

RUTGERS-CAMDEN
TRAINING OF NEW JERSEY'S COMMUNITY LEADERS

ASSESSING THE IMPACT OF LEADERSHIP DEVELOPMENT IN FOUR REGIONS

A REPORT TO PRESIDENT RICHARD MCCORMICK
For the President's Program for Research in Service to New Jersey

Gloria Bonilla-Santiago, Ph. D., Lead Project Director
Board of Governors Distinguished Service Professor

And

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Professor of Public Policy and Administration

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS



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Preface

To paraphrase a truth, New Jersey is only as strong as its many, diverse communities. And New Jersey's communities are only as strong as the leadership base that guides them. Rutgers—The State University of New Jersey's Campus at Camden through its Center for Strategic Urban Community Leadership has actively worked to develop that leadership base in different regions of New Jersey. Some of these efforts have been underway more than a decade, others for several years. Developing minority leaders to serve their communities has been the primary focus of these programs. Minority leaders are particularly needed to address some of the key challenges of New Jersey's communities and regions and often have the rapport and insights that other leaders lack. Even though there has been consistent anecdotal evidence that these programs are producing leaders who do useful work, the President's Program on Research in Service to New Jersey provides the impetus and support to do a more systematic assessment. This is the first disseminated report on a year-long research project assessing impacts of these leadership development efforts. Other reports and articles are to follow.

We want to acknowledge the following individuals for supporting this project. Provost Roger Dennis and Dean Margaret Marsh encouraged and supported the project. Staff from the Center for Strategic Urban Community Leadership helped in various ways. Wanda Garcia helped devise the survey and assist with editing. Sonia Gonzales worked her magic with survey formatting. Edward Docktor of the Camden College of Arts and Sciences Dean's staff supplied key technical support on the internet survey. Sonia Rivera and Stephanie Rogers helped collect and enter data. Sonia Rivera's research on minority leadership development contributed to the report as did Betsy Feliciano-Berrios' work on the South Jersey Regional Leadership Program. Dr. Sanjay Pandey of the Department of Public Policy and Administration and John Hart of the Senator Walter Rand Institute for Public Affairs gave useful advice on the surveys and Dr. Kirsty Brown assisted with editing the report. This project was made possible with funds and support from the President's Program for Research in Service to New Jersey and the Hispanic Policy Research and Development Center – New Jersey Department of Community Affairs.

Executive Summary

Context and Purpose. This catalyst and support for this research came from the President's Program for Research in Service to New Jersey. This grant and charge in May of 2005 made possible an initial baseline assessment of four leadership development programs served by Rutgers—The State University of New Jersey, Campus at Camden through its Center for Strategic Urban Community Leadership. These programs are South Jersey Leadership Institute based in Camden; New Brunswick Leadership Tomorrow; United Way Project Leadership based in Newark, and the statewide Latino Fellows Leadership Institute based in Trenton. While regular evaluations have been done of participants' satisfaction with their program as they completed, no research had yet been done on longer-range impacts on graduates' education, career, life satisfaction, and leadership involvement. This research provides that kind of baseline assessment of the impact on program graduates. Because leadership of ethnic minorities is particularly needed in New Jersey and since most participants in these programs have been African-American or Hispanic-American, learning whether these leadership development programs were succeeding was of particular importance.

Scope and Methods of Research. The research team reviewed literature on leadership theory, leadership development programs, and assessment of such programs. Of particular interest was research about minority leadership development. Data collection methods included survey and focus groups. Survey questions were developed based upon the Center's goals for leadership development, feedback from graduates, and our literature reviews. Two different forms of the survey were administered, one to graduates of the three regional leadership institutes (south, central, and north) and another to graduates of the statewide Latino Fellows Leadership Institute that had a more homogenous composition and some different purposes. The overall response rate for the three regional leadership institutes was 39% and 56% for the Latino Fellows Leadership Institute. Focus groups were also held for graduates of the South Jersey Leadership Institute and the New Brunswick Leadership Tomorrow Institute.

Key Findings. In general graduates of the four programs reported positive impacts on their education, career, life style, and leadership involvement. Key findings include:

- Respondents mirrored the makeup of the leadership institute graduates. Seventy-six percent of regional institute graduates responding are classified as ethnic minority and 100% of the Latino Fellows Leadership Institute are minority.
- 59.1% of program graduates for all programs responded that their leadership institute had motivated further formal education. Influence on formal education was particularly high for the Latino Fellows Leadership Institute where 70.5% reported their institute motivated further formal education. Of program graduates who have gone on to study beyond their first degree, 70% earned masters degrees. Three graduates of the Latino Fellows Institute have earned doctorates. In addition to the impact on formal education, 77.3% of all graduates responding reported their institute motivated further professional development.
- At least 70% of respondents in all programs somewhat agreed or strongly agreed that their leadership institute: was helpful for their career, increased their self-awareness and self-

confidence, increased their knowledge of what success involves, increased their organizational savvy, enhanced their professional network, and increased their overall professional capabilities. The leadership institute experience, therefore, has had a substantial impact on variables relating to overall career success. There was less support for those variables relating to specific outcomes: getting job leads from participants or faculty or having income directly or indirectly increased because of their leadership institute.

- More than 70% of graduates from the three regional leadership institutes reported an upper progression in their career.
- Respondents graduating from the three regional institutes agreed the experience-increased knowledge of leadership (84.3%), and of leadership strategies (90%). In terms of value adding for key leadership skills, respondents reported increased ability to understand and manage change (86.9%), the use of more and diverse leadership styles (81.4%), increased leadership flexibility (86%), improved ability to persuade (85%), enhanced ability to communicate organizational vision (66.2%), increased ability to communicate with external stakeholders (57.9%), and improved ability to function in teams (90.2%). Nearly 80% of these graduates reported they still use the leadership knowledge and skills gained during their leadership institute experience. In addition, 63.4% of regional institute graduates reported their leadership development made them more aware of the role of ethics in leadership.
- Despite the positive bias expected in self-selected responses as in our survey, support for the Rutgers-Camden leadership programs was exceptionally strong. Fully 95.3% of all respondents said they somewhat or strongly agree that they would recommend their CSUCL leadership institute to a friend or colleague with 83.7% strongly agreeing.

