

ICLEHI 2015-42 Jaimer F. Espiritu

## **An Evaluation of the Learning Leaders Development Program of De La Salle University, Manila, Philippines**

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### **Introduction**

For more than one hundred years since the La Salle brothers started this learning institution in 1911, DLSU has become one of the highly reputable universities in the country today. Achieving its vision, A leading learner-centered research university, bridging faith and scholarship in the service of society, especially the poor, the university never rests on its laurels but instead continue to challenge itself, the administration, the faculty members and all its stakeholders in upgrading its standards in delivering quality education and service to the community.

As any Higher Education Institution (HEIs) maintains the three basic components namely; Instruction, Research and Community Service, DLSU implements for the past years programs geared for achieving its goals. The Leadership and Management Development Program is designed for potential university leaders and managers. The program as conceptualized will consist of seminars and workshops on various aspects of university leadership and management to equip participants with the knowledge, competencies, values and skills required for effective educational leadership and management in contemporary times. Through the adoption of different learning approaches and techniques (lectures, discussion, reflection, group interaction, case studies, mentoring/internships, etc.), participants are expected to acquire new perspectives on leadership and management and develop projects responsive to social/community development needs and projects relevant to the Lasallian context.

The participants to the program included Academic Leaders/Managers and Administrative Leaders/Managers. At the end of the program, each participant is expected to present a project he/she developed to respond to the needs of the academic community. Teaching-learning modes include lectures, workshops, independent study and sharing of insights and experiences. Participants are expected to be present and be actively involved in all the sessions of the program.

The LMDP program consist of four modules:

#### **Module 1. Foundations of Leadership and Management**

This module focuses on concepts, theories and principles of leadership and management and their applications in the educational setting. Emphasis will be on leadership and management in the context of a Lasallian institution, personal leadership, values and ethics, and spirituality and leadership. The topics under this module will include the following:

- a. The Context of Leadership and Management
- b. The Lasallian Leader/Manager
- c. Leadership vs. Management/Transformative Models of Management
- d. Management Ethics
- e. Spirituality, Personal Wellness and Organizational Effectiveness
- f. Integrating Session.

#### **Module 2: Academic Leadership and Management**

This module provides participants the opportunity to examine theories and approaches for effective management of curriculum and instruction. The main themes for the module are as follows: include the following: instructional leadership, teaching-learning for knowledge, values and skills for the 21<sup>st</sup> century

assessment of learning outcomes, ICT integration, and alternative delivery systems. The topics under this module will include the following:

- a. Transformative Learning
- b. Managing the Academic Department
- c. Instructional Leadership
- d. Curriculum Design and Innovation
- e. Technology for Education in the 21<sup>st</sup> Century
- f. Authentic Assessment of Learning Outcomes
- g. Quality Assurance in Higher Education Institutions.

### **Module 3: The University in a Globalizing Society**

The module gave participants tools and insights to lead the institution in meeting the issues and challenges confronting universities in a globalizing society. The topics under this module included the following:

- a. Strategic Planning for Universities in the 21<sup>st</sup> Century
- b. Institutional Collaboration, Linkages and Networking
- c. Human Behavior, Institutional Culture and Institutional Development,
- d. Internationalization of Education
- e. Research and Knowledge Production in the New Economy
- f. Service Learning: The University as a Resource of Church and Nation.

### **Module 4: The Lasallian Learning Leader/Manager**

It is designed to enable the graduates of LMDP participants to deepen their understanding and application of competencies, values and skills learned in the earlier modules. Focus will be on reflecting on the implications of the Lasallian guiding principles, vision-mission and core values on their personal and professional lives. Administrative knowledge and skills vital for effective leadership and management will also be discussed. The topics under this module will include the following:

- a. The Lasallian Guiding Principles
- b. Vision-Mission, Core Values in the Life of the Lasallian Educational Leader/Manager,
- c. EQ and Educational Leadership and Management
- d. Faith as Foundation of Educational Leadership and Management
- e. Managing Conflict
- f. Sustaining Health and Vitality
- g. Creating and Sustaining Dynamic Professional Learning Communities. The Final Product

Participants are expected to submit a reflective essay on “Beginning His/Her Journey as Lasallian Learning Leader. Focus of the essay can include the following: personal insights on how the Life of the Founder, the University Vision-Mission, Guiding Principles and Core Values, the Pedagogical Framework and learning in the 21<sup>st</sup> century impact on his/her life as a Lasallian Learning Leader.

