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PURPOSE OF THE GUIDE

This guide provides an overview of evaluation activities and resources that a state, county, tribal, or private child welfare agency can use to evaluate their delivery of the National Child Welfare Workforce Institute (NCWWI) Leadership Academy. Resources in this guide were developed by the NCWWI evaluation team, which is funded through a Cooperative Agreement with U.S. DHHS, Administration for Children and Families, Children's Bureau, Award No. 90CT7008. All resources in this guide may be used free of charge. This guide is intended for use by personnel with basic knowledge about program evaluation methods, including interview and focus group facilitation, survey administration, quantitative data cleaning, and/or basic quantitative analysis. When possible, additional resources about topics mentioned in this guide are provided.

Benefits of Conducting Your Own Evaluation of the Leadership Academy

Since its inception, NCWWI has offered the Leadership Academy (LA) in different formats (in-person, virtual, and hybrid) to numerous organizations across the country, and evaluations of the different academies have consistently demonstrated that participants increase their leadership knowledge and skills. Conducting an evaluation of your own organization’s implementation of the LA can be beneficial for helping you:

- Understand its impact on leadership development for participants from your organization
- Collect information that will allow you to better tailor the LA to your organization’s needs
- Improve and more effectively replicate the LA for subsequent participants
Next we describe the key activities that need to occur to conduct your own evaluation of the LA and offer examples and resources (see also Appendix A for a checklist).

**Evaluation Objectives**
It is important to first consider what your objectives are for evaluating the LA in order to develop effective evaluation questions and design your evaluation approach. Your objectives for evaluating the Leadership Academy (LA) may include:

- Supporting continuous quality improvement (CQI) of LA implementation at your organization and with your staff
- Collecting data that can be utilized for decision-making and replicating delivery of the LA with later participants or at different sites (implementation)
- Monitoring return on investment (i.e., observing participants’ outcomes, or leadership development, that occurs from attending the Leadership Academy)

**Evaluation Questions**
The LA evaluation should be guided by specific questions your organization develops. Consider your evaluation objectives and what aspect of the LA your organization is most interested in learning about. For example, are you looking to gather information on:

- Ways the LA can be improved (CQI)?
- How the LA was implemented (implementation)?
- How it affected participants (outcome)?
- All three (CQI, implementation, and outcome)?
Table 1 offers example questions for each of these, along with links to resources that explain each type of evaluation in more detail.

**Table 1: Sample Questions by Evaluation Objective**

<table>
<thead>
<tr>
<th>Evaluation Objective</th>
<th>Example Evaluation Questions</th>
<th>For More Information</th>
</tr>
</thead>
</table>
| **CQI**               | 1. To what extent were participants satisfied with the training? (This can be thought of as an opportunity for CQI or a marker of successful implementation.)  
2. How many participants engaged with and completed the LA? | Frequently Asked Questions: Beginning CQI¹  
Evaluation Resource Guide for Children’s Bureau Discretionary Grantees² |
| **Implementation**    | 1. Is the LA being implemented as intended?  
   a. Is the content being adequately covered?  
   b. Is the LA moving at the desired pace?  
   c. Are the right participants in the room (is the material relevant to them)?  
Formative Evaluation Toolkit⁴ |
| **Outcome**           | 1. Do LA participants increase their knowledge about leadership practices and principles?  
2. Do LA participants apply what they learned in their jobs? | Basic Guide to Outcomes-Based Evaluation for Nonprofit Organizations with Very Limited Resources⁵  
Evaluate – Outcome Evaluation⁶ |

¹ https://www.tribaleval.org/cqi/beginning-cqi/
⁴ https://www.acf.hhs.gov/cb/training-technical-assistance/formative-evaluation-toolkit
⁵ https://managementhelp.org/evaluation/outcomes-evaluation-guide.htm
⁶ http://www.phf.org/programs/PHTI/PHTIguide/Pages/stages_evaluate_outcome_evaluation.aspx
Evaluation Design

Once your organization has determined its LA evaluation objectives and questions, the next step is to design the evaluation. Design considerations should include:

- **The format and timeline** of the LA delivery. For example, if the LA is conducted in person, evaluation activities may occur in person. If the LA is offered virtually, this may impact the resources and tools you need for evaluation, most of which will likely be online.
  
  
  - The Zoom videoconferencing platform has many helpful tools for capturing evaluation information, including polls, chats, annotations, and transcription features. For more information on Zoom tools that can assist in your evaluation, visit their support page.[8]

- **Based on the type of evaluation you are conducting** (CQI, implementation, or outcome) and whether data collection efforts will happen online or in person, identify which methods and measures (e.g., interview or survey questions) can be used to answer your evaluation questions.
  
  - For some questions, a survey that produces numeric (quantitative) data will be most effective. Quantitative measures gather responses rated on a number scale (e.g., “On a scale of 1 to 5, please rate your satisfaction with the training.”).
  
  - For other questions, it may be more useful to collect qualitative or descriptive information from participants by asking open-ended questions on a survey or speaking with participants in an interview or focus-group format (e.g., “How can the training be improved?”).
  
  - For examples of quantitative survey measures see [Appendix B]. For examples of interview/focus group questions you can use, see [Appendix C]. For more

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8 https://support.zoom.us/hc/en-us
discussion of quantitative and qualitative data, see the **Quantitative and Qualitative Data** section.

- You will also want to consider *how many time points* of data to collect based on your organization’s needs and resources. For example, a pre-/post-training survey allows you to evaluate the training’s immediate impact by administering a survey before and after the LA delivery. In some cases, you may also want to include a follow-up survey six or 12 months after the training to observe how outcomes change over a longer period of time.