Recommended Improvements in Leadership Development Programs. While overall satisfaction with the leadership institutes is high, respondents were asked for recommendations for improving their experience. They were also asked for recommendations for follow-up leadership training.

- Enhance attention to key leadership knowledge and skills including communication, especially intercultural communication in a diverse state like New Jersey; understanding and utilizing formal and informal networks; finding and managing resources; understanding and using power and influence, strategic thinking and social entrepreneurship.
- Plan and implement appropriate follow-up programs and activities that build alumni networks and further develop institute graduates. These could include Certificate Programs, intensive courses, more alumni events, and incentives for participants and facilitators.

Assessing the Impacts of Leadership Development In Four Regions

Purpose and Scope

With funds from the Research in Service to New Jersey institutional grants, Dr. Gloria Bonilla-Santiago (Board of Governors Distinguished Service Professor) and Dr. James Garnett (Professor of Public Policy and Administration) have conducted a study to assess the impact of the various leadership development initiatives housed under the CSUCL. This yearlong effort has focused on four major programs:

Table 1: Leadership Program Coverage

New Jersey Region	Leadership Program	Year Started	Number of Graduates
South (Delaware Valley)	South Jersey Leadership Institute	1999	130
Central (New Brunswick)	New Brunswick Tomorrow	2001	39
Northeast (Newark)	United Way Project Leadership	1999	100
Statewide	Latino Fellows Leadership Institute	1991	335

These programs cover much of the State of New Jersey and have produced more than 250 graduates, who play vital roles in community leadership. The fact that these programs represent different areas of New Jersey and draw participants from different diverse backgrounds and settings—urban, suburban and rural—and public, private, and nonprofit sectors enhances the value of the program. Capsule descriptions of these four program follow.

South Jersey Regional Leadership Institute. In 1999, the South Jersey Regional Leadership Institute was developed jointly by the Center for Strategic Urban Community Leadership and the Center for Management and Entrepreneurship at Rutgers University-Camden Campus, with support from the Provost’s Office. The Institute was viewed as an important effort to respond to the need for development and cultivation of an expanded leadership base in South Jersey. Since its inception, the SJRLI has trained more than 130 participants in leadership positions in various public and private professions. These graduates are applying their added knowledge and skill in a range of organizations including the Delaware River Port Authority, Cherry Hill Fire Department, Camden Mayor’s Office, South Jersey Chamber of Commerce, South Jersey community based organizations, Camden Public Schools, Police Department, Commerce Bank, Wachovia Bank, New Jersey Public Gas and Electric, United Way of Salem County and Camden Diocese. The regional focus of the program allows participants to recognize that the future of the neighboring communities are inexorably linked to each other, reinforcing that it is in the best

interests of the region for communities and organizations to work together, instead of competing for scarce resources.

New Brunswick Tomorrow Leadership Institute. In 2001, New Brunswick Tomorrow (NBT) engaged the Center for Strategic Urban Community Leadership to develop a program to build the leadership capacity of individuals in the New Brunswick community who had demonstrated an interest in assuming leadership roles. This led to the development of the *New Brunswick Leadership Tomorrow Institute*. A core of emerging leaders representing different sectors in the community was identified and cultivated. The program provided them with opportunities to increase self-awareness, leadership, and professional skills, and practice important organizational and community skills, while addressing their potential leadership roles in the larger community. In addition, their participation provided them with access to a network of individuals who are linked to the NBT community. They now have an opportunity to engage and take on larger roles in their efforts in community building and development. The New Brunswick Tomorrow leadership program has graduated 39 people who are better able to serve their communities and their organizations, such as Rutgers University, Johnson & Johnson, New Brunswick Public Schools, New Jersey Water Company, banks, community based organizations, churches, police forces, and the University of Medicine and Dentistry of New Jersey.

Project Leadership, United Way Newark. In 1999, under the auspices of the United Way of Essex and West Hudson, the Center for Strategic Urban Community Leadership created the *Newark United Way Project Leadership*. The program was designed as a mechanism to identify and nurture new leadership and capacity to sustain United Way's agenda in the region. The leadership program brought together urban and suburban leaders from United Way agencies, boards and advisory committees, foundations, hospitals, and schools in order to build coalitions and long-term collaborations to develop sustainable communities in Essex and West Hudson Counties. Since 1999, the institute has graduated 100 participants.

Latino Fellows Leadership Institute. The Latino Fellows Leadership Institute (LFLI) sponsored by the New Jersey Department of Community Affairs was created in 1991. Each year, the Institute works with 30 Latino college students on a ten-week summer program. This joint effort is aimed at providing opportunities for training and experiential learning to Latino college students, while encouraging them to pursue policy-level positions in New Jersey where Latinos represent the second largest majority. Participants serve in an internship with a state agency, a banking institution, a corporation or a community-based non-profit corporation four days per week. One day per week, participants attend an intensive leadership-training institute. The training component for this program exposes fellows to a broad range of intellectual approaches that allows them to understand theory as it is applied to concrete political, economic, and social conditions in their communities.

The next sections describe the leadership approach of the Center for Strategic Urban Community Leadership (CSUCL).

The Center for Strategic Urban Community Leadership's Model for Leadership Development and Capacity Building

Leadership development and capacity building are central to the transformation and sustainability of communities. In its role as the state's comprehensive public research university, Rutgers University embraces a threefold mission:

- To provide “for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs”
- To conduct “cutting-edge research that contributes to the medical, environmental, social and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries;” and
- To perform “public service in support of the needs of the citizens of the state and its local, county and state governments.”

