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A Case Study: The assessment and evaluation of the inaugural Multicultural Leadership Program of Bloomington-Normal, Illinois

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Developing the Framework of a Program

A Case Study: The assessment and evaluation of the inaugural
Multicultural Leadership Program of Bloomington-Normal, Illinois

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ABSTRACT

From August 2009 through August 2010, I served as the program coordinator for the inaugural Multicultural Leadership Program (MCLP) of Bloomington-Normal, Illinois. In collaboration with the Board of Directors and program founder, I developed an internal structure for the new non-profit program. My involvement was determined by the board's decision to partner with the University of Illinois, McLean County Extension office for administrative support. Through a collaboration between the Sue Bandy, the Community and Economic Development Director, and Phani Aytam, founder of the MCLP program, my role as the program coordinator for the program was created. Several key deliverables were discussed among Mr. Aytam, Ms. Bandy, and myself. This capstone report reflects my experience in the development of assessment and evaluation tools, drafting of a program operations manual, and the research utilizing a professional leadership development program as a community and economic development tool for the Bloomington-Normal community.

ACKNOWLEDGMENTS

INTRODUCTION

"Leadership means not only having a dream, but claiming that dream and the role you want to play in it." Warren Bennis and Joan Goldsmith, *Learning to Lead*

When given the opportunity to develop the framework of a new leadership development program, I jumped at the chance. Over the course of my internship from the Summer 2009 semester through the Summer 2010 semester with the Multicultural Leadership Program during its inaugural year (with input from the founder and Board of Directors), I researched and developed assessment and evaluation tools, drafted a program operations manual, and administered a professional leadership development program as a community development tool for the Bloomington-Normal community.

Multicultural Leadership Program

"What does diversity of thought mean to you? A new wave of emerging leaders in the inaugural Multicultural Leadership Program embarked on a journey of self-discovery and leadership development to find an answer to this very question." (Leadership Untapped, Volume 1, Issue 1). With that statement, Phani Aytam saw an idea formed several years earlier finally come to fruition. Mr. Aytam is employed at State Farm Insurance Companies, headquartered in Bloomington, Illinois. Moving to Bloomington in his mid-twenties from the city of Chicago, what he noticed very quickly was, "the need to develop the next generation of leaders who would lend towards bringing a diversity of thought and leadership in the decisions we as a community make in the future." (Aytam Survey). Mr. Aytam first recruited several individuals to further develop his idea for a new leadership development program, and then went to several key community leaders asking them to review and critique his proposal. With feedback and input from the community leaders, he, with others, "built a holistic foundation to the leadership program." (Aytam Survey).

Indeed, as the two largest and most diverse cities in McLean County (Economic Development Council of the Bloomington-Normal Area web page), Bloomington-Normal was an ideal location to pilot and grow a new multicultural leadership program. With four higher education institutions, headquarters to a fortune 500 company and a growing entrepreneur culture (Economic Development Council of the Bloomington-Normal Area web page), these communities were well-suited for replenishing the pool of leaders and providing leadership opportunities to traditionally underrepresented groups and cultures. The Multicultural Leadership Program (hereafter, "MCLP") was marketed to the community as a leadership program cultivating informed, skilled, and motivated community leaders proficient in understanding the role of state and local government, understanding community issues, interpreting information related to these issues, and influencing decisions by analyzing the bigger picture. The curriculum was designed to prepare committed citizens to assume leadership roles in nonprofit, civic and/or citizen organizations, in addition to preparing engaged employees who understand an organization's vision and have the ability to work with colleagues to improve job performance for the benefit of that organization. MCLP utilized multiple paths of professional leadership development through mentorship, community projects, stimulations, lectures and panel sessions. These paths provided the participants unique opportunities to network with more seasoned leaders in business, government and not-for-profit organizations.

Through selective nominations from the Board of Directors, the Advisory Board and key program advocates, nominated individuals were then asked to complete an application-and-interview process which attempted to gauge their leadership potential, passion for service and diversity of thought and perspective. The 2010 Multicultural Leadership Program graduating class proved to be a diverse group of twenty-three people with wide-ranging backgrounds,

experience, opinions and demographics. As identified through the application process, each

participant had already demonstrated his or her leadership potential in some way. Together as the

inaugural class for an intensive nine-month program, they were required to work together

professionally to further develop themselves, their organizations, and more importantly the

community at large. This is the background of the program assessed and evaluated in this report.

Methodology

Over the course of my internship I was able to collect a wealth of information to utilize in

the assessment and evaluation of the program. This information was gathered in a variety of

ways. At the close of each program event, the founder (Mr. Aytam) led a debriefing session

during which participants were encouraged to provide feedback regarding any and all aspects of

the event. Also, throughout the program I received feedback from participants and volunteers

alike regarding administrative aspects of the program (often this information was sent by email).

In addition, participants were asked to write mid-term reports regarding the progress of the

program to that point. All of these sources and their feedback have been included and

incorporated into the report.

Further, the Board of Directors met frequently over the course of the year, and as I was

responsible for completing the meeting minutes, my notes from those meetings (in addition to

the official meeting minutes) have been taken into account here. A strategic planning session and

multiple committee meetings also provided an abundance of information that was used in

assessing and evaluating the program. In order to protect information and documents key to the

program's curriculum, the delivery of the program and the stakeholders involved in the program,

I have not used any names other than the founder and the individuals who contributed articles to

the MCLP newsletter, "Leadership Untapped," from which quotes appear in this report.

Finally, I reviewed Illinois State University's policies and procedures regarding research with human subjects and constructed a protocol for the conduct of the research for this paper. My IRB protocol includes narrative outlining the research method to be used, the population to be included in the research, how participants will be recruited, and any expected risks or benefits to them. The protocol also includes documentation seeking consent from all recruited participants (see Appendix A). With IRB approval, I sent a survey for the founder to complete regarding the background for the overall idea of the Multicultural Leadership Program.

This goal of this report is to highlight several of the key assessment findings and evaluation tools developed and utilized during my internship in the inaugural year of MCLP. While there are many more aspects of the program that could and should be assessed and evaluated, my focus remained on the administrative aspects of implementing a new leadership development program. The assessment and evaluation of the program included in this report documents the organizational capacity and the administration of the program, including the challenges and changes in the management of events and organization of program files. At the end of my one-year internship, there were few conclusive results to report in regards to participant outcomes. That said, typical outcomes evaluated include joining non-profit boards, running for office, and job promotion, just to name a few (these usually do not happen in a short time frame). While I assisted in the drafting of participant outcome evaluations, I do not refer to this aspect of evaluation until the "Recommendation" section of this report.

I intend that this report be used as a tool for understanding the assessment and evaluation process of a new program, and as documentation of my internship with the MCLP.

ASSESSING AND EVALUATING ORGANIZATIONAL CAPACITY

 "Before I went to jail, I was active in politics as a member of South Africa's leading organization - and I was generally busy from 7 A.M. until midnight. I never had time to sit and think." ~Nelson Mandela

There is no magic formula for building the capacity of community-based organizations and there is little agreement on what to do or where to begin. Determining an organization's capacity-building needs is difficult because there is no one set of established characteristics that observers agree make an effective organization. However, the process of creating and maintaining an effective organization exemplifies the tensions and trade-offs made when facing change, and just like people, organizations learn to adapt and grow to their full potential -- or they cease to exist. (De Vita and Fleming, p. 6). With a new program like the Multicultural Leadership Program, it is easy to get swept up into the short-term goal of arranging and managing the next session. However, to sustain a viable program it is imperative to "sit and think" about what can be improved and how, if at all, the program needs to change to meet competing demands of other organizations and the community.

The organizational framework of the program was an ongoing "backburner" task of the inaugural year and became a priority only as the inaugural year came to a close. Without the preexisting framework of an already established organization, one was created for MCLP under the leadership of the founder, Board of Directors, Advisory Board, and myself. In the midst of operating the program, there was little time to deliberate on how to create the best organizational strategy. Therefore, as the first year came to a close, the evaluation process of all areas of the program and organization became magnified in importance.

The Multicultural Leadership Program was launched in partnership with the University of Illinois, McLean County Extension office and Heartland Community College in 2009 as a means

of building a network of diverse leaders in McLean County ("diverse" in multiple senses of that term), particularly the Bloomington/Normal community, who are informed, skilled, and motivated to assume leadership roles in nonprofit, civic and/or citizen organizations. The principles that have guided MCLP's design and delivery are:

- A commitment to selecting a diverse group of participants for each class with the following attributes that reflect MCLP's values: an acute understanding of "outsider identity"; a commitment to developing new solutions to difficult problems; the ability to provide leadership in the community, in the home and in the workplace; compassion; the capacity for self-reflection; the ability to bring a significant constituency to the table; and a willingness to embrace and leverage their participation in MCLP.

- A focus on network building, with an emphasis on collaborations among individuals from different backgrounds, sectors, and outlooks.

- An approach to new problem-solving insights and skills developed through a defined nine-month curriculum that includes a focus on real-world issues, and on community and organization change strategies.

These principles have guided not only MCLP's design and delivery, but also the assessment of the program's organizational capacity. This assessment and evaluation of MCLP is intended to capture the outcomes of the organizational capacity of MCLP in the short term, and to assist in planning for the long term (Meehan, 2001; Green, 2000). The focus is on the outcomes of organizational level outcomes not community level outcomes as they are very difficult to attain after only one year (Gutierrez and Stowell, 2004).

In order to be more purposeful about how to plan and manage the Multicultural Leadership Program for future years, it was important to assess and evaluate not only the

participants, what they learned and how they are using that knowledge, but also the organizational capacity of the program. There are six key areas used to assess and evaluate the organizational capacity of the inaugural year of the program: (1) Leadership/Governance, (2) Program Planning and Implementation, (3) Learning, (4) Sustainability, (5) Connections/Networking/Partnerships, and (6) Social Change. (Meehan, 2001; Green, 2000).

There are two methods an organization can use to assess and evaluate its organizational capacity in relation to the above listed key areas. One is to conduct organizational audits of strengths and weaknesses at the beginning of the program, in order to establish a baseline and to assist in determining change during the second audit at the end of program (Bryson, 2004; Plant, 2008). The other method is to identify three to five organizational goals at the beginning of the program to use as measurements of success as determined at the end of the program (Meehan, 2001; Green, 2000). Officially, I was not aware of any formal audits or goals; however, I joined the program just before it was launched. What I can state with certainty is that the stakeholders wanted to see a 100% graduation rate, they wanted each event to be top notch and they wanted to see graduates moving into leadership roles in the community shortly after graduation. With these goals in mind I was able to assess and evaluate the inaugural year of the program to create a baseline for its second year. In each key area mentioned above, there is a series of questions the stakeholders of the program can ask themselves to assess where the program is presently and determine what direction to take the program in the future. Utilizing feedback notes from each event, board and committee meeting minutes, a strategic action plan and MCLP newsletter articles an assessment and evaluation of the inaugural year was completed by addressing the principal questions regarding each of the six key areas.

Leadership/Governance

The leadership and governance of MCLP includes the founder, Board of Directors, Advisory Board, volunteers (including but not limited to, committee members, presenters, and event chairs) and the staff. Vital questions to ask before and/or after each year are:

1) Is there strong leadership, especially from the two Boards and the staff?

2) Is the leadership promoting empowerment?

3) Is there diversity in the leadership of the organization?

4) Is the leadership responding to the needs of the community?

(Meehan, 2001).

If the answer to any of these questions is "no," or "yes, but we can do better," the organization is at a point where an action plan is needed in order to strengthen its leadership and governance.

Strong Leadership

Even before the official launching of the program, individuals who had assisted the founder in the development of the program curriculum had stepped away from taking a leadership role in the governance of the program. This is not unusual for an organization that relies a great deal on volunteer participation. Some individuals are great "brainstormers," but who for a variety of reasons may choose not to continue beyond this task. What was essential for the health of the organization, as the founder was well aware, was to assemble individuals with a variety of strengths. While the founder may not have known the exact results of a recruit's "strengths" test[1], he was very adept at identifying natural talents, in addition to the fact that he had spent the last three years researching and developing the curriculum of a leadership

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[1] There is a variety of tests available to determine one's strengths, and many stakeholders in the MCLP program were very familiar with these tests, including StrengthsFinder, Leadership 360, and Meyers-Briggs.

program and had gone through several leadership programs himself. He knew the three

principles crucial to becoming a more effective leader within your team are, as Rath and Conchie

identify in their book, *Strengths-Based Leadership*: "know your strengths and invest in others'

strengths, get people with the right strengths on your team, and understand and meet the four

basic needs of those who look to you for leadership." Therefore, he didn't try to make

individuals join the Board or stay on the Board, or join the Board if it was clear they were not

fully committed. The individuals on the Board were there because they wanted to be, and the

founder worked to find areas of the program that needed their specific strengths.

Promoting Empowerment

Gallup has studied thousands of executive teams by conducting interviews with the

team's formal leader, as well as with each member of the leadership team, in order to compare

each person's strengths and how the team relates as a whole. Through these interviews it was

revealed that the more cohesive and successful teams displayed a wider array of strengths. Four

categories of leadership strengths were identified from the Gallup dataset that arrange the 34

strength themes used in the Clifton StrengthFinder assessment for an individual. These broader

categories are: Executing, Influencing, Relationship Building, and Strategic Thinking.   See table

below.

Executing	Influencing	Relationship Building	Strategic Thinking
Achiever	Activator	Adaptability	Analytical
Arranger	Command	Developer	Context
Belief	Communication	Connectedness	Futuristic
Consistency	Competition	Empathy	Ideation
Deliberative	Maximizer	Harmony	Input
Discipline	Self-Assurance	Includer	Intellection
Focus	Significance	Individualization	Learner
Responsibility	Woo	Positivity	Strategic
Restorative		Relator	

During the first few weeks of the program, the participants read Marcus Buckingham and Donald O. Clifton's book, *Now, Discover Your Strengths*, and took the accompanying StrengthFinder assessment. At about the same time, I purchased the book *Strengths-Based Leadership*[2] and completed a similar version of the accompanying Clifton StrengthsFinder assessment. I learned that my five strength themes were: Restorative, Empathy, Ideation, Learner, and Input. According to the chart above, I have only one strength in the broader leadership categories "Executing" and "Relationship Building" and none in the "Influencing" category. Most of my strengths are in the category of "Strategic Thinking." As the only staff member for the entire program, the only person paid for my work on the program, there were certain tasks I was responsible for as the program coordinator, whether or not these tasks fell into my areas of strength. However, the founder was aware, because of my assessment results and (again) because he was adept at figuring out one's natural talents, that I would not be particularly successful influencing the board to move to action (as one example). Sharing this knowledge with the founder assisted in future delegation of work, creating a productive work environment and empowering me as a leader in the organization.

Diversity in the Leadership

While my role was that of the program coordinator in the organization, I was also completing an internship, which may give the correct impression that I was the youngest member of the organization. Again, why is this important? Diversity in an organization does not relate just to racial or ethnic diversity. The founder reinforced this point regarding selection of the program participants whenever the opportunity arose. Similar to the selection of program participants, the leadership in the organization reflected workplace diversity by bringing together

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[2] I made this purchase because it was less expensive and a shorter book.

people from the public, private and nonprofit sectors, as well as a diversity of faith, gender, and generations. As the youngest member of the organization I tasked myself with highlighting to the founder and Board of Directors what I would want to gain as a participant. From my position as somewhere between the beginning and the middle of my career and also coming to my tasks an introvert,[3] I informed the founder and the Board of Directors that allowing for more introspective activities such as reading and writing assignments would challenge the extroverts, while allowing the introverts to demonstrate their strengths. The question regarding diversity in the leadership of the organization noted above should be asked each year, however. This organization may have a significant edge over other organizations in this area as its mission is to bring together a diverse group of people and as participants of the program graduate they are encouraged to volunteer with the organization in a variety of ways including joining the Board of Directors.

Leadership Responding to the Needs of the Community

The continuing cycle of bringing alumni of the program on to the Board of Directors has great potential for creating a very strong organization. These individuals would provide fresh and relevant ideas directly from their experience as a participant. Having completed a project with non-profit organizations in the community provides them with insights relevant to the changing needs of the community. In addition, as junior Board members they can anticipate having the unique opportunity of working with more established community leaders, thus continuing the education component of MCLP.

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[3] During the orientation period of the inaugural year, there was a session addressing the strengths and challenges for introverted and extroverted leaders.

Program Planning and Implementation

The inaugural program was implemented with the support of the community including various companies, organizations and local government agencies. Therefore, the key questions regarding program planning and implementation were – and still are – about meeting the needs and expectations of this community.

1) Is the organization providing a service needed by the community?

2) Is the community involved in setting any of the organization's priorities?

3) Is the organization providing opportunities for community involvement in identifying problems and developing and implementing solutions?

(Meehan, 2001).

The answers to these questions should not be a simple "yes" or "no," but rather a complex explanation of how the organization has met the needs of the community in the past, and how it is continually assessing the needs of the community and responding to the identified needs through the delivery and design of the program.

Providing a Service Needed by the Community

Echoing throughout the inaugural year of the program, beginning with introductions from the advisory board during orientation and concluding with speeches at the graduation, the Multicultural Leadership Program has been described as an idea whose time had come. As Deanna Frautschi, a member of the Advisory Board, stated, "When Willie Brown first asked me to listen to Phani Aytam talk about a new Multicultural Leadership Program over a year ago, I had a lot of questions because I had helped establish the successful Leadership McLean County program seventeen years earlier. One meeting with Phani convinced me the new MCLP, with its mission to develop culturally diverse leaders was "an idea whose time had come" for McLean County.