For an example of an evaluation plan that includes evaluation questions, data collection methods, measures, and possible analyses, see **Table 4** near the end of this guide.

**Evaluation Resource Requirements**

The resources required to conduct an evaluation will vary depending on the evaluation design. Early in the design phase, availability of and need for multiple resources should be considered:

- **Technical/material resources**
  - Videoconferencing software
  - Digital recorders
  - Survey software (e.g., Qualtrics, SurveyMonkey)
  - Data-analytic software (e.g., Excel, SPSS, NVivo)
  - Travel-related expenses (if conducting evaluation in person)

- **Human resources**
  - Are there any staff at your organization with previous evaluation experience or do you need to hire someone?
  - How much time can staff allocate to evaluation activities?
  - Are evaluation staff available to conduct the evaluation in person if that is the desired method?
  - What pieces of the evaluation can staff be responsible for? (e.g., primary points of contact, data collection, data analysis, data interpretation, results dissemination)

- **Organizational resources**
  - Support from key leaders
  - Agency data management, communication, and dissemination protocols
While designing your evaluation, you can develop an evaluation budget to better assess the financial commitments your organization can make. Consider developing a cost-per-activity budget, including estimations of the amount of time required for conducting the evaluation. Your budget will vary greatly depending on your evaluation design and your organization’s existing and required resources. Download *Checklist for Developing and Evaluating Evaluation Budgets*[^9] for an in-depth evaluation budget checklist.

Being aware of your organization’s capacity to implement and manage an evaluation is key to knowing how you will design the evaluation. Download *Building and Managing Your Evaluation Team*[^10] - a template for exploring your existing resources.

Your organization may also consider connecting with university partners to conduct or support your LA evaluation process. A university may be able to offer access to evaluation resources such as statistical software, data protection recommendations, and other forms of expertise. A university may also provide human resources to alleviate the evaluation burden on your organization’s staff, allowing for a more thorough evaluation of your LA.

**Protection of Evaluation Participants and Data Integrity**

Your organization may or may not have its own policies and practices regarding the protection of evaluation participants. If you do decide to launch an evaluation of your LA participants, it is imperative to come up with a plan to determine what (if any) sensitive or identifying data may be collected, who will have access to the data, where it will be stored, and how the data will (and will not) be used. If sensitive and identifying information will be collected, you may need to seek approval from an Institutional Review Board (IRB) before proceeding. Additionally, it is best practice to give participants sufficient information so they know:

- What to expect from the evaluation (e.g., What is the purpose of the evaluation? What is being collected and how often?)
- Acknowledgment that their participation is voluntary and they can choose to skip questions or not participate at all
- Confirmation that their responses will be kept confidential (e.g., reports or other means of sharing results will NOT include their identifying information)

• Their feedback about the LA will not reflect back on them personally or professionally (e.g., will not be used against them in a performance review)
• Contact information for people conducting the evaluation should they have any questions or concerns

For evaluators, best practice is to de-identify data (remove names, email addresses, and any other identifying information) from the data file being used for analyses. If it is important to have identifying information, participants should be assigned an ID number for the analytic file while identifying information and ID are stored in a separate file away from responses). Only individuals properly trained in handling data should have access to the files, and files should be encrypted or password protected. The American Association for Public Opinion Research summarizes best practices for survey data protection11, including how to protect data long-term.

**Attention to participant protections must occur before, during, and after any evaluation efforts**, and evaluators should avoid asking for any sensitive or identifying information that is not necessary for the goals of the evaluation.

### Evaluation Data Collection Timeline

The timing of the evaluation activities, such as sending out surveys, depends on whether you choose to collect traditional pre-training and post-training data, retrospective pre-post data, or post-retrospective data.

- **A traditional pre-post survey** uses the same survey to collect (and compare) participant self-reported knowledge, skills, and abilities. It is administered before participants start the training and again after they complete the training.
- **A retrospective pre-post survey** measures differences in participants’ knowledge, skills, and abilities only at the end of the training by asking them to assess what they knew before and after participating.
- **A post-retrospective survey** is administered only after the training ends and asks respondents to rate their change in knowledge, skills, and abilities as a result of the training.

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For example, if your organization is following the sample training schedule in Figure 1, the pre-training survey is administered during the Pre-Work phase (but before Module 1), and the post-training survey is administered after Module 5, approximately four to five months after participants began Module 1. A retrospective pre-post or post-retrospective survey would only be administered once, soon after Module 5 is completed.

Another data collection strategy is to embed evaluation questions into the LA programming. For example, if evaluators want to explore how participants feel about a certain module, they can find time during the training for open discussion or a poll or brief survey to gather this information (see the section on Evaluation Design for guidance on collecting poll data through Zoom and Appendices B and C for ideas about questions to ask). This provides real-time feedback while the content is still fresh and lessens the post-training evaluation burden to participants.

For a more in-depth evaluation of the impact of the LA on participants’ leadership behaviors, consider utilizing a 360° assessment. This process gathers participants’ self-perceptions of their leadership skills and also the perceptions of those with whom they work closely. The assessment can be utilized along with coaching as part of a leadership feedback and development process.
To learn more about NCWWI 360° Leadership Feedback Process, please refer to this video [12] and this brief overview.

A pro-con list comparing the different evaluation approaches is in Table 2. The measures specified in the table can be found in Appendix B.

