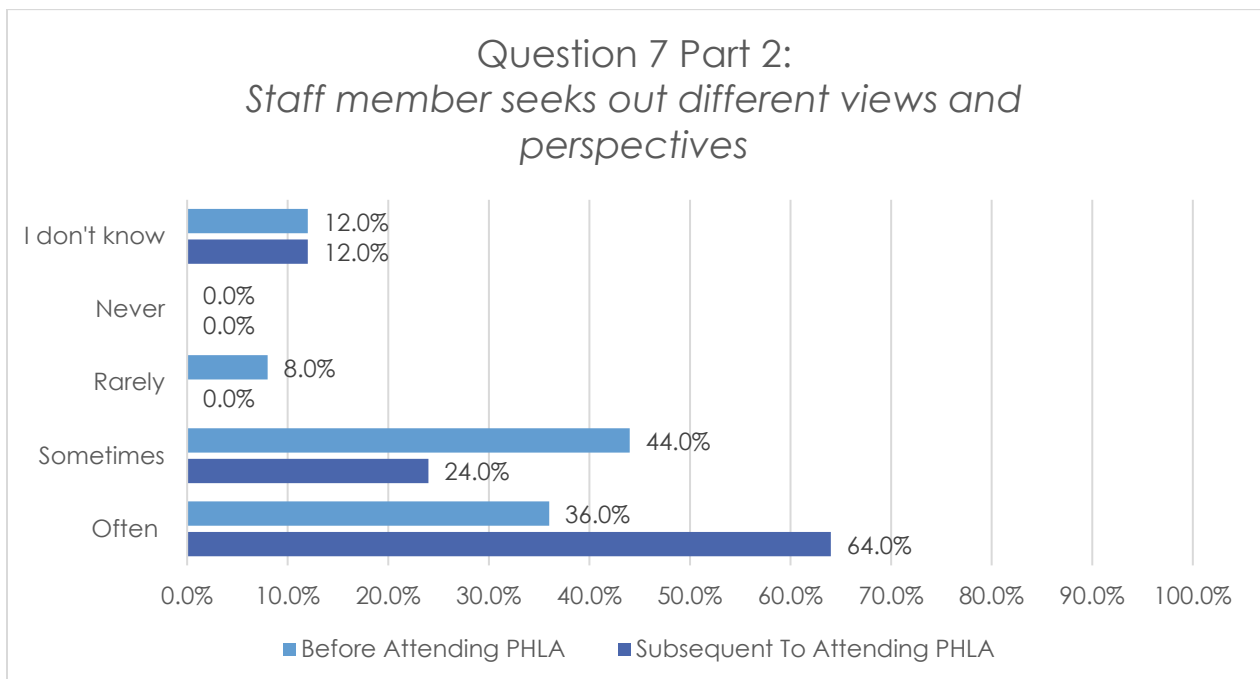
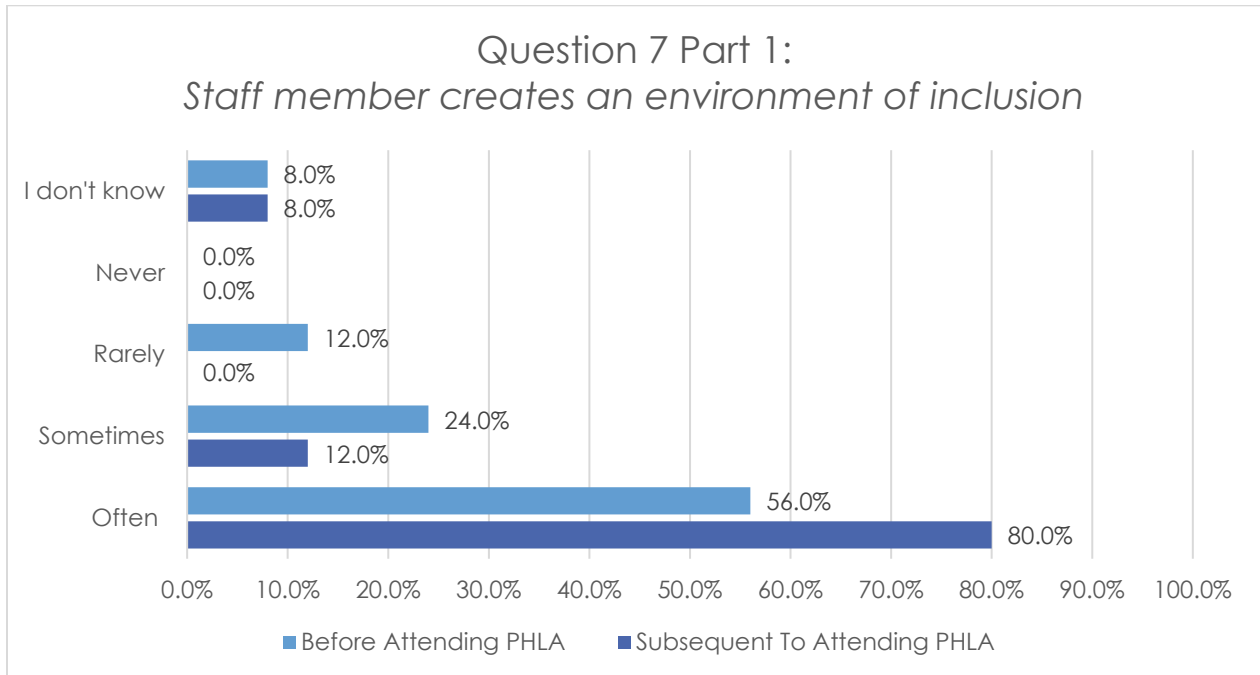
Question 6: Communication