(Leadership Untapped, Volume 1, issue 3). According to the founder, "MCLP is an idea that came into being because of a need that existed in our community – the need to develop the next generation of leaders who would lend towards bringing a diversity of thought and leadership in the decisions we as a community make in the future." Leadership programs already existed in the area. They are offered internally through large companies like State Farm, as well as through local entities like the McLean County Chamber of Commerce. The founder had been through several leadership programs himself, including the Leadership McLean County program offered by the Chamber. The founder, however, saw a major gap in these programs, which became the focus of his research into understanding why this "diversity of thought and leadership" was "not happening naturally" and to understand the hurdles that prevented this from happening. The question we wanted to understand was how do we serve this need in the community?" (Aytam Survey).

Myrtis Tabb and Christy Riddle Montesi wrote an article in the *Journal of Community Development Society* detailing "A Model for Long-Term Leadership Development Among Groups of Diverse Persons" – a program known as the Delta Emerging Leaders Program. According to Tabb and Montesi, "Well-calculated risks, innovation, persistence, dynamic leadership, and strong partnerships across racial and institutional sectors are required for communities to become competitive. A new generation of leaders is needed to help build local and regional partnerships for creating and managing change in diverse communities." (Tabb and Montesi, p. 331).

While MCLP does not focus exclusively (or even primarily) on racial diversity, there are data more readily available to exam the changing racial demographics of the Bloomington-Normal area, compared to data for other groupings (based on ethnicity, sexual orientation, and

religious faith, for example). Below is a table taken from the 2011 Demographic Profile

provided by the Economic Development Council of the Bloomington-Normal Area.[4] As the table

illustrates the population for races other than white is growing at about one percent every five

years. The chart below shows the change in racial demographics over the course of two decades.

In 2010, racial minorities made up sixteen percent of the population; however, by 2030 racial

minorities are projected to make up twenty percent of the population.

Table 1: Population by Race and Other Non-White Categories for the Bloomington-Normal Area

Population by Race	2010	2015	2020	2025	2030
Asian	5,005	5,963	6,902	7,642	8,062
Black	12,182	13,586	15,000	16,281	17,279
Latino	4,907	5,381	5,852	6,368	6,935
Other	5,313	6,114	6,964	7,721	8,333
White	146,111	152,037	158,220	163,192	165,428
Total Population	173,518	183,081	192,938	201,204	206,037

Chart 1: Demographic Changes in White and Non-White Populations in the Bloomington-Normal Area

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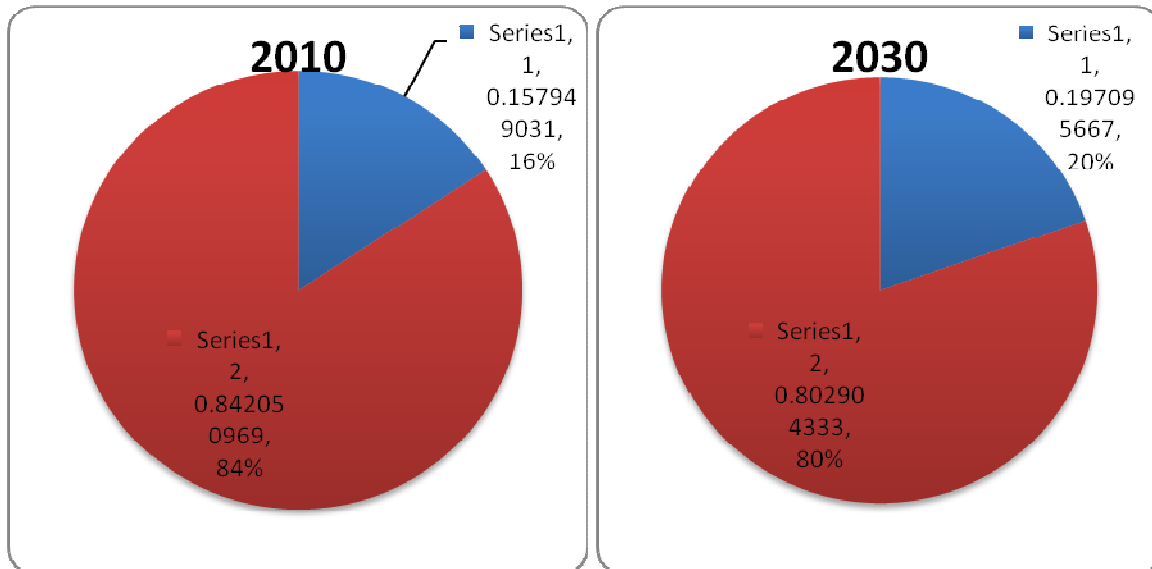
[4] Original source of data is the Department of Commerce and Economic Opportunity, Northern Illinois Planning Commission.

Karen Schmidt, Alderwoman of Ward 6 in the City of Bloomington and day chair for the

2010 Politics and Social Justice event, stated, "Our City Council and Boards and Commission

generally do not reflect the tapestry of Bloomington citizens – with few exceptions we are white,

Judaeo-Christian, and in some circumstances overwhelmingly male." (Leadership Untapped,

Volume 1, Issue 3). Tom Moy, a professional further up the corporate ladder than most

participants in the first MCLP class, commented:

> I will admit that I was initially skeptical about participating in the MCLP since I've had
> the privilege of being involved with leadership programs of a similar nature. The initial
> sessions' topics didn't really offer any new insights and were mostly focused on
> development or training exercises that I had previously taken. As I began to approach the
> next few sessions, something unusual was occurring. Instead of experiencing the normal
> anxiety (dread?) over having to prepare for the next meeting, I was actually excitedly
> anticipating my next class. Relationships began to emerge and the topics became much
> more meaningful. I found myself not just attending, but engaging to a much deeper
> degree. In fact, I often began sharing the lessons and insights with others, which I believe
> was an underlying, but subtle benefit of the program.

The organization clearly is filling a need in the community, and exceeding the expectations of

some individuals involved with the program. The strategy for all organizations is to stay relevant

by being acutely aware of the changes in the community   (And perhaps it could be argued that

this is why the need described above existed.)

Community Involvement in Setting An Organization's Priorities

One avenue through which the Multicultural Leadership Program successfully involves

the community is the community projects component of the program. MCLP promotes its

philosophy that community involvement is not an option for leaders – it is a fundamental

responsibility and key leadership competence. The program reinforces a learning process around

community involvement and teambuilding through the completion of a community project for a

non-profit agency. The participants can make a difference for an organization while practicing

their skills in a safe learning environment. In addition, participants learn about non-profit

organizational structures, as well as the nuances of a community-based organization versus a for-profit corporate entity. Projects are chosen through a request-for-proposal (RFP) process; after the submission deadline, all proposals received are reviewed and rated by a committee, and four projects are then selected. MCLP participants are then grouped according to their strengths and then assigned a community project on which to work throughout the course of the program.

One of the four projects chosen in the inaugural year was from Mid-Central Community Action, Inc. (hereafter "MCCA). The overall goal of this organization is "to help individuals and families reach self sufficiency" by partnering with "a variety of local governmental bodies, private businesses, educational institutions and other human services . . . to create and provide both safety nets and life improvement opportunities for people and families living in poverty in McLean and Livingston County." (MCCA website). After attending a conference about Continuity of Operations Plans (hereafter, "COOP"), Ms. Cathy Grafton and her colleagues were ready to create a COOP for MCCA and started the process; however, "the economic downturn and the addition of federal stimulus programs, suddenly changed our time commitments and the project went onto the back burner." Ms. Grafton was "delighted to have our COOP project chosen by MCLP." The team of participants working on this project assisted with the collection and organization of the data to create a viable plan. According to Ms. Grafton, "Our MCLP team has interviewed key agency personnel to help identify our essential functions – those we need to continue during a disaster." The MCLP team then assisted in the creation of a format for the design of the COOP that would be conducive to updating by staff members to better prepare to handle any disasters that might affect our agency or our community. (Leadership Untapped, Issue 3). As guidance for, and to help identify the skills of, MCLP participants and to align with the lessons of the program, sample projects were identified, to include assistance with

streamlining outdated solutions and/or duplication of data, development of training curriculum

and facilitator guides, youth projects and programs, procedural manuals, marketing projects,

educational initiatives, establishing learning objectives and best practices, database plans,

coordination of fund raising, and metrics reporting. Local non-profit organizations have had the

opportunity to assist in the leadership development of MCLP participants, and also to foster

community involvement by identifying needs and proposing solutions through the RFP process.

Community Involvement in Identifying Problems and Developing and Implementing Solutions

During the final event of the program year, each community project team presented an

overview of its community projects before the members of the non-profit organizations with

whom they worked. In addition, the founder, several Board members, and I assembled a list of

other local non-profit organizations to invite to the presentations to demonstrate the high-quality

work the participants were doing in their community. The local non-profits were also invited to

participate in a Board "fair" after the presentations. The fair was set up in a format similar to

"speed dating,"[5] with a quick rotation. Representatives from twenty-three local non-profit

organizations were stationed at tables around a room and met with the participants for a few

minutes each to introduce their organizations and discuss any Board member openings. The

philosophy behind this networking opportunity was not only to provide the soon-to-be

graduating participants another opportunity for community involvement but also to provide the

community an opportunity to learn about, and become involved, with the MCLP organization

and inform the organization of services they need. This leads to how alumni can further assist in

meeting community needs by serving on various boards, leading key community initiatives, and

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[5] The networking fair was set up in a similar fashion. I liked this format because it accommodates both introverts and extroverts.

running for – and serving in – local elective office. In addition to what MCLP already successfully does, it is important as an organization to ask the questions above, and "brainstorm" each year about what other ways it can address community needs.

Learning

Learning is a challenging area for most non-profit organizations but is arguably the most important. The key learning questions to ask regard supporting and/or creating an evaluation system specific to the program are:

1) Has the program defined specific criteria to use for evaluation?

2) Is the program able to identify mistakes and learn from them?

3) Has the organization created an environment of trust to support the evaluation and learning process?

4) How does the organization disseminate its learning to others?

(Meehan, 2001).

Useful Criteria for Evaluation

From the pre-inception to fruition of the Multicultural Leadership Program involved about a three-year process. During this time, a great deal of energy was focused on the curriculum and on securing partnerships to finance and administer the program. Evaluation was not an afterthought, but it also was not on the "front burner." After all, the program was partly designed as an evaluation of other leadership programs. The founder had attended a number of leadership development programs, enough to personally assess "best practices," and then create a best practices outline for the curriculum of the new program he envisioned implementing. He then sought out people not only knowledgeable in leadership development but also in

administering programs. With the active involvement of the Advisory Board, the founder, the

Board of Directors (particularly the curriculum committee), and myself, an evaluation process

was assembled based on lessons learned from the field.[6]

At this juncture in the life of the program, the critical areas to evaluate were identified as

the presenters' performance, the presenters' experience, and the venues for each event[7]. The

evaluation process consisted of using – and recording all relevant data on – a series of excel

spreadsheets. It was necessary to evaluate each presenter to determine whom to invite back for

the next program year and which presenters to replace. In addition, it was necessary to ask the

presenters for their feedback about the program not only for ideas on what was working well and

how to improve, but also to gauge if they would want to continue their involvement with MCLP.

Finally, the need to evaluate the locations came to light through personal observation and

through feedback from the participants. While each location was purposefully chosen for

specific events it became clear some locations simply could not adequately accommodate the

needs of the program. Determining the specific location needs for each event led to the creation

of a location evaluation that would be completed by the class facilitator and event day chairs.

In order to keep overhead cost down, venues that didn't charge a fee for use were sought after by

the curriculum committee for the next program year. The committee could use the evaluation to

determine if a new venue would work well, or if another had to be found.

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[6] A phrase I often used during my Peace Corps service. In this case, the "field" was the program events.

[7] The community projects and mentorship components of the program already had an evaluation process conducted through a committee headed by a Board member. This process was conducted without my assistance and was reviewed after the first program year without guidance from me. In the interest of full disclosure, I would note that I too was assigned a mentor, who would later become my capstone project advisor.

The only pressing issue with the presenter evaluations (which include the session speakers, panelists, panel moderators, and event chairs) created for each session of each event was that the completion of these evaluations would create more work for the participants. As discovered through feedback from the inaugural class, another assignment to complete for each event would not be warmly welcomed. Therefore, it was decided that the support partners[8] assigned to each event would complete presenter evaluations. The speakers were to be evaluated based on their knowledge of the subject matter, how clearly the concepts and ideas were communicated, how effectively they related to the participants, the extent to which they encouraged and responded to questions, their use visual aids, and whether they maintained a good pace sufficient to cover the material. While the panelists' and panel moderators' evaluations were very similar to those of the speakers, the event chairs' evaluation differed slightly in that their main focus was how well the chair moved each session along and engaged the participants between sessions. Each speaker, panelist, panel moderator and event chair would be ranked on a scale where "Excellent" was the best, "Good" next, then "Fair," and finally "Poor." The intention was that even though only two people would complete a formal evaluation, the quality of the feedback would be better because it represented the only evaluations of the presenters. The debriefing sessions that allow for feedback at the close of each event would continue to provide useful information from the rest of the participants.

The designing and implementing process of these evaluations influenced "higher" aspects of the program, including the program curriculum and the management of the program events (as will be discussed later.)

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[8] Participants were assigned a support partner who assisted them in completing work for their assigned event (as will be detailed later).

Identifying Mistakes and Learning from Them

As mentioned previously, stakeholders wanted to see a 100% graduation rate; they wanted each event to be polished and professional, and they wanted a tangible positive impact on the community. The first goal was not met. Only twenty-three of the original twenty-five participants graduated the first year of the program. During the orientation period of the program's inaugural year, participants were given an agreement to read and sign. This agreement outlined the administrative aspects of the program, including attendance and participation. One of the central ideas behind the program was to create a team of leaders, a "cohort." Part of establishing this cohort was ensuring that each participant showed up to each event and became fully engaged during the event. Several participants found themselves in situations where they needed to choose between attending a program event and a different commitment. Early in the program, the Executive Board discussed the attendance policy and determined that one missed event was acceptable, though not desirable; however, a second missed event would result in termination of participation in the program. This policy resulted in the loss of two participants in the inaugural year and led to further discussion about the attendance policy for future years because one of the main goals was (and is) to have a 100% graduation rate.

To maintain the integrity of the program, but also seeking to somewhat relax the attendance policy, the Board of Directors and curriculum committee decided to further develop alternative assignments to be completed for missing sessions. Prior to the start of the first year, the founder had several make-up assignments the participants could do if they missed an event. However, these assignments were not specific to the leadership competencies covered in specific events, and without more formalized guidelines, the participants' make-up assignments varied

greatly in quality. The curriculum committee and I created event specific assignments in a way that ensured that the assignment would take about as much time as the scheduled event that was missed.

Throughout the first year of the program, stakeholders asked, "How do we make this program better?" One particular group of people that had valuable advice was the program's inaugural participants. Looking over notes made during the debriefing section of each event, and at emails from participants over the course of the first year, equipped the Board of Directors and the curriculum planning committee specifically, with some valuable insights into how to answer this fundamental question.

Changes to the program would not be the result of one person's comments about a very specific part of the program; rather, the Board and the curriculum committee sought to review participant feedback by grouping all the comments together and looking for common or recurring themes. This process revealed itself as the best method to determine where changes were needed. Looking over all this material, it became clear that participants needed further clarification from the very beginning about what the program entailed and what expectations the Board of Directors had of them. The task set before the curriculum committee then became how to do this and still preserve the approach that developing leadership skills means not providing a very specific road map.

One simple way to clarify the goals and objectives of the participants prior to the start of the program was to provide them with a syllabus. A syllabus, like one for any advanced college or university course, would outline the course material, the work involved, and projected outcomes. This information had been compiled and presented to the participants during the first year of the program through a calendar of the program events identifying the theme for each

event, and via event agendas. The calendar was provided during the participants' orientation, and the event agendas were provided throughout the program, one week prior to each event. Developing a program syllabus that summarizes the event agendas (which would vary little from year to year) and laying out the expectations would adequately address many of the inaugural year participants' concerns and suggestions.

The program syllabus developed for the second year of the program was designed to include the following: 1) required texts, 2) description of the program, 3) program objectives, 4) program components and required participation, 5) thematic outline, 6) assignment due dates, 7) event goals, 8) ideas for how to get more out of each event, and 9) a list of recommended books.

The program objectives were created to clarify for each participant exactly what he/she would learn and what skills she/he would develop or improve by completing the program. The objectives were developed through a collaborative process between the curriculum committee chair and myself, then finalized by the founder. The curriculum did not change drastically after the first year of the program and neither did the objectives; however, the hope was that putting this information on paper would guide the participants' allocation of time to spend on program-related work throughout the course of the program. Below is the synopsis of the program objectives as they appeared on the syllabus.

Program Objectives: At the completion of this program, participants will be able to:

- Develop a personal leadership philosophy, learn how to deliver motivational presentations and serve as leader to help others achieve their dreams for the community.

- Understand emotional intelligence and how to regulate their own emotional states and make effective choices.