University-led efforts to aid in the development of strong and thriving communities help build the social and human capital to launch important initiatives in the state and region, and to prepare generations of leaders equipped to lead such efforts.

The Center for Strategic Urban Community Leadership (CSUCL) located within the Camden campus of Rutgers University has spearheaded a number of important initiatives that are cultivating and sustaining leadership development throughout the state, thus contributing to the Rutgers' mission.

Leadership development and capacity building are central to the transformation and sustainability of communities. University-led efforts to aid in the development of strong and thriving communities often include strategies that nurture capacity-building at all levels within various sectors. These kinds of programs generate a number of benefits, not only for the individuals who participate, but also to the organizations and communities where they live and work. The creation of new networks and improved understanding among individuals from varied backgrounds and disciplines is an important outcome of this kind of effort. At a more individual level, the opportunity to acquire new management and leadership skills and develop new perspectives is enormously important.

The Center for Strategic Urban Community Leadership (CSUCL) has as its mission *"to foster the understanding and acceptance in American leaders of the importance of providing new organizational environments, strategies, and building bridges and partnerships between urban communities and academia to deal effectively with race relations and urban development."* It has spearheaded a number of important initiatives that are cultivating and sustaining leadership development throughout the state.

The Center's work on this front began with the creation of two important leadership efforts in the early 90's-- the Hispanic Women's Leadership Institute, which prepared over 200 Latinas in

New Jersey for positions of leadership; and the Leadership Management for Urban Executives Institute, which brought together emerging leaders from the Northeast's African-American, Latino, Asian and White communities to build capacity for tackling the challenges of urban development issues, while addressing issues of ethnic conflict and collaboration.

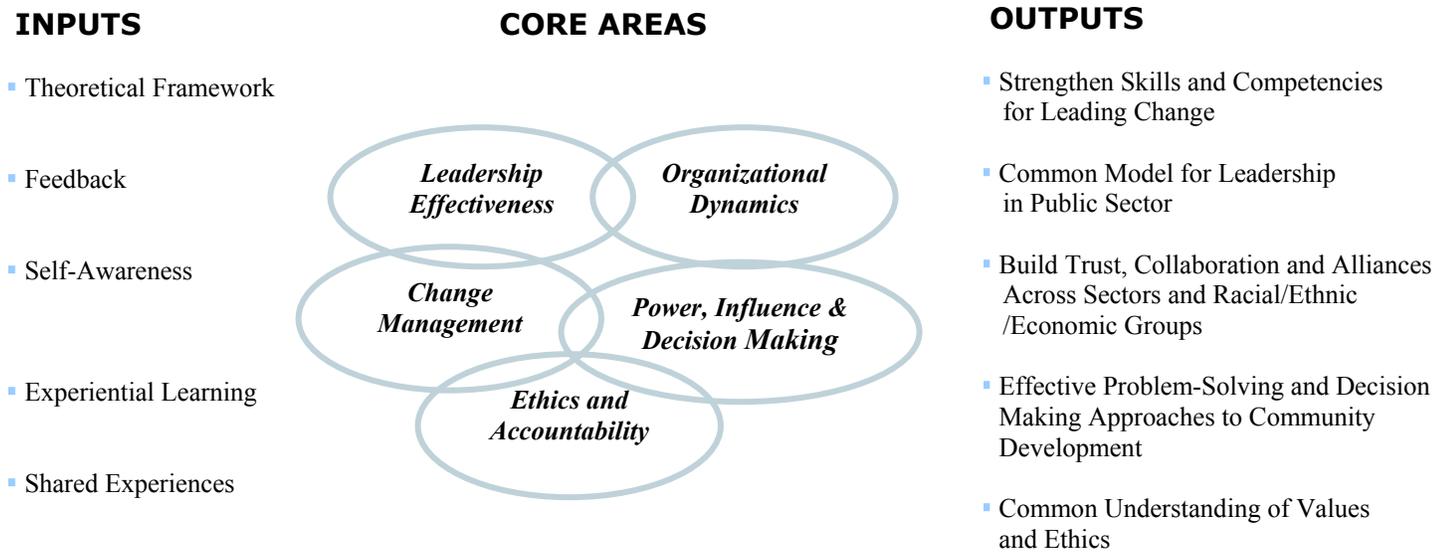
These early efforts established the Center as a premier entity in the area of leadership development and paved the way for the creation of more programs in New Jersey, the region and abroad. Other important programs followed, such as the *South Jersey Regional Leadership Institute*; *Project Leadership in Newark* under the auspices of United Way of Essex and West Hudson Counties; and *New Brunswick Leadership* under the auspices of New Brunswick Tomorrow. A partnership with the Center for Hispanic Policy, Research and Development provides an opportunity to work with young Hispanic students enrolled in colleges and universities all over the United States through the Latino Fellows Leadership Institute.

CSUCL has designed its programs by incorporating proven best practices in the field, while also customizing approaches to target specific audiences and geographical contexts. CSUCL work is founded on the premise that excellent leaders share a set of distinct behaviors and characteristics, such as self-awareness; personal conviction; courage; creativity; curiosity; the ability to inspire, listen, and innovate; eagerness to experience; and the willingness to reflect (Bisoux, 2004). Leadership qualities are not considered inherited traits; rather they are a skill-set that can be learned through formal channels, experiences and practice (Raelin, 2004; McCall 2004; Conger, 2003). The Center's research on best practices in the field of leadership development points to four essential approaches:

- 1) Developing conceptual understanding,
- 2) Building skills,
- 3) Providing feedback and
- 4) Encouraging personal growth.