Table 2: Evaluation Design Options

<table>
<thead>
<tr>
<th>Type</th>
<th>Pros</th>
<th>Cons</th>
<th>Examples</th>
<th>Timing of Survey Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Pre-Post</td>
<td>• Easy to show changes over time/training</td>
<td>• Most burden on evaluation staff, resources, and participants</td>
<td>Before the LA begins:</td>
<td>Pre-Training:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Most data to match, analyze, and manage</td>
<td>• “Please rate your knowledge about the topic.”</td>
<td>• Training Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participants can over/underestimate knowledge/ability on the pre-test (“we don’t know what we don’t know”)</td>
<td>After the LA ends:</td>
<td>• Leadership Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Please rate your knowledge about the topic.”</td>
<td>• Ideal-Self as Leader</td>
</tr>
<tr>
<td>Pre/Post-Retrospective</td>
<td>• Relative to traditional pre-post, less burden on evaluation staff, resources, and participants</td>
<td>• Relative to post-retrospective, slightly more data management/analytic burden on evaluation staff</td>
<td>After the LA ends, both questions asked in one survey:</td>
<td>Post-Training:</td>
</tr>
<tr>
<td></td>
<td>• Relative to traditional</td>
<td></td>
<td>• “Please rate your knowledge about the topic before the training.”</td>
<td>• Training Satisfaction</td>
</tr>
<tr>
<td></td>
<td>pre-post</td>
<td></td>
<td></td>
<td>• Learning Transfer Factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Training Competencies (before and after)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Leadership Competencies (before and after)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Ideal-Self as Leader (before and after)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Change Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Post-training:</td>
</tr>
</tbody>
</table>

[12] https://vimeo.com/433784255
<table>
<thead>
<tr>
<th>Type</th>
<th>Pros</th>
<th>Cons</th>
<th>Examples</th>
<th>Timing of Survey Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-post,</td>
<td>&quot;Please rate your knowledge about the topic after the training.&quot;</td>
<td>&quot;No comparison data; difficult to assess magnitude of outcomes&quot;</td>
<td>Post-training:</td>
<td>Coaching Assessment&lt;br&gt;Optional 3- or 6-month follow up:&lt;br&gt;Leadership Competencies&lt;br&gt;Ideal-Self as Leader&lt;br&gt;Change Project&lt;br&gt;Coaching Assessment&lt;br&gt;Leadership Development Plan</td>
</tr>
<tr>
<td>Post-Retrospective</td>
<td>• Least burden on evaluation staff, resources&lt;br&gt;• Least amount of data to analyze, match, and manage&lt;br&gt;• Accounts for participants’ over/underestimation of knowledge, skills, and abilities before learning occurs (“you don’t know what you don’t know”)</td>
<td>• No comparison data; difficult to assess magnitude of outcomes</td>
<td>After the LA ends: &quot;Looking back on your knowledge of the topic before the training, how much would you say your knowledge has increased?&quot;&lt;br&gt;• &quot;Not at all&quot;; &quot;Somewhat&quot;; &quot;Quite a Bit&quot;; &quot;A Lot&quot;</td>
<td>Post-training:</td>
</tr>
</tbody>
</table>
Quantitative and Qualitative Data

To conduct a robust LA evaluation, NCWWI evaluators utilized a mixed-methods approach, meaning that both qualitative and quantitative data were collected. Some benefits and drawbacks of both types of data are listed in Table 3. Examples of questions that can be asked in interviews or focus groups appear in Appendix C.

Table 3: Pros and Cons of Quantitative & Qualitative Data

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative</td>
<td>• Minimizes evaluator interpretation bias</td>
<td>• Data analysis software can be expensive</td>
</tr>
<tr>
<td></td>
<td>• Some “free” data collection software options</td>
<td>• Can overlook themes and relationships</td>
</tr>
<tr>
<td></td>
<td>• Better for larger training groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responses are easy to interpret</td>
<td></td>
</tr>
<tr>
<td>Qualitative</td>
<td>• Gives context and details that might be missed in quantitative data</td>
<td>• Time-consuming to collect and analyze</td>
</tr>
<tr>
<td></td>
<td>• Better for smaller training groups</td>
<td>• Interpretations heavily influenced by evaluator</td>
</tr>
</tbody>
</table>

Quantitative Data

Quantitative measures evaluators developed for the NCWWI LA evaluation have demonstrated reliability and validity and can be found in Appendix B and are designed to measure multiple aspects of the LA such as:

- Leadership Competencies (leadership behaviors identified in the NCWWI Leadership Competency Framework\textsuperscript{13})
- Learning Transfer (factors associated with application of learned knowledge and skills to the job)
- LA Training Competencies (leadership knowledge addressed in the curriculum)
- Ideal-Self as Leader (self-perception of leadership)
- Training Satisfaction (satisfaction with various aspects of the LA)

\textsuperscript{13} https://ncwwi.org/document/leadership-competency-framework-guide/
Change Project (development and implementation of change project)

Depending on your organization’s needs and resources, surveys to collect quantitative data can be administered on paper or online through one of the free or subscription-based online survey platforms such as SurveyMonkey or Qualtrics. For more information on these two platforms, SurveyMonkey tutorials can be found here and Qualtrics tutorials can be found here.

Data analyses can be done using Excel or statistical software such as SPSS and are discussed further in the Data Analysis section.

Qualitative Data

Qualitative methods allow for a wide variety of rich responses. Qualitative data can help you gain context on what is working in the LA and how participants are applying training concepts to their jobs. Qualitative data collection methods could include:

- A focus group at the end of the training with LA participants to learn about their experiences
- Interviews with LA facilitators and/or coordinators to learn how LA implementation could be improved for your organization
- Open-ended text boxes within a survey

Some tips for conducting follow-up interviews and focus groups to collect qualitative data can be downloaded here.