- Learn guidelines for receiving and giving feedback effectively, as leader or team member.

- Practice techniques for setting priorities, assessing progress and identifying qualities and habits of successful managers and leaders.

- Develop a change management plan, identify risks and understand how leaders work through others to identify creative solutions to problems or barriers.

- Understand a framework for resolving ethical questions and the challenges leaders face when working to deliver results within ethical and truthful policies.

- Understand the benefits and characteristics of effective teams. Assess team leader skills and develop guidelines for maximizing team meetings.

Program Components & Required Participation: The program consists of three components: bi-monthly event days, community projects and mentorships. Each component requires significant time, commitment and participation from each participant. Some participants during the inaugural year expressed their surprise at the extensive time commitment required by the program. While they were aware of the event days, they did not anticipate the amount of time it would take to fulfill the requirements for the community project and the mentorship component. The time spent on both of those depended on a number of factors, some of which were not easily predictable. The community projects rely on multiple schedules, as does the mentorship. Again, providing a syllabus at the beginning of the program would (it was hoped) assist the participants in developing schedules in advance to include all aspects of the program. Below is the synopsis of these components of the program as they appeared on the syllabus.

Event Attendance, Participation, and Discussion:

1) **Events:** Each event involves extensive participation. Each participant is expected to complete the preparation assignment, attend on time, and participate regularly during event sessions and debriefings.

2) **Community Projects:** Each participant will be assigned to a community group project. In general, participants will be expected to contribute to their assigned group project by

attending and participating in all group meetings, and by preparing project materials for their mid-term and final presentations (handouts, charts, and/or visual materials).

3) **Mentorship:** Each participant will be assigned a mentor, each of whom is an organizational leader in McLean County. Participants are expected to meet with their mentors at least once a month and to work with them on their Individual Development Plan.

Author Toni Morrison stated, "If there's a book that you want to read, but it hasn't been written yet, then you must write it." Before meeting the inaugural Multicultural Leadership Program Class of 2010 face-to-face, the founder had asked me to write a short biography for myself as an example to give the participants. In addition to supplying my own biography as an example, I requested that they complete their first writing assignment without mentioning their place of employment or their credentials. I already knew their "stats" from their applications; I wanted to know what wasn't on the application. Leadership is not just about one's accomplishments in life, it is about one's attitude *toward* life. One's career and education can speak volumes about a person. However, we do not all go through life with the same opportunities and support systems that often go hand-in-hand with great accomplishments. What we all have, however, is a story worth sharing, and that is what I wanted to read and promote on the website.[9]

When the inaugural year of the program began, only a few writing assignments had been developed, and they were explained throughout the course of the program year. The founder and I met and developed guidelines for several other writing assignments, including a mid-term report, newsletter article submissions, and make-up assignments. During the last few weeks of

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[9] To read the participants' stories go to: www.mclp.org.

the inaugural year, the curriculum committee met and further refined the writing assignments for the entire program, based on participants' feedback and on my own observations. The curriculum chair introduced the idea of providing each participant with a journal to keep a record of his/her leadership journey. The committee chair also introduced the idea of each participant creating an Individual Development Plan. The founder, the curriculum chair and I determined the final list of the writing assignments as follows:

1. Participants are assigned a support partner. The partners are assigned an event for which they are responsible for writing an event summary/analysis and thank you notes to all the presenters & event day chairs.

2. Participants are provided journals in which to record "ah ha" moments, in addition to other journal entries assigned throughout the course of the program as indicated on the event agendas.

3. Individual Development Plan: this plan is intended as a communication tool to articulate the participants' goals and plans to their mentor, who will then provide assistance and guidance during their leadership journey.

4. Community Project Proposal: this proposal will be based on information gathered by the assigned team from the project sponsor, liaison, and mentor.

5. Community Project Mid-term Report: this report is a summary of the project and its status midway in the program.

6. Community Project Executive Report: this final paper will include a summary of the project, and sections covering the goals, conclusions, recommendations and

methodology. A copy of the Executive Report will be provided to the non-profit agency sponsor.

To further explain the goals which not only the Board of Directors but also all stakeholders in the program entertained for the participants, I created the following section of the syllabus titled, "Event Goals." This was based on my syllabus for a Seminar in International Relations taught by Dr. Michaelene Cox in the Department of Politics and Government. If the participants could meet these event goals, they would be more likely to meet and exceed the expectations of the stakeholders for them beyond their participation in the program.

Event Goals:

1. **Mastery.** Every event is to assist in the participants' mastery of the topic under study.

2. **Method.** In addition to the content of the course, these events are to make the participant think about some aspect of method – that is, how leadership is expressed and put into practice.

3. **Community.** Closely related to the second goal is: to create a community in which the class not only talks about the topic bringing them together, but also continues to learn how to talk – how to listen, how to express disagreement, how to defend one's position, how to change one's mind, how to clarify a question or a point of confusion, and so on.

The following also was adapted from the syllabus for Dr. Cox's Seminar in International Relations. During the inaugural year I sent email reminders for participants to come prepared with questions prior to the event. Too many times there were no questions asked during the question-and-answer portion of each session. Dr. Cox made mandatory the formation of questions prior to class. This always assisted me in preparation, and it seemed only logical that it would assist the participants of MCLP as well, as the program moved into its second year.

How to Get More from Each Event: Before attending each event, read preparation assignments carefully (found at the top of each agenda). For each event, write a few questions to spark discussion, using the following categories as guides. *Some questions you may come up with before the event; some you will come up with during the different sessions of the event.*

- **Closed-end factual question** (Probing query that will help everyone in the class come to an agreement about the material. This question usually has a correct answer and deals with a significant matter, such as asking for supporting evidence).

- **Open-ended factual question** (Insightful query that will require proof or logic, and spur group discussion to discover or explore the answer to that question, such as identifying the particular methodology taken by the speaker[s]).

- **Analytical question** (Invites comparison/contrast with other specific topics we have covered; encourages and promotes critical judgment of the arguments, evidence, choice of methodology.)

- **Practical connection question** (Asks how the matter in some way relates to everyday life and issues – home and work)

- **Personal perspective question** (Explores reflections on the topic, such as interest level, what is surprising, relevant, controversial, persuasive, etc.)

Changes to the Participation Agreement, and the modest changes to the curriculum as outlined in the syllabus, were just a sampling of what was learned through the official and unofficial ways[10] the program was evaluated. The management of the events, as discussed later in this report, highlights some of the other changes made as a result of the lessons learned during the inaugural year. It is evident there is much room for improvement in the evaluation process,

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[10] It could be argued that my notes and observations were official evaluations, but I will not make that argument here.

and it will no doubt be refined in the future as the program grows and changes. I state this with certainty because every individual involved in the Advisory Board, the Board of Directors, the various committees, the volunteers (including, but not limited to, the speakers, mentors and event chairs) were all asking the same pressing question: "How do we make this program better?"

Establishing an Environment of Trust to Support the Evaluation and Learning Process

To establish an environment of trust among participants, the founder, and myself, the founder led a brief session at the close of each event during which participants were encouraged to provide "takeaways" or "ah ha moments[11]" from the event, as well as feedback regarding any other aspect of the event. During these sessions it became clear both to the founder and to me that the participants deemed this time as "safe" – a time to share their true and honest opinions about everything ranging from the choice of granola bars to impacts of the presenters. This feedback assisted in the development of presenter and location evaluations. The founder often reminded the two Boards and me that the participants' opinions could specifically help or hurt the image of the organization. They were the "clients," and if they didn't have a favorable experience, it could affect the organization's image negatively in the community, as "word of mouth" spreads quickly in a small metropolitan area like Bloomington-Normal. At this point, the program was not even a year old, so that each negative remark would weigh more heavily in local opinion than if there were several years of experience and results behind the program. Therefore, their opinions during these sessions were given the weight of an official evaluation process, and were shared during brainstorming sessions with the curriculum committee.

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[11] This was just one phrase in the new leadership jargon I learned over the course of my internship.

Disseminating Learning to Others

The Advisory Board, the Board of Directors, the founder, the participants and I were able to exchange ideas freely because of the establishment of trust and having taken the time to establish good working relationships. There were different channels of communication. The founder was the liaison between the Advisory Board and the Board of Directors. And at least initially, he was the liaison between me and the Board of Directors; however, as my tasks changed over the course of the year, it became necessary for me to work more directly with Board members. The founder and I were the liaisons between the participants and the boards. This system of communication worked well. Still lacking, however, was a perfect communication system between the session presenters for each program and everyone else involved in that program.

The session presenters were chosen by a number of individuals who were involved in the initial planning of the program curriculum. As the program progressed through a number of events, it became clear that some presenters naturally fit into the leadership program's evolving environment while others did not. The program participants quickly became a cohort, establishing themselves as knowledgeable and eager students. In a classroom with one teacher, the teacher will see the development of the students and react to their development. However, in a program with many presenters (who may not normally present in this context and who may see the participants only once throughout the whole program), the presenters may find it more challenging to gauge where the participants were in their development. Prior to the presenters' arrival, and hopefully prior to their preparation, they received an email from the event chair highlighting what the participants had learned previously and what was on the agenda for the day, including the presenter's session. However (and significantly), this process wasn't

formalized from the beginning, and the information some presenters received prior to their

presentations may have been lacking in important respects. As we discovered after a number of

events that first year, establishing protocols for all presenters involved in each event would

enhance their capacity to further assist the participants in their development as leaders. Further

information regarding the protocol is discussed in the "Events Management" section of this

report.

Based on my previous experience with well-established programs, the longer the program

has been operating, the less time and energy the organization spends on learning with each

passing year. The phrase "If it isn't broke, don't fix it" is rarely if ever applicable in community

programs. As a community grows and changes, so do its needs. As needs evolve, so should

programs. Continuing to improve not only a program, but *how to evaluate* a program, is critical

to maintaining both program relevance and effectiveness.

Sustainability

Pathfinder International, in its "Series 3, Organizational Sustainability Model 1" defines
sustainability as:

"...The ability of an organization to secure and manage sufficient resources to enable it to fulfill
its mission effectively and consistently over time without excessive dependence on any single
funding source, including maintaining its ability to continue offering quality services and having
an impact long after primary donor funding is withdrawn..."

Key questions to ask regarding sustainability refer to the organization's administrative
endurance.

1) How is the organization going to generate the financial resources to keep going?

2) Is there a strategy in place for staff and board member development?

3) Is there a strategy for staff and board member transitioning (that is, joining or

leaving the Board)?

(Meehan, 2001).

Generating Financial Resources

As noted earlier in this report, Bloomington-Normal is "one of the fastest-growing metropolitan areas in Illinois." (Bloomington-Normal Economic Development Council [EDC] website). It is home to the second busiest Amtrak station in Illinois after Chicago, as well as to the Central Illinois Regional Airport. The area has four higher education institutions, including Illinois State University, Illinois Wesleyan University, Heartland Community College, and Lincoln College. Fortune 500 companies like State Farm, Caterpillar, ADM and Mitsubishi are headquartered within a larger area covering 50 miles (Bloomington-Normal EDC website). These are all potential resources for the Multicultural Leadership Program, and indeed some of these entities are already deeply committed to the program. With only one paid support staff person, a working Board of Directors, and dozens of other highly motivated committee members, MCLP was able to keep administrative costs low during its first year. In addition, partnerships with the University of Illinois McLean County Extension office, Heartland Community College and Illinois Prairie Community Foundation in the first year of the program, and with Illinois State University, Heartland Community College and Illinois Prairie Community Foundation going into the program's second year, have assisted in covering many administrative costs such as printing, office space, available technology, and financial management. Many of the volunteers also use their power of persuasion and networking skills to secure in-kind donations for event space, food for the events, and program supplies (including, among other things, leadership books for the participants). In the future, the program should collect data regarding alumni outcomes and "success stories," which would aid in securing grant funding, in addition to reassuring past, current, and future sponsors that the program is producing the results that it claims in its marketing.

Prior to my involvement with the program, the founder and the initial Board of

Directors[12] had secured financial sponsors at various levels of sponsorship as determined in the

guidelines they created. The guidelines included what returns the sponsors would have for their

sponsorship, including having their logos on marketing material and being guaranteed seats or

tables at various program events. In addition to the partnerships, the first-year sponsors were

State Farm, State Farm Bank, Country Financial (under the sponsorship category "Visionary");

Verizon (under the category "Platinum"); HTC Global Services (in the "Gold" category); and

AFNI and Commerce Bank (in the "Silver" category). The program also had the support of

individual donors and in-kind donors. As the inaugural year drew to a close, a fundraising

committee was being developed to assist in generating the financial resources necessary to

continue the program. Fundraising was a weak area during the first year, as most energy

(especially on my part) was focused on the administration of the events. Further work needs to

be done to secure funding for the future.

Strategy For Staff and Board Member Development

"Generosity in leadership is where one sees their leaders generous with their time for
others, generous in their praise and advice for others, generous in the care/compassion they show
to others and generous in giving back to the organization/community that gave them their
opportunities. I think this quality separates a good manager from a great leader. And it is just this
quality that I see in abundance in the Multi Cultural Leadership Program coordinators and
founders. These people are living out that quality for the example and inspiration of the program
participants, mentors and associates. What a tribute to the art of leadership and our program!"
(Leadership Untapped, Volume 1, Issue 3) ~ Sue Kirk, 2010 Class Presenter and later an MCLP
Board Member.

Staff and board member development happened somewhat naturally during the program's

first year. As the only paid staff member, I was very fortunate that part of my responsibilities

included attending all leadership events, during which I could develop and hone my own

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[12] As previously noted, the initial Board of Directors included individuals that opted out after the
planning phase of the program was completed.

leadership skills. The founder and I had almost weekly meetings to go over upcoming and

ongoing tasks. Through these meetings, we created a positive working relationship, through

which I was given constructive feedback. The founder, members of the Board of Directors, and

committee members established a positive and creative working atmosphere in which I was able

to communicate my ideas and interests and pursue them, which further facilitated my

development as a program coordinator and leader.

The Board of Directors established a solid foundation after about six months of the

program's active operation. This was the result of a strategic planning session to address head-

on some of the more challenging issues facing the organization. After it was suggested several

times that the Board should have a retreat, the founder agreed to set up a strategic planning

meeting led by a member of Advisory Board who also happened to be a leadership consultant.

The tasks that came from this session will be further discussed in the "Sustainability" Section of

this report. The idea behind Board retreats is providing a time and venue for Boards to meet and

not discuss daily responsibilities and tasks, but rather to "challenge assumptions and rethink systems,

begin a strategic planning process, tackle difficult issues, forge camaraderie, and improve

productivity." (Hughes, 2011). The agenda and activities of a Board retreat should be clearly tied

to the organization's strategic challenges and goals, which will hopefully be further refined in the

course of the retreat. The qualities of a successful Board retreat are: setting realistic objectives

and focusing on a few key issues in depth; addressing meaningful topics rather than business as

usual; engaging all Board members; flexibility in format by allowing time to consider ideas that

might arise unexpectedly; and providing plenty of opportunities for socializing. (Hughes, 2011).

The Board retreat for MCLP was successful in that, at the close, there was an actionable plan for the

future, to which every Board member contributed something.

One area the Board identified as requiring action during the retreat was further developing roles and responsibilities for Board members.   All Board members at the table understood that a strong, active and committed Board was essential to creating and building a strong program. In addition to the program alumni, the Board of Directors would determine the success of MCLP. It is the Board that has the ultimate legal authority and responsibility for all activities and resources of the program. While the program coordinator is responsible for most of the day-to-day work, it is the Board's responsibility to supervise and approve decisions affecting goals, policies, plans, and the program. A useful analogy are the three G's attributed to the Junior League: "give it, get it, or get off." (Facilitation Resources Volume 3: Getting Focused: Vision/Mission Goals). The "it" refers not only to money, but also to time, talent, and expertise, as well as to prestige or valuable contacts. There is no room on the Board for people who are Board members in name only and rarely show up for meetings. Candidates for Board membership should possess the following:

- Money or the ability to raise it through their own connections, talent, or energies

- Experience and wisdom in leadership development.

- Professional skills in legal matters, accounting, managing, marketing, and fundraising.

- Representatives of key constituencies: business, small business, non-profit, education, and government.

Each member of the Board of Directors of the Multicultural Leadership Program (MCLP) was committing to ensure that MCLP does the best work possible in pursuit of its goals. Each member was committed to the purpose and the mission of MCLP, and to acting responsibly and prudently as its steward. Responsibilities as an MCLP Board member were determined to be:

- **Program Vision and Planning:** assisting the MCLP Board in developing a sustainable program with a vision, mission and measurable goals that serve the community's needs.

- **Development of Program Policy:** assisting the MCLP Board in creating structured policies for the organization, which provide direction and support for the program.

- **Implementing Public Relations:** assisting with public relations and media opportunities. Serve as a program advocate to effectively spread the word about program services. As a community leader, will create and carry out a strategy for ensuring that the organization is visible and is viewed favorably by the community.

- **Funding Leadership:** assisting the MCLP Board with raising program funds needed to develop and run the program. Each member will pledge or make a personal financial contribution at a level that is meaningful.

- **Financial Oversight:** reviewing the MCLP annual budget and serve as an impartial body to monitor program expenditures and balances from month to month, as well as preside over annual audits.