Based on these approaches, the CSUCL framework (Figure 1) integrates theory, feedback, and self-awareness, experiential learning and shared experience as process inputs. Core curriculum areas include components to enhance participant competencies in personal and organizational development, with such skills as communication and interpersonal relations, organizational leadership, team-building, problem-solving, leading organizational change, community-building and collaborating, power and influence and ethics and accountability (Woltring et al., 2003; Eurich, 1985).

Figure 1: CSUCL Leadership Development Model



Strategies for curriculum delivery are essential to the effectiveness of the leadership development programs. There is common consensus that methods and approaches proven to build leadership skills involve using oral and written communication, engaging in awareness activities, modeling leadership concepts, discussing organization and decision-making methods, using group-building activities, setting goals, evaluating goal achievement and reflecting on experiences (Gavin & Gonzalez, 1982; Stiles, 1986; Yukl, 1989; Day, 2001; Dahmen & Hammond, 2002; Dirks & Ferrin, 2002; Goski, 2002; and Woltring et al., 2003).

Many programs use activities such as learning teams, peer support, action learning, on-site and distance learning, teleconferences, electronic seminars, and networking activities. (Woltring et al., 2003). Indoor and outdoor experiential activities are also effective curriculum strategies. Several studies suggest that outside training activities improve the effectiveness of certain skills such as teamwork, problem solving, risk taking, self-esteem, and interpersonal communication competencies (Conger, 1993; Clements, Wagner & Roland, 1995).

In building and implementing its leadership development model, CSUCL is consistent with the trends in leadership development and professional capacity building and has drawn from that stream.

Joining with Trends in Leadership Development

The field of leadership development has received a great deal of attention over the last 30 years. The work of visionaries such as James McGregor Burns (1978), Peter Senge (2006), Peter Drucker (1999), Ken Blanchard (2004), Alice Korngold (2006) and Frances Hesselbein (2002) is indicative of this growth. Leadership development can now be considered a self-standing field,

which is producing an extensive body of research and work and giving new meaning to the term “applied learning.”

The private, as well as the public and non-profit sectors are incorporating leadership development as key aspects of their human resource agendas, and as core elements in efforts to reinvent business, government and non-profit organizations. Entities such as the Center for Creative Leadership; Personnel Decisions, Inc.; and the Leader-to-Leaders Institute are at the forefront of the proliferation of this research and application. At the core of the growing discourse on leadership lies the acknowledgement that effective leadership is fundamental to “creating direction, alignment and commitment” resulting in common success...[therefore] “the work of leadership is becoming more difficult than ever” (Drath , 2003, p.3). Hernez -Broome & Hughes (2004) argue that leadership development has been redefined as a collaborative, social and relational process that facilitates partnerships and collaboration. Hence, the field of leadership development is now incorporating in its studies contextual changes that include: globalization and global competition; systems intelligence; information technology; building partnerships across boundaries; changing demographics; the need for rapid and flexible organizations; and, increased focus on working in teams. (Barrett & Beeson, 2002; Collins & Holton, 2004; Day, 2001; Drucker, 1999; Senge, 2006, Martin, 2006.) Other factors such as moral character, integrity, ethical business practices, trustworthiness, humility, concern for the greater good, and fairness are also increasingly becoming central to leadership development training practices (Hernez-Broome & Hughes, 2004).

Universities are playing a significant role in the field of leadership development. The work of Harvard University’s JFK School of Government centers on “advancing the public interest by training skilled, enlightened leaders and solving public problems through world-class scholarship and active engagement with practitioners and decision-makers.” www.ksg.harvard.edu/main/mission.htm) Leadership development institutes such as: Leadership for a Networked World: Governance through New Models and Institutions, and Leadership for the 21st Century: Chaos, Conflict, Courage, are examples of environments that promote *opportunities* for learning, reflection and insight that are necessary for leadership development to occur.

The University of Pennsylvania also offers an array of leadership-development programs designed to “delve into effective decision-making, altering behaviors, recasting mindsets, organizational change, and personal negotiation styles.” Through its Office of Executive Education Programs, UCLA offers more than 40 programs that incorporate the most recent innovations in management education. Offerings include custom programs designed to meet organizations' specific business objectives, and open enrollment programs that focus on leadership, general and functional management, and strategic vision. UCLA also offers programming targeting African American; Latino; female; and lesbian, gay, bisexual, and transgender managers. The focus is on examining management and leadership issues within the context of the particular demographic lenses. The CSUCL’s leadership portfolio is consistent with this trend and targets very specific audiences to ensure that impact can be measured and that leadership development is an integral component of broader development agendas.

The CSUCL Approach to Developing Community Leaders

The Center for Strategic Urban Community Leadership's work is rooted in the need to address important issues of direct impact on communities and their growing ethnic populations. The portfolio of programs at the core of CSUCL's leadership development unit are, therefore, very targeted in terms of content. They directly respond to the demands of the local and regional communities they serve. The design and development process includes: focus group meetings with constituents, meetings with key leaders and research about the critical issues for the target community.

Each of the programs has been designed to prepare regional and local leaders with the necessary competencies and skills to work together cooperatively and form strategic alliances that will foster community development and economic growth for their hometowns. The focus is on developing and strengthening the leadership skills of participants, including the ability to apply new ways of thinking about their own roles as leaders and acting effectively in their personal, professional and community lives; applying new knowledge about how communities, agencies and organizations function; and using new management paradigms to lead these agencies and organizations to increased success. See figure 1 (above) depicting the overall framework for the leadership development programs at the CSUCL.

All CSUCL programs have common design features. As depicted in figure 1, the programs are structured in modules scheduled over a specific periods of time ranging from 3-6 months to one year.

