

# Leadership and Management Program (LAMP)

## LAMP Program Outcomes

Program outcome data gathered to support evidence of employee development:

- LAMP Core Competencies - What We Measure
- LAMP Key Competencies Assessment Guide - How We Measure
- LAMP Results - 2005-2008

# Leadership and Management Program (LAMP)

## LAMP Core Competencies - What We Measure

LAMP management skills may be summarized within a framework that articulates four core competencies:

- Personal Leadership
- Teaming
- Interpersonal Communication
- Critical-Analytical Thinking

# Leadership and Management Program (LAMP)

## LAMP Core Competencies - What We Measure

### Personal Leadership:

- Consistently provides direction; conceives of, explains and focuses on clear goals
- Keen at observing activity and synthesizing information to innovate new thought and action
- Very self-aware, always respectful of the thoughts and behavior of others

### Teaming

- Consistently dependable and accountable to everyone involved
- Always takes initiative to contribute something valuable to the group effort
- Extends extra effort to ensure everyone is well informed and in agreement
- Recognizes and works to resolve conflict among group members

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## LAMP Core Competencies - What We Measure

### Interpersonal Communication:

- Always clear and concise, well understood verbally and in writing
- Listens very well, always accepts and incorporates input and feedback into personal behavior
- Recognizes, acknowledges and works to resolve conflict with another person
- Able to motivate and assist others regardless of their interpersonal style

### Critical-Analytical Thinking

- Very proficient and active in using analytical tools and processes for organizing work
- Always quick to respond with solutions to changes in goals, thought or work activity
- Keen at learning from experience and improving productivity going forward

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## LAMP Key Competencies Assessment Guide - How We Measure

### Key Competencies Assessment Guide:

- Based on LAMP core competencies
- For each student, data are gathered in the form of a self-assessment and 3 peer-assessments
- Data gathered at three points: at the beginning (January), middle (March), and end (May) of the program
- Assessment uses a 7-point scale of frequency, for each competency:
  - 1 = rarely/seldom displays behaviors associated with core competency
  - 3 = sometimes/occasionally displays behaviors
  - 5 = generally/often displays behaviors
  - 7 = consistently/always displays behaviors

# Leadership and Management Program (LAMP)

## LAMP Key Competencies Assessment Guide - How We Measure



UC San Diego Extension Leadership and Management Program

Date: \_\_\_\_\_

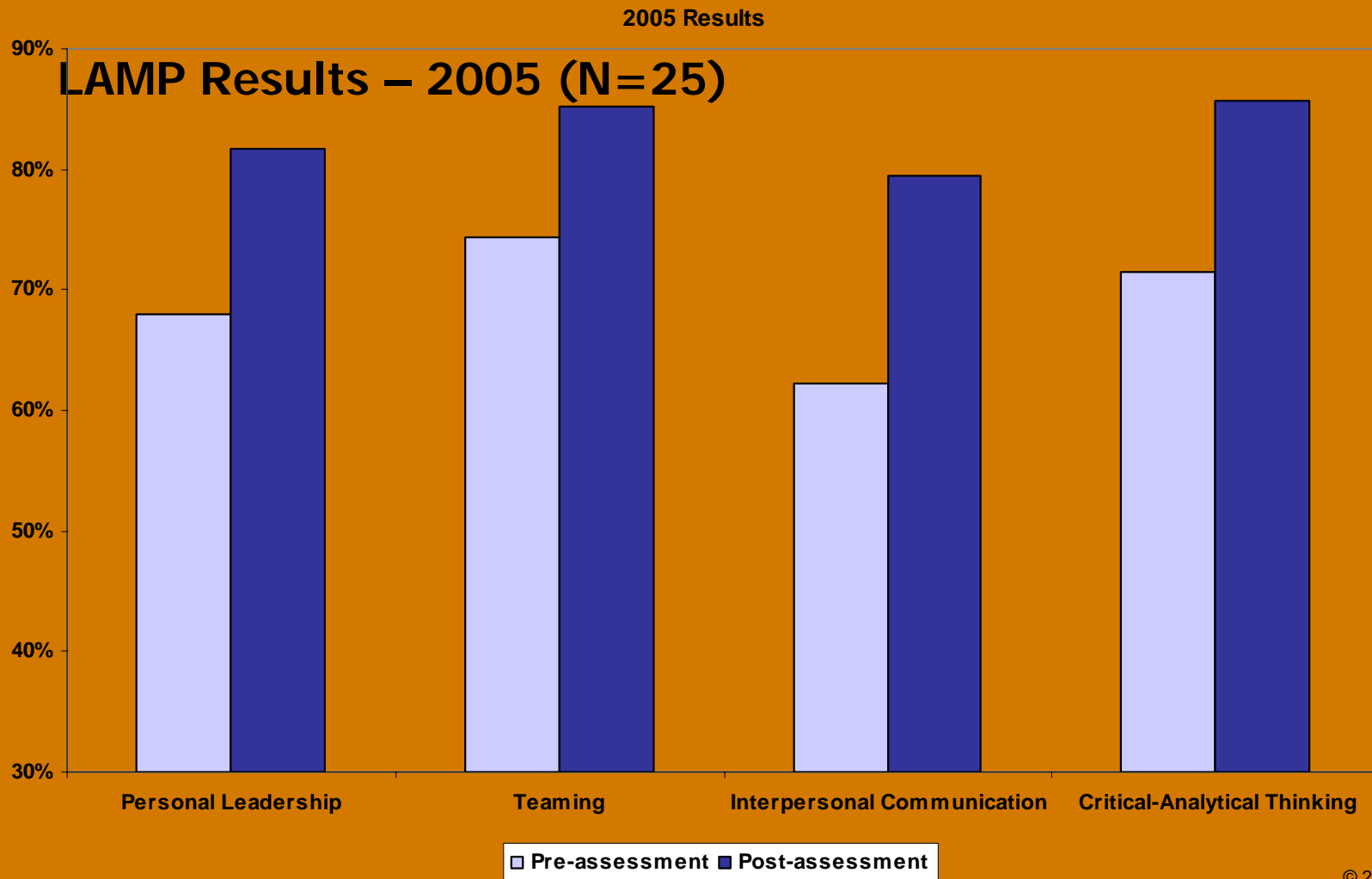
### KEY COMPETENCIES ASSESSMENT GUIDE

Person's Full Name: \_\_\_\_\_

Use this form to assess how well you or your LAMP peers are progressing on key LAMP competencies. Make copies of the form as necessary, and give the completed form to your Site Director after each assessment.

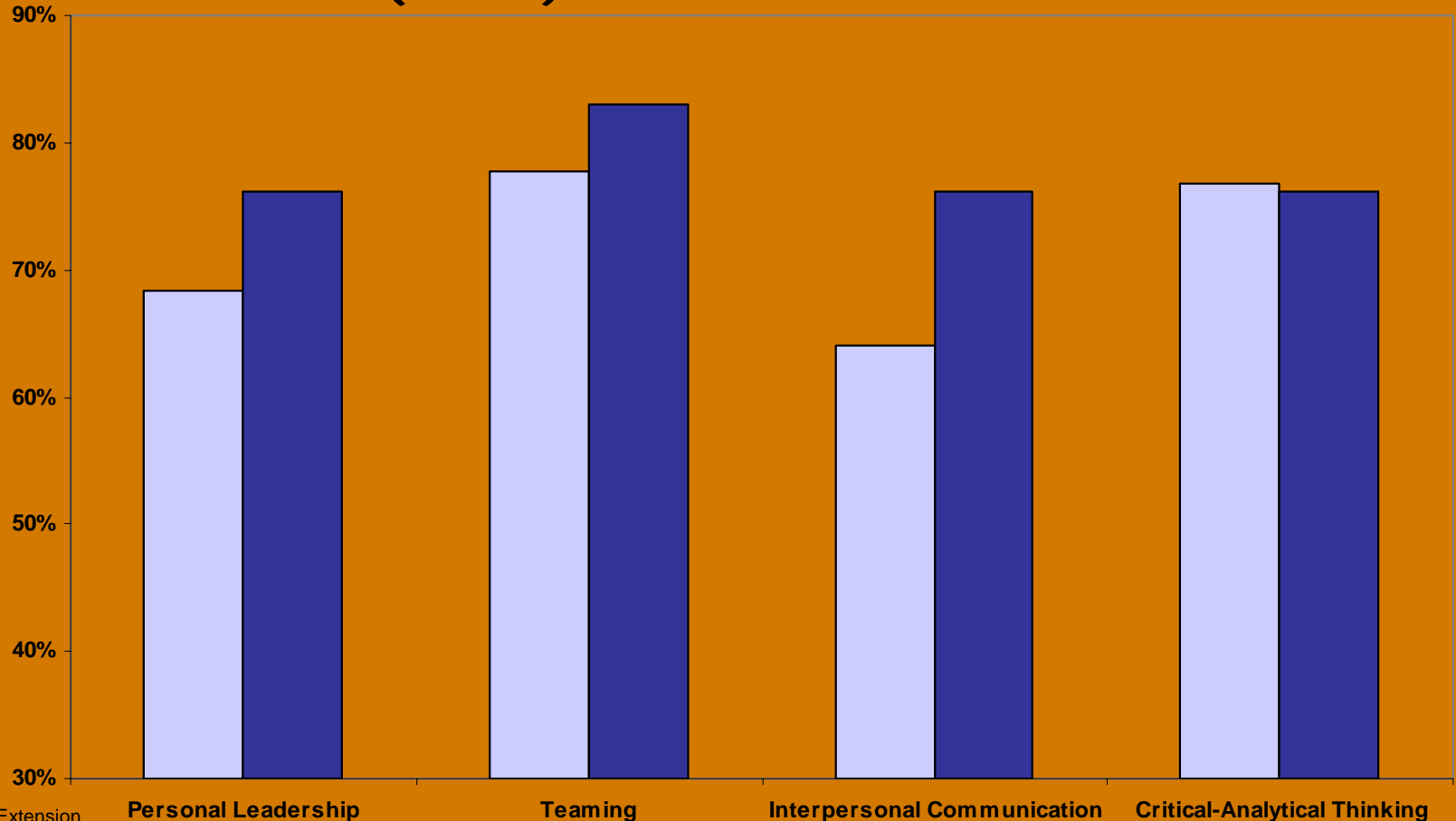
Level	Personal Leadership	Teaming	Interpersonal Communication	Critical-Analytical Thinking
<b>1</b>	<ul style="list-style-type: none"> <li>Not very goal-focused</li> <li>Passive in contributing ideas to improve activities</li> <li>Not very self-aware, often insensitive with others</li> </ul>	<ul style="list-style-type: none"> <li>Not dependable, lets things slip</li> <li>Not very engaged, waits to be given an assignment</li> <li>Often confused or ill informed</li> <li>Often creates conflict in the group</li> </ul>	<ul style="list-style-type: none"> <li>Often difficult to understand</li> <li>Often defensive to feedback</li> <li>Often creates conflict with others</li> <li>Not very encouraging to others</li> </ul>	<ul style="list-style-type: none"> <li>Seldom uses analytical tools or processes in their work</li> <li>Resists changes in goals, thought or work activity</li> <li>Repeats mistakes</li> </ul>
<b>2</b>	Between levels 1 & 3	Between levels 1 & 3	Between levels 1 & 3	Between levels 1 & 3
<b>3</b>	<ul style="list-style-type: none"> <li>Usually waits for others to set direction, but then is very committed to it</li> <li>Sometimes contributes ideas to improve activities</li> <li>Could be more self-aware, at times impatient with others</li> </ul>	<ul style="list-style-type: none"> <li>Not always dependable, lets some things slip</li> <li>Usually busy, but not always doing things of high value to the group</li> <li>Usually informed, but makes little effort to inform others</li> <li>Not always aware of conflict in the group</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally difficult to understand</li> <li>Could listen better, sometimes defensive regarding feedback from others</li> <li>Not always aware of conflict with others</li> <li>Could show more encouragement toward others</li> </ul>	<ul style="list-style-type: none"> <li>Slow to use tools and processes for organizing work</li> <li>Has difficulty finding new solutions to changes in goals, thought or work</li> <li>Learns from experience given enough time and help</li> </ul>
<b>4</b>	Between levels 3 & 5	Between levels 3 & 5	Between levels 3 & 5	Between levels 3 & 5
<b>5</b>	<ul style="list-style-type: none"> <li>Often provides direction; suggests and pursues clear goals</li> <li>Often contributes ideas to inspire or improve activities</li> <li>Self-aware, generally respectful of the thoughts and behavior of others</li> </ul>	<ul style="list-style-type: none"> <li>Generally dependable and accountable to the group</li> <li>Usually contributes something of value to the group effort</li> <li>Supports efforts to ensure everyone is well informed</li> <li>Recognizes conflict in the group, but not always active in resolving it</li> </ul>	<ul style="list-style-type: none"> <li>Easily understood when communicating</li> <li>Listens well, accepts input and feedback without defensiveness</li> <li>Recognizes and works to resolve conflict with another person</li> <li>Often shows encouragement toward others</li> </ul>	<ul style="list-style-type: none"> <li>Often uses analytical tools and processes for organizing work</li> <li>Responds to changes in goals, thought or work activity with new ideas</li> <li>Learns from experience over time</li> </ul>
<b>6</b>	Between levels 5 & 7	Between levels 5 & 7	Between levels 5 & 7	Between levels 5 & 7
<b>7</b>	<ul style="list-style-type: none"> <li>Consistently provides direction; conceives of, explains and focuses on clear goals</li> <li>Keen at observing activity and synthesizing information to innovate new thought and action</li> <li>Very self-aware, always respectful of the thoughts and</li> </ul>	<ul style="list-style-type: none"> <li>Consistently dependable and accountable to everyone involved</li> <li>Always takes initiative to contribute something valuable to the group effort</li> <li>Extends extra effort to ensure everyone is well informed and in agreement</li> <li>Recognizes and works to resolve conflict among group members</li> </ul>	<ul style="list-style-type: none"> <li>Always clear and concise, well understood verbally or in writing</li> <li>Listens very well, always accepts and incorporates input and feedback into personal behavior</li> <li>Recognizes, acknowledges and works to resolve conflict with another person</li> <li>Able to motivate and assist others</li> </ul>	<ul style="list-style-type: none"> <li>Very proficient and active in using analytical tools and processes for organizing work</li> <li>Always quick to respond with solutions to changes in goals, thought or work activity</li> <li>Keen at learning from experience and modeling</li> </ul>

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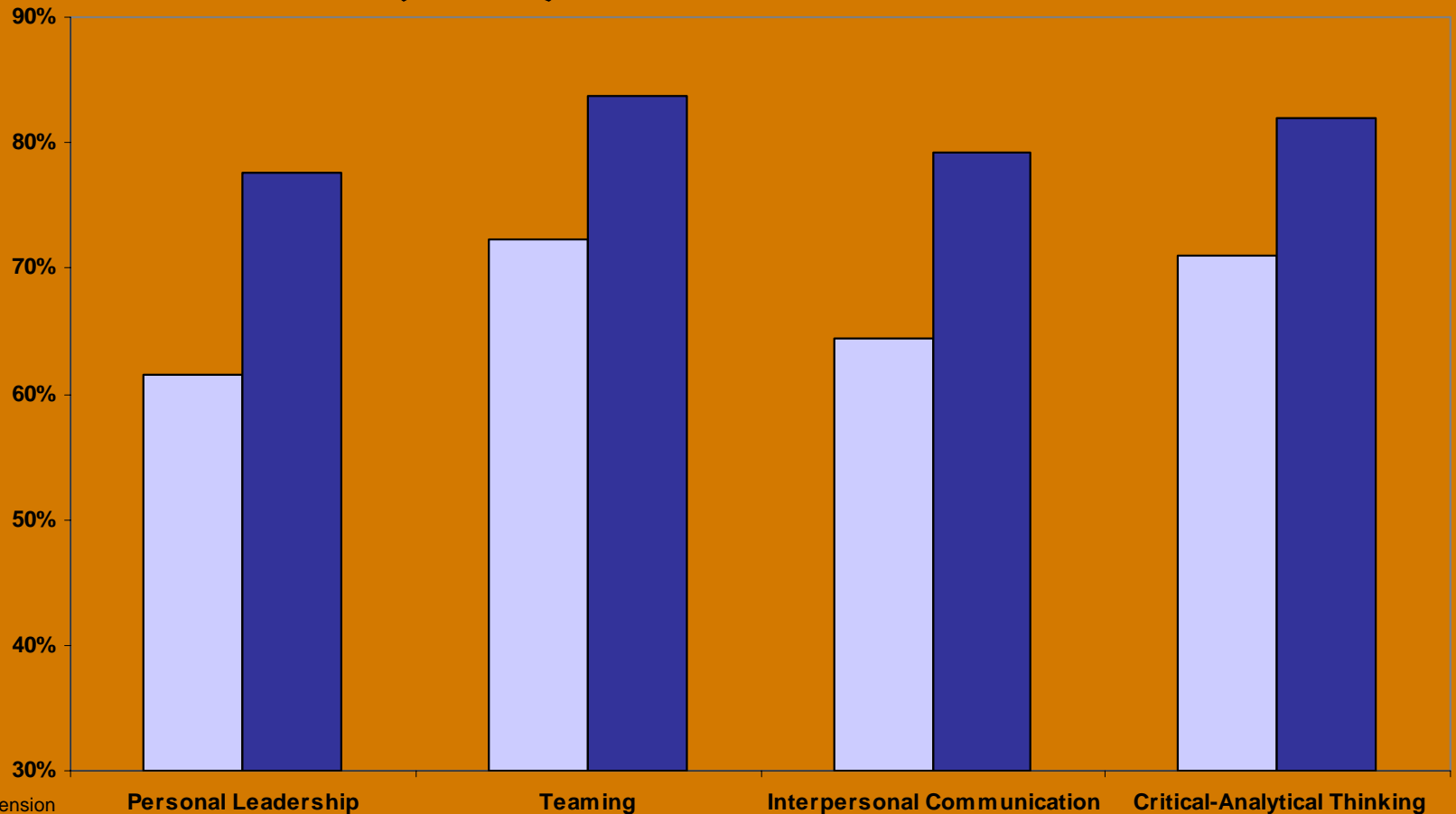
## LAMP Results – 2007 (N=27)



# Leadership and Management Program (LAMP)

## LAMP Results – 2008 (N=35)

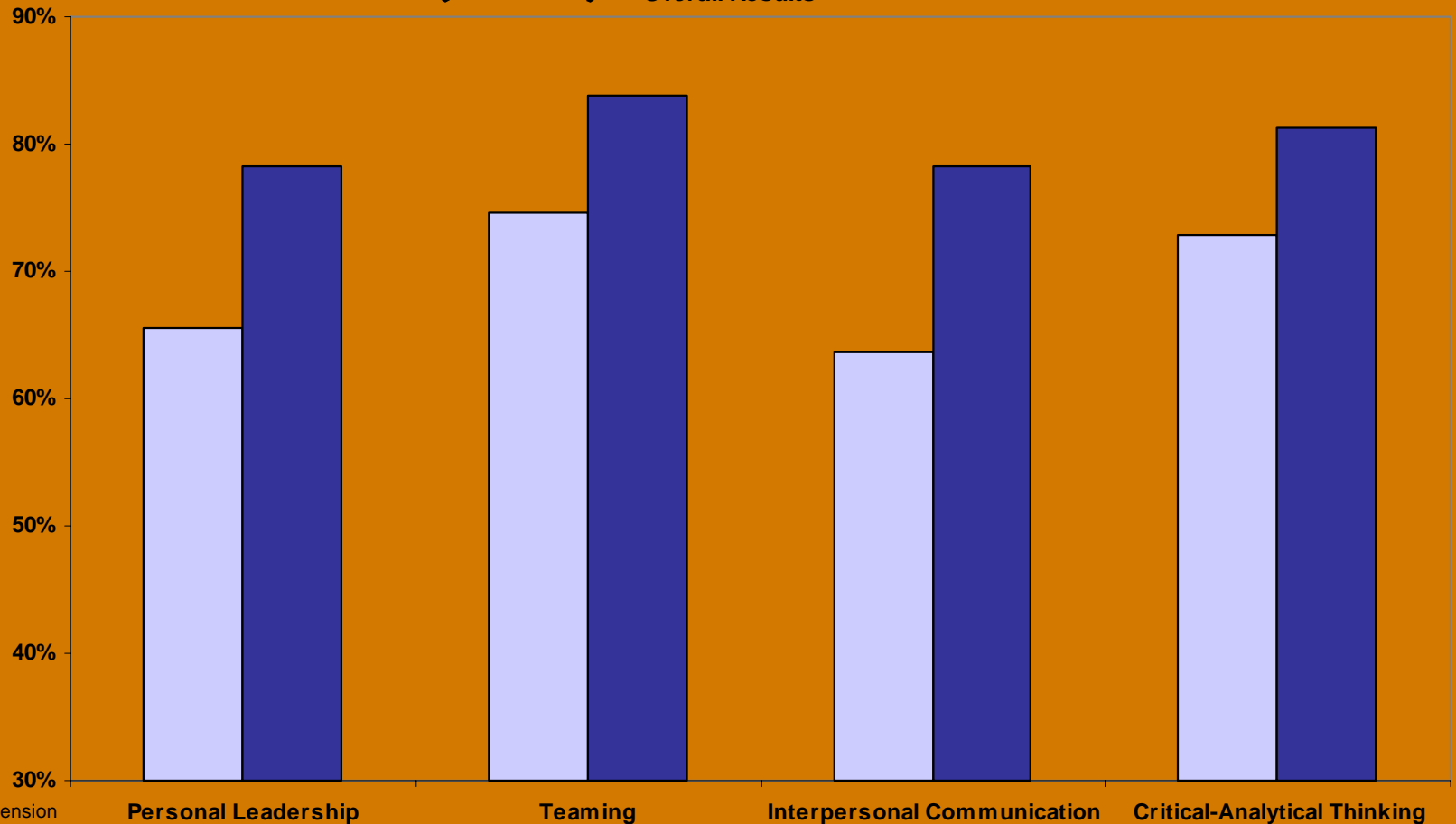
2008 Results



# Leadership and Management Program (LAMP)

## LAMP Results - Overall (N=87)

Overall Results



## LAMP Program Outcomes – Summary

- Education and training that extends over a period of weeks or even months has been found to be among the most effective
- Additionally, LAMP training is conducted within the context of well-defined professional competencies
- Results:
  - indicated student improvement across all four management competencies
  - showed a relatively consistent pattern of improvement across four years