- **Subcommittees:** The board may develop subcommittees, each of which has assigned tasks in specific areas. These subcommittees may be short-lived according to a specific assignment, or they may be ongoing. Each member will serve on such a sub-committee as and when the need arises.

- **Tenure:** serving a minimum one-year term as a Board member, or a three-year term if chosen to serve as an officer. Each member is expected to nominate a replacement at the end of his/her term.

- **Time Commitment:** spending an average of at least five hours a month to assist with MCLP goals. This requirement will increase to an average of at least 10 hours a month in an officer position.

- **Attendance:** attending at least 75% of the monthly Board meetings; assigned committee meetings, and other identified MCLP Board events.

- **Participant Selection:** assisting the MCLP Board of Directors in the recruitment of program participants.

- **Conflict of Interest:** acting in the best interests of the organization and excusing herself/himself from discussions and votes where a conflict of interest exists.

- **Other Tasks:** may be requested to address a specific organizational need. These tasks are usually short-term and are concluded as soon as their specific goals are met.

In addition, if any Board member fails to fulfill the commitments to MCLP, as stated above, the Board president would contact the member to discuss options, including stepping down from the Board.

The Multicultural Leadership Program would be responsible to Board members in the following ways:

- Sending, without request, timely financial reports and an update of all organizational activities.

- Offering opportunities to discuss with the Board and the president the MCLP's programs, goals, activities, and status. Additionally, each Board member can request such an opportunity.

- MCLP and the Board of Directors will assist all Board members in performing duties by keeping everyone informed about issues and by offering opportunities for professional development as a Board member.

- Informing Board members about any interactive leadership sessions that provide an opportunity to interact with the class participants each year.

- Board members and staff will respond in a straightforward fashion to questions that are necessary to carry out Board members' fiscal and moral responsibilities to MCLP. Board members and staff will work in good faith with all others involved toward achieving MCLP goals.

Establishing the priorities of the Board members assisted in focusing the Board's efforts; it also allowed Board members to seek out opportunities they found of interest. Committees were established based on interest and skill to further improve the program and engage the Board members in the goals and mission of the program.

Strategy for Staff and Board Member Transitioning

I first heard the word "sustainability" while serving as a Peace Corps volunteer. Every idea for a project I had as a volunteer had to be sustainable, meaning that the project would not fail as soon as I completed my service and left the country. Sustainability is challenging for many reasons, and not least is putting egos aside. As the first and only staff member of the program during its inaugural year, it was crucial that I captured (that is, formally recorded) every task I performed and every password I created. Capturing all this information and putting it in the format of a program manual was one of the deliverables discussed prior to the start of my internship. After attending each leadership event and essentially participating in the program

myself[13], I realized that preparing these and other deliverables for my successor was a leadership

tactic, not a way to minimize job security. As will be evident in later sections of this report,

organizing all the material and developing a program manual was no easy task. It was extremely

time consuming; however, there was no other way to make a smooth transition. The founder

knew this, and was rightly adamant about keeping me "on task" to in order establish a solid

administrative foundation for the transition to my replacement.

Identifying and recruiting Board members was the accepted responsibility of the

president, president-elect and past president, with input from the Board of Directors and

Advisory Board. Prospective Board members needed to understand what would be expected of

them. In addition to the "three G's," new members needed to understand program purposes,

resources, organization and history. All new Board members were to participate in an orientation

planned by the president, president-elect or past president, during which they were to be

provided copies of the key documents: by-laws, an organizational chart, a list of chairs, staff

list[14], and functioning committees. Policy and procedure documents, work plans, recent financial

reports and a current budget would also be made available. Prior to the new Board members'

first meeting, they would be provided previous Board meeting minutes and agendas.

One of the strategies for Board transitioning was to recruit members from the graduating

class of MCLP. Shortly before graduation it was announced which members of the inaugural

class would be joining the Board. One of those new Board members was Karen Kapela, who

had written an article in Issue 3 of the MCLP newsletter in which she stated:

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[13] Unofficially I was considered a participant in the program and even completed an application
and was interviewed by a member of the Advisory Board. One major component of the program
I did not participate in was the community projects; however, I attended each session and was
assigned a mentor.
[14] Short as that may be.

"I take home a lot of knowledge from the formal sessions (...) but what I've learned from the other participants is even more than that. We are all so diverse, from experience, to background, to our physical characteristics, to our opinions. It's amazing to calmly sit around a table and discuss thought-provoking ideas and possible solutions. We have become champions for each other and our ideas. We build off each other's questions and help others find answers. We've reached that point of 'gelling' as a group that we can give each other a look and know what the other is thinking."

It is this experience that MCLP should carry over onto its Board. The new Board members were provided an orientation and then "thrown into the fray." Recruited fresh out of class, they come with great ideas and energy, and need a platform to share them, such as Board retreats. We did not do this while I was program coordinator, but I see a great benefit to arranging a Board retreat each year around the month of May to harness the enthusiasm of the new recruits.

Strategic Planning

Planning is a critical component of good management, governance and sustainability; it helps assure relevancy and responsiveness to the needs of the community. Planning provides a basis for monitoring progress and for assessing results and impacts. (Clifton, 2009). The Multicultural Leadership Program completed its first Action Plan in January of 2010.

While the planning process is customized to fit the needs, resources and constraints of an organization, there are underlying "basics" involved in creating a strategic planning framework. The process involves the development of a vision, the organizational mission, environmental scanning, goals, objectives, and strategies (Gordon, 1994). During the formulation of the vision, stakeholder input is best if it is broad-based, and if it then progresses toward the development of detailed organizational action plans – quantified, measurable and always in agreement with the overall vision of the organization. Action plans are implemented and simultaneously coordinated with ongoing budget constraints and resource allocation. The success of each action plan will be measured and evaluated throughout the implementation process.

A "SWOC" analysis (strengths, weaknesses, opportunities, challenges) is an analytical tool that focuses on external and internal factors affecting the organization. When used as a strategic planning tool, it allows stakeholders to develop a focused understanding of where their organization stands at any given point in time, and what future direction is needed to fulfill the vision of the organization (Plant, 2008). In order to effectively respond to change, and to continue to promote value, organizations must identify and understand these internal and external contexts (Bryson, 2004). This step of the strategic planning process is an information-input process where environmental assessments, both internal to the organization (strengths and weaknesses) and external to the organization (opportunities and challenges) are surveyed. This information is central to the organization's success and growth, as it would be difficult for an organization to be effective in the long term if it doesn't have knowledge of its strengths and weaknesses in relation to its opportunities and challenges (Bryson, 2004).

The completion of the environmental scan and SWOC analysis creates a template for the strategic goals. Each issue in the SWOC analysis may be addressed using a correlating goal. Goals usually address long-term issues and are consistent with the organization's vision. The process of defining the goals follows the process of developing the vision, mission and values (Plant, 2008). More input into this part of the planning process comes from the organizational level, where operational systems and priorities are determined, developing a system of accountability allowing individual roles to be assigned within the organization related to each goal and objective (Plant, 2008).

Every goal identified in the strategic planning process will be correlated with one or more performance objectives (Gordon, 2005). Objectives are broad, but must be measurable and also must include dates and task completions. Performance objectives may be identified by

formulating practical alternatives, then determining what barriers may exist to prevent those alternatives from being realized. Once potential barriers have been acknowledged, action plans can then be developed. Strategic goals are set by the strategic planning committee as a whole, while the development of performance objectives and action plans should include input from staff (Plant, 2008).

Action plans specify tasks to address each of the strategic goals and their associated objectives, including identifying who will complete each action and on to what timeline (McNamara, 2009). This is the planning step where the detailed tactics are established, directing the process from vision to action (Gordon, 2005). Action plans are typically assigned to individuals or groups, based on timetables and resource allocation, and integrated into annual performance evaluations to gauge staff and/or stakeholder engagement (Gordon, 2005). As Gordon (2005, p.45) notes, "[T]he greater the understanding by those who implement the plan, the better the buy-in; the better the buy-in, the more aggressively and effectively the goals and objectives will be pursued." The purpose is to ultimately gain consensus to adopt the strategic goals and action plans, and for this to happen, the identified issues must have solutions that are liable to succeed (Bryson, 2004).

Action plans generally cover a period of time ranging from three to twelve months, a period that is compatible with annual budgeting practices, resource allocation and annual performance evaluations (Collaborative Connections, 2008). However, the planning process does not end with the identification and implementation of action plans. The strategic plan must be constantly reviewed and evaluated; it is a "living document" of the organization's future objectives (Plant, 2008). A report of strategic planning successes to the organization's stakeholders can be regarded as a gauge for measuring how well the organization is performing.

Through this process, the MCLP Board of Directors, the founder and I determined five key goals: 1) leveraging stakeholders, 2) increasing the support base, 3) further formalizing the recruitment process, 4) expanding the fundraising strategy, and 5) improving marketing. Under each of these goals, we determined actions to be taken, the priority of the actions, the deliverables, who would be responsible for each action, and when it would be completed. The final completion date of longest-term action item on this Action Plan was approximately six months. Discussion regarding further strategic planning did not occur during the remainder of my internship. I believe at least a yearlong strategic plan would assist all program stakeholders on focusing on the "big picture," in addition to paying careful attention to the details of each event.

Connections/Networking/Partnerships

Closely connected to the sustainability of an organization are its connections, networks, and partnerships. The following questions regard how an organization establishes a place in the community and builds strategic relationships:

1) Is the organization engaging other community organizations through partnerships?

2) Is the organization making connections with local policymakers, media, and businesses?

3) Is the organization sharing its resources with others?

4) Is the organization learning from other organizations?

(Meehan, 2001).

Establishing and Leveraging Partnerships

Predictably, a variety of organizations offers community leadership development programs, including chambers of commerce, private non-profit agencies, local governments, and institutions of higher education. (Williams and Wade, 2002). Often administration of these

programs represents a collaborative effort of several partnering organizations that support similar goals, specifically community development. (Williams and Wade, 2002). With different organizations involved, different combinations of strengths are brought to the table. "Strong partnerships encourage several outcomes: (1) broader and more comprehensive analysis of issues addressed by the program; (2) greater and more diversified response capacity; (3) more innovative programs; (4) more thorough examination of stakeholders and their interests." (Williams and Wade, 2002, p. 61). "The costs and demands of operating effective programs make partnerships essential." (Williams and Wade, 2002, p. 61). Institutions of higher education are ideal partners for working more closely with community-based organizations to plan and administer leadership development programs. (Williams and Wade, 2002).

The founder, during the three-year planning process prior to the launch of the MCLP, set out to find organizations with which to partner to provide administrative support; sponsors and donors to establish financial support; speakers and professionals to teach the leadership competencies; professionals to serve as mentors to the participants to help guide them through their leadership journey; businesses to provide facilities for the leadership events; non-profit organizations to develop community projects for the participants to complete; employers to recruit the applicants for each program year; and community leaders to serve on the Board and as advisors for the program. The latter was possibly the most important, as the Board members and advisors recruited to MCLP developed the "sustainable volunteer base to continue and advocate for the program's mission." (Aytam Survey). With assistance, he recruited seventy-six speakers, facilitators, panelists, and moderators; twenty-five participant mentors; four community project mentors; eighteen Board members; and sixteen Advisory Board members who volunteered their

time and expertise during the program's first year. Two hundred and six community members were in attendance at the first MCLP graduation on April 3, 2010.

A great deal of time and planning went into establishing a strong network of volunteers and several strategic partnerships, to bring MCLP to the point of graduating its first class. Due to management and resource-allocation changes within the University of Illinois, McLean County Extension office throughout the program's first year, it became clear that it was necessary to explore other, more stable partnership options. I would be the first (and only) staff member with an office at the U. of I., McLean County Extension office. After my internship, the new part-time program coordinator would have an office at Illinois State University. Both ISU and Heartland Community College had supported the program during the first year by providing space to hold several of the events, and some key individuals at both institutions donated their time and expertise to share with the participants during panel discussions. By leveraging these already established connections, an administrative partner – namely, Illinois State University – was secured for the second year of the program.

Connections with Policymakers, the Media, and Businesses

From its very origins, the Multicultural Leadership Program has focused on building intentional relationships among individuals, organizations, local government and businesses. The purpose of these connections has been to communicate, cooperate, and coordinate for the purpose of achieving common goals. Connections made with these goals in mind create shared values, and support both sustainable communities and citizen participation (DeVita, Fleming, and Twombly, 2000). The promotion of collaborations between MCLP and the top employers in the Bloomington/Normal community was a first priority in the process of creating support networks for both the program and the program participants.

A component of the program that relied strongly on the connections made was mentoring of the participants. In order to provide a mentor for each participant – a mentor who would relate to the participant's interests, goals, and ambitions – at least twenty-five strong leaders needed to be identified, approached and perhaps coaxed into volunteering as a mentor. However, it was clear from the outset why this endeavor was so important to undertake. "Mentoring may be just one facet of career development for leaders, but research suggests that mentoring leads to increased performance and promotion rates, early career advancement, greater upward mobility, higher income, greater job satisfactions, enhanced leadership ability, and perceptions of greater success and influence in an organization." (Farrow, 2008, p. 26)

Making connections and getting people to commit to a sustained effort is something the founder is very skilled in doing. His tenacity in persuading people to say 'yes' is legendary among anyone involved with MCLP during that first year. The strategy was simple: persuade influential individuals to attend and/or participate in MCLP events, and then "wow" them. Karen Schmidt, Alderwoman of Ward 6 in the City of Bloomington, was the day chair for the Politics and Social Justice event in the inaugural year, and also participated in the panel discussion hosted by local radio personality Jim Brown, the voice that many (including myself) woke up to in the morning on WGLT-FM. After participating in the event, Alderwoman Schmidt, in an article for the third issue of the MCLP newsletter, *Leadership Untapped*, wrote, "Your work in the inaugural MCLP program is a giant step towards hearing all our voices in Bloomington-Normal, and celebrating our different approaches to living and helping each other. I get a kick out of hearing people who have come to talk with you later say to me, 'I had the best experience last weekend! I worked with the MultiCultural Leadership Program fellows. Do you know about them? They are phenomenal!'" Over the course of the first year, several articles

regarding the program appeared in the local newspaper, *The Pantagraph*. In addition, several

Board of Directors and Advisory Board members, as well as program graduates, were

interviewed on local radio stations including WXRJ-FM, WJBC-AM and WGLT.

Sharing Resources with Others

Four community projects were completed as a part of the program, addressing four

crucial needs in the community – Education, Healthcare, strengthening the Public Sector and

Community Development. The projects were completed in partnership with the Boys and Girls

Club of McLean County, which worked with participants on developing an Operation/Employee

Policies and Procedures Manual; the Community Cancer Center, where participants worked on

an initiative to increase Mammography screening rates for Hispanic women in McLean County;

the McLean County Juvenile Court Services--Extension Day Program (EDP), which worked

with participants on enhancing the services and resources that EDP offers to youth in the

program; and Mid-Central Community Action, which worked with participants on developing a

Continuity of Operations Plan (COOP).

The most crucial resources MCLP has, however, are its participants and alumni, as is

evident from Alderwoman Schmidt's comment. The success of MCLP truly rests in the hands of

those selected to go through the program. Throughout the program the participants are using

their skills and resources to work on designated community projects. Toward the end of the

program they are involved in a non-profit "Board Fair," during which they meet with directors

on the boards of local non-profit organizations to learn more about the organizations and about

possible board openings. MCLP provides many opportunities for the participants to give back to

the community; however, after graduation it is entirely up to the new graduates. In an attempt to

ensure further community involvement from MCLP graduates, the curriculum was tailored to

focus more on the individual through practical application of the information shared and taught, rather than focusing, like other leadership programs, on community awareness. (Aytam Survey). As a result of the strategic planning session, an individual from the Advisory Board was to further develop alumni engagement opportunities. This is an area that should be further researched and developed with each passing year, so as not to lose touch with this valuable resource.

Learning from Other Organizations

As previously mentioned, it was clear from the beginning that the founder, the Board of Directors and the Advisory Board were all skilled in using their respective connections for the benefit of the program. In addition, they brought a wealth of knowledge to MCLP through their roles and responsibilities in businesses, government, and/or other non-profit organizations. Few, if any, on either of the Boards were first-time Board members. As mentioned, Ms. Frautschi had already had experience starting a successful leadership program. Members of these Boards were able to utilize their previous experience and knowledge for the betterment of MCLP because of the positive working environment created among the Board members. Ideas were able to flow freely and were captured by either the founder (for the Advisory Board) or myself (for the Board of Directors), and were explored further as to whether to proceed with any new idea or solution to an existing challenge. Mr. Aytam also possessed a wealth of knowledge regarding how other organizations delivered leadership programs, having gone through two such programs himself (as noted earlier).

Social Change

Meehan (2001) raises a number of important questions about the impacts of an organization's mission and activities on social change in the local community:

1. Is the organization taking an active role in building a movement for social change and advocating for changes in policy?