Training Seminars. Early seminars are devoted to introducing groundbreaking research and ideas about the understanding of leadership, creating a vision and motivating stakeholders. Participants learn general concepts of leadership, and identify personal strengths and development needs, talents and styles, and values as they relate to leadership, professional development and civic service. Modules that explore organizational culture and examine cross-cultural, ethnic and racial, economic and power-related issues follow this. The emphasis is on providing a safe environment in which participants can discover and explore personal biases that present barriers to effective leadership and collaboration. Other seminars include:

- Training on interpersonal issues and strategies for organizational influence,
- Team collaboration,
- Building partnerships in the context of ethnically and racially diverse regions,
- Professional skills in the areas of communication, public speaking and community development and
- Strategic planning on a personal and organizational level.

Simulations and Group Activities. Each module includes simulations and group activities designed to involve participants, in a practical setting, in exercises that address the thematic units in the curriculum. Through simulations and case studies, teams will be involved in hands-on activities encouraging teamwork, cooperation, problem solving, decision-making and consensus building. Their work will given them direct experience putting into practice cooperation and coalition formation among people from different ethnic groups.

Assessments/Feedback. Participants receive feedback from various instruments. This feedback helps them understand their strengths and possible areas of development, and enhances their own awareness of their skill repertoire. The instruments also form the basis for group discussions about their own needs in relationships to their roles in the community.

Individual Coaching. An important aspect of the training programs involves one-on-one individual work with a professional coach. At a minimum, the coach identifies opportunities for personal and professional development; provides exposure to areas of professional interest and support; and provides guidance throughout the program.

Methodology

This research falls in a long line of attempts to evaluate the effectiveness of leadership training and development (e.g., House, 1968; McKeen and Terry, 1988; Kirkpatrick, 1994; Kirkpatrick and Locke, 1996; Collins and Holton, 2004). Such prior assessments of leadership, the general scholarship on leadership, and scholarship focusing on minority leadership development (e.g., Villarruel and Peragallo, 2004; Peters and Malloy, 2004) guided our research.

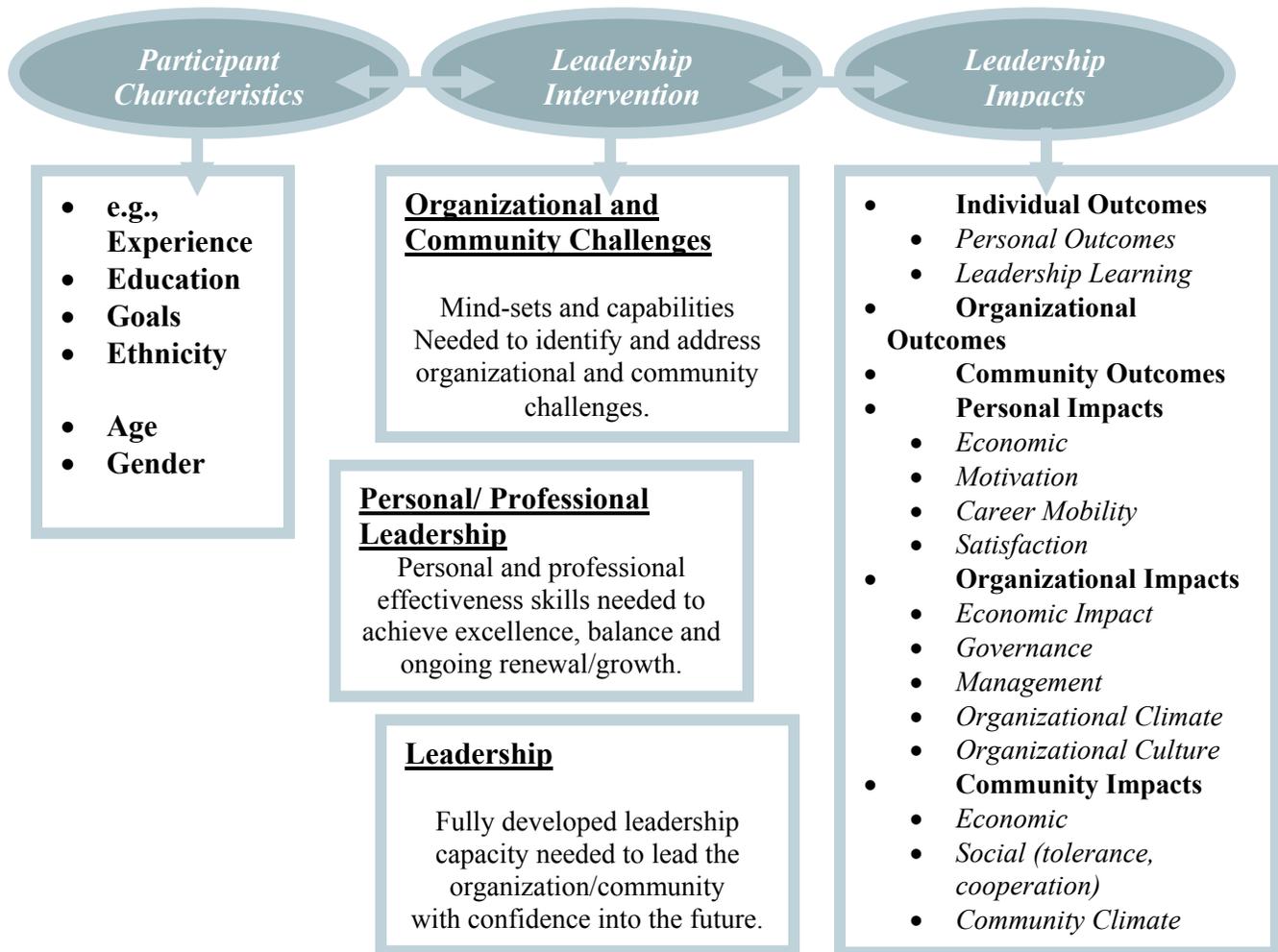
Research Questions. The research questions addressed in this report are:

1. How has the leadership institute experience affected the organizational and community leadership activity of program graduates?
2. What personal and professional changes to graduates themselves have resulted since their leadership training intervention? How much is attributed to the training?
3. What has been the impact of this leadership institute experience on participants' formal education and professional development?
4. How can the leadership institutes be improved to further benefit the communities of New Jersey and the graduates themselves?