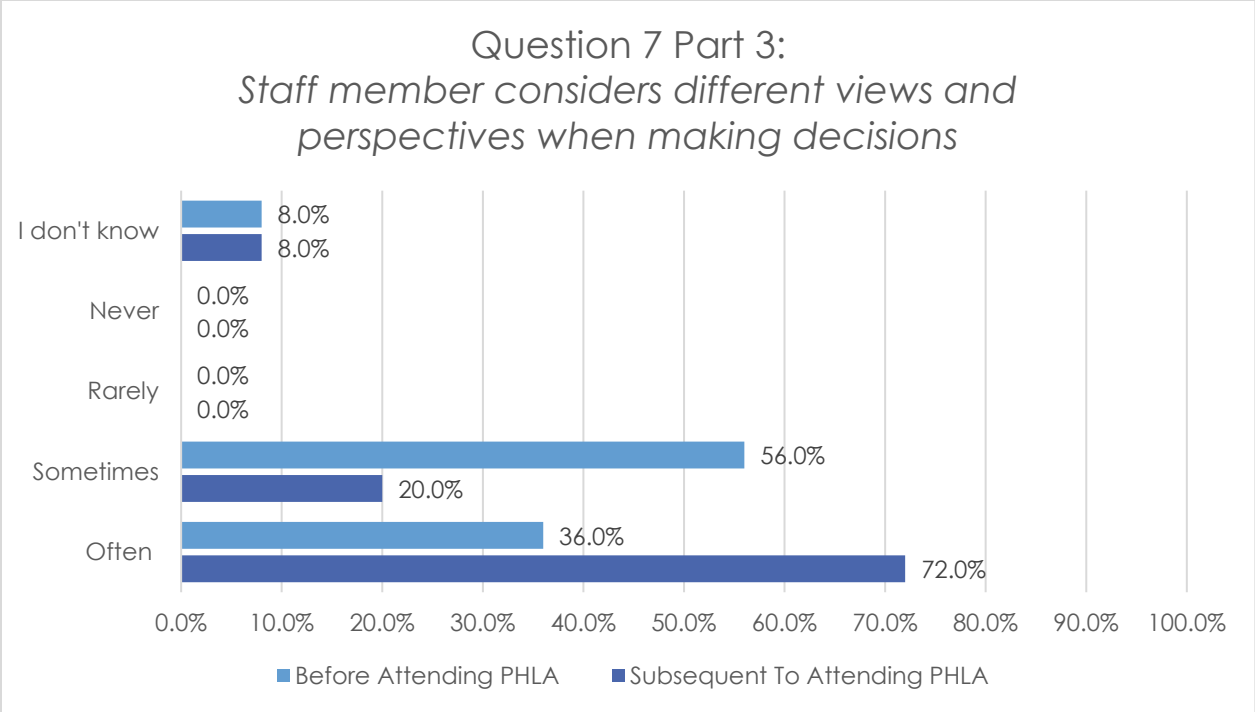


Select Comments

- I don't know that I saw any improvements specifically in these areas although I know the manager that attended found the information and coaching helpful.