2. Is the organization developing new models for delivering services and is the model replicable?

3. Is the organization raising public awareness and consensus regarding its mission?

Taking an Active Role for Social Change and Advocating for Changes in Policy

"A leadership crisis is occurring in the many urban and rural communities where leadership is held by a small percentage of residents (...). It is vital to tap into the diverse leadership potential that is available in all communities." (Tabb and Montesi, 2009, p. 332). Communities face challenges that are only going to become more complex and overwhelming as those communities grow and become more diverse. (Williams and Wade, 2002, p. 61) The new notions of leadership stress that leadership is not simply the domain of a few, but is prevalent throughout organizations and communities in the untapped talent of all people. (Alimo-Metcalfe, 2008, p.4). The role of leadership development programs – through their supporters, staff, boards and volunteers – is to create a culture in which such latent potential is nourished, recognized and engaged in proactive ways for the betterment of the community, families, and employers. (Alimo-Metcalfe, 2008; Williams and Wade, 2002; Tabb and Montesi, 2009; Day, 2001).

"Leadership development is defined as expanding the collective capacity of organizational members to engage effectively in leadership roles and processes. Leadership roles

refer to those that come with and without formal authority (...). Leadership processes are those that generally enable groups of people to work together in meaningful ways (…)." (Day, 2001 p. 582) Therefore, a leadership development approach needs to be positioned to build capacity with the expectation that challenges will always arise. (Day, 2001).

Shared leadership, which is emphasized in the program through the community projects, is defined as "a relational, collaborative leadership process or phenomenon involving teams or groups that mutually influence one another and collectively share duties and responsibilities otherwise relegated to a single, central leader." (Kocolowski, 2010, p. 24). Under shared leadership, leaders utilize their individual strengths, and as team members they take on leadership tasks for which they are best suited and/or are most motivated to accomplish. Organizations benefit from diversity of thought brought by all the leaders to the decision-making table. (Kocolowski, 2010). This is the mission MCLP is constantly marketing in the Bloomington-Normal area. With every radio interview, with every article in *The Pantagraph*, with every new non-profit organization selected to join the Board Fair or to participate in the community projects, MCLP is actively advocating for diverse leaders to be embraced at decision-making tables. And again, another avenue to further pursue is how to establish the alumni as strong advocates for the program.

"What distinguishes leaders from follows is the power resources possessed by leaders that permit the exercise of more influence than that which can be exercised by followers. Power resources include the ability of leaders to transform individual private interests into common purposes that convey greater meaning than mundane factors such as status or material gain, including reciprocity and mutuality as features of the interaction structure." (Pigg, 1999, p. 201).

In addition to advocating for the program, alumni may become advocates for other social change. Perhaps they will become advocates in an area they discovered through the community projects. Or perhaps they will become stronger advocates for interests they had prior to the program. Directly after the first year of the program, it was very difficult to conclusively point to program outcomes. This is why it is imperative to maintain strong ties with program alumni, and after several years, explore what they have done since their time in the program and what positive outcomes may be attributed to their participation.

Developing and Replicating New Models for Delivering Services

Community leadership development programs are not a new idea; however, they are a suitable setting in which to consider processes, as well as outcomes related to empowerment. "Empowerment does not occur without actions that manifest themselves in empowerment outcomes, that is, community changes that give those perceived to be powerless access to decision-making arenas and processes, or that eliminate the social and political obstacles to authentic and effective civic participation in the affairs of the community." (Pigg, 2002, p. 108-109). "Leadership training programs seek to provide emerging leaders with experiences that will strengthen their ability to lead. They increase participants' capacity by strengthening their knowledge, skills, and self efficacy (human capital) and by increasing their access to networks and resources (political capital)." (Fernandez, Gutierrez ad Butler, 2007, p. 62). The impact of training, however, is visible only when individual and program activities are linked to specific capital.

It was difficult to ascertain after just one leadership class's graduation whether the differences in how MCLP delivered its training experiences made it a better model than those already in existence. Again, unfortunately, outcomes take longer to track than most of us prefer.

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By the same token, what might work well here, as described previously, may not be easy to replicate because other communities may not have the rich resources available that the Bloomington-Normal area has to offer. The MCLP program relies heavily on the vast number of well-established community leaders to serve on the Boards and committees, present different leadership competencies to the participants and serve as mentors. The vast number of businesses, educational institutions and non-profit organizations plays a large role in the successes of MCLP. Some of the curriculum may be more easily replicated, but again even the curriculum has evolved around the community's resources. "In communities with strong social capacities, community developers may be able to accomplish more ambitious goals, and address longer-term challenges" (Chazdon, 2010, p. 156). In short, the program would not be easily replicated in communities that don't resemble the resource-rich community of Bloomington-Normal.

Raising Public Awareness and Consensus About Mission

The mission statement is a formal articulation of an organization's purpose (Bryson, 2004). The focus of any organization should be on first raising public awareness about the mission of the organization. After all, what good does it do to have a mission no one knows about? As I learned during my graduate assistantship and internship, marketing expertise is what all non-profits need, but few address – or cannot afford to address. I would argue that marketing is just as important as grant writing, as part of the effort to seek funding. It is as important as delivering a high-quality service. We live in a time where a great deal of marketing can be done at little or no cost, and MCLP has capitalized on this "free marketing." In addition to some of the more traditional means of marketing, such as press releases and radio interviews, MCLP has

a website, a Facebook page, a LinkedIn profile, a Twitter account, a newsletter and videos on YouTube.

While others in and outside of the program had often stated that MCLP was an idea whose time had come, I would also point out that the thinking behind MCLP wasn't even "on a lot of people's radar." Yes, individuals such as Karen Schmidt had noticed that the local governments didn't reflect the changing demographics of the community. But such an awareness doesn't translate directly into the need for a new leadership development program. While many people and organizations immediately came (or were nudged) "on board" with the idea of MCLP, there were "doors still shut." (Aytam Survey). Even judging on the basis of a number of positive outcomes – twenty-three graduates, four completed community projects, and two hundred and six community members in attendance at the graduation ceremony – one successful year is not enough to move everyone to "come on board" with MCLP's mission. Improvements in marketing each year will do a great deal to raise awareness of, and build consensus, around the mission, especially if the marketing highlights the outcomes of the program – not only the perceived outcomes, but the quantitative outcomes for the program's alumni.

IMPROVING EVENT MANAGEMENT

"If anything is certain, it is that change is certain. The world we are planning for today will not exist in this form tomorrow." ~ Philip Crosby

During the 2009-2010 program year, the participants attended bi-weekly sessions. The curriculum committee decided prior to the start of the 2010 – 2011 program year that the participants would attend bi-weekly *"events"*. The difference between the two is that *"events"* suggests more 'importance.' A "session" refers to a period of time dedicated to a concrete activity, whereas an "event" suggests something both more complex and more notable. Along

with the name change came the formulation of a stronger program based on the lessons learned from the previous year. The participants in the 2010-2011 program year could look forward to more highly organized leadership training.

As one can imagine, volunteer "buy-in" for new programs is spotty at best. Volunteers, especially business and organization professionals, are quick to offer guidance. However, when it comes to "plodding in the trenches," most (understandably) prefer to see positive results first. Therefore, the "plodding" during the first year was frequently done by the founder and myself (the only paid staff). While each session had what was referred to as a "day chair," many of these individuals relied on the founder or myself to deal with his/her session's logistics. There were, of course, several wonderful exceptions. During that first program year, the founder recruited to the Board of Directors influential individuals who were impressed with the inaugural class and saw the potential of the program for the community. The new Board members produced new community connections to fill the vital roles of the growing program, including "event" chairs, committee members and new speakers. With the guidance of Sonya Mau, a new Board member who established the role of curriculum committee chair (along with several others whom she recruited to the committee), and with the guidance and support of the founder and myself, the "sessions" of the inaugural year were transformed into "events" for purposes of the second year of the program, and management of each event was formalized before the second year started.

The program brought together various stakeholders to communicate, cooperate, and coordinate for the purpose of achieving a common mission: to broaden and deepen the pool of leadership in business, government, and civic and other non-profit organizations. Each program

event was (and continues to be) important in promoting the goals of the entire program; therefore, each *Event Team* was carefully selected and organized.

Process of Selecting Event Teams

The curriculum chair and/or the founder, now armed with positive results to back up their requests (the impacts in the community of the twenty-three newly trained leaders of the inaugural class), purposefully solicited team members for each event in the second year of the program. As written into the program manual, the curriculum chair takes recommendations from the Advisory Board, Board of Directors, and curriculum committee. Once the curriculum chair has made the initial requests, he or she follows up with the individuals contacted and establish the event team members. The curriculum chair is responsible for supplying contact information to the program coordinator to include in the *Communication Log* for each event (discussed later in this paper).

Timeline

Prior to the inaugural year of the program, there was no pre-determined timeline for soliciting team members. This process happened more naturally as the planning of the program progressed. As determined after the inaugural year by the new curriculum committee, the curriculum chair would begin soliciting event team members during and directly after the program year, which extends from the end of July to mid-April of the next calendar year. During the course of the program, the curriculum chair would work with the program coordinator and class facilitator to ensure that the speakers, panelists, and panel moderators who were well received by the previous class were asked to return in the next program year. After the class graduation, the curriculum chair would again begin the solicitation process for any remaining open session in the upcoming program year.

Team Meeting

During the first year of the program, team meeting attendees often were the founder, the day chair and myself, and were held the night before each session. In planning for the second year of the program, it was determined that once the event team was confirmed, the program coordinator would work with the team to schedule the first team meeting. The team meeting attendees were to be the program coordinator, event day chairs (speaker and facilities chairs), class facilitator, curriculum chair, and founder (if available). The purpose of the meeting would be to get every member on the same page regarding the theme of the event, and then progress through the detailed event agenda and the action items for each team member. After the team meeting, every member would be expected to understand his/her action items prior to the event.

Event Rehearsal

During the program's inaugural year, the team meeting and the event rehearsal were one and the same. For more traditional events where the participants would not be moving to several different locations, one meeting/rehearsal would be adequate. However, several events require more preparation, and in those instances the program coordinator can assess which events require an actual rehearsal. To prepare for these events, the program coordinator would arrange a rehearsal at the event venue. The rehearsal would be attended by the program coordinator, event day chairs, class facilitator, curriculum chair, and founder (if available).

During the course of the event rehearsal, the team would determine:
- Location of the restrooms, water fountain, and emergency exits
- Best parking directions
- Signage for directions to room(s) (if necessary)
- Directions for food set-up
- Audio/visual set-up, user name & password (if necessary)
- Room set-up
- Complete Location Evaluation

Detailed Event Agenda

Several sessions into the program's inaugural year, it became clear that more preparation was needed to make each event flow more smoothly. Based on feedback from the participants, it was the little things they noticed and pinpointed as areas to be improved, such as delayed breaks, not enough snacks, and poor layout of a room. To try to anticipate (and alleviate) any possible concerns the participants may have had, I worked with the curriculum chair and prepared detailed event agendas. It was then written into the program manual that the program coordinator would prepare a detailed event agenda and distribute this document via email prior to the team meeting. The agenda would include a timeline of the day and each topic necessary for the event to be a success, the location where each topic would be discussed, and any notes that may provide further assistance. Each event team member would be identified together with the topic(s) for which he/she was responsible during the event, in order to promote accountability. The program coordinator would then revise the detailed event agenda as necessary after the meeting, and distribute it to team members via email to ensure that every team member knows what they are responsible for and how the event will unfold

Roles of the Event Team Members

Program Coordinator:

The responsibilities of the program coordinator in the second year of the program involved a small departure from those in the first year. During the program's inaugural year, the founder and myself shared some of the responsibilities of program coordinator. Over the course of the first year, the program coordinator role was further developed, and with regard to the event teams, this translated into the program coordinator having more direct communication with the event team rather than most communications going through the founder. Therefore, as written

into the program manual, the program coordinator would follow up with each team member in an effort to ensure that all pre-event work is completed in a timely manner. The program coordinator would be responsible for ensuring that all relevant information is passed on to all team members.

Speakers Day Chair:

Another departure from first-year practice was the introduction of two day chairs for each event. One day chair was responsible for the event speakers' needs; the other was responsible for the facilities for the event. As written into the program manual, each MCLP event would have a "speaker" day chair who would complete pre-event work and assist the class facilitator throughout the event. Prior to the event the speaker day chair would receive an email from the program coordinator detailing the pre-event work. The e-mail would include the contact information for all event speakers, an email template to use when sending email communication to the speakers, Presenter Request Form, a class roster pdf, an event agenda pdf, and speaker day-chair checklist. The speaker day chair would then be responsible for taking the information collected from the speaker and report back to the program coordinator. On the day of the event, the speaker day chair would introduce all speakers, and at the end of the event present each speaker with a certificate of appreciation.

Facilities Day Chair:

The facilities day chair would be responsible for completing pre-event work and coordinating the set-up of facilities and food arrangements during the event. The facilities day chair would work with the program coordinator, and with the facilities chairperson on the curriculum committee to determine what facility arrangements have already been made. If food arrangements have not been made, the facilities day chair would seek out in-kind donations for

the event. If donations have not been secured one week prior to the event, the facilities day chair will make food arrangements, pay for the food and apply for reimbursement from the program coordinator directly after the event. During the event the facilities day chair is responsible for the room set-up and for arranging the food (or working with catering, if applicable).

Speakers:

The speakers and panelists at each MCLP event are the most important components of the event besides the program participants. The speakers and panelists are recruited to participate in the program by the curriculum chair and/or the founder. The curriculum chair and/or the founder provides to each set of presenters (speakers and panelists) a topic to cover that advocates (or that at least reflects, and is consistent with) the mission and vision of MCLP.

Class Facilitator:

During the inaugural year of the program the founder and myself shared the responsibilities for facilitation. However, it became clear that facilitation of these events was a great opportunity for another individual to work closely with the class and thereby become a strong advocate for the program. The role of the facilitator was developed to design and manage a process that would help the class accomplish the objectives and goals of the event and of the program as a whole. There are several stages of facilitation and tasks to be completed at each stage, including pre-work, opening, facilitating, and closing the event, as well as following up with other team members. The facilitator would take an active role in guiding the process for each event in the program. (See Appendix B for an outline of stages and tasks of the class facilitator.)

Guidelines for Effective Facilitation

The founder fulfilled the facilitation responsibilities during sessions in the first year of the program, while I was responsible for capturing feedback and main discussion points of the class. For the second program year, there was a need to capture what the Founder seemed to do so effortlessly, and then to create guidelines for the new role. The facilitator would serve as the class guide; however, the class and facilitator share a responsibility for progressing toward the objectives and goals of the program. Adhering to some key guidelines for facilitation would assist in achieving this end: believing the class can make good decisions, ensuring participation, convening various individuals as neutral guides, sharing a sense of class and program goals, working together with trust, improving continuously and utilizing the class's diversity of cultures, thought, and experience. Completing a self-evaluation as a facilitator is instrumental in ensuring that the class will have a positive experience, and thus helping to ensure the continuing success of the program. (Facilitation Resources Volume 1: Understanding Facilitation).

Facilitator Evaluation

Laura Spencer, in *Winning Through Participation*, describes evaluation in terms of whether the class is progressing in its "journey toward action." Evaluations are important for the facilitator, the class and the curriculum committee. The facilitator would fill out a self-evaluation after each event, as well as closing the events with a dialogue involving the class that serves in part as an (informal) evaluation. (Facilitation Resources Volume 1: Understanding Facilitation) The following questions are useful:

1. Were the goals of the event clear?
2. Was the class "on task" in working toward the goals?
3. Was the communication open and honest?
4. Did everyone participate and have a voice in the Q&A and debriefing?
5. Were there distractions?
6. Was the timing appropriate for each session?

7. Did the class provide information and background data to achieve the session goals?
8. Should others have been included who weren't here?
9. Was the facilitator effective and objective?
10. Did the summary/debriefing accurately describe what was accomplished?
11. Were there any "hidden agendas"?

(Adapted from Facilitation Resources Volume 1: Understanding Facilitation)

Event Attendee Management

"Showing up is not all of life – but it counts for a lot." ~ Hillary Clinton

As any program coordinator or director can attest, motivating people to consistently attend events is rarely a simple task. With myriad obligations to fulfill, both personal and work-related, anything extra can be difficult to fit into one's schedule. Program participants have already made the commitment to attend every event and have made a financial contribution toward their participation. However, the other attendees – namely the speakers, panelist, moderators, day chairs and facilitator – have made a commitment without the benefit of learning, (though that may happen) and without payment for their services. It is for this reason that the program coordinator must be steadfast and pleasant when reminding the other attendees of their obligations. This is not to imply that requiring attendance for the participants means there is no management to be done on their behalf. Each stakeholder in the program requires a unique management approach.

As the founder demonstrated during the 2009-2010 program year, once people attend one event, they tend to "buy into" the mission and are very likely to continue attending. The participants, as mentioned numerous times in this paper, are required to be at every event; however, they are not always the only target audience. Prior to the start of the program the curriculum chair, mentor & community project chair, marketing chair, Board of Directors, and founder needed to identify additional event attendees based on the goals and objectives of each

of their respective positions. (See Appendix C for a chart of the additional event attendees broken down by event.) Each of these groups plays a vital role in the program, and to ensure a good experience and continued participation with the program, it is important that each of the groups mentioned below have opportunities to witness how their commitment is directly benefiting program participants.

Participant Management

Class participants are required to attend all events (with the exception of the Recruitment Reception, which is optional). This was a non-negotiable point from the inception of the program. While some discussion took place during the inaugural year about particular participants' circumstances, missing events meant not graduating the program with the class. Participants were provided with a list of dates, times, and locations for each event in their Participant Manual (specific venue details were provided one week prior to the event), as well as having seen this list on the application to the program. The program coordinator sends an email correspondence to the class participants prior to the event, identifying the physical address of the venue, the room(s) where the event takes place and parking directions if necessary. As an attachment, the program coordinator sends an *Event Team Contact Information* pdf to the participants for their own records.

Based on feedback from the 2009-2010 class, during several of the debriefing sessions at the end of events it was mentioned that all communications to participants should to be precise and necessary. In order to limit the volume of e-mails to the class participants, it was determined that the program coordinator would be the primary contact with the participants and would include information regarding the upcoming event, including time and location, and any

additional information from other stakeholders about the event or assignments. Participants

would receive this information via e-mail one week prior to each event.

Presenter Management

A major point made in the feedback from presenters during the first year was that the

communication process needed to be streamlined. The curriculum chair and I went over the

process in general, in particular how on occasion the process would drag out and why this would

happen. Based on this information, the following process was developed to systematize

communications between the program organizers and the presenters. Once the curriculum chair

and/or founder confirmed the presenters, the program coordinator is to send confirmation e-mails

to each speaker. The confirmation e-mail outlines the presenter's session information, including

session topic, date, time, number of attendees, and session description as determined by the

curriculum chair. The e-mail would also inform the presenter(s) of the name of the speaker day

chair, who would contact the presenter(s) via email approximately three to four weeks prior to

the event. The speaker day chair would send an email requesting the presenter to complete a

Presenter Request Form, send a short biography (which the speaker day chair would read as an

introduction on the day of the event), and send any handouts as attachments which the program

coordinator would print for the participants prior to the event.

The speaker day chair would "copy" the program coordinator, founder, and curriculum

chair on the e-mail to the presenter(s). When the presenter(s) replied to the speaker day chair, he

or she would copy the program coordinator, Founder, and curriculum chair. If the presenter(s) do

not copy these individuals, the speaker day chair would forward the email to them, as it is

imperative that the response information is disseminated to the other individuals.

The *Presenter Request Form*[15] would be sent to the presenter prior to the event to determine the presenter's (or presenters') needs. The form provides the presenter(s) the opportunity to choose the preferred seating arrangement for his/her (or their) session, and to check off her/his (or their) audio visual and material needs. The form also reminds the speakers to attach any handout she/he (or they) would like the program coordinator to print for the session.

All handouts would be 3-hole punched in order for the class participants to add the handouts to their Participant Manuals. Handouts sent as attachments by presenters would be saved and stored under the appropriate class and event for future use (as further described later in this paper). This is an important step in ensuring that the participants can easily update their participant manual, which may serve as a useful tool in their future leadership positions.

The speaker day chair would use the presenter biographies to introduce each presenter before a session begins. Presenter biographies would be collected and organized in the order laid out by the agenda for the event. Again, this information is saved and stored under the appropriate class and event heading for future use. The program organizers determined that the more organized the process could be for the presenters, the better their experience would be with the program, and the greater the likelihood of their participation in future years. This became the guiding principle for all management aspects of the program.

After each session the speaker day chair would thank the presenter(s) for his/her (or their) time and expertise, and present a certificate of appreciation and recognition. The program coordinator (using the template developed during the inaugural year) would prepare the certificates of appreciation for the presenters.

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[15] Created by modifying information from Facilitation Resources Volume 2: Contracting and Handling Logistics.

Handling Event Logistics

Struggling through the logistics of the first year of the program prepared me with the necessary information to create tools for easing the tasks of planning, executing, and filing the details of the events. The core of these tools is the Event Plan[16], which is used to organize all the details for each event including tasks such as arranging the room and bringing the supplies, who is responsible for each task, when the task should begin and end, and any additional comments. After going over notes and feedback from the previous program year, I was able to create Event Plans for the next program year prior to the start of that year.

Each event involves a number of important stakeholders. In order to keep each stakeholder connected and up-to-date, there was a need to create a common locus for all contact information. Thus the *Communication Log* was born. The log includes contact information for each stakeholder, who will attend the event (attendees), the date of the event, the venue of the event (including physical address), and the purpose or theme of the event.

The *Event Team Contact Information* document was created from the communication log information – all event stakeholders' contact information was included: his or her role(s) in the event, the event session(s) she or he is involved in (ex: Friday Night in the ER), the company he or she works for, the mailing address of his or her employer, and his or her preferred e-mail address.

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[16] Created by modifying information from Facilitation Resources Volume 3: Getting Focused: Vision/Mission/Goals.

The following roles will typically be in evidence at each event:

1. Speaker Day Chair
2. Facility Day Chair
3. Class Facilitator
4. Program coordinator
5. Speaker(s)
6. Panelists
7. Panel Moderators

This information is distributed to the participants during each event for the purpose of networking and following up on any questions participants may have.

Venue Logistics

As briefly discussed earlier, after the inaugural year the curriculum committee was created to assist in further developing each event experience, which included where the event would take place. Based on notes and feedback, I informed the committee which venues worked well for which sessions and which venues posed challenges. It was then determined, and captured in the program manual, that prior to the start of each program year the curriculum committee would meet to identify venues for each event based on feedback which used the new evaluation tools for different stakeholders. The curriculum committee then worked with the program coordinator in providing a deposit waiver, if necessary, for a venue based on the program's 501(c)3 status. If a venue does not waive the deposit fee, a member of the curriculum committee pays the deposit and requests reimbursement once all venues have been secured. When all venues have been identified, a list of the venues and physical addresses would then be provided to the program coordinator. Once this information is received, the program coordinator updates the *Event Logistics Table for Participants* found in the *Introduction Documents* of the *Participant Manual.*

Food Logistics

PBS aired a special in 2005 entitled "The Meaning of Food," which discussed how food does not merely nourish the body, but "what we eat and with whom we eat can inspire and strengthen the bonds between individuals, communities, and even countries." It was surprising how much feedback there was about the food served at the events. With that in mind, when planning with the curriculum committee commenced prior to the second program year, the focus was first on what food we would like to serve and then how to have it donated. In the program manual it was noted that prior to the start of the program, the curriculum committee would work to identify in-kind food donations, secure catering, or purchase food and beverages for each event. The curriculum committee would work with the program coordinator in keeping a record of this information for budgetary purposes.

Food-Related Items to track:

- In-kind food donations
    - Restaurant Name and Physical Address
    - Restaurant Contact Name, E-mail Address, & Phone Number
    - Description of Donation
- Beverages purchased and consumed
- Snacks purchased and consumed

Food, like every other aspect of the program, was important to track. After the first program year, I ended up with dozens of granola bars that I had tried to distribute at each event for months. While food should not be a primary concern, it is a detail that every attendee remembers and a detail that can be more purposefully thought out. (See Appendix D, Food Logistics table.)

Another detail that has the possibility of detracting from the attendee's experience is an unexpected check-in process. Some of the venues used for the program have security in place that requires individuals to show identification, and also requires that each attendee be included on a check-in list provided prior to the event. Depending on the venue, the program coordinator would create a check-in list, which would include the names of participants, presenters, event day chairs, class facilitator, founder (if applicable), invited additional guests (if applicable), and caterer (if applicable). The list would be provided to the facilities chair for the event, who would then send the list to the appropriate person/department at the venue. This procedure is another reason why it is important to have good communication with the whole event team, and to know exactly who would be attending the event, especially if there were to be additional guests.

Document Management: Getting Organized

"Organizing is what you do before you do something, so that when you do it, it is not all mixed up." ~A.A. Milne

After three years of planning, the inaugural class of the Multicultural Leadership Program began. The coordination of the program turned out to be more "ad hoc" than the careful planning that preceded it. However, in the field of community development, "ad hoc" must not be a phrase that strikes terror into one's heart. Ad hoc is the norm, for better or worse. As the program moved forward, new issues arose, and with each new issue there was a great need for new documentation. One of the least glamorous aspects of program management is document management; however, it is also one of the most important. Each document is a record of how the program functions. To avoid "reinventing the wheel" time and time again, especially considering the turnover rate of volunteers, it is imperative to dedicate time to organizing program documents.

During the course of the first program year, my electronic inbox was overflowing with emails and attachments from the founder of the organization, Board members, speakers and participants. Events took place on a bi-weekly basis, leaving little time for organization between preparation for, and the conclusion of, each event. In addition, throughout the first year of a program, a considerable amount of time must be dedicated to further brainstorming based on the reactions to the previous event. While some organizational aspects of each event remained the same, other programmatic issues arose – participant absences, additional follow-up with volunteers, and losing volunteers, just to name a few. These also are very important to document for future reference.

For eight months documents were created, saved, and stored. This is only the first step; it is the following steps that take painstaking time, foresight, deliberation, and ultimately, agreement. Time, of course, is elusive for anyone deeply involved in managing a new program. This leads back to why the notion of proceeding in an ad hoc way cannot frighten the community development professional. Sometimes, as in this case, it isn't until the end of the first program year that time becomes available. After the first class graduated from the program, the first draft of a document management plan was created. This draft was created by first determining the major elements of the program as a whole. For the 2009-2010 program year, those elements were determined to be: 1) events, 2) the participant manual, 3) the participants themselves, 4) photographs, 5) the graduation event, 6) speaker appreciation and 7) day chairs. All of the miscellaneous documents collected throughout the year were organized under these titles. Below is the Table of Contents for the Class of 2010 electronic filing system for the Multicultural Leadership Program:

Table of Contents for Class of 2010

- **Events Organized by Date** (the following are included under each event)
    - Agenda
    - Handouts
    - Participant Summary
    - Debriefing Notes
    - Other Event-Related Materials
- **Participant Manuals**
    - Cover
    - Participant Letter
    - Participant Agreement Form
    - Class Directory
    - Participant Biographies
    - Tuition Letter
    - Scholarship Letter
    - Higher Performance Leadership-I (HPLI) Assignment
    - StrengthsFinder Instruction Letter
- **Photographs**
    - Events Organized by Date
- **Participants**
    - Roster
    - Attendance Form
    - Make-Up Assignments
- **Graduation Event**
    - Press Release
    - Graduation Flyer
    - Guest List & Table Arrangements
    - Graduation Agenda
    - Graduation Breakfast Bill
    - Graduation PowerPoint
    - Inaugural Multicultural Leadership Class Powerpoint
- **Speaker Appreciation**
    - Certificate of Appreciation Template
    - Thank You E-Mail Template
- **Day Chair**
    - Day Chair E-mail Template to Speakers
    - Day Chair Checklist
    - Expense Report
    - E-mail Attachments for Speakers

    o Day Chair Evaluation

    o Day Chair 'Lessons Learned"

  After each document related to the first year of the program had been accounted for, it was time to move away from an ad hoc management approach and toward a systems approach, which would offer a strategic way to manage sustainability and establish continual improvement. There were many new factors to consider for the second year of the program. As the program coordinator, I had attended every event of the program and each Board of Directors meeting, and met almost weekly with the founder over a period of eight months. During this time, I captured critical feedback from all stakeholders in the program to use in order to better prepare for the second program year.

  Shortly before the inaugural year of the program ended, the founder introduced the new Board members joining the Board of Directors. With these new Board members in place, the founder then determined what committee would be helpful to manage the sustainability of the program and also address the areas where improvement was needed. The chairs of each committee either volunteered or were selected by the founder. Each chair then recruited either other Board members or community members to join the committees. I briefly met with each committee chair, and in some cases attended several of their committee meetings, in order to further develop a systems approach to the document management aspect of the program, as follows:

Table of Contents

Program

- **Event Organized by Date** (the following are included under each event)
    - o Agenda
    - o Detailed Agenda
    - o Event Plan

- o Event Contact Information
- o Participant Summary & Analysis
- o Speaker Day Chair
  - ▪ E-mail Attachments for Speakers
  - ▪ Speaker Handouts
  - ▪ Completed Presenter Request Forms
- o Completed Speaker Evaluations
- o In-Kind Recognition
  - ▪ Thank You Notes
  - ▪ Restaurant Signs
- o Other Event-Related Materials

- **Participant Manuals**
  - o Cover
  - o Welcome Letter
  - o Table of Contents
  - o Introduction Documents
  - o Agendas (Organized by Date)
  - o Notebook Master
  - o Community Project Documents
  - o Mentoring Documents

- **Photographs**
  - o Events (Organized by Date)

- **Media**
  - o Newsletter Sign-Up
  - o Radio Interview Sign-Up

- **Participants**
  - o Roster
  - o Directory
  - o Information Spreadsheet
  - o Attendance Form
  - o Completed Make-Up Assignments (Organized by Last Name)
  - o Applications (Organized by Last Name)
  - o Mentee Forms (Organized by Last Name)
  - o Tuition (Organized by Last Name)

- **Graduation Event**

- **Speaker Confirmations**
  - E-mail to Speaker
  - Confirmation Note

Board of Directors
- **Meeting Agenda**
  - Meeting Agendas, 2009
  - Meeting Agendas, 2010

- **Meeting Minutes**
  - Meeting Minutes, 2009
  - Meeting Minutes 2010

- **Planning Sessions**
  - Strategic Plan

- **Executive Reports**
  - Short Version
  - Long Version

- **Board Contact Information**

- **Board Agreement Form**

Curriculum Committee
- Curriculum
- In-Kind Donation Materials
- Event Chair Confirmation Letter
- Event Chair Spreadsheet
- Speaker Spreadsheet
- Location Spreadsheet
- Location Profile Form

Marketing Committee
- Brochures
- Logos
- Newsletters
- Press Releases

Fundraising Committee
- Inquiry Letters
- Grants

Alumni & Recruitment Committee
- Class of 2011 Applications
- Class of 2010 Alumni Directory
- Additional Attendee List (organized by role, i.e. Mentor, Sponsor)
- 2010 Recruitment Reception Invitation

Mentor & Community Project Committee
- Community Projects 2010
- Community Projects 2011
- Mentors 2010
- Mentors 2011

Templates
- Attendance Sheet
- Board of Directors Meeting Agenda
- Board of Directors Meeting Minutes
- Deposit Waiver
- Detailed Event Agenda
- Event Plan
- Evaluation for Speakers
- Logistics and Arrangement Worksheet
- Meeting Minutes
- Name Plates
- Name Tags
- Newsletter
- Presenter Certificate
- Presenter Evaluation
- Presenter Request Form
- Speaker Day Chair E-mail to Speaker
- Speaker Confirmation
- E-mail Confirmation to Speaker
- Thank You Note
- Tuition Invoice
- Tuition Receipt

Limited by time, finances, and software, the above-referenced document management approach was deemed to be the best practice. However, as the organization grows it will become necessary to find and use a less labor-intensive system. As evidenced by the two lists, each year would bring new facets of the program to categorize. In addition, the method above is not necessarily intuitive to new staff. The program is almost entirely volunteer-run, which means every aspect of the organization needs to be user-friendly, as there would most likely continue to be a high turnover rate. Therefore, it is recommended that the program invest in data management software.

CONCLUSIONS AND RECOMMENDATIONS

Results from the present assessment and evaluation provide ample evidence of the robust organizational capacity and the use of best practices for the administration of the program after only one program year. The organization has demonstrated clearly its capacity to learn and make relevant community connections, in order to remain sustainable over time. The improvements to both the broad-gauged management and more narrowly-focused administration of the program as outlined in the report demonstrate the importance of best practices to the stakeholders involved in the program. The assessment and evaluation suggests the tenacity of the founder and the Boards in their efforts to raise awareness of the program through any means available. These will serve it well as it continues to grow, not just as an organization but also as a movement toward greater inclusion in community decision-making arenas.

Also as demonstrated in the report, there are key areas for future work and assessment. The following recommendations, which outline the undertakings mentioned previously, could not be accomplished in the time frame of the report due to the time constraints of the first year

and/or the nature of the program. The following are the recommendations for future changes

regarding the MCLP program. [17]

Impact Assessment

"By building stronger, well-rounded community members, our community as a whole is

strengthened. By emphasizing diversity, MCLP produces leaders who are equipped to

collaborate in building a stronger community, a community that designs inclusive solutions to

address complex issues, and one with programs that more accurately reflects the people living in

it." (MCLP Marketing Materials). In a safe environment, under the mentorship of community

leaders and with the support of MCLP and other non-profit organizations, participants complete

a wide range of community projects. But what is their impact on the community after MCLP?

"Employees who complete MCLP will develop greater diversity of thought and core leadership

skills that are effective both inside and outside of their place of work. Employees gain a better

understanding of their community and establish meaningful contacts within powerful networks

throughout Mclean County." (MCLP Marketing Materials). Those are powerful statements. But

how many MCLP graduates utilize the connections made possible through MCLP? More

important, have they demonstrated their leadership skills in their workplaces? "Participants

develop leadership competencies and benefit from a robust learning experience through their

class sessions, mentoring relationships, and hands-on community service projects. They walk

away better prepared to be effective employees at their jobs and take on leadership roles in the

community to serve the local organizations." (MCLP Marketing Materials). But are the MCLP

graduated actually more effective employees? What leadership roles have they taken on to serve

the community and myriad local organizations? In general, what demonstrable outcomes are

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[17] MCLP has now graduated several leadership classes, and may have already incorporated some
of the changes recommended in this section.

there to support the contention that MCLP is accomplishing the goals it lays out in its marketing materials?

Given the difficulties inherent in determining the community-level outcomes of a leadership program, especially after so short a time, it is recommended that after at least five years, MCLP engage in an impact assessment. (Gutierrez and Stowell, 2004). The purpose of the assessment is to gather evidence of the tangible effects MCLP has had as of that date on the graduates and their employers, and on the graduates as catalysts for positive changes in their communities. Surveying the graduates about what they can identify regarding their leadership competencies that were developed or strengthened during their participation in the program can accomplish this.

Comprehensive Strategic Plan

Forming a strategic plan was mentioned previously in this report. While the organization conducted one strategic planning meeting during my internship, there is definitely a need for a more robust strategic plan. In addition to Annual Plans, some organizations will even market their Strategic Plan. This is a way to demonstrate to sponsors and partners that the organization is not only looking at what it has accomplished each year, it is also looking to the future and has a "road map" in place. Strategic planning consists of actions taken in the present to meet future objectives – more specifically, a plan of current and planned resource allocations and interactions that establish how an organization will achieve its goals (Mercer, 1991). The process of strategic planning is "a disciplined effort to produce fundamental decisions and action that shape and guide what an organization is, what it does, and why it does it" (Bryson, 2005).

The entire strategic planning process begins with – and must consistently and continuously relate to – the vision statement (Gordon, 2005). The underlying need for the vision

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statement is to establish a governance tool so that every stakeholder understands the objectives of the organization and every decision made is based on these objectives (Plant, 2008). When the intent of the organization is clear, it is able to evolve without experiencing as high a level of chaos. (Plant, 2008).

The completion of the environmental scan and SWOC (strengths, weaknesses, opportunities, challenges) analysis creates a template for the strategic goals. Each issue in the SWOC analysis may be addressed using a corresponding goal. Goals usually address long-term concerns and are consistent with the organization's vision. The process of defining the goals follows the process of developing the vision, mission and values (Plant, 2008). More input into this part of the planning process comes from the organizational level, where operational systems and priorities are determined, developing a system of accountability that allow individual roles to be assigned within the organization related to each goal and objective (Plant, 2008).

Creating a full, complete Strategic Plan, rather than just an Action Plan, will demonstrate the organization's longer-term goals. This goes back to sustainability, as noted previously. While it is appropriate to determine what should be done in the immediate future regarding delivery of the best possible program "this" year and perhaps "next" year, it is imperative to plan for what needs to be done longer-term, so as to ensure that the organization will thrive beyond the immediate future, while remaining consistent with its mission.

Document Retention Policy

As if there weren't already enough pressure to keep all facets of the program well organized, the U.S. Internal Revenue Service (IRS) explains the importance of developing and implementing a document retention policy: "A document retention and destruction policy identifies the record retention responsibilities of staff, volunteers, board members, and outsiders

for maintaining and documenting the storage and destruction of the organization's documents

and records " (IRS Form 990). The *Sarbanes-Oxley Act's* prohibition of the destruction of

documents subject to review in litigation further clarifies why every nonprofit should adopt a

document retention policy. This policy will establish, among other things, a business practice of

systematic document destruction in accordance with an approved schedule. Implementing a

written policy, and the regularized business practice of document destruction according to a

schedule, informs others involved in the organization regarding what documents to retain. A

document retention policy will provide direction on what to save, what to archive, and what to

destroy – and when. "Such a policy is not only a prudent practice, but also sound risk

management." (National Council of Nonprofits website: Document Retention Policies).

The process of developing a document retention policy involves: (1) Identifying what

documents (paper and electronic) are generated; (2) Determining the appropriate, and legal,

lengths of time to retain them; and (3) Creating a written retention schedule. Permanently

retained documents and business records of a nonprofit organization should ideally include:

- Articles of Incorporation

- Determination Letter from the IRS

- Insurance policies

- Meeting Minutes

- Corporate Resolutions

This policy does not affect most of the documents listed under the document management

plan of MCLP; rather, it affects mostly the records not mentioned. Each year applicants will

submit personal information to the program. This information is then disseminated pursuant to

the established application process. Applicants and participants alike have the right to know how

the program will handle their personal information. The application materials should not be kept

indefinitely; rather, it is recommended that the applications of those applicants not selected

should be destroyed after each year's participants are chosen, and have accepted creating a new

and full class. The applications of the participants who *are* chosen can be kept a maximum of

five to seven years. The timeline for destruction of applications should be made readily available

with an explanation of why application materials may be kept on file. The explanation for

keeping such material may be as simple as saying: "This material will be used in the future to

further refine the application and the application process."

Furthermore, this policy must be clear to each actor in the application process. Not only

are the applications held by the program coordinator and the founder, they also are distributed to

other Board members. Most likely this distribution takes place via email. Once the participants

are chosen and have accepted, each actor in the application process is responsible for deleting

any and all emails containing applications.

In addition to application materials, financial records need to be included in any

document retention plan. During the first year of the program, most financial documents were

collected and organized by the founder. As the organization grows, and the budget and expenses

increase, this component of the program will need to become more structured. (See Appendix E

for a modified schedule for the program from Blue Avocado [http://www.blueavocado.org] that

may serve as a good starting point.)

Developing a document retention and destruction policy would only benefit the program.

In addition to guiding the documents already produced, it serves as a guide to the handling of all

future documents. As the program grows and financial management becomes more complex,

having a policy already in place would assist in better organizing this aspect of the program.

"Stay curious and you will travel to the ends of the earth." I found this quote on the inside of a box of raisins (of all places!). It was curiosity that connected me to MCLP to complete the internship portion of my Master's Degree, by serving as program coordinator for a program based on an idea that had finally come to fruition after three years of planning. I was curious about how one initiates a leadership program. What I discovered is that it isn't necessarily the start that is so important, but the ongoing process, and the constant desire of dedicated Board members and volunteers to help in continually improving the program. I have no doubt that the stakeholders of MCLP will make use of these recommendations, if they haven't done so already.

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Illinois State University Institutional Review Board
Research with Human Subjects
Protocol Submission Form

IRB Number
_____20130206_____
(Number to be completed by REC)

Federal regulations and Illinois State University policy require that all research involving humans as subjects be reviewed and approved by the University Institutional Review Board (IRB) prior to conducting the research. *As of January 1, 2011*, **the IRB will not review any protocol submitted without documentation of mandatory CITI training.** For information on training requirements, human subjects research policies, forms, and templates, please visit the Research Ethics & Compliance (REC) website at: **rsp.illinoisstate.edu/research/.**

Please complete and forward this form and all supporting documents to your Department/Unit IRB representative. Handwritten applications will not be accepted. If you have any questions, please contact your Departmental/Unit IRB representative or the Research Ethics & Compliance Office at 438-2529 or via email at rec@IllinoisState.edu.

I.   General Information

A. Protocol Title
Building a Leadership Development Program

B. Purpose of Project								
Student Research (check one):	☐ Class project	*(Course #)*	X	Capstone	☐ Thesis	☐ Batch protocol	*(Course #)*	
Faculty/Staff Research (indicate funding source):								
	X	Non-funded	☐	University funds	☐	Corporate sponsor	☐	Foundation
Externally funded:	☐ To be submitted		☐ Submitted	☐ In Review		☐ Award Pending		☐ Award Made
Name of Sponsor:		Agency Assigned Grant #				RSP #		
Address:			Contact Person:					

Additional personnel should be listed on a separate sheet attached to the protocol. Include (at a minimum) name, role in the research, start date, and CITI Training Completion Code.

II.   Principal Investigator Assurance

As Principal Investigator, I certify that to the best of my knowledge:
1. The information provided for this project is correct
2. I agree to conduct this research as described in the attached supporting documents and no other procedures will be used.
3. I will not implement any changes to the protocol (procedures, personnel, etc.), including modifications requested by the funding agency, prior to receiving written approval from the IRB.
4. I will comply with federal and University policies for conducting ethical research.
5. I will be responsible for ensuring that the work of my co-investigator(s)/student researcher(s) complies with this protocol.

6. Any unexpected or otherwise significant events in the course of this study will be promptly reported to the REC.
7. I understand that any noncompliance associated with this protocol can result in disciplinary action under the IRB as well as the Academic Integrity policy of the University.
_____   _____
Principal Investigator Signature   Date

III.   Protocol Description

A. GENERAL

The IRB is required to assess whether the proposed research design is scientifically sound and will not unnecessarily expose subjects to risk. Please provide a **BRIEF** description of the proposed research. State the goals and/or hypotheses of this study and how these goals relate to previous research in this area. The description must be made in **LAYPERSON'S TERMS**, as the IRB is made up of researchers, non-researchers, and community members with diverse backgrounds and expertise. *Any technical terms or terms of art must be explained.* If the research is being conducted in conjunction with classroom activities, be sure to clearly describe the normal classroom activities separately from the research component.

My capstone report will focus first on defining community and economic development. It will then focus on defining a theory of leadership as a basis for educational efforts to develop leaders who will take responsibility for initiating, formulating, coordinating, and sustaining action to improve their communities. There are three primary objectives: (1) to outline a theory of community and economic development based on leadership; (2) to identify critical elements of community and economic development based on leadership; and (3) to propose recommendations based on the degree of coincidence among community and economic development, leadership theories and the deliverables desired of MCLP graduates.

Phani Aytam, the founder of the inaugural MCLP Program, had participated in numerous leadership development programs throughout his career; his assessment of these various programs was that they were all missing a key ingredient, namely, a focus on molding a demographically diverse group of leaders. Through a survey Mr. Aytam will provide the backstory of why and how he sought to develop the MCLP program.

Incorporating Mr. Aytam's responses to the survey with a demographic, economic, and quality-of-life profile of the Bloomington/Normal community, the report will identify the challenges that have existed in the past to developing a talent pool of more demographically diverse leaders in the community, and how existing programs have not addressed these challenges. The report will identify principles of effective leadership as determined by the MCLP curriculum, and briefly describe the program's pedagogy and design.

In addition to Mr. Aytam's survey answers regarding the selection of participants, the report will identify selected characteristics of the program participants based on their initial applications to the program. The purpose of this information is to highlight the characteristics of "emerging leaders" in segments of the local community not previously the focus of leadership recruitment.

B. METHODOLOGY

1. ***Subject Selection and Recruitment*:** The IRB must assure that subjects have been selected equitably in terms of gender, race, and ethnicity; that benefits are distributed fairly among the community's populations; and that additional safeguards are in place to protect vulnerable populations.

    a) Identify all participant groups in the study and indicate criteria for including or excluding individuals from participation, such as gender, race, socioeconomic level, age, etc.

    The founder of the Multi-Cultural Leadership Program, and program participants from 2010 class.

    b) Total number of subjects: __**26**__ .

    If targeting males/females specifically, indicate the numbers of: Males _____ and/or Females _____ .
    Provide an explanation of why this gender is being targeted:

    If targeting a specific age range, indicate the range: From _____ to _____ .
    Provide an explanation of why this age range is being targeted:

    c) Federal regulations and guidance contain explicit requirements for conducting research with protected populations such as children, mentally disabled individuals, prisoners, pregnant women (where the condition of being pregnant is related to the research,) and persons unable to provide legal consent, such as the cognitively impaired. Please check all that apply and complete and attach the appropriate appendices to your protocol. This study will involve:

    __-__ Children **(Complete and attach Appendix B)**

    __-__ Prisoners **(Complete and attach Appendix C)**

    __-__ Pregnant Women, Human Fetuses, and Neonates **(Complete and attach**

Appendix

    D)

    __-__ Cognitively Impaired Individuals **(Complete and Attach Appendix E)**

    d) Describe how potential participants will be identified and how access to contact information will be obtained. If you plan to obtain information not publicly available, such as non-directory information; any proprietary sources, i.e. listserv, organization roster, or school records; or other information covered under HIPAA or FERPA regulations, IRB approval of the project does not grant automatic access to this information. The individual with authority over the information has the sole responsibility for determining whether to grant access. Please include documentation of permission to use this information or describe how permission will be obtained.

    The co-principal investigator was the former Program Coordinator of the Multi-Cultural Leadership Program, and has an e-mail address for all participants from the inaugural year of the program, and for the founder.

e) Describe how participants will be recruited, including how will they be contacted and by whom. Attach copies of all recruitment documentation, (i.e. e-mail letters, flyers, telephone scripts, etc.).

Program participants from the inaugural year will receive an e-mail from the co-principal investigator asking for their participation by providing permission for the co-principal investigator to use their initial application for the program to identify the characteristics of "emerging leaders" based on how they answered the application questions about their skills, hobbies, interests and goals.

Two reminder e-mails will be sent. The first will be sent three days after the initial request. The second one will be sent one week after the first reminder e-mail.

2. ***Informed Consent/Permission/Assent***: Informed consent is the process by which the subjects are provided detailed information as to the purpose of the research, the risks and benefits to them as participants, what will be expected of them, and then given the opportunity to agree to participate or not. Consent documents and scripts must be written in a language and at a level the subjects will understand. The researcher is also responsible for minimizing coercion and undue influence. **Coercion** occurs when there is an overt or implicit threat of harm presented in order to obtain participation, such as when a subject will lose access to certain services if they decline participation, when a student will experience reprisal or disapproval from an instructor, or when an employee will experience reprisal or disapproval from a supervisor. **Undue influence** can occur when there is an offer of an excessive or inappropriate reward to secure participation, such as a large cash payment or other gift.

a) *Required Elements of Informed Consent*: The required elements of informed consent are listed in **Appendix A**, which must be completed and can be found at the end of this document. Examples of informed consent and parent permission and guidance in drafting them can be found on the REC website. Please also refer to *45 CFR 46.116* for further information on requirements for informed consent and documentation, and the waiver or modification thereof.

b) *Informed Consent Procedures*:

   i. **Consent** may be obtained only from persons legally competent to give it. For research involving minors, **parental permission** as well as **minor assent** may be required. For research involving cognitively impaired individuals, consent must be given by a Legally Authorized Representative. Refer to the REC website for guidance on this issue. From whom will consent/assent/permission be obtained for this study?

Consent will be obtained directly from the program participants, all of whom are legally competent to give it.

   ii. Describe what procedures will be used (and in what order) to secure informed consent/assent. Include whether there will be written or verbal presentation, and whether signatures will be required. If written consent, permission, or assent

forms are being used, attach exact copies. If presented verbally, attach a copy of the presentation script.

The Principal requests a waiver of informed consent documentation pursuant to the Code of Federal Regulations, CFR 46.117(2)(c)(2).

The e-mail detailed above will be sent to program participants to respond to, and their responses will indicate whether or not they consent to the request to use information from their program application. Attached to the e-mail will be an informed consent form with contact information. A signature will not be required.

      iii. Describe who will obtain informed consent and how coercion and undue influence will be minimized.

The co-principal investigator will obtain informed consent, and as there is no longer a direct relationship between the co-principal investigator and the participants, coercion and undue influence will be minimized by the voluntary nature of participation and the lack of influence (professional or otherwise) on the part of the investigator.

3. ***Compensation:*** Compensation (e.g. payment, gifts, extra credit) for participation is allowable if it is not excessive or inappropriate. Compensation is not a benefit of participation.

Will compensation be offered? _____ Yes __**X**__ No. If yes, complete the following:

a)   Indicate the type and amount.

b)   Describe how compensation will be disbursed, including how it will be handled for participants who withdraw from the study.

c)   Identify the funding source for the compensation (e.g. personal, grant, departmental).

4. ***Research Location:*** Where will the research take place? Please be as specific as possible. If research is confidential in nature, please explain how location will help preserve confidentiality.

There will be no physical location for the research. A survey will be provided to the founder of the MCLP Program to complete and return via e-mail. The information from the participants will also be provided via e-mail from the executive director of the program for the participants who provide consent.

C. PROCEDURE

1. Individuals collecting the data must be appropriately trained to handle foreseeable adverse events, such as a subject being injured or becoming emotionally distressed. They must also fully understand the research project, including confidentiality issues. Please describe who will be collecting the data and their relevant training.

The co-principal investigator will be collecting the data. The survey will be sent to the Founder to complete and then returned. The co-principal has completed the necessary CITI training and will not be conducting an interview.

2. Describe what participants will be expected to do, and in what order.

The Program founder will be expected to complete the survey sent to him and send it back to the co-principal investigator. The program participants will receive an e-mail requesting their permission to use information they provided on original program application. Once they provide permission the executive director of the program will provide the original applications.

3. The use of psychological interventions, deception, or biomedical procedures, requires special review procedures, as each has particular risks. Please check all that apply:

　　　-　　 *Psychological Interventions*: e.g. contrived social situations, manipulation of the subjects' attitudes, opinions, or self-esteem. **(Complete and attach Appendix F)**

　　　-　　 *Deception:* e.g. false information is given to subjects, false impressions created, or information relating to the subjects' participation is withheld from them. **(Complete and attach Appendix G)**

　　　　　　 Biomedical procedures: e.g. the taking or withholding of medication, ingestion of any food or other substances, injections, blood drawing, or any other procedure which would normally be done under medical supervision. **(Complete and attach Appendix H)**

4. ***Audio recording, video recording, and recording still images, including digital recordings,*** of participants can present special concerns, particularly regarding confidentiality. Projects involving these must make specific mention of them in the consent documents, including information about the storage of recorded material and how and when they will be destroyed. Please check all that apply below, and **complete and attach Appendix I if required**. This project will involve:

　　　　 Audio recording　　　　 Video recording　　　　 Still images

D. INSTRUMENTS/APPARATUS

Describe any forms, surveys, or instruments you plan to use. (Copies of each must be attached to the protocol.) If online surveys will be used, please identify the system to be used and describe the system's confidentiality protections.

Once the co-principal investigator receives permission from the participants, an e-mail will be sent to the Executive Director of the program requesting the applications, with names and addresses removed. The participants' initial application for the program will help identify the characteristics of "emerging leaders" based on how they answered the application questions about their skills, hobbies, interests and goals.

The founder's survey answers will provide background information about the Leadership Program and the founder, himself. This information will identify the challenges that have existed in the past to developing a talent pool of more demographically diverse leaders in the community, and how existing programs have not addressed these challenges. The report will identify principles of effective leadership as determined by the MCLP curriculum, and briefly describe the program's pedagogy and design.

E.   DATA

Data security is critical to the protection of subjects' identities and private information. The IRB must evaluate whether the systems in place to protect the data are appropriate for the level of risk to the subjects.

1. Data can either be anonymous, confidential, or, if the subjects agree, neither anonymous nor confidential. Please note that even if names are not collected, it may be possible to identify subjects through IP addresses for web-based surveys, the collection of certain demographic information, etc. Please consider this when checking one of the following:

    _____ Anonymous (subjects cannot be identified, either directly or through identifiers)

    ___X___ Confidential (subjects will be identified, but their identities will be protected from disclosure)

    _____ Neither (subjects will be informed that their identities will be disclosed)

2. Describe how and where will the data stored and kept secure. Please specify the building and room number, if applicable.

    The data will be saved and stored on the co-principal investigator's hard drive. The e-mails sent containing the attachments will be deleted after a pdf copy has been saved on the hard drive. Once the paper is complete and the final presentation is made the co-principal investigator will delete the program participants' applications.

3. Indicate who will have access to the data.

    The principal and co-principal investigator will have access to the data.

4. Describe how the data will be used, both during and after the research. Indicate whether it will be disseminated through publication, presentation or other means, and in what form (e.g. identifiable raw data, aggregate results with no identifiers, etc.).

    The data will not contain identifiers other than demographic information about the inaugural class of the program, and will be used presented to a small audience of graduate

students and staff at the Stevenson Center for Community and Economic Development at Illinois State University. A copy of the final paper will be housed in the Stevenson Center for current and future students to read.

5. Describe how and when the data will be disposed of.

As described above, once the paper is complete and the presentation has been made, the data will be deleted from the co-principal investigator's hard drive and any e-mails containing data will have been deleted once the information was stored on the hard drive.

F. RISKS

Risks to the subjects must be reasonable in relation to anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. *Physical risks* include anything potentially harmful to the body, including injury, illness, or death, while *psychological risks* can include reactions such as emotional distress or anxiety. *Social risks* include exposure to criminal or civil liability, or damage to the subjects' financial standing, employability, or reputation. Please note that all risks must be articulated in the consent form.

1. Describe foreseeable risks to the subject.

The paper will not be dispersed to a wide audience, thus significantly minimizing any risk.

2. Describe how these risks will be minimized.

The names and addresses will be removed from the initial applications, minimizing risk of identifying specific participants which will in turn minimize risk of emotional distress or anxiety and any potential social risk. The answers to the application questions concern skills, hobbies, interests and goals relating to leadership, and therefore will not focus on the subjects' financial standing, employability, or reputation.

3. If these risks are greater than those encountered in everyday activities (more than "minimal risk,") additional explanation is required

Are these risks greater than minimal risk? _____ Yes __**X**__ No. If yes, complete the following:

a) Explain how they are outweighed by the sum of the benefits to the individual subject and to the importance of the knowledge to be gained.

b) Discuss the alternative ways of conducting this research and why the one chosen is superior.

c) Explain fully how the **rights and welfare** of such subjects at risk will be protected (e.g., equipment closely monitored, psychological screening of prospective subjects, medical exam given prior to procedure).

G. BENEFITS

Benefits to the subjects must be weighed against foreseeable risks, and are to be distributed fairly among the community's population. Benefits may include anything health-related, psychosocial, or other direct value for individual subjects, or may yield generalizable knowledge that may further society's understanding of a disorder or condition. Compensation for participation is not a benefit.

1. Describe what you hope to learn from the study.

Incorporating Mr. Aytam's responses to the survey with a demographic, economic, and quality-of-life profile of the Bloomington/Normal community, the report will identify the challenges that have existed in the past to developing a talent pool of more demographically diverse leaders in the community, and how existing programs have not addressed these challenges. The report will identify principles of effective leadership as determined by the MCLP curriculum, and briefly describe the program's pedagogy and design. In addition to Mr. Aytam's survey answers regarding the selection of participants, the report will identify selected characteristics of the program participants based on their initial applications to the program. The purpose of this information is to highlight the characteristics of "emerging leaders" in segments of the local community not previously the focus of leadership recruitment.

2. Who might find these results useful?

Employers who invest in leadership programs may find the results useful, as will community development organizations.

3. Describe direct benefits to the participants, if any?

None.

4. Explain how the benefits justify the associated risks.

The benefits of the report, including identifying characteristics of emerging leaders, will assist community organizations and programs, which outweighs the minimal risks noted above. The report will also identify concepts and rationales underlying efforts to build a new community leadership program.

IV.   Checklist

Please complete this checklist to assure that all required components of your protocol have been included prior to submitting your protocol to your Departmental Representative. Incomplete protocols will be returned to the PI.

___**X**___ Informed consent procedures/documentation, or the request for modification or waiver thereof, have been clearly explained. Appendix A is attached.

_____ This project involves the following vulnerable populations:

    _____ Minors. Appendix B is attached.

    _____ Prisoners. Appendix C is attached.

    _____ Pregnant women, (where the condition of pregnancy is related to the study), human fetuses or neonates. Appendix D is attached.

_____ Cognitively impaired individuals. Appendix E is attached.

_____ Psychological interventions will be employed, such as contrived social situations, manipulation of the subject's attitudes, opinions or self-esteem, psychotherapeutic procedures, or other psychological influences. Appendix F is attached.

_____ Elements of deception will be used. Appendix G is attached.

_____ Biomedical procedures will be used. Appendix H is attached.

_____ Audio recording, video recording, or still images will be used. Appendix I is attached.

Appendix A: Elements of Informed Consent

Federal regulations specify the required elements of informed consent. The regulations also allow for waiver or alteration of these elements under specific circumstances. If no waiver or alteration of the elements of informed consent has been requested, the informed consent procedures described in the protocol and consent documents must contain all of the elements listed below. Please mark "Yes" to indicate they are included in both the protocol and the consent documents, unless you have requested to waive or alter a particular element.

X____ Yes 1. A statement that the study involves research

X___ Yes 2. An explanation of the purposes of the research

X____ Yes 3. The duration of the participant's participation

X____ Yes 4. A description of procedures to be followed

X___ Yes 5. A description of foreseeable risks or discomforts to the participant

X_____ Yes 6. A description of any benefits to the participants or any others that may be expected from the research

X_____Yes 7. A statement describing the extent, if any, that confidentiality will be maintained

X_____Yes 8. An explanation as to whom to contact concerning questions about the research; this should include the Principal Investigator's name and contact information. In addition, for questions about research participants' rights and/or a research related injury or adverse effects, list the Research Ethics & Compliance Office name and contact information: (309) 438-2529 and/or rec@ilstu.edu.

X_____Yes 9. A statement that participation is voluntary

X_____Yes 10. A statement that refusal to participate involves no penalty or loss of benefits

X_____Yes 11. A statement that the subject may discontinue participation at any time without penalty or loss of benefits

If the IRB deems it appropriate, *additional elements* of informed consent may be required as follows:

- □ A statement that the particular treatment or procedure may involve risks to the subject (or to the embryo or fetus, if the subject is or may become pregnant) which are currently unforeseeable

- □ Anticipated circumstances under which the subject's participation may be terminated by the investigator without regard to the subject's consent

- □ Any additional costs to the subject that may result from participation in the research;

☐ The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject

☐ A statement that significant new findings developed during the course of the research which may relate to the subject's willingness to continue participation will be provided to the subject

☐ The approximate number of subjects involved in the study

Letter of Consent

Dear Mr. Aytam,

I am requesting your voluntary participation in a research study conducted through Illinois State University. The purpose of this study is to explore the definition of community and economic development within the context of leadership development. The findings from this research will be valuable to both community members and the Multi-Cultural Leadership Program Board of Directors. Your participation in this project is highly valued and of upmost importance to the project's success. However, to reiterate, your participation in this research is entirely voluntary.

If you agree to participate in this research study, your participation will last for approximately one to two hours. During the study, you will be provided a survey, via e-mail, with a series of questions regarding your experiences creating the Multi-Cultural Leadership Program. Should you feel any questions on the survey will compromise your employability or will put your reputation at risk, feel free to leave those questions blank. Your decision to not provide an answer to any question will not be noted in the report. The survey was developed with the intention of minimizing any risk to you, and any risks associated with this research are no greater than those in everyday life.

If you have any questions at a later time, I will be happy to answer them. I can be contacted through e-mail at Christine.marie.holmes@gmail.com, or by phone at (262) 295-5043. If you have any questions about the rights of research subjects or research-related injury, please contact the ISU Research Ethics & Compliance Office at (309) 438-2520.

Thank you for your assistance.

Sincerely,

Christine Holmes
Graduate Student and Primary Researcher
Department of Politics and Government
Illinois State University

By signing this document you are indicating you agree to participate in the following study with the knowledge you may discontinue your participation at any time.

_____   _____

Research Participant Signature   Date

Informed Consent for MCLP Inaugural Class

Letter of Consent

Greetings once again, MCLP Class of 2010! I have one last request of you, one that should be very quick and easy for you to respond to. I am trying to complete my capstone and have discovered it would be very beneficial to include information from the application forms you submitted to the program. The information I include will be general demographic information and responses to the essay questions that were asked. **You will not be identified, in any way, in my paper.**

The purpose of this study is to explore the definition of community and economic development within the context of leadership development. The findings from this research will be valuable to both community members and the Multi-Cultural Leadership Program board of directors. Your participation in this project is highly valued and of upmost importance to the success of the project.

Who will read my capstone? My advisor, the Director of my fellowship program, the assistant director, Phani Aytam, and perhaps several other students later in the course of my research.

If you are giving me permission to use this information, please respond to this e-mail with a simple, "I give you permission to use my MCLP application in your capstone." If you have further questions please do not hesitate to ask.

If you do not want me to use this information, please respond so I that I do not follow up with you.

If you have any questions at a later time, I will be happy to answer them. I can be contacted through e-mail at Christine.marie.holmes@gmail.com, or by phone at (262) 295-5043. If you have any questions about the rights of research subjects or research-related injury, please contact the ISU Research Ethics & Compliance Office at (309) 438-2520.

Thank you for your assistance.

Sincerely,

Christine Holmes
Graduate Student and Primary Researcher
Department of Politics and Government
Illinois State University

Stages and Tasks of Facilitation

1. **Pre-work**
   1.1. Working through the agenda

2. **Opening the event**
   2.1. Making introductions: introduce any guest(s), the speaker(s), and day chairs
   2.2. Exploring the purpose/theme of the event
   2.3. Helping the class understand the agenda
   2.4. Setting ground rules: usually the standard rules about class etiquette but may differ depending on the event

3. **Facilitating the event**
   3.1. Proceeding through the agenda
   3.2. Keeping the presenters and class on schedule
   3.3. Encouraging and ensuring participation
   3.4. Managing conflict if necessary

4. **Closing the event**
   4.1. Reviewing the agenda and purpose/theme
   4.2. Initiating discussion
   4.3. Evaluating the event by utilizing the evaluation tool
   4.4. Identifying the next agenda
   4.5. Answering questions

5. **Following up with Presenters**
   5.1. Clarifying any remaining expectations
   5.2. Asking for constructive feedback
   5.3. Determining action for any outstanding assignments

(Adapted from Facilitation Resources Volume 1: Understanding Facilitation)

Attendance Chart

Dates	Theme	Invited Guests
Last Thursday of July	Class Orientation	**Advisory Board, Board of Directors, Sponsors, Mentors**
2nd Friday of Aug	Strategic Leadership	None
2nd Saturday of Aug	Inner Leader	Community Project Sponsors and Liaisons
4th Thursday of Aug	Inspirational Leadership	**Community Project Sponsors, Liaisons, Group Mentors**
2nd Saturday of Sept	Community Service Learning	**Advisory Board, Board of Directors, Sponsors, Mentors, Group Mentors, Participants' Guests**
4th Thursday of Sept	Social Networking & Etiquette	**Mentors, Sponsors**
2nd Saturday of Oct	Inclusiveness & Communication	None
4th Thursday of Oct	Leadership in Education	**Advisory Board, Board of Directors, Sponsors, Mentors, Group Mentors**
1st Saturday of Nov	Social Justice & Effective Teams	None
3rd Thursday of Nov	Influence & Risk Taking	None
2nd Saturday of Dec	Leaders in Partnerships	**Community Project Sponsors, Liaisons, Group Mentors, Mentors, Advisory Board, Board of Directors**
1st Saturday of Jan	Leaders in Change	None
3rd Thursday of Jan	Leadership in Health Care	None
1st Saturday of Feb	Leadership Truths in Balance	**Participants' Guests**
3rd Thursday of Feb	Executive Leadership	Mentors, Group Mentors
1st Saturday of Mar	Leadership in Action	**Community Project Sponsors, Liaisons, Group Mentors, Mentors, Advisory Board, Board of Directors, Non-Profit Representatives**
3rd Thursday of Mar	Make-up Event *Due to weather*	None
1st Saturday in Apr	Graduation day	Everyone

Food Logistics

Dates	Theme	Invited Guests	Meal	# People
Last Thursday of July	Class Orientation	Advisory Board, Board of Directors, Sponsors, Mentors	Appetizers	80
2nd Friday of Aug	Strategic Leadership	None	Dinner	35
2nd Saturday of Aug	Inner Leader	Community Project Sponsors and Liaisons	Breakfast Lunch	35
4th Thursday of Aug	Inspirational Leadership	Community Project Sponsors, Liaisons, Group Mentors	Dinner	45
2nd Saturday of Sept	Community Service Learning	Advisory Board, Board of Directors, Sponsors, Mentors, Group Mentors, Participants' Guests	Breakfast Lunch	80 35
4th Thursday of Sept	Social Networking & Etiquette	Mentors, Sponsors	Dinner	60
2nd Saturday of Oct	Inclusiveness & Communication	None	Breakfast Lunch	35
4th Thursday of Oct	Leadership in Education	Advisory Board, Board of Directors, Sponsors, Mentors, Group Mentors	Dinner	80
1st Saturday of Nov	Social Justice & Effective Teams	None	Breakfast Lunch	40
3rd Thursday of Nov	Influence & Risk Taking	None	Dinner	35
2nd Saturday of Dec	Leaders in Partnerships	Community Project Sponsors, Liaisons, Group Mentors, Mentors, Advisory Board, Board of Directors	Breakfast Lunch	40 80
1st Saturday of Jan	Leaders in Change	None	Breakfast Lunch	35
3rd Thursday of Jan	Leadership in Health Care	None	Dinner	40
1st Saturday of Feb	Leadership Truths in Balance	Participants' Guests	Lunch	55
3rd Thursday of Feb	Executive Leadership	Mentors, Group Mentors	Dinner	50
1st Saturday of Mar	Leadership in Action	Community Project Sponsors, Liaisons, Group Mentors, Mentors, Advisory Board, Board of Directors, Non-Profit Representatives	Breakfast *Lunch	80 60
3rd Thursday of Mar	Make-up Event *Due to weather*	None	Dinner	
1st Saturday in Apr	Graduation day	Everyone	Breakfast	

35 People per event is Standard
40 People includes Panelists & Panel Moderator
1ST Saturday in March, everyone is invited for breakfast, non-profit representatives are invited to stay for lunch.

DOCUMENT MANAGEMENT POLICY

Document	Location	Retention Schedule
Accounts payable ledgers and schedules		10 Years
Accounts receivable ledgers and schedules		10 Years
Audit reports of accountants		Permanently
Bank statements		10 Years
Capital stock and bond records		Permanently
Cash books		10 Years
Checks		10 Years
Canceled Checks for important payments		Permanently
Contracts and leases (expired)		10 Years
Contracts and leases still in effect		Permanently
Correspondence, general		4 Years
Correspondence (legal and important matters)		Permanently
Donation records of endowment funds and of significant restricted funds		Permanently
Donation records, other		10 Years
Duplicate deposit slips		10 Years
Employee personnel records (after termination)		7 Years
Employment applications		3 Years
Expense analyses and expense distribution schedules		10 Years
Financial statements (end-of-year)		Permanently
General ledgers and end-of-year statements		Permanently
Insurance policies (expired)		Permanently

Document	Location	Retention Schedule
Insurance records, current accident reports, claims, policies, etc.		Permanently
Internal reports, miscellaneous		3 Years
Inventories of products, materials, supplies		10 Years
Invoices to customers		10 Years
Invoices from vendors		10 Years
Minute books of Board of Directors, including Bylaws and Articles of Incorporation		Permanently
Payroll records and summaries		10 Years
Purchase orders		3 Years
Sales records		10 Years
Tax returns and worksheets		Permanently
Time sheets and cards		10 Years
Volunteer records		3 Years