Research Model. Figure 3 presents a flow model depicting the general process we applied to answer these research questions. We assessed participant characteristics, the nature of the leadership development intervention as applied in these institutes, and the outcomes or impacts on the graduates in terms of their education, career, economic and personal satisfaction, leadership involvement and other key outcomes.

Our research focused primarily on individual development, rather than organizational and community impacts. While some pertinent data exist, later research will more fully explore impacts in these broader areas.

Figure 2: Research Model



Data Collection. No consensus exists about the most appropriate research design for assessing leadership development. For example, Dahmen and Hammond (2002) advocate a multi-step rigorous process while Rossi, Lipsey and Freeman (2004) advocate collecting data during the course of the training intervention aid in comparing results over time. While use of reactive instruments such as surveys and focus groups lacks the insight of observing actual behaviors and economic, administrative, or political outcomes they remain the most common methods of measuring leadership development and have considerable value (Thomas, 1999; McManus, 2005).

Due to time, data, and resource limitations, this research relies on the common data collection methods of survey and focus group. A **survey** was sent in October 2005 to those graduates of the four leadership institutes for which contact information was available. Since these four programs were in operation for a varying number of years, contact information for earlier years was not as current and accurate as for recent years. A number of graduates had moved or changed contact information during that time. Intensive use of follow-up postcards and telephone calling was required to get the overall response rates to respectable levels. The overall

response rate for the three regional leadership institutes was 39%, a respectable level for analysis. That three of the four programs analyzed had response rates about 40% was encouraging. Only the response rate for the Newark-based United Way Project Leadership was lower than expected.

Table 2: Survey Response

Program	Usable Addresses	Number Returned as Undeliverable	Actual Valid Addresses	Responses and (Response Rate)
South Jersey Leadership Institute	114	29	85	44 (52%)
United Way Project Leadership	100	31	69	14 (20%)
New Brunswick Tomorrow	36	0	36	17 (47%)
Total Three Regional Institutes	250	60	190	75 (39%)
Latino Fellows Leadership Institute	135	26	109	61 (56%)

Focus groups were also conducted for graduates of the South Jersey Regional Leadership Institute on February 16, 2006 and for graduates of New Brunswick Tomorrow. The aim was to obtain in-depth information on the value of leadership training and needed changes in the leadership institutes. These groups provided insights and follow-up that could not have been obtained through survey research. By applying different research methods to acquire information and data, the results can be generalized with more confidence.

While our expectation that more-recent graduates were likely to be better represented in our survey held, examining respondents by year of graduation shows that virtually all-graduating classes were represented for all four programs. Characteristics of respondents are shown in Tables 3 and 4. Table 3 summarizes respondent age, gender, and ethnicity characteristics for the three regional leadership institutes.

Table 3: Characteristics of Respondents, by Institute

Variable	South Jersey	New Brunswick Tomorrow	Newark United Leadership	Total Regional Institutes
Age				
Mean	49.85	43.88	38.15	46.17
Median	49	39	37	45
S.D.	9.840	9.669	6.349	10.225
Gender				
Female	56%	47%	79%	58%
Male	44%	53%	21%	42%
Education Level				
No degree	10%	0%	0%	6%
Associates	10%	0%	0%	6%
Bachelors	45%	58%	58%	50%
Masters	35%	42%	42%	38%
Doctorate	0%	0%	0%	0%
Ethnicity				
Hispanic	23%	24%	14%	22%
White	33%	18%	7%	24%
African American	42%	59%	79%	53%
Asian/Pacific Islander	2%	0%	0%	1%

Respondents from the three regional leadership institutes show some differences. Median age for the South Jersey Leadership Institute is substantially lower than for the New Brunswick Tomorrow and Newark United Way Project Leadership. The South Jersey program also was the only one to have respondents without a college degree. The Newark leadership institute showed significant differences in gender and ethnicity, showing a greater representation of African-Americans and a lower percentage of Hispanic Americans. As Table 4 shows, participants of Latino Fellows Leadership Institutes are an average of 20 years younger than participants of the other leadership institutes. Latino Fellows are also more predominantly female and totally Hispanic or Hispanic-related in ethnicity. Since qualifications for the Latino Fellows Leadership Institute require Hispanic heritage and college matriculation, two of these differences are expected. The overwhelming representation of females is less expected but reflects the greater application rates for women and the fact that Hispanic women are represented at higher rates in New Jersey’s colleges and universities than are Hispanic men.

Table 4: Characteristics of Latino Fellows Program Respondents

Variable	Latino Fellows Leadership Institute
Age	
Mean	26.72
Median	25
S.D.	5.193
Gender	
Female	69%
Male	31%
Education Level	
No degree	1%
Associates	9%
Bachelor	70%
Masters	15%
Doctorate	5%
Ethnicity	
Hispanic	95%
Latino/African American	3%
Latino/White	2%

The following section reports and discusses the results of our research on the leadership institutes.

Results

Results of the surveys and focus groups show a pattern of substantial leadership institute impact on graduates’ education, careers and leadership.

Impacts on Education

According to Table 5, substantial percentages of graduates of all leadership institutes reported impacts on their education. According to total program graduates for all programs, 59.1% responded that their leadership institute had motivated further formal education. Influence on formal education was particularly high for the Latino Fellows Leadership Institute (70.5%) where participants were younger and just getting started in their post-secondary education. For

total graduates who have gone on to study at a second or third college or university, 70% reported attaining a master’s or professional degree and 2.2% reported completing a doctoral degree. All three respondents holding a doctorate came through the Latino Fellows Leadership Institute. Since Latino Americans are underrepresented in holding advanced degrees (US Bureau of the Census, *Current Population Survey*, 2003) this accomplishment is particularly noteworthy.