Question 7: Inclusion

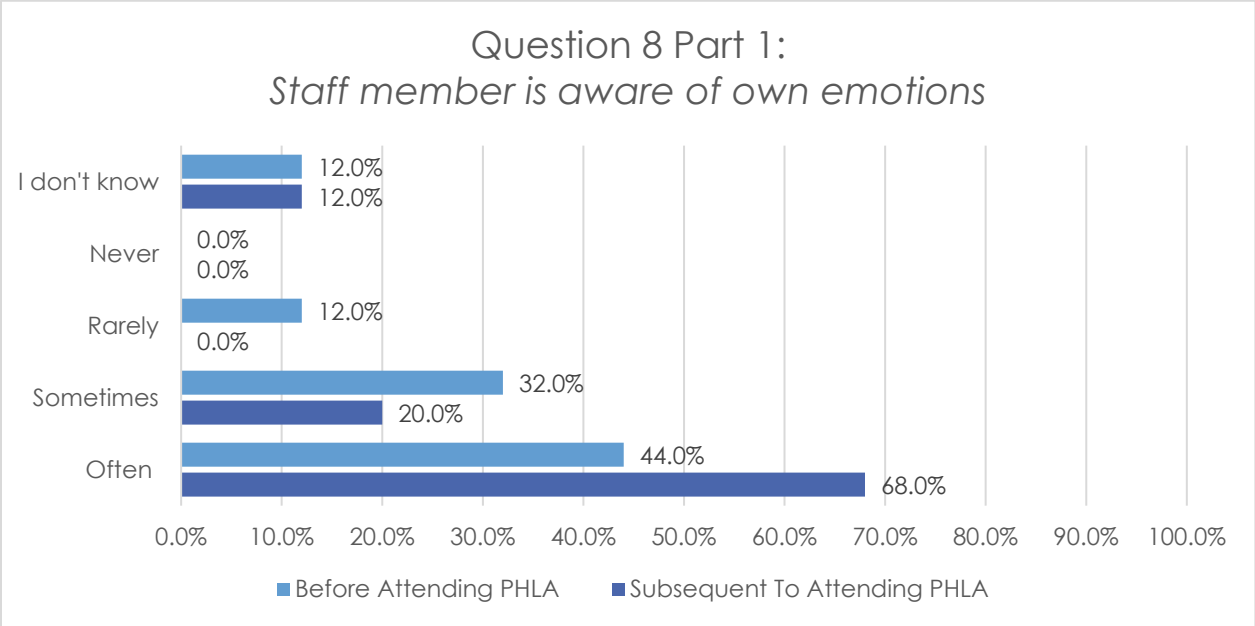




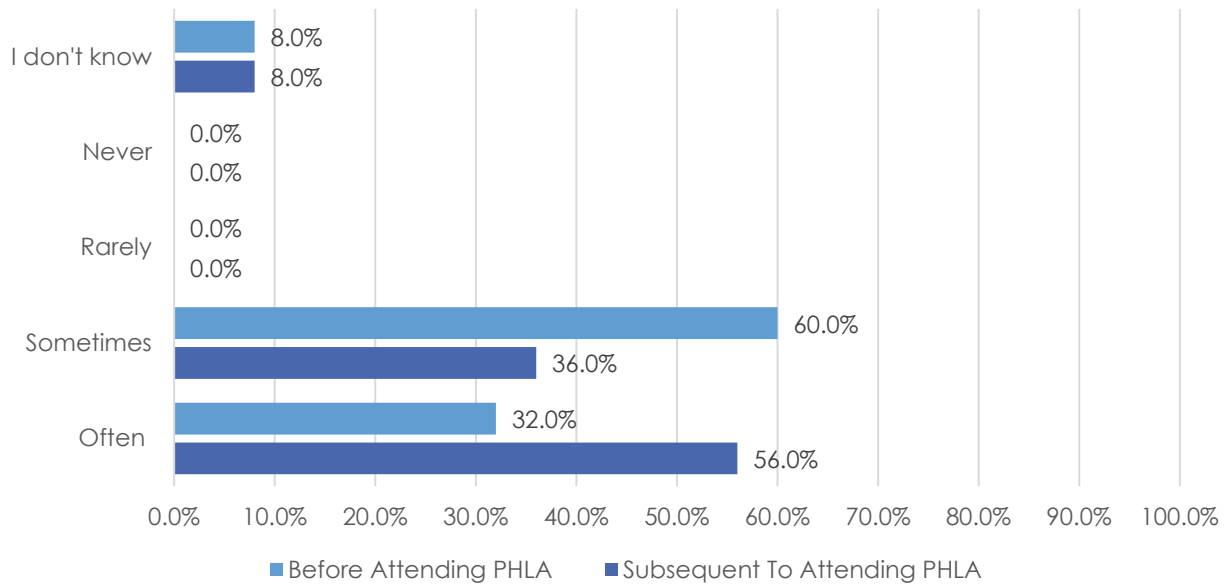
Select Comments

- One employee still struggles with including others perspectives and labels them as difficult or excludes them in conversation.