A continuous Faculty Development Programs (FDPs) for new faculty members The Academic Leadership Development Program (ALDP) is designed for new faculty members to appreciate the Lasallian tradition and understand the implications of the university vision-mission and core values on their personal and professional lives; and to hone their knowledge, competencies and skills for meaningful teaching and learning. Completion of the program is a requirement for permanency.

Program sessions were generally scheduled every Fridays, from 1:30 – 4:30 except for topics designed for live-in sessions. Teaching-learning modes included lectures, workshops, independent study and sharing of insights and experiences. At the end of each topic, each participant is expected to provide evidence of mastery of the concepts, values, and skills etc., through a final product or performance.

The program had two components: ALDP I and ALDP II. The ALDP I introduced the participants to the essence of Lasallian education while ALDP II provided the participants with opportunities to live the essential elements of Lasallian education.

ALDP consists of five (5) modules:

- a) Foundations of Lasallian Education (Foundational)
- b) Competencies and Skills for Transformative Learning (Enabling)
- c) The Lasallian Learning Leader (Integrative)
- d) Raising the Bar: The Quest for Excellence
- e) Lasallian Learning Leaders: Partners in Mission

The first three modules must be completed the 1<sup>st</sup> three trimesters during the initial year of probationary appointment.

The Leadership and Management Development Program for Academic Service Faculty (LMDP–ASF) is a formation and development program for new Academic Service Faculty (ASF). Just like the Academic Leadership and Development Program (ALDP), this prepares the service personnel in responding to the University Mission Vision and allows them to be equipped with the necessary skills to perform their task as effective members of the University community.

The program also provides the most important component of formation programs in any Lasallian institution – the formation of the core values and guiding principles which will be the basis for setting up processes and policies in their respective workplace. Sessions included lectures, workshops, independent study and sharing of insights and experiences. At the end of each topic, each participant is expected to provide evidence of mastery of the concepts, values, and skills etc., through a final product or performance.

The programs consists of three (3) modules:

### **Module 1: Lasallian Excellence in Service**

The module covered the following topics:

- A. Orientation as Academic Service Faculty
- B. The Story of St John Baptiste De La Salle – Rheims, c. Lasallian Guiding Principles and the Lasallian Core Values
- C. The Lasallian Service Professionals and DLSU ‘Customers’/Stakeholders, e. Understanding the Learners in the 21<sup>st</sup> Century : Learner Centered Philosophy.

### **Module 2: Service Management and Operations in Education.**

- A. Introduction to service operations management,
- B. The service concept
- C. Service Processes and Service People
- D. Service Strategy
- E. Customer and supplier relationships
- F. Resource utilization
- G. Performance management
- H. Conflict Management
- I. Project Management

### **Module 3: The Lasallian Servant Leader: Sharing Lasalian Charism through Excellence in Service**

- A. Servant Leadership in Organizations
- B. Spirituality in the Workplace
- C. Service Learning
- D. Professional Learning Communities
- E. Lasallian Charism and Associations
- F. Integration Session : Excellence in Service and Sharing in the Mission

**Statement of the Problem**

This study sought to evaluate the programs and services offered by both the LMDP, ALDP and LMDP-ASF based on the self-assessments of the participants namely; DLSU Administrators, teaching faculty and academic service faculty.

Specifically the following questions are given answers:

1. In general, what are the strong points of the LMDP/ALDP/ LMDP-ASF modules?
2. What suggestions can you give to improve the ALDP modules?

**Significance of the Study**

This study is hoped to be of significance to all DLSU stakeholders as this paper consolidates evaluation results for both LMDP, ALDP and LMDP-ASF.

Results of this study will provide the University administrators with feedback on the strong and weak areas of the existing programs implemented by the university.

Implications of the findings shall serve as bases for future planning and improvement of the said programs.

**Methodology**

This study employed a descriptive-evaluative method for the programs and services offered by LMDP, ALDP and LMDP-ASF.

A total of 129 who are the participants to the LMDP trainings for Batch 1, 2, & 3. A total of 198 newly hired faculty members who have undergone ALDP trainings that included Batch 1, 2, 3, 4 & 5. Likewise, a total of 20 Academic Service Faculty participated in the LMDP-ASF training for Batch 1.

A valid Assessment and Evaluation tool were accomplished by all the participants which were carefully tallied, tabulated and analysed in order to come up with a comprehensive evaluation of the entire training programs provided under the Office of the Associate Vice-Chancellor for Faculty Resource and Development (AVCFRD).

**Results**

The following areas were evaluated by the LMDP and ALDP participants. For the LMDP participants, the overall rating was 4.65 which means that the participants were highly satisfied by the training program. The specific areas have been rated as follows:

- 1) Sections/Lectures (4.64)
- 2) Resource Persons/Facilitators (4.70)
- 3) Logistics/Support (4.76)
- 4) Self-Evaluation (4.70)
- 5) Overall Impression of the Sessions and Workshops (4.46)

For the ALDP participants, overall rating reached 4.71, which was closely similar to the rating given by the LMDP participants. Specifically, the areas were rated as follows:

- 1) Sections/Lectures (4.66)
- 2) Resource Persons/Facilitators (4.75)
- 3) Logistics/Support (4.76)
- 4) Self-Evaluation (4.76)
- 5) Overall Impression of the Sessions and Workshops (4.56)

### Conclusion

The topics discussed were all relevant. The mentors were very engaging and hands on. Insights from educators. Clarification on the support, available to the faculty for research. Having mentor to support. Very interactive and productive. Modules really help the faculty to be excellent in all areas. Getting people together, developing camaraderie personal and professional connections, building the Lasallian community. Briefing on transformative learning, practical lessons for research mentoring.

The modules are able to effect transformation in the participants' minds from their preconceived notions of separating teaching from research. Significant strong points of the ALDP modules are listed as follows:

- (1) It deepens my similarity it makes me realized that lasallian principles and values are necessary in the teaching learning process of the lasallian students.
- (2) Reflective. They are very detailed. Sharing of experience. It helped me realize to become better in my profession. Organized, valuable. The modules made me reaffirm my belief about my usefulness as an educator. Religious/ life of Saint La Salle
- (3) Application/method (teaching). Good facilitator with consistent messages. Interaction with other faculty. To be a better teacher. Module 1 was extremely helpful for fur those joining La Salle for the first time, in terms of aligning it value and guiding principles to our teaching, rethinking our teach and assessment tools, assumptions about teaching and learning. It allows good self-reflections.

### Recommendation

The following recommendations are hereby listed as gleaned from this undertaking:

1. Some sessions should be held out of town. Alterations to the schedule *i.e.* two long weekends.
2. Some topics are not related to the nature of work of some participants that is why they find it hard to relate with.
3. Add more discussions about the life of St. La Salle.
4. Different methodologies should be espoused *e.g.* some topics would just need a facilitator not a speaker or resource person. More focus on DLSU leadership skills development. Give more time for group discussion.
5. Provide topics that would allow for a deepening of Lasallian leadership (*i.e.* understanding of one's self and inner self). Add topics on stages of power. Discussion on Spirituality. Session on Values formation the Lasalle way. Discussion on Human Resource Management. Session on Change and Diversity Management. Discussion on Organizational Management.
6. Assess application of end product. Implementation of outcomes of discussion into action. Topics should be more logically organized.
7. Topics should be more experiential (application of theories in real life situations). Discussion of real cases in leadership and management. Make some sessions more physical. More hands on experiences and case studies.
8. Schedule changes should be kept to minimum. Focus on area per term then choose topics around it. Topics should be more logically sequence.
9. Actual case studies shows be included in the discussion (example, resolving conflicts). Complement formal classes with community gathering session. Better planning of content, better sequencing of topics. Identify/prioritize modules that need more depth
10. Translate output to recommendations for action per upper admin. More lively resource persons, more sharing of experiences. Follow up of PLCs. Include more modules on lasallian leadership direction.