Table 5: Impact of Leadership Institutes on Education

Frequency Counts and Percent Reporting Agree or Strongly Agree

Variable	South Jersey	New Brunswick Tomorrow	Newark United Leadership	Total Regional Institutes	Latino Fellows	Overall Total
Helped Put Education in Perspective	26 (65%)	12 (70.6%)	11 (78.6%)	49 (69.1%)	45 (73.8%)	94 (71.2%)
Added to Previous Learning	31 (70.5%)	11 (66.7%)	12 (85.8%)	54 (76.0%)	49 (81.7%)	103 (78.6%)
Motivated Further Professional Development	29 (72.5%)	12 (70.6%)	9 (64.3%)	50 (70.4%)	52 (85.3%)	102 (77.3%)
Motivated Further Formal Education	20 (50%)	9 (52.9%)	6 (42.9%)	35 (49.3%)	43 (70.5%)	78 (59.1%)

Rutgers University was reported as the first, second, or third university attended 46 times, by far the most-attended school. Leadership institute graduates had attended a number of different Rutgers undergraduate and graduate units on all three campuses. Program graduates did go on to attend other top universities including Brown University; Harvard University School of Education; Howard University School of Law; University of Pennsylvania Wharton School and Graduate School; Princeton Theological Seminary and others.

Impact on formal education was only one outcome of the leadership institute experience. The leadership institutes motivated further professional (non-degree) development according to 77.3% of those graduates responding. This included further leadership development, training in technical fields and the like. Motivating further formal or informal education was not the only benefit of the leadership institutes. Seventy-eight percent of graduates responding reported added learning not previously gained through other education and 71.2% said their leadership institute experience helped put their overall education into perspective. These impacts on education were consistently strong for all four programs.

Impacts on Career

The leadership institutes delivered by the Rutgers-Camden Center for Strategic Urban Community Leadership likewise had positive effects on the careers of graduates. As reported in Table 6, a high proportion (70% or higher) of respondents in all programs somewhat agreed or strongly agreed that their leadership institute was helpful for their career, increased their self-awareness and self-confidence, increased their knowledge of what success involves, increased their organizational savvy, enhanced their professional network, and increased their overall professional capabilities. The leadership institute experience, therefore, has had a substantial impact on variables relating to overall career success. There was less support for those variables relating to specific outcomes: getting job leads from participants or faculty or having income directly or indirectly increased because of their leadership institute.

While the primary mission of these leadership institutes is to increase overall leadership and professional capacity and potential, some participants have benefited through jobs or income increases. One-third of the Latino Fellow respondents reported that their institute participation led directly to a new job. The intensive, well-planned internships Latino Fellows serve during their institute facilitated the direct transition to jobs with the same employer or related employers. The comparable figure for the regional leadership institutes was lower (17%) since a higher proportion of these participants already held jobs when entering the institute. More participants in the regional institutes (24%) said their experience led indirectly to a new job. Again, even though the institutes were not intended to increase general satisfaction, 57.8% of regional institute respondents and 62.3% of Latino Fellows respondents somewhat or strongly agreed the experience increased their general satisfaction with life.

Table 6: Impacts of Institute Experience on Career and Life Satisfaction

Reported are the frequency and percentage of participants who *somewhat* or *strongly agree*.

Variable	South Jersey Regional Leadership	New Brunswick Tomorrow	Newark United Leadership	Total Regional Leadership Institutes	Latino Fellows Leadership Institute
Institute Helpful for Career	34 (83.0%)	15 (88.2%)	11 (78.5%)	60 (83.4%)	51 (83.6%)
Institute Increased Self-Awareness	37 (92.5%)	17 (100%)	12 (85.7%)	66 (93.0%)	52 (85.3%)

Variable	South Jersey Regional Leadership	New Brunswick Tomorrow	Newark United Leadership	Total Regional Leadership Institutes	Latino Fellows Leadership Institute
Institute Increased Self- Confidence	26 (65.0%)	15 (88.3%)	11 (84.6%)	52 (74.3%)	46 (76.7%)
Institute Increased Network	36 (90.0%)	13 (76.4%)	10 (71.5%)	59 (83.1%)	43 (70.5%)
Participants Provided Job Leads and Advice	13 (32.5%)	9 (52.9%)	6 (42.9%)	28 (39.4%)	26 (42.6%)
Faculty Provided Job Leads and Advice	16 (41.0%)	9 (52.9%)	4 (33.3%)	29 (42.6%)	4 (36.4%)
Increased Knowledge of Policymaking	NA	NA	NA	NA	48 (78.7%)
Increased Knowledge of Latino Influence on Policy	NA	NA	NA	NA	51 (83.6%)
Institute Increased Knowledge of Success	27 (67.5%)	16 (94.1%)	12 (85.7%)	55 (77.4%)	54 (88.5%)

Variable	South Jersey Regional Leadership	New Brunswick Tomorrow	Newark United Leadership	Total Regional Leadership Institutes	Latino Fellows Leadership Institute
Institute Increased Professional Capabilities	27 (69.2%)	14 (82.3%)	11 (78.5%)	52 (74.3%)	57 (93.4%)
Institute Increased Organizational Savvy	33 (82.5%)	13 (76.5%)	12 (85.7%)	58 (81.7%)	50 (81.9%)
Institute Increased Life Satisfaction	24 (60.0%)	11 (64.5%)	6 (42.9%)	41 (57.8%)	38 (62.3%)
Institute Indirectly Led to a New Job	8 (20.0%)	6 (35.2%)	5 (35.7%)	19 (26.8%)	25 (41.0%)
Institute Directly Led to a New Job	5 (12.5%)	4 (13.6%)	3 (21.49%)	12 (17.0%)	20 (32.8%)
Institute Indirectly Led to Increased Income	7 (17.5%)	5 (29.4%)	3 (23.1%)	15 (21.4%)	13 (21.3%)
Institute Directly Led to Increased Income	7 (18.0%)	5 (19.4%)	3 (21.4%)	15 (21.4%)	19 (31.1%)

The mission of the leadership institutes to enhance leadership in the public, nonprofit, and business sectors was reflected in the evaluation results. Survey respondents reflected a balance among these three sectors with 35% reporting they currently were employed in the nonprofit sector, 34% in business and 31% in government.