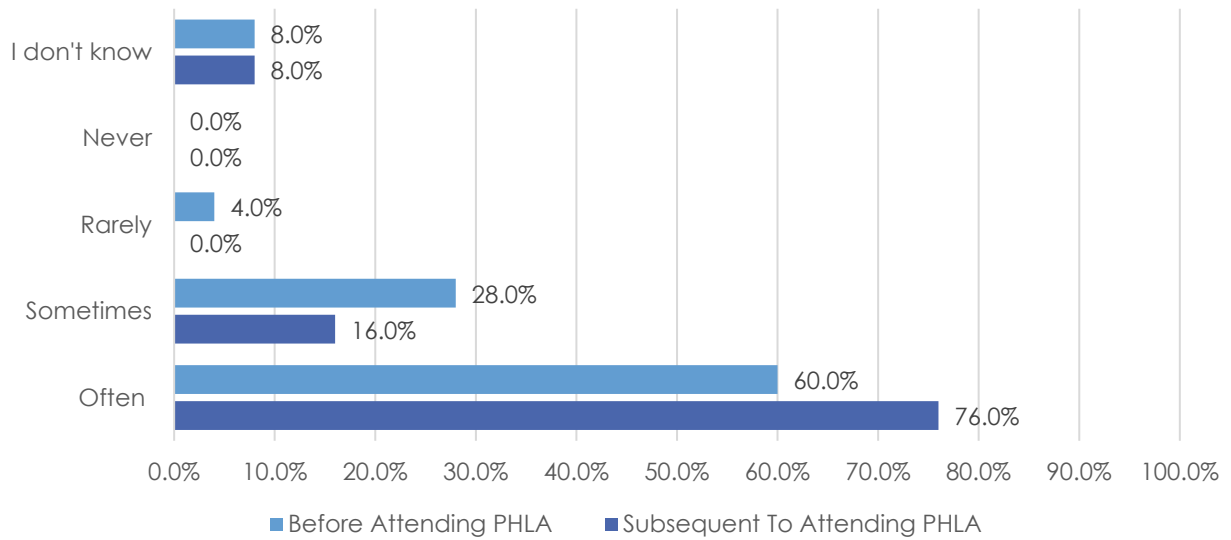
Question 8: Emotional Intelligence



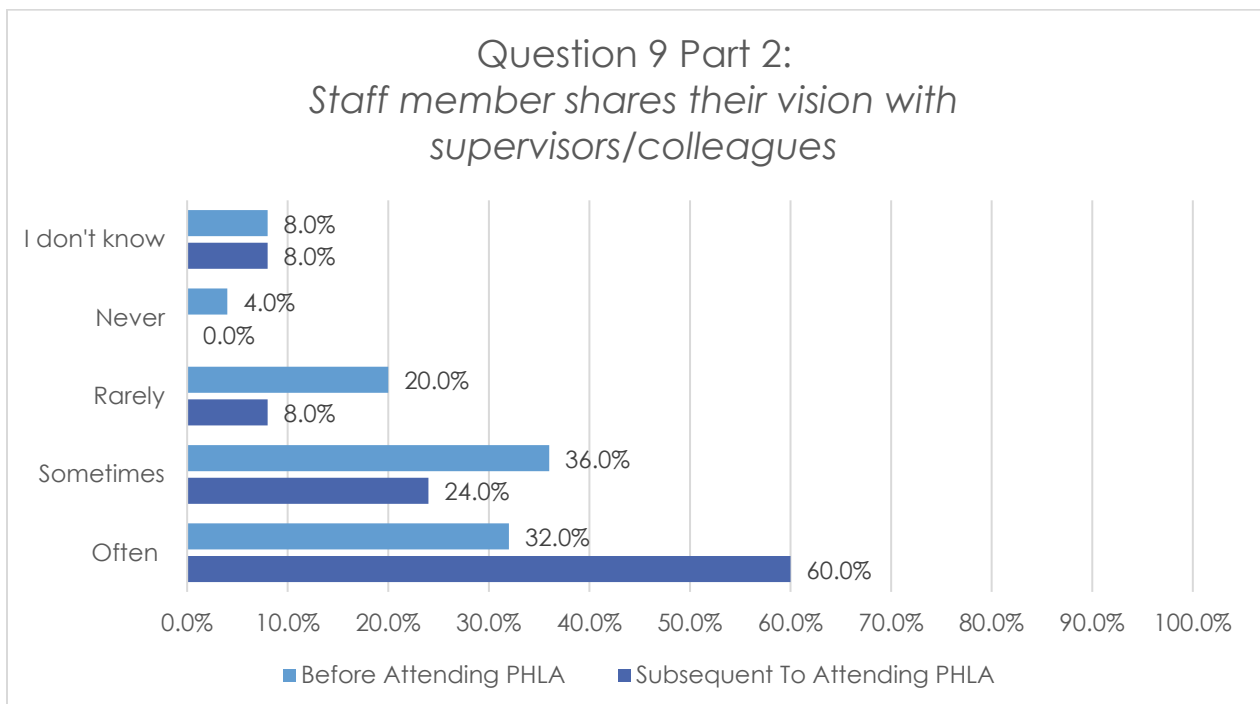
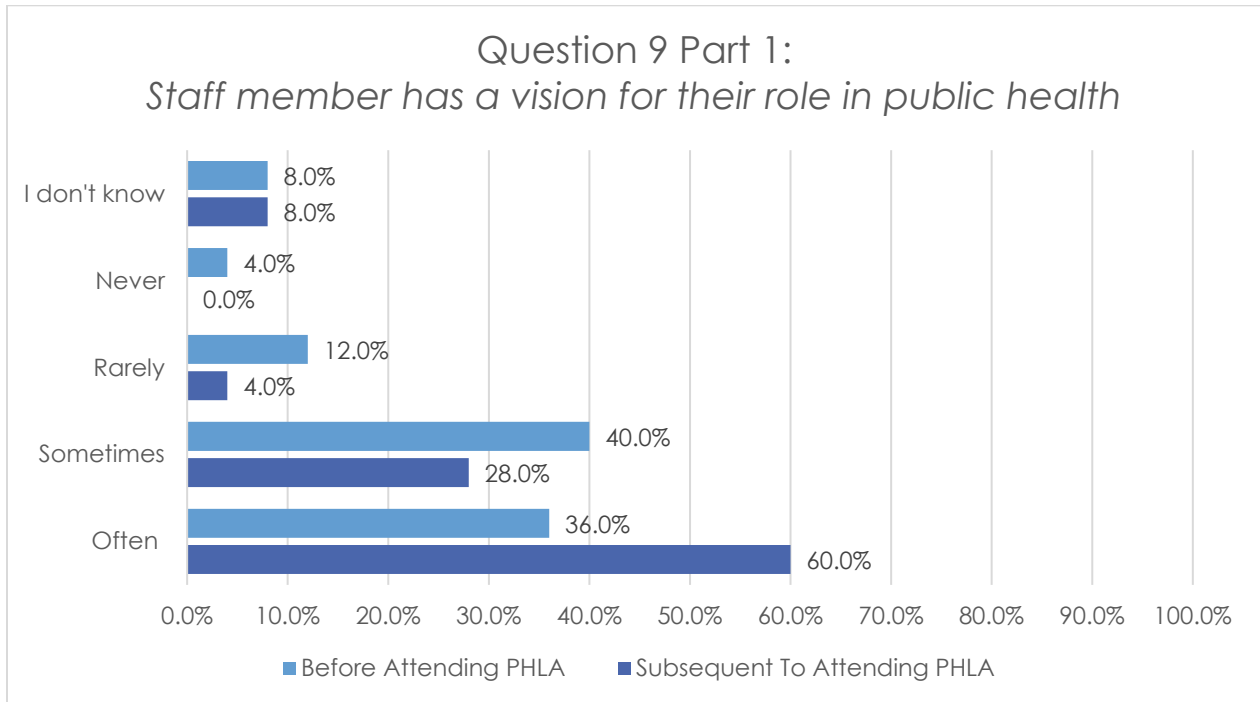
Question 8 Part 2:
Staff member expresses emotions appropriately

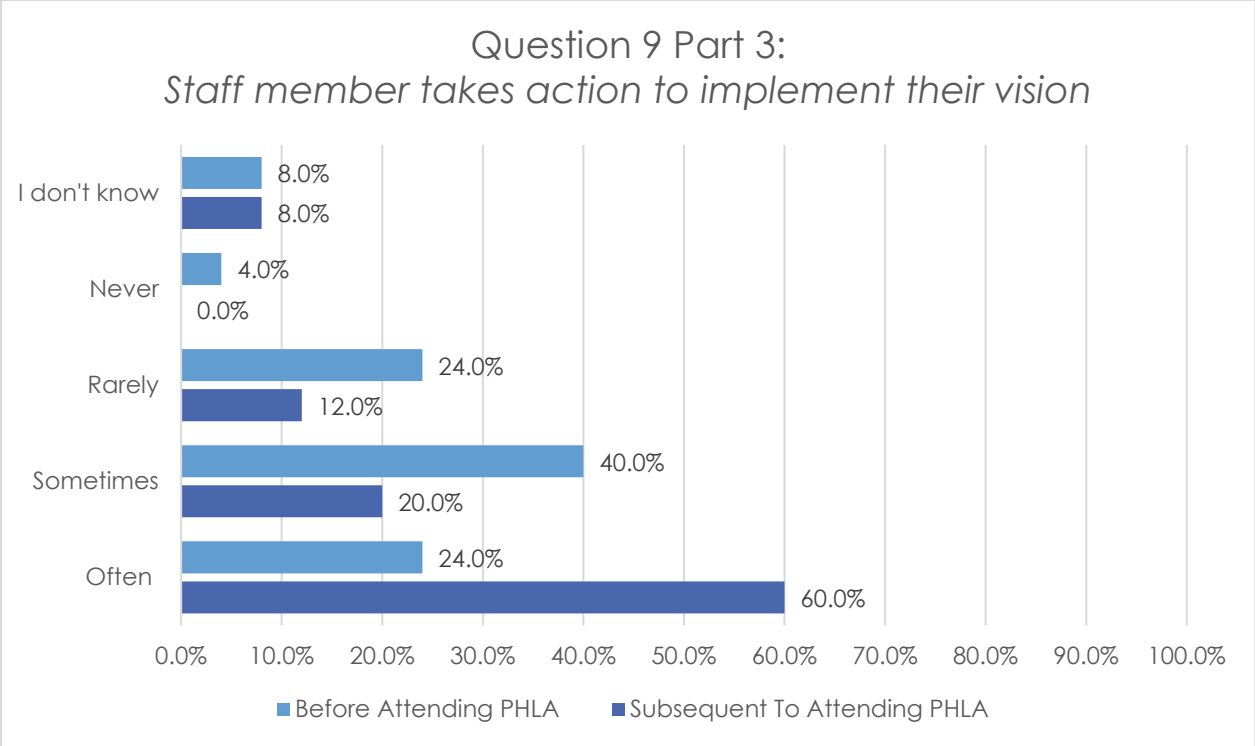


Question 8 Part 3:
Staff member exhibits empathy

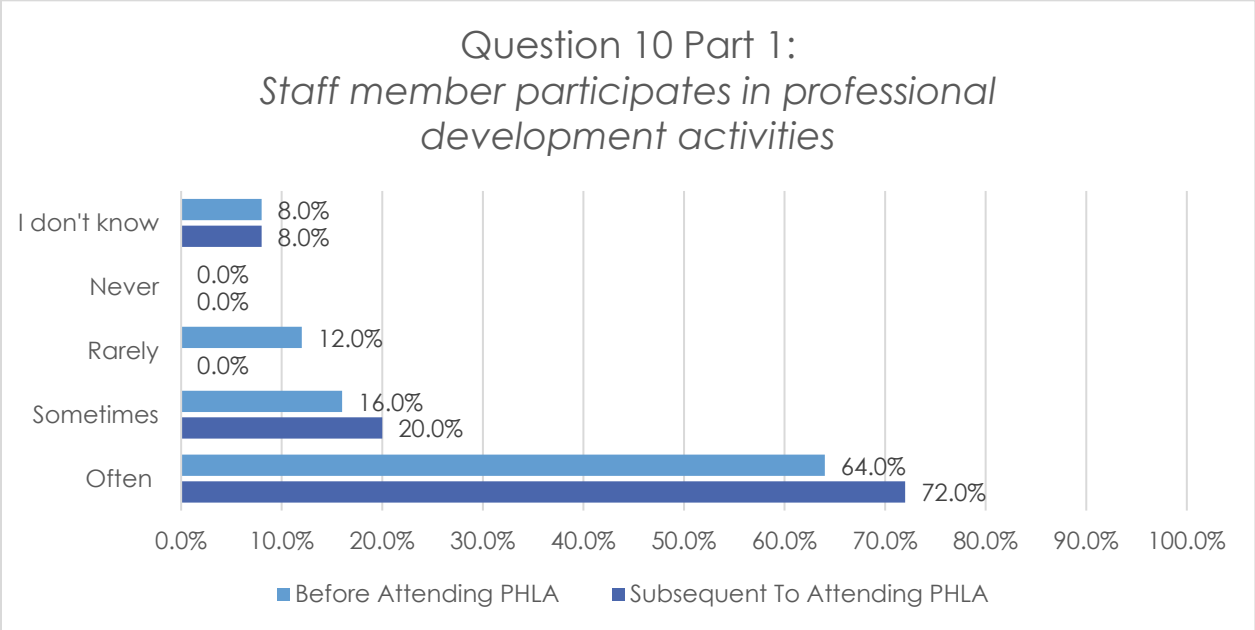


Question 9: Vision

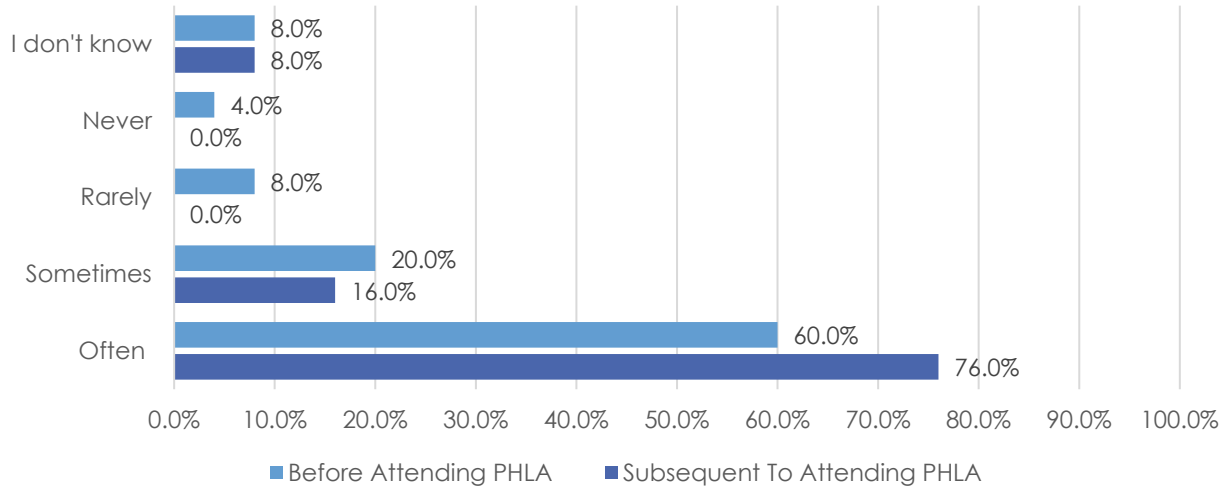




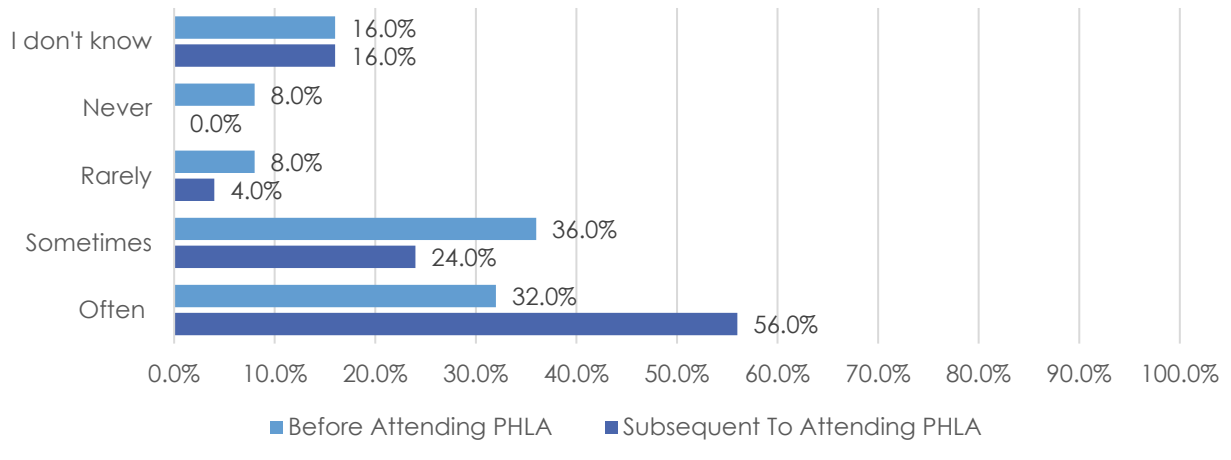
Question 10: Professional Growth



Question 10 Part 2:
Staff member supports professional growth of individual team members



Question 10 Part 3:
Staff member shares leadership concepts and tools with colleagues

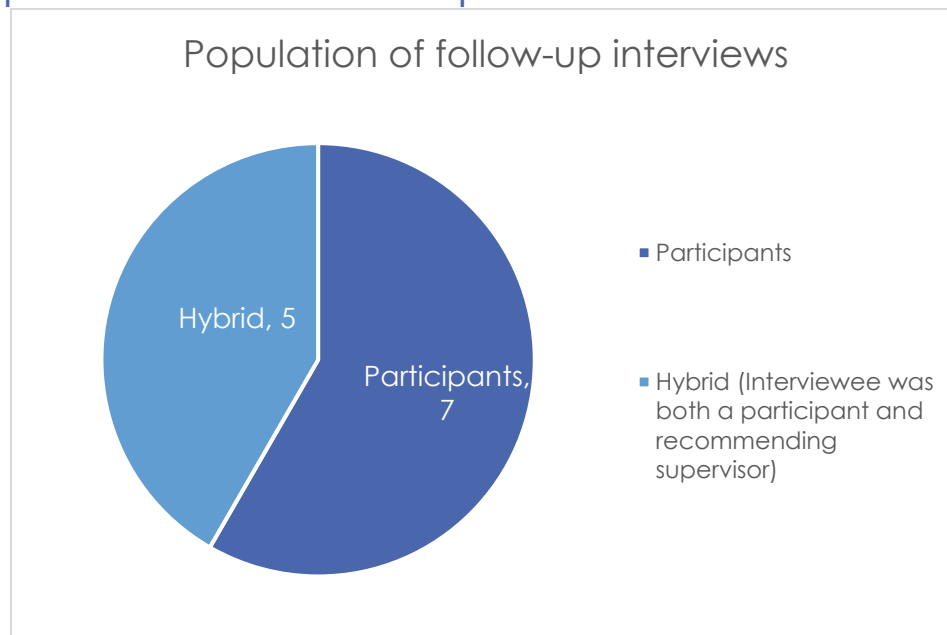


Select Comments

- Both of my employees have been promoted into manager positions.
- These classes really helped [Redacted] advance as a manager and leader.
- [Redacted] is progressing nicely as a new manager.

Appendix 7: Follow-up Interviews

7.1 Population of Follow-up Interviews



7.2 Participant Follow-up Interview Questions

Our evaluation report will likely include several anonymous examples of behavior change taken from these interviews. Would it be OK if we used some of your examples in our report?

1. Why were you interested in PHLA?
2. Reflecting back on the entire experience, what was the biggest change you made as a result of the seminars?
 - a. What was the impact for you personally?
 - b. What was the impact on your team and/or the part of the organization that you lead?
 - c. Why was this important?
 - d. What factors contributed to this change?
3. What, if any, change have you observed in the relationships after participating in PHLA with either internal or external partnerships?
4. What, if any, change have you observed about the organization's culture after participating in PHLA?
5. If you could change anything about your experience with PHLA that would make it more impactful for you, what would you change?
6. Do you continue to seek out information about leadership development?
 - a. In what ways?
7. If PHLA is offered again, do you plan to enroll in any of the seminars?

8. What “Hot Topics” in leadership would you like to see offered by PHLA?
9. Is there anything else you would like to share about your experience with PHLA?

Thank you for participating in this interview.

7.3 Summary of Participant Interview Responses

PHLA Evaluation Key Informant Interview Data Summary by Question

1. Why were you interested in participating in PHLA?
 - a. Eager to learn new things
 - b. Format provided opportunity to hear what other managers are doing
 - c. Great chance to network
 - d. My manager suggested “Relational” because I needed insight into handling unpleasant interactions
 - e. I had minimal training to become a manager (through the state) and I truly want to be a better leader
 - f. Brand new to mgmt. position; wanted to learn about leadership and meet new people
 - g. Always interested in honing leadership skills and intrigued by Servant Leadership in secular context
 - h. Wanted to learn and discuss with peers
 - i. Heard good things about the training; always interested in continuing ed
 - j. I believe you should never stop learning plus I like to be able to talk with others about different experiences
 - k. Wanted to understand what was available to staff
 - l. Continuous learning
 - m. Keep up with current and progressive literature on leadership
 - n. Never managed anyone before
2. Reflecting back on the entire experience, what is the biggest change you made as a result of the seminars?
 - a. Enhanced listening skills
 - b. You need to plan before you go into a situation (difficult conversation); be prepared
 - c. Can't dismiss when others bring things to the table
 - d. Focus on listening
 - e. Self-assessment and reflection
 - f. Gave me more strength when having difficult conversations
 - g. Found ways to communicate more effectively
 - h. Helped me understand how to take a vision from abstract to operational
 - i. Visionary leadership most impactful for me. I have used tools from that session often (such as Strategy Circles)
 - j. Ability to communicate better
 - k. Reinforced fundamental values of my vision of leadership and helped me integrate what I have learned along the way
 - l. Better ways to engage staff who are hard to engage
 - m. I took lots of pieces from each of the seminars and have used them either for myself and/or shared with colleagues
 - n. Ability to adapt (so important during covid)

- o. PHLA gave us new tools and ways of looking at things (COVID changed everything)
 - p. I am a pragmatist; visionary leadership helped me get out of my own way
 - q. I'm a processor; this allowed me to break it up and come back with questions for clarity
 - r. Visionary leadership: I build programs from the ground up but now I understand how when I am handed a vision I am able to take that and break it down in the different chunks I need to build from that direction instead
 - s. Made me a better communicator and gave me the ability to launch many different new programs
- 2a. What impact has it had on your team?
- t. Enhanced my ability to make my team feel valued
 - u. I learned to give my team the chance to say "no" or a reality check.
 - v. Helped me be more direct and assertive with my team
 - w. Opened up conversations about how it is ok to try and ok to fail
 - x. Helped me communicate my vision so my team can better prioritize their work
 - y. My team is more cohesive
 - z. Created a culture of being more open to learning and new ideas
 - aa. Allowed me to reflect and apply principles to folks throughout the organization
 - bb. Communicate and be able to prioritize what needs to be discussed
 - cc. Pulled in new content that was instructive and helpful to both me and my staff
 - dd. Our whole team has grown
 - ee. By modeling importance of professional development more people are coming forward asking to have those same experiences
3. Do you continue to seek out information about leadership development?
- a. Yes (unanimous)
 - b. I also encourage my team to do the same
4. What, if any, barriers do you experience as you work to become a more effective leader?
- a. Likely related to each individual's own personality and being stuck
 - b. Staff are always overburdened
 - c. Hard to change a bureaucracy
 - d. Making change is difficult and takes time; our staff is so busy and often under pressure
 - e. Lack of resources; pressure to achieve tough goals
5. What, if any, impact on relationships have you observed after participating in PHLA?
- a. Enhanced my relationships with partners
 - b. Met someone in class from a different agency and had to work with them on a project; helped to collaborate because we knew each other
 - c. Its hard in a virtual environment to build relationships
6. What, if any, impact on the culture of the organization have you observed after participating in PHLA?
- a. Covid affected our ability to share information/no regular person to person contact
 - b. Maybe partly due to PHLA, our team and leadership are amazing. Other teams might think they don't need this kind of training but we are humble and we knew we needed it. We continue to learn together
 - c. We have started to routinely share resources and information across our team

- d. Our culture continues to benefit from the learning; having all the conversations really does have an impact
 - e. We communicate more effectively
 - f. More engagement across teams
 - g. I have seen some changes that could partly be attributed to different folks attending PHLA but as far as an organizational shift, no
7. If you could change PHLA to be more impactful for you, how would you change it?
- a. Three sessions per academy are not enough
 - b. Prefer in person to virtual (II)
 - c. Be more intentional about helping to create small, incremental changes – maybe give weekly reflections; encourage journaling; provide continued homework
 - d. Need to separate the different agencies; when a staff person talks about their supervisors we all know who they are
 - e. Entrepreneurial academy was frustrating; it seemed to really concentrate on the individual – not so much on leadership
 - f. Need more hands-on assistance with writing a vision statement; step by step guide?
 - g. Provide additional time for discussion with peers
 - h. Some people didn't prepare; affected the value of the sessions
 - i. The remote environment makes everything so different; we need to be able to anticipate the needs for training when leadership, communication, learning and collaborating with staff is so different. What are these new needs? How to stay relevant?
 - j. Work life balance – again going back to the remote work environment – how do you support yourself and staff to achieve a healthy balance as a leader
 - k. Could some of the content have been presented in bite size pieces? When stuff comes up you would just like to have an on demand resource to address different issues
8. If PHLA is offered again, do you plan to enroll for any of the seminars?
- a. Yes (unanimous)
9. What "hot topics" in leadership would you like to see offered by PHLA?
- a. New managers
 - b. People coming into their first professional job
 - c. Consider multigenerational dynamics
 - d. Help older managers adjust to younger employees
 - e. Human interactions
 - f. Having difficult conversations
 - i. Do mock/role plays: how to fire someone
 - g. Ways to build creativity and synergies
 - h. Leading DEI efforts
 - i. Expand on Servant Leadership
 - j. How to really support staff across the board: anti racist, etc.
 - k. Becoming more community driven in our work; how to deal at the community level with health disparities
 - l. How to change the culture of an organization
 - m. Give people education in bite size pieces/some just don't have the time for in-depth courses and homework
 - n. Virtual environment so challenging for leaders; more help with this

- o. Tools to help people, especially new people – even like technology skills
 - p. Training for new managers
10. Is there anything more you would like to mention about your experience before we conclude?
- a. Cindy is an excellent facilitator; very knowledgeable

7.4 Recommending Supervisor Follow-up Interview Questions

Our evaluation report will likely include several anonymous examples of behavior change taken from these interviews. Will you be ok with your examples being shared?

1. What were your goals for your staff attending PHLA?
2. Were these goals met? If so, how. If not, please explain.
3. What have been the most significant changes in behavior you have observed in the leaders who participated in the PHLA?
 - a. Have you seen any impact on their teams?
 - b. Any examples?
4. What, if any, change in relationships have you observed after staff participated in PHLA either internally or with external partnerships?
 - a. Any examples?
5. What, if any, impact on the culture of the organization have you observed after leaders have participated in PHLA?
 - a. Any examples?
6. What barriers do you see the managers facing in their ability to make changes in their leadership effectiveness?
7. What “Hot Topics” in leadership would you like to see offered by PHLA?
8. If PHLA is offered again, would you be interested in enrolling or recommending your staff?
9. Is there anything else that you feel is important to share about the program itself?

Thank you so much for participating in this interview.

7.5 Summary of Recommending Supervisor Interview Responses

PHLA Evaluation Key Informant Interview Data Summary by Question

1. What were your goals for your staff attending PHLA?
 - a. General professional development
 - b. That they would actively participate and bring something back that they could apply to their work
 - c. Capacity building
 - d. Enhance ability to communicate, communication skills
 - e. Increase confidence as a leader

2. Were these goals met?
 - a. Really helped them. All of them have moved on into successful positions
 - b. Yes we see the impact of the training in their work
 - c. Oh yes! It was excellent. Improved overall communication and communication was more precise. More open. Developed ability to listen more closely and consider other viewpoints.
 - d. Two staff goals met 100%; one staff 80% - this person has definitely improved; listens to staff better but still unable to grasp seriousness of their concerns so that person walks away feeling unheard
3. What have been the most significant changes in behavior you have observed in the leaders who participated in the PHLA?
 - a. We do lots of inclusive things and that is a result of the training
 - b. Staff are willing to speak up and take the lead on different projects
 - c. More sharing with the entire team what they have learned
 - d. We have started management training here at MPHI and at the end of that training we strongly recommend participants take the PHLA classes. We anticipate this could make a big difference to their progress as leaders.
 - e. As a result of PHLA, my staff have better communication and higher confidence levels. E.g. they were able to launch 3 new projects on their own.
4. What, if any, change in relationships have you observed after staff participated in PHLA either internally or with external partnerships?
 - a. Ability to be strong collaborators
 - b. Ability to smooth things out so they are not encroaching out of their scope
5. What, if any, impact on the culture of the organization have you observed after leaders have participated in PHLA?
 - a. We are doing also of DEI work recently and the two of these together have make an impact on culture
 - b. Because my team feels more confident they have been able to take an active role in the DEI work
 - c. It is very difficult to affect the culture of the State. We just keep working to build trust
6. What barriers do you see the managers facing in their ability to make changes in their leadership effectiveness?
 - a. Sometimes you can change the culture in your office or division. Sometimes you are unable to change culture above you
 - b. Workload – people are completely overburdened; makes it hard to take the time and energy to be the most effective leader
 - c. People have a hard time feeling comfortable enough to be authentic; feeling safe in their environment
7. What "Hot Topics" in leadership would you like to see offered by PHLA?
 - a. Communication and conflict resolution/management – getting into more sensitive topics such as those with DEI work require that you be able to communicate and handle conflict
 - b. How to have difficult conversations – managers never get enough training in this area. It is always tricky and can throw off the success of an entire team

- c. Check out the topics that were explored with workforce development back before Cindy retired; topics such as financial management and client relationships
- 8. If PHLA is offered again, would you be interested in enrolling or recommending your staff?
 - a. YES
- 9. Is there anything else that you feel is important to share about the program itself?
 - a. Only that I will continue to enroll in PHLA and encourage my staff to also
 - b. Having difficult conversations is the topic I hear most from managers all over MPH; this needs to be treated on a deeper level