Demographic Information

Depending on the goals of your evaluation, it may be helpful to collect demographic information from participants to best understand and contextualize your qualitative or quantitative data. Your organization may already have much of this information about its staff. Potentially relevant information includes:

- Personal characteristics such as age, gender, and race/ethnicity
- Other characteristics such as education level; field of education; years in current job, unit, agency, or in the child welfare field
- Whether a participant has completed other leadership trainings

15 https://www.qualtrics.com/support/
Collecting these data can help you learn whether the LA is a better fit for certain groups (e.g., more experienced staff) or if improvements could be made to better suit participants from your organization. Data about the personal characteristics of participants can also support efforts to promote equity and inclusivity in your organization’s staff development by showing whether participants are representative of your organization’s overall staff and whether there are any differences in the feedback from various groups. It is imperative that any such potentially sensitive data is handled ethically and is appropriately secured (please see the Protection of Evaluation Participants and Data Integrity section).

Collaboration with Training Staff
Evaluators should work closely with your organization’s Training Director and LA trainers/facilitators to plan and conduct data collection activities. For example, evaluators may need training staff’s help to:

1. Understand the LA delivery timeline and structure to determine the best dates and methods for data collection
2. Obtain participant contact information (e.g., emails, locations, etc.)
3. Communicate with participants about the evaluation (e.g., sharing evaluation information and/or obtaining consent)
4. Administer surveys
5. Address concerns (e.g., low response rates)

Data Analysis
Once data have been gathered, you can begin preparing for analysis. This starts with cleaning, formatting, and de-identifying your data using a unique participant ID to maintain confidentiality as discussed briefly in the Protection of Evaluation Participants and Data Integrity section. Unique participant IDs can be as simple as sequential numeric values (e.g., 001, 002, etc.) or they might include other relevant information (e.g., if a participant is part of a second LA cohort, the unique ID could indicate that as 2-001). The important thing is that each participant has only one ID number and that the list which identifies participants’ unique IDs is kept secure and confidential.

If collecting participant demographic data separately, that information will need to be matched with evaluation responses before conducting analysis. This will help your organization learn whether the LA has been effective for various types of participants (e.g., those with different
levels of education or experience) and responsive to their personal backgrounds (e.g., race, age, gender). Steps to clean your data and prepare for analysis can be found here.17

**Quantitative Data Analysis**

In Table 4, we suggest various ways to analyze your data using descriptive statistics appropriate for the quantitative questions you are looking to answer and for your organization’s capacity. Descriptive statistics include:

- Frequencies or percentages
- Measures of central tendency (mean, median, mode)
- Measures of variability (range, standard deviation, variance)

Tips for utilizing descriptive statistics can be found here.18 You could also conduct inferential analyses such as t-tests or ANOVAs to explore changes over time (such as the change between pre- and post-tests) or differences between groups. Quantitative analyses can be conducted with statistical software programs like:

- Excel Analysis Toolpak (no cost)
- SPSS (subscription)
- SAS (subscription)
- R (no cost)

It should be noted that many statistical software programs can be complex to use if you are not familiar with them or do not have staff in your organization who can conduct these types of analyses. If this is your first time conducting statistical analysis, we recommended starting with the Excel Analysis Toolkit. Instructions on how to access and use it can be found here.19

**Qualitative Data Analysis**

Qualitative data is not as widely utilized as quantitative data for evaluation purposes. According to the National Science Foundation, qualitative data is not guided by universal rules, is dependent on the evaluation context, and can evolve as data emerges. You can collect qualitative feedback many ways, including:

- Open-ended questions at the end of a survey

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• In-session discussions during the LA
• Follow-up interviews and focus groups

The goal in analyzing qualitative data is to find themes and contextual information that can help you learn how the LA impacted participants and tailor the LA to the needs and expectations of your organization. For example, qualitative responses from previous LA evaluations have revealed that after the training, participants reported more frequently engaging in the leadership behaviors, increased understanding of using data for decisions, and improved collaboration and engagement with staff and partners.

You can utilize qualitative software such as NVivo or ATLAS.ti for data analysis, or data can be analyzed manually by comparing qualitative feedback and looking for themes and patterns. An overview from the Centers for Disease Control and Prevention (CDC) on conducting qualitative data analysis can be found here.  

This table offers an example evaluation plan that can be used as a template for thinking through and completing your own evaluation plan (implementation or outcome).

**Table 4: LA Example Evaluation Plan**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Evaluation Question</th>
<th>Data Collection Method</th>
<th>Measures</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPLEMENTATION</td>
<td>Is the LA being implemented as intended?</td>
<td>From training staff: - Records of training sessions (fidelity checklist of content that was covered, structure and timeline of training, attendance) - Post-training interview or focus group</td>
<td>• Interview or focus group protocol</td>
<td>• Summary of sessions delivered and attendance • Qualitative theme identification</td>
</tr>
<tr>
<td></td>
<td>What are the facilitators and barriers to implementing the LA?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Question</td>
<td>Data Collection Method</td>
<td>Measures</td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>
| To what extent were participants satisfied with the training? | **From participants:**  
- Post-training satisfaction survey  
- Post-training focus group | **Training Satisfaction (post-training)**  
- Focus group protocol | **Descriptive statistics**  
**Qualitative theme identification**  
**Higher-level analyses:**  
- *-tests and/or ANOVAs to look at differences in satisfaction between cohorts** |
<table>
<thead>
<tr>
<th>Focus</th>
<th>Evaluation Question</th>
<th>Data Collection Method</th>
<th>Measures</th>
<th>Analysis</th>
</tr>
</thead>
</table>
| OUTCOME | Do LA participants increase their knowledge about leadership practices and principles? | **From participants:**  
  - Pre-post training & optional 6- and 12-month follow-up surveys  
  - Post-training focus group |  
  - LA Training Competencies (pre, post-training)  
  - NCWWI Leadership Competencies (pre, post- & follow-up)  
  - Ideal-Self as Leader (pre, post- & follow-up)  
  - Change Project (post-training & follow-up)  
  - Open-Ended Questions (post-training & follow-up)  
  - Learning Transfer Factors (post-training & follow-up)  
  - Focus Group Protocol |  
  - Descriptive statistics  
  - Qualitative theme identification  
  **Higher-level analyses:**  
  - t-tests and/or ANOVAs to look at changes over time, differences between cohorts |