Positions Held by Graduates

Leadership institute graduates hold diverse positions. The most common current position title reported was Corporate Executive Officer and Executive Director. Since strengthening the profession of community service organizations in New Jersey is a key mission of Rutgers University and its Center for Strategic Urban Community Leadership, it is reassuring to note how many graduates of the leadership centers have risen in this sector. Other prominent position titles in the nonprofit sector included Program Director, Manager of Special Projects, Development Officer or Director of Development, and Director of Administrative and Personnel Services.

Leadership institute graduates in business held titles such as President/CEO, Vice President, and Vice President for Business Development, Strategic Investment Officer, and Training and Development Manager. Representative current titles of graduates now in government include: Directors, Assistant Directors, Specialist, Presidents of Commissions, Researchers, Program Officers, Development Directors, Program Associates, Coordinators, Project Specialist, and Managers.

An alphabetical list of employers reported by the Latino Fellows Leadership Institute shows the diversity of the organizations leadership institute graduates serve:

America Reads/Counts New York University	Hewitt Corporation
Berlex Corporation	Hispanic Directors Association of NJ
Camden Board of Education	HLA Bone Marrow Registry
Cendant Corporation	Hudson City Board of Education
Center for Hispanic Policy, New Jersey	Hudson County Welfare Department
Department of Community Affairs	Hudson United Bank
Central Jersey Legal Services, Inc.	Institute for Higher Education Policy
Clearly Gottlieb	Jewish Family Services
College of Saint Elizabeth	Kean University
Center for Strategic Urban Community Leadership Rutgers University at Camden	LEAP Academy Charter School
CVS Corporation	Mercedes Benz USA, LLC
Deloitte & Touche	Middlesex County College
New Jersey Dept. of Environmental Protection	Morris County Superior Court
Fort Monmouth	New Jersey Hispanic Research and Information Center
Freehold Hyundai	New Jersey Institute of Technology
Gomez & Associates, P.A.	North Brunswick Township School District
Hartz Mountain Corporation	On Demand Solutions
	Oritani Savings Bank
	Prestige Window Fashions

This list shows a range of government, business, and nonprofit employers and a range of sizes. Service organizations—education, health, and human services, community development—predominate. Noteworthy, too, is the payoff for the State of New Jersey. Ninety-two percent of these graduates were currently employed in New Jersey, benefiting New Jersey through their experience, their leadership and their tax contributions.

Career Movement.

Graduates of the three regional leadership institutes were tracked in terms of their movement from position to position within their career. Survey results show a definite upward movement in careers. Table 7 shows that almost 72% of respondents reported either upward movement to their current position from a different organization (31%) or promotion within the same organization (40.8%). The results show noticeable lateral movement within the same organization or a different organization as well.

Table 7: Movement to Current Job

	Frequency	Valid Percent
First Job	3	4.2
Lateral Move from same organization	9	12.7
Lateral move from different organization	8	11.3
Upwards move from different organization	22	31.0
Promotion to higher level in same organization	29	40.8
Total	71	100.0

This pronounced upward job movement was a continuation from an already established upward trend. Movement to the job prior to the current job reported in Table 8 also showed a high 63.3% reported advancement. The upward mobility of these graduates is clearly impressive over time. These Rutgers-Camden Center for Strategic Urban Community Leadership programs demonstrate that leadership acceleration can boost the career advancement of predominantly minority participants.

Graduates of the Latino Fellows Leadership Institute were not tracked the same way since a number of them are still at the beginning of their careers. An examination of the changes in job titles of the Latino Fellows graduates indicates they too have experienced upward job and career mobility.

Table 8: Movement to Job Prior to Current Job

		Frequency	Valid Percent
	First Job	2	3.3
	Lateral Move from same organization	15	25.0
	Lateral move from different organization	5	8.3
	Upwards move from different organization	20	33.3
	Promotion to higher level in same organization	18	30.0
	Total	60	100.0

Effects on Leadership Knowledge, Skills, and Involvement

One of the primary missions this research evaluates is the enhancement of community leadership within New Jersey. We do this in two basic ways. First, we assess the value added in terms of leadership knowledge and skills, and then analyze the leadership involvement of institute graduates.

Leadership Knowledge and Skills. The education model presented earlier showed a range of intended learning outcomes. Table 9 shows results for a number of those key outcomes. Respondents graduating from the three regional institutes agreed the experience-increased knowledge of leadership (84.3%), and of leadership strategies (90%). In terms of value adding for key leadership skills, respondents reported increased ability to understand and manage change (86.9%), the use of more and diverse leadership styles (81.4%), increased leadership flexibility (86%), improved ability to persuade (85%), enhanced ability to communicate organizational vision (66.2%), increased ability to communicate with external stakeholders (57.9%), and improved ability to function in teams (90.2%). Nearly 80% of these graduates reported they still use the leadership knowledge and skills gained during their leadership institute experience.

Growing in importance to New Jersey are the issues of ethics and diversity. Of those graduates of the regional leadership institutes, 63.4% responded that their institute experience made them more aware of the role of ethics in leadership and 66.2% reported becoming more inclusive with other ethnicities resulting from their institute experience.

Table 9: Changes in Leadership Knowledge and Skill Resulting from the Leadership Institute Experience

Reported are the frequency counts and percentages of participants who *somewhat* or *strongly agree*.

Variable	South Jersey Regional Leadership	New Brunswick Tomorrow	Newark United Leadership	Total Regional Leadership Institