

LEADERSHIP CALGARY EVALUATION FRAMEWORK

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SECTION ONE
EVALUATION FRAMEWORK

LOGIC MODEL

OUTCOMES

Definition of Community Leadership

*The capacity to see what needs to be done;
the courage to take the lead;
the ability to inspire others to action;
the willingness to break down barriers;
and
the fundamental ability to collaborate with others in the community
so that together,
great results are achieved, far greater than what one could do by oneself.*

The Leadership Calgary program will help to prepare participants for the challenges of their own lifelong leadership journeys, show how to build foundational skills, and develop an awareness of the rich opportunities for leadership in Calgary.

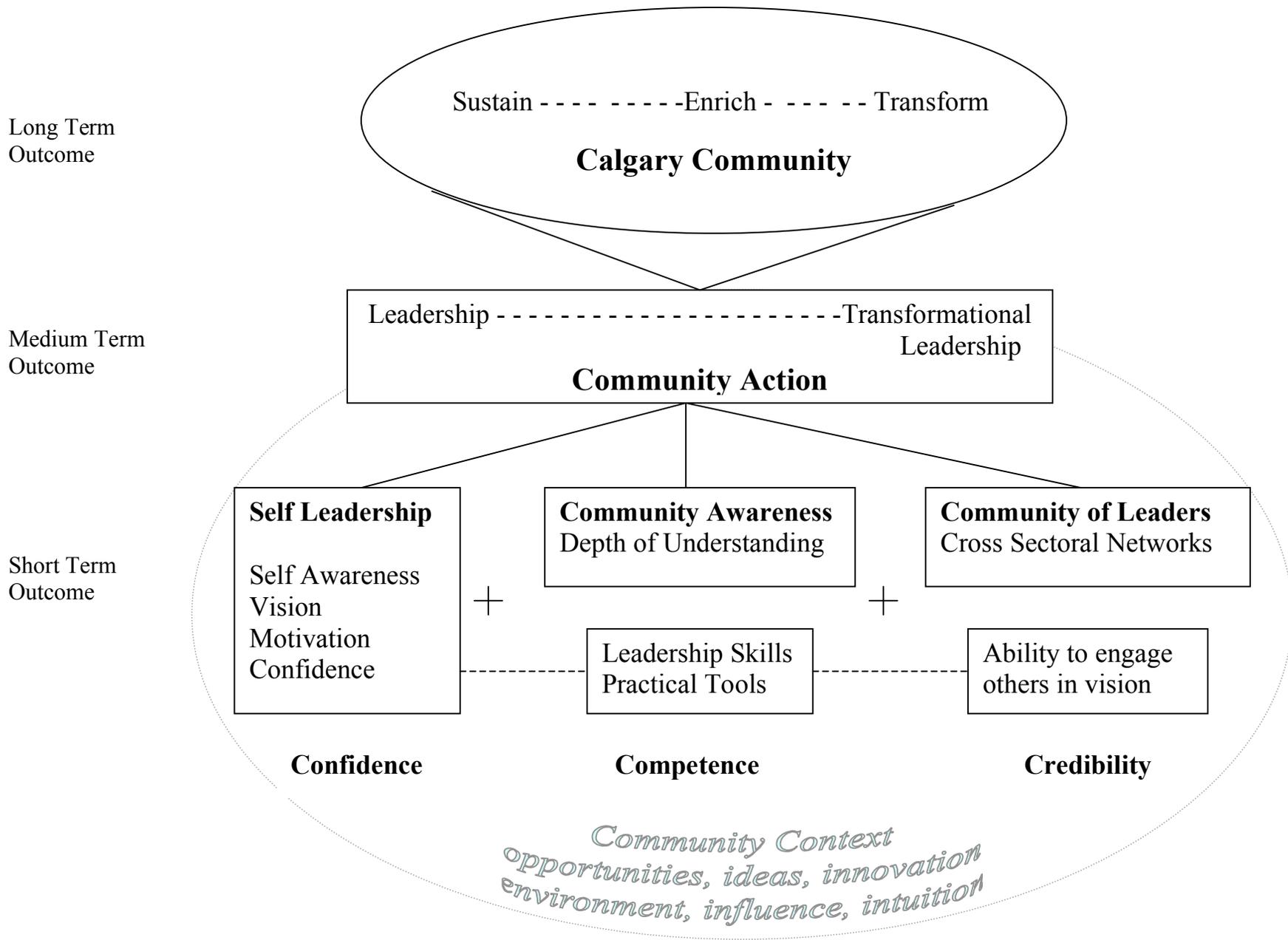
Leadership Calgary Objectives

1. to expand the number of individuals in Calgary who accept leadership roles in business, government, and not-for-profit organizations to meet future challenges in our community
2. to increase individuals' understanding of Calgary's history, issues, and activities
3. to develop networks of people with a sense of community trusteeship who can work together to sustain and build community

Leadership Training Objectives

4. to enhance the awareness and understanding of current and prospective community leaders
 5. to understand the community and dynamics of our city within larger contexts
 6. to acquire deep understanding of Calgary's current/potential issues and challenges
 7. to increase personal and collective insight into the opportunities and possibilities for the future
 8. to reaffirm a commitment to community leadership and increase personal leadership capacity in areas critical to community leadership roles – anticipating and visioning the future, self awareness, collaboration and overcoming obstacles
- 3) to build and enhance networks and linkages to other groups within the community

LEADERSHIP CALGARY LOGIC MODEL



Theme: Personal Leadership – Characteristics and Skills		
Outcomes	Indicators	Measurement
1. Participants report increased clarity and focus in their personal leadership journey. (values, vision, confidence, personal responsibility) 2. Participants are more aware of the leadership skills required. 3. Participants are working to further develop their own leadership skills.	9. Increased personal focus/vision. 2. Increased commitment to action (personal responsibility) 10. Increased confidence, courage 4. Increased awareness of personal limitations and corresponding skill development. (* other indicators may include leadership skills such as the ability to engage a group, resolve conflict, etc.)	Pre/Post Survey Personal Goal Setting and Review of Personal Story– discussion with Alumni Guide or mentor

Theme: Community Awareness – “Seeing What Most Needs To Be Done”		
Outcomes	Indicators	Measurement
11. Participants report increased awareness of the particular challenges facing the Calgary community. 12. Participants report an increased ability to identify and analyze issues at a strategic and foundational level.	13. Increased awareness of challenges facing the Calgary community. 14. Increased depth of understanding of causal factors at a strategic and foundational level. 15. Increased awareness of opportunities for action. 4. Increased understanding of how to influence positive change.	Pre/Post Survey Specific posttest questions regarding these indicators.

Theme: Community of Leaders – Building Cross Sectoral Networks		
Outcomes	Indicators	Measurement
<p>16. Participants demonstrate a strong sense of community among group members.</p> <p>17. Participants increase their personal network diversity.</p> <p>3. Community initiatives are positively impacted as a result of applied cross-sectoral networks/contacts.</p>	<p>18. Good group cohesion demonstrated through group members’ ability to work together, ability to access diverse individual member talents, resources and gifts, sense of inclusion and respect for diversity.</p> <p>19. Increased personal networks and network diversity.</p> <p>3. Evidence of cross-sectoral member involvement and contribution to community initiatives that enhance community work.</p>	<p>Group Self-Assessment + assessment and feedback from Alumni Guide observers. Participants may draw on evidence gathered through evaluation of individual Learning Days, adaptations/changes made through the year, Mid Term Survey, etc.</p> <p>Pre/Post Survey + Post test only questions specific to indicator 2.</p> <p>Indicator 3 evidence taken from stories of community action report.</p>

Theme: Community Action – Applied Community Leadership		
Outcomes	Indicators	Measurement
<p>1. Participants apply their leadership abilities to enhance the Calgary community.</p>	<p>1. Participants report (share their stories)</p> <ul style="list-style-type: none"> • new community engagements and/or • deeper community engagements and/or • enhancement to existing community engagements • action targeted to challenging the status quo, higher level change initiatives, innovation, issues of fundamental importance to civil society, etc. 	<p>Post test survey – each participant will be asked to share a story with specific examples as to how Leadership Calgary has impacted their community leadership.</p>

SECTION TWO
EVALUATION PROCESS

PERSONAL DEVELOPMENT
PROGRAM DEVELOPMENT
OUTCOMES
FOLLOW-UP

This section outlines the **four key components of evaluation activity**.

- I. Personal Development**
- II. Program Development**
- III. Outcomes**
- IV. Follow-up (Alumni)**

I. Personal Development

Individuals typically come to the program with personal development goals in mind. In year one and two, some requested feedback on their performance and others sought mentoring through Action Studies. The intent of the feedback in this section is to increase personal insight and growth only. Information from this section is not intended to be used or shared as part of the Leadership Calgary annual evaluation report. Some personal insights and progress may be shared within the participant responses on the post test survey questions.

Options for Evaluating Personal Development

- 1.1 Personal goal setting (set 1 – 3 goals)
- 1.2 Reflect on and track personal progress (e.g. use of journalling)
- 1.3 Seek feedback on personal goals (choose one of the following approaches)
 - Connecting with a peer or a small group of peers to share personal goals and request feedback on progress
 - Self assessment of your own progress (e.g. journalling, personal reflection)
 - Connecting with Alumni Guide as a mentor, sharing personal goals and requesting feedback on progress
 - Use of Appreciative Shadow process
- 1.4 A 360 degree Leadership Assessment – *(not recommended by Leadership Calgary as inconsistent with this program's goals)*
 - For those seeking this type of feedback, a recommended tool is the Kouze & Pozner Leadership Assessment which costs about \$16.00. There may be an additional cost to score the assessment.

Description of Appreciative Shadow process *(optional)*

- Each individual assigned one participant to “shadow” during the program
- Instructed to observe strengths and growth over the year – e.g. attempts to step out and try new things, test different approaches to leadership, etc.
- At year end each Appreciative Shadow is given 5 minutes to provide Appreciative feedback to their assigned participant. Participant receiving feedback give a small gift or token as thanks for the feedback

II. Program Development

Formative feedback to guide program improvement and ensure program is meeting participant needs and expectations. This year an assessment of participant expectations for program balance was added to the pretest survey.

Evaluation of the programming should comment on:

- Process and format of the programming
- Content
- Extent to which program objectives are met.

Options for Learning Day Feedback

- Written survey – qualitative questions or quantitative ratings (see attached survey samples and questions)
- Verbal feedback – example phone survey, small group or large group feedback to specific evaluative questions posed
- Socio-metric/experiential feedback activities – movement to represent degrees of agreement or position on questions posed; creative expression of experience, satisfaction, etc. through large group drawing or mapping exercises, etc.

Tips for Learning Day Feedback

- Each planning group and their assigned Alumni Guide will be responsible to designing and managing their own evaluation/feedback process
- Make sure everyone gets heard, including those with unpopular views, or those quieter members of the group
- Be sure to align feedback or survey questions with intended objectives and with information needs
- Determine who will track feedback from meeting to meeting, who will summarize and report the information, how will it be reported (verbal or written)
- Interpret feedback in relation to how well the program is meeting it's objectives, need for program changes, opportunities for program enrichment
- Decide what action needs to be taken, by whom

Individual Mid Year Feedback

An individual participant mid-year survey provides useful feedback about how the program is meeting individual participant needs and where programming can be improved. This survey can also assess personal satisfaction with personal progress and help to alert alumni guides to those individuals in their group who may need additional support.

Group Year End Feedback

This has appeared as a critical need in each of the last two groups. In the first year we set aside a special time for participants to provide feedback at yearend on the program content, process, and outcomes. In year two group feedback occurred at the Canoe Club meeting in a less productive way.

- Set aside a specific meeting time (at least 4 hours) for group feedback on the program
- Find someone to facilitate this feedback session and report the findings and suggestions for follow-up

III. Outcomes

The real test of how the program is working is the individual, group and community outcomes achieved. Anticipated outcomes are organized into four themes:

- Personal Leadership Development
- Community Awareness
- Community of Leaders – Cross Sectoral Networks
- Community Action – Applied Community Leadership

See the attached evaluation framework for details of outcomes and indicators.

Options for Evaluating Outcomes

- Pre/post test survey
- Additional post test only survey questions related to specific indicators
- Feedback on “your personal story” as part of post test survey questions
- Participant stories of applied leadership through community action – these could be collected along with the post test survey or could be gathered through an interview process. If choosing an interview process information gathering would most likely become the responsibility of participants or Alumni Guides

Note: *Alumni Guides will be responsible to ensure that their group of participants submit information for the final evaluation.*

IV. Alumni Follow Up

Alumni Activity Report

- Ask alumni chair or committee member to submit annual report of alumni activities (e.g. membership #s, #s involved in LC committees, activities, general sense of success of networking/integration among alumni)

Alumni Community Action Highlights

- Collect and share alumni stories.
- Assign each current participant 1 or 2 alumni to interview using an appreciative inquiry process. Type up and gather stories to share with sponsors and champions in a final report. Give assignment in January for completion by May.

SECTION THREE
EVALUATION TIMELINES

Leadership Calgary – Evaluation Timelines

Timelines	Tasks
July/August	LC Manager mails out pretest to new participants
September	Participants return pretest prior to retreat
	Alumni Guides encourage participants to set 1 to 3 personal development goals for the year
	Participants determine preferred approach for personal development feedback
Two Weeks Prior to Each Learning Day	Planning Team determines feedback format for the Learning Day
End of Each Learning Day	Planning Team and/or Alumni Guide elicits/collects feedback
Two Weeks Following Each Learning Day	Planning Team and/or Alumni Guide prepares brief report summarizing feedback and any suggestions for improvement and return to LC Manager
December/January	Mid-way survey conducted to check individual and group progress – LC Manager to distribute and collect Evaluator, LC Manager, or Alumni Guides to prepare interim report
May	Mail out posttest surveys for return by June Learning Day session
May/June	Group Feedback Session facilitated Feedback report prepared by facilitator and returned to LC Manager
June/July	Evaluator to prepare final evaluation report
July	Revisions to Evaluation framework and process if necessary
Aug/Sept	Final Evaluation Report distributed to sponsors and champions

SECTION FOUR
EVALUATION

PROGRAM DEVELOPMENT
SURVEY SAMPLES

Learning Day Evaluation Survey Sample #2

To what extent did the Learning Day . . .	Not at all		Somewhat		A Lot
Help you make the link with Pioneer Leadership principles	1	2	3	4	5
Contribute to your thinking at a strategic and foundational level	1	2	3	4	5
Provide new ideas for community leadership/action	1	2	3	4	5
Help orient you to potential intervention or influence points	1	2	3	4	5
Help inform you of influential players/leaders in the area	1	2	3	4	5
Get you thinking about the potential to leverage community leadership/power for influencing change	1	2	3	4	5

What was of most value to you?

How could future Learning Days be improved?

Other Comments:

Thank you for your feedback.

Section III: Community of Leaders – Building Cross-Sectoral Networks

Outcomes

- ❖ Participants demonstrate a strong sense of community among group members
- ❖ Participants increase their personal network diversity
- ❖ Community initiatives are positively impacted as result of applied cross-sectoral networks/contacts.

1. What progress have you made in building cross-sectoral networks as a result of your Leadership Calgary experience?

None 1 2 3 4 Some 5 6 7 8 A Great Deal 9 10

2. What has been most helpful to you in this area? (check all that apply)

- particular events or experiences
- access to community leaders
- learning processes (e.g. group work, discussion time, etc.)
- enrichment opportunities; opportunity to align with community projects
- other

3. What would help to further enhance your personal and professional network development?

SECTION FIVE

EVALUATION

OUTCOMES

SURVEY SAMPLES

Leadership Calgary Pre/Post Outcome Survey 2003

Survey Date: _____ Name: _____

Circle the response that best describes your assessment of your current leadership skills and abilities.

Shaping Our Future	Highly Skilled	Moderately Skilled	Somewhat Skilled	Basic Skills
Understanding and valuing diversity	4	3	2	1
Identifying and analyzing community issues	4	3	2	1
Identifying and understanding community values	4	3	2	1
Identifying centres of power and influence	4	3	2	1
Willingness to take responsibility for dealing with a community need/issue	4	3	2	1

Enhancing Leadership Skills	Highly Skilled	Moderately Skilled	Somewhat Skilled	Basic Skills
Identifying personal leadership passions and focus	4	3	2	1
Ability to motive/inspire people to work together	4	3	2	1
Evaluating personal ethics and values	4	3	2	1
Creating community partnerships	4	3	2	1
Confidence to openly promote causes you feel strongly about	4	3	2	1

Effecting Change	Highly Skilled	Moderately Skilled	Somewhat Skilled	Basic Skills
Identifying and accessing community resources	4	3	2	1
Organizing people and constituencies	4	3	2	1
Promoting effective use of power and influence	4	3	2	1
Resolving conflict constructively	4	3	2	1
Accessing and linking diverse people and groups	4	3	2	1

Managing Change	Highly Skilled	Moderately Skilled	Somewhat Skilled	Basic Skills
Examining the political process	4	3	2	1
Developing cross-sectoral networks	4	3	2	1
Developing public awareness skills	4	3	2	1
Understanding the media	4	3	2	1
Ability to influence community affairs	4	3	2	1

Your Personal “Story”

Please attach a one to two page “story” of your progress and outcomes over the past year.

Suggestions:

1. Review your “essential story”
2. Review the personal goals you set at the beginning of the program.
3. Solicit feedback from fellow participants, appreciative shadow or alumni guides.
4. Use the following guiding questions to help you write your personal “story” or review of your progress over the past year.

Guiding questions

1. Describe how Leadership Calgary has impacted your personal leadership development.
2. How has your Leadership Calgary experience made a difference to your work or community involvement? How have you translated your experiences and learnings into practical application?
3. What daring risks or experiments have you undertaken this year?
4. How have you used the cross sectoral networks and connections with community leaders to further your work in the community?
5. Which Leadership Calgary key concepts, program elements or experiences were most beneficial? How were they helpful?
6. Additional comments:

Leadership Calgary Survey

Name: _____

Date: _____

Circle the response that best describes your assessment of your current community leadership abilities.

1 = Not at all, 2 = Very little, 3 = Average, 4 = Good, 5 = Excellent

Personal Leadership Development	
Understanding personal leadership passions & focus	1 2 3 4 5
Ability to motive/inspire people to work together	1 2 3 4 5
Evaluating personal ethics and values	1 2 3 4 5
Creating community partnerships	1 2 3 4 5
Confidence to openly promote causes you feel strongly about	1 2 3 4 5

Community Awareness	
Understanding and valuing diversity	1 2 3 4 5
Identifying and analyzing community issues	1 2 3 4 5
Identifying and understanding community values	1 2 3 4 5
Identifying centres of power and influence	1 2 3 4 5
Identifying and accessing community resources	1 2 3 4 5

Building a Community of Leaders	
Organizing people and constituencies	1 2 3 4 5
Promoting effective use of power and influence	1 2 3 4 5
Resolving conflict constructively	1 2 3 4 5
Accessing and linking diverse people and groups	1 2 3 4 5
Developing cross sectoral networks	1 2 3 4 5

Community Action	
Willingness to take responsibility for dealing with a community need/issue	1 2 3 4 5
Examining the political process	1 2 3 4 5
Developing public awareness	1 2 3 4 5
Understanding the media	1 2 3 4 5
Ability to influence community affairs	1 2 3 4 5

Adapted from Seattle Leadership Program and University of Georgia Leadership Survey – Feb 2004

Instructions: Use this “pre/post” survey before opening retreat in **Sept. 2004** and then again at year end **May 2005**

SECTION SIX
EVALUATION

FOLLOW-UP
SURVEY SAMPLE

Leadership Calgary – Alumni Follow-Up – Year Two

Over the past year, you have had an opportunity to apply the best of your Leadership Calgary learnings and experiences in practical ways that enrich the Calgary community. Some people have used their LC experience in their work, some have developed new initiatives or taken new directions in their community efforts, and some have joined with or supported others to further important community work.

Thinking back over the past year . . .

1. Tell me about how your Leadership Calgary experience has made a difference in your work in the community?
2. What key components or elements of your Leadership Calgary experience had the most influence or impact?
3. Share with me a great story about something you were involved with this year that makes you most proud of community leadership in Calgary?
4. Imagine that a community sponsor wants to invest a large sum of money in Leadership Calgary. Based on your personal experience, what would you say to convince them that it would be a worthwhile investment? What exciting developments could the sponsor expect to see in the Calgary community as a result of their investment?

Are there any other comments you would like to share with the Leadership Calgary champions or steering committee?