Communicating Findings

Evaluators can be valuable contributors to LA implementation, so it is important to use a collaborative approach (e.g., periodic check-in meetings or written communication) with individuals who plan and implement the LA training for your organization. Communicating participant and facilitator feedback in a timely manner can serve as CQI to help address implementation challenges before the training is completed, potentially saving resources and increasing training effectiveness. Ideas about sharing findings, addressing your audience, and dissemination methods can be found here.21

APPENDIX A: Path for Conducting Your Own Evaluation

1. Determine Evaluation Objectives
   - CQI
   - Implementation
   - Outcomes

2. Formulate Evaluation Questions

3. Develop Evaluation Design
   - Determine Methods
   - Determine Timeline
   - Determine Measures
   - Develop Protection Protocols for Evaluation Participants

4. Secure Necessary Evaluation Resources
   - Technical/Material Resources
   - Secure Data Storage
   - Human Resources
   - Organizational Resources
   - Evaluation Budget
   - Explore university partnership

5. Identify Evaluation Measures
   - Set up survey
   - Prepare interview or focus group questions
   - Prepare participant consent forms
   - Prepare participant communication templates

6. Collect Data
   - Confirm specific methods & timeline with implementation staff
   - Obtain participant contact information
   - Communicate with participants about evaluation
   - Administer surveys or conduct interviews/focus groups
   - Monitor participation and address concerns (e.g., low response rates)

7. Analyze Data
   - Clean and prepare data for analysis
   - Conduct analyses & interpret findings

8. Communicate Findings
# APPENDIX B: LA Evaluation Survey Measures

## Demographics

<table>
<thead>
<tr>
<th>Target Audience:</th>
<th>For everyone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Points:</td>
<td>Pre-training</td>
</tr>
<tr>
<td>Instructions:</td>
<td>We would like to know a little more about you so we can better understand how the Leadership Academy is serving a diverse workforce. Please enter your information in the fields below. Your personally identifying information, such as name and email address, will never be associated with any of the feedback you share for the Leadership Academy evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
<th>Work Email Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region/Area:</td>
<td>Job Role/Title:</td>
<td></td>
</tr>
</tbody>
</table>

### 1. What is your gender? *select one*
- [ ] Female
- [ ] Male
- [ ] Non-binary/ third gender
- [ ] Prefer to self-describe: __________________________
- [ ] Prefer not to say

**Do you identify as transgender?**
- [ ] Yes
- [ ] No
- [ ] Prefer not to say

### 2. What is your age? *Dropdown 18 to 65 and older*

### 3. What is your highest educational degree? *select one*
- [ ] High School Diploma
- [ ] Associate’s Degree
- [ ] Bachelor’s Degree
- [ ] Master’s Degree
- [ ] Doctoral Degree
- [ ] Other (please specify): __________________________

### 4. Do you have a social work degree? *select one*
- [ ] No (if your degree is not in social work, please specify your field of study: ________)
- [ ] BSW only
- [ ] MSW only
- [ ] BSW and MSW
- [ ] PhD in Social Work
- [ ] MSW and PhD in Social Work
5. Which best describes your race/ethnicity? (select one)
   __ American Indian or Alaska Native
   __ Asian
   __ Black or African American
   __ Hispanic or Latinx
   __ Native Hawaiian or other Pacific Islander
   __ White or Caucasian
   __ Multiracial / Multiethnic: _______________________
   __ Other (please describe): _______________________
   __ Prefer not to say

6. Do you identify as a person of color? (yes/no/unsure/prefer not to say)

7. Approximately how many years have you worked in your current position? (Please round to the nearest year). (Dropdown options: Less than 1 year, 1, 2, ... to 50)

8. Approximately how many years have you worked at your agency? (Please round to the nearest year). (Dropdown options: Less than 1 year, 1, 2, ... to 50)

9. Approximately how many years have you worked in child welfare overall? (Please round to the nearest year). (Dropdown options: Less than 1 year, 1, 2, ... to 50)
Training Satisfaction

- **Target Audience**: For everyone
- **Time Points**: Post-training
- **Instructions**: Please indicate the extent to which you agree with the following statements. Some questions ask about the online component of the Leadership Academy and others ask about the synchronous, or virtual trainer-facilitated, component.
- **Rating Scale**: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*

<table>
<thead>
<tr>
<th>Online Modules</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The training goals and objectives were clear.</td>
<td></td>
</tr>
<tr>
<td>2. The training content was well organized.</td>
<td></td>
</tr>
<tr>
<td>3. The training engaged my interest.</td>
<td></td>
</tr>
<tr>
<td>4. The information presented was relevant to the situations I encounter in my work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Virtual Trainer-Facilitated Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The goals and objectives of the facilitated sessions were clear.</td>
<td></td>
</tr>
<tr>
<td>2. The small-group breakout sessions resulted in useful discussions with peers.</td>
<td></td>
</tr>
<tr>
<td>3. The facilitated sessions engaged my interest.</td>
<td></td>
</tr>
<tr>
<td>4. The trainers seemed knowledgeable about the content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Leadership Academy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will be able to use the skills I learned in training in my work setting.</td>
<td></td>
</tr>
<tr>
<td>2. Participating in the Leadership Academy was a good use of my time.</td>
<td></td>
</tr>
<tr>
<td>3. Overall, I am satisfied with this training.</td>
<td></td>
</tr>
<tr>
<td>4. What did you like most about this training? <em>(open-ended)</em></td>
<td></td>
</tr>
<tr>
<td>5. How could this training be improved? <em>(open-ended)</em></td>
<td></td>
</tr>
</tbody>
</table>

---

**Training Competencies**

- **Target Audience:** All participants
- **Possible Time Points:** Pre- and post-training
- **Instructions:** Please select your level of agreement for each statement below.
- **Rating Scale:** 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*

### Fundamentals of Leadership

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have a good understanding of my own leadership strengths and challenges.</td>
</tr>
<tr>
<td>2</td>
<td>I understand the concept of Getting on the Balcony as a strategy for gaining perspective.</td>
</tr>
<tr>
<td>3</td>
<td>I can utilize a racial equity lens to achieve outcomes that are inclusive and address disparity.</td>
</tr>
<tr>
<td>4</td>
<td>I know how to develop a personal vision statement based on my values.</td>
</tr>
</tbody>
</table>

### Leading Change

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I understand how to inspire with vision and motivate a team to implement change.</td>
</tr>
<tr>
<td>6</td>
<td>I can communicate a shared vision to promote successful change project implementation.</td>
</tr>
<tr>
<td>7</td>
<td>I know how to develop a vision statement and design a change project using a systems perspective.</td>
</tr>
<tr>
<td>8</td>
<td>I have a good understanding of the five stages of change and the needs of individuals at each stage.</td>
</tr>
<tr>
<td>9</td>
<td>I know how to apply phased implementation to lead a change project.</td>
</tr>
</tbody>
</table>

### Leading in Context

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>I understand how to partner with stakeholders who have diverse viewpoints to facilitate positive relationships.</td>
</tr>
<tr>
<td>11</td>
<td>I can use an ecomapping process to identify and assess partner relationships for change projects.</td>
</tr>
<tr>
<td>12</td>
<td>I know how to manage and resolve conflicts in a constructive manner and create a safe environment for the expression of diverse opinions.</td>
</tr>
<tr>
<td>13</td>
<td>I can effectively negotiate, influence, and partner with team members.</td>
</tr>
<tr>
<td>14</td>
<td>I know how to build relationships with partners while applying cultural humility and the Principles of Partnership.</td>
</tr>
</tbody>
</table>

### Leading for Results

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>I know how to use data in decision-making.</td>
</tr>
<tr>
<td>16</td>
<td>I understand how to use data to evaluate racial disparities in service delivery and workforce development.</td>
</tr>
<tr>
<td>17</td>
<td>I can describe how the Plan-Do-Study-Act (PDSA) cycle is used in implementation.</td>
</tr>
<tr>
<td>18</td>
<td>I can identify data source(s) to measure the progress and outcomes of change efforts.</td>
</tr>
</tbody>
</table>

### Leading People

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>I understand the role leaders have in creating a stable, committed, and competent workforce.</td>
</tr>
<tr>
<td>20</td>
<td>I can describe strategies for helping to build resilience in my staff.</td>
</tr>
<tr>
<td>21</td>
<td>I know how to create a culture that supports leadership at all levels.</td>
</tr>
<tr>
<td>22</td>
<td>I can foster an inclusive workplace where diversity and individual differences are valued.</td>
</tr>
</tbody>
</table>

---

Leadership Competencies

- **Target Audience:** All participants
- **Possible Time Points:** Pre- and post-training, follow up
- **Instructions:** This assessment allows you to reflect on your own leadership style, approach, and skills through the lens of the NCWWI Leadership Competency Framework. It is designed to help you better understand your leadership strengths and areas for development. Please indicate, on a 5-point scale, how frequently you engage in the following behaviors at work.
- **Rating Scale:** 1 = *Almost Never*, 2 = *Sometimes*, 3 = *About Half the Time*, 4 = *Usually*, 5 = *Almost Always*, 0 = *Have Not Had the Opportunity to Do*

<table>
<thead>
<tr>
<th>Leadership Fundamentals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen carefully to input and feedback from others</td>
</tr>
<tr>
<td>2. Communicate effectively with all levels of staff</td>
</tr>
<tr>
<td>3. Influence others in the agency to translate vision into action</td>
</tr>
<tr>
<td>4. Treat others with courtesy, sensitivity, and respect</td>
</tr>
<tr>
<td>5. Set a personal example of what you expect from others</td>
</tr>
<tr>
<td>6. Behave in an honest, fair, and ethical manner</td>
</tr>
<tr>
<td>7. Consider how a policy, practice, or procedure impacts racially diverse individuals</td>
</tr>
<tr>
<td>8. Promote equity by engaging staff with diverse perspectives in organizational decision-making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaborate internally and externally to build relationships and achieve common goals</td>
</tr>
<tr>
<td>2. Operate skillfully within the political environment to address issues</td>
</tr>
<tr>
<td>3. Advocate for a position and gains cooperation</td>
</tr>
<tr>
<td>4. Manage and resolve conflicts and disagreements in a constructive manner</td>
</tr>
<tr>
<td>5. Solicit diverse perspectives to foster an inclusive organizational culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stay calm and clear-headed under high stress or during a crisis</td>
</tr>
<tr>
<td>2. Provide opportunities for staff development and growth</td>
</tr>
<tr>
<td>3. Give people the right amount of freedom and choice in determining how to do their work</td>
</tr>
<tr>
<td>4. Encourage people to work collaboratively to achieve goals</td>
</tr>
<tr>
<td>5. Foster an inclusive environment that values all types of diversity and opinion</td>
</tr>
<tr>
<td>6. Contribute to a positive organizational climate</td>
</tr>
<tr>
<td>7. Encourage dialogue and learning opportunities to advance equity and inclusion among the workforce</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading for Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hold staff accountable for high-quality and timely results</td>
</tr>
<tr>
<td>2. Use data to inform strategies for racially equitable service delivery</td>
</tr>
<tr>
<td>3. Make data-informed and timely decisions</td>
</tr>
<tr>
<td>4. Set high standards of performance and strives to achieve them</td>
</tr>
</tbody>
</table>

---

5. Set work priorities while considering resource requirements
6. Engage in dialogue to explore alternative solutions to problems

**Leading Change**

1. Encourage new ideas and innovations
2. Willing to question or improve upon existing processes or approaches
3. Demonstrate awareness of how local, state, and national policies and trends might affect the agency
4. Readily adapt to new information, changing conditions, or unexpected obstacles
5. Monitor progress on change efforts (or initiatives) and makes course corrections as needed
6. Take action to improve policy, practice, or procedures to positively impact racially diverse staff
7. Generate buy-in with staff around proposed system or practice changes

**Open-Ended Questions**

1. What do you consider to be your greatest leadership strengths?
2. What areas of your leadership would you like to work on or improve?

**Ideal Self as Leader**

- **Target Audience:** All participants
- **Possible Time Points:** Pre- and post-training; 6- or 12-month follow up
- **Instructions:** Indicate on the sliding scale how closely you resemble your ideal self as a leader.

<table>
<thead>
<tr>
<th>0 = I am not at all close to my ideal self as a leader</th>
<th>10 = I very closely resemble my ideal self as a leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Change Projects

- **Target Audience:** Participants who developed or implemented a change project
- **Possible Time Points:** Post-training, follow up

<table>
<thead>
<tr>
<th>Change Projects (post-training version)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you develop or implement a change project as part of your participation in the Leadership Academy?</td>
</tr>
<tr>
<td>(if “no”) If you did not develop or implement a change project, what barriers prevented you from doing so? (open-ended then skip the rest of the change project questions and go to Coaching)</td>
</tr>
<tr>
<td>2. Please briefly describe your change project in a few sentences. (open-ended)</td>
</tr>
</tbody>
</table>

**Instructions:** Please indicate the extent to which you agree with the following statements.

**Rating Scale:** 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, -99 = N/A

| 3. There was adequate time to plan the details of my change project. |
| 4. I am satisfied with the support I have received from my supervisor about implementing my change project. |
| 5. I don’t know how to move forward with implementing my change project. (Reverse code for analysis) |
| 6. At work, I have the supports that I need to implement my change project. |
| 7. I’m too busy at work to focus on implementing my change project. (Reverse code for analysis) |
| 8. I will be able to successfully implement my change project. |
| 9. What is your top concern about implementing your change project? (open-ended) |
| 10. What additional information would have been helpful to make the process of developing or implementing your change project easier? (open-ended) |

---

### Change Projects *(version to administer at follow up)*

1. **Did you develop or implement a change project as part of your participation in the Leadership Academy?** *(yes/no; if “no” skip all questions about change project)*

2. **(if “yes”) Has the focus of your change project changed since you first developed it?** *(yes/no)*

3. **(if “yes”) When did it change and why?** *(open-ended)*

4. **Please briefly describe your change project in a few sentences.** *(open-ended)*

---

**Instructions: Please indicate the extent to which you agree with the following statements.**

**Rating Scale:** 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*, -99 = *N/A*

5. I am satisfied with the support I have received from my supervisor about implementing my change project.

6. I don’t know how to move forward with implementing my change project. *(Reverse code for analysis)*

7. At work, I have the supports that I need to implement my change project.

8. I’m too busy at work to focus on implementing my change project. *(Reverse code for analysis)*

9. I was able to successfully implement my change project.

10. When you consider your work on implementing your change project, what have been your greatest successes? *(open-ended)*

11. Since completing the Leadership Academy, what have been your greatest challenges and/or barriers in implementing your change project? *(open-ended)*
Coaching Assessment

- **Target Audience:** Participants who received at least one coaching session during the LA
- **Possible Time Points:** Post-training, follow up
- **Instructions:** We would like to hear about your experience with the coaching you have received since you began the Leadership Academy and up to the time you concluded the final learning module.

1. **Approximately how many coaching sessions have you had? (if “none,” skip all questions on this section)**
   - None
   - One
   - Two
   - Three
   - Four
   - Five
   - Six
   - Seven
   - Eight
   - Nine or more

2. **Approximately how long did each coaching session last on average?**
   - ____ Less than 30 minutes
   - ____ 30 minutes
   - ____ 60 minutes
   - ____ 90 minutes
   - ____ More than 90 minutes

3. **When averaging over all coaching sessions, what percentage of time would you say you spent on each of the following (percent of time should add up to 100%):**
   - ____% Development of my change project (action plan, logic model, thinking through issues)
   - ____% Issues related to implementation of my change project
   - ____% Development of adaptive leadership skills
   - ____% Discussing how to practice self-awareness and/or use of self
   - ____% Other (please describe): ________________

**Instructions:** Please indicate, on a 4-point scale, the extent to which you agree with the following statements.

**Rating Scale:** 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, -99 = N/A

<table>
<thead>
<tr>
<th>Coaching Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participating in the 360° Assessment was helpful for my leadership development.</td>
</tr>
<tr>
<td>2. I am satisfied with the coaching I received around my 360° Assessment results.</td>
</tr>
<tr>
<td>3. The coaching sessions supported me in creating a Leadership Development Plan.</td>
</tr>
<tr>
<td>4. The coaching sessions helped me understand my strengths/challenges as a leader.</td>
</tr>
<tr>
<td>5. My coach checked in to see how I was applying what I learned in the Leadership Academy to my work.</td>
</tr>
<tr>
<td>6. The coaching sessions helped me develop and implement my change project.</td>
</tr>
<tr>
<td>7. The coaching sessions were a good use of my time.</td>
</tr>
<tr>
<td>8. Overall, I am satisfied with my coaching experience.</td>
</tr>
</tbody>
</table>

**Open-Ended Questions**

9. Please describe what was most helpful about your coaching experience in general.

---

10. Please share your suggestions for how coaching could be more helpful.

Leadership Development Plan

- **Target Audience:** Participants who received at least one coaching session during the LA
- **Potential Time Points:** Post-training, follow-up

### Leadership Development Plan

1. Did you discuss leadership development goals with your coach?  
   *(yes/no; if “no” skip all Leadership Development Plan questions)*

2. *(if “yes”) Did you put your goals into a written plan?  
   *(yes/no; if “no” skip all Leadership Development Plan questions)*

3. *(if “yes”) To what extent was that Leadership Development Plan helpful for your leadership growth?  
   *(1 = Not Very Helpful; 2 = Somewhat Helpful; 3 = Very Helpful)*

4. I have achieved the goals I set for myself in my Leadership Development Plan.  
   *(1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree)*

5. *(if “strongly disagree” or “disagree”) I am confident that I can achieve the goals I set for myself in my Leadership Development Plan.  
   *(1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree)*

Learning Transfer Factors

- **Target Audience:** All participants
- **Potential Time Points:** Post-training
- **Instructions:** This section asks about your experience using what was taught in the Leadership Academy. Please indicate your level of agreement with the following statements.
- **Rating Scale:** 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*

### Learning Transfer Factors

<table>
<thead>
<tr>
<th>Relevance/Applicability/Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Leadership Academy was relevant to my job.</td>
</tr>
<tr>
<td>2. During the training, I was thinking of ways I could apply the training content to the job.</td>
</tr>
<tr>
<td>3. During the training, it was useful to discuss ideas with other people.</td>
</tr>
<tr>
<td>4. As a result of participating in the Leadership Academy, I have developed new skills.</td>
</tr>
<tr>
<td>5. As a result of participating in the Leadership Academy, I have been (or will be) more effective in my work.</td>
</tr>
</tbody>
</table>

---

6. I am motivated to use what I learned in the Leadership Academy.

7. I have already used some of what I learned in the Leadership Academy on the job.

**Workplace Transfer Support**

8. I feel supported by my supervisor in developing my leadership skills.

9. My co-workers are supportive of my efforts to become a better child welfare leader.
APPENDIX C:
LA Evaluation Interview and Focus Group Questions

Participant Experience

**Target Audience:** All participants  
**Potential Time Points:** Post-Training or Follow-Up  
**Instructions:** This set of questions is designed to understand participants’ experience broadly: how they liked the format, whether content was relevant and was new or familiar, what helped or hindered participation, and whether it was helpful to go through the LA with colleagues.

- Can you share about your experience going through the Leadership Academy?

  **Follow-up Questions if not already addressed:**
  
  a. What worked well or didn’t work well about the format (both the online learning and face-to-face interaction)?
  b. What worked well or didn’t work well about the facilitation?
  c. What did you think about the content? Was it relevant to the work you do? What was already familiar and what would you have liked to spend more time on?
  d. Were there any agency-related factors that supported or hindered your participation?
  e. How was your experience going through the Leadership Academy with colleagues? Where did you have the most opportunity to interact, and was there anything you learned from others?
  f. Is there anything else you’d like to share about your experience?

Coaching

**Target Audience:** All participants  
**Potential Time Points:** Post-Training or Follow-Up  
**Instructions:** This set of questions is designed to understand participants’ experience with coaching and 360s (if applicable).

- Can you tell me about your experience with your Coach?

  **Follow-up Questions if not already addressed:**
  
  a. To what extent was coaching helpful for understanding and growing your strengths as a leader and for implementing a change project?
  b. How could coaching be improved?
  c. How helpful for your leadership development was it to participate in the 360 Feedback process?
Change Project

Target Audience: All participants  
Potential Time Points: Post-Training or Follow-Up  
Instructions: This set of questions is designed to learn more about participants’ change projects.

- Please tell me about the change project you developed as part of the Leadership Academy. What workforce issue does it address?

Follow-up Questions if not already addressed:

a. To what extent have you been able to implement your change project and what are the indicators of successful implementation?  
b. To what extent have others at work (peers, supervisor) supported you in implementing your change project?  
c. Have you experienced any barriers to implementing your change project? If so, how have you (or how do you plan to) address them?

Learning Application

Target Audience: All participants  
Potential Time Points: Follow-Up  
Instructions: This set of questions is designed to understand whether participants are using what they learned.

- In what ways have you applied Leadership Academy teachings/content to your work in general or to your change project?

Follow-up Questions if not already addressed:

a. Do you feel that attending the Academy was a good use of your time and why? What role has it played in your professional development?  
b. Have you shared anything you learned with others at work? Can you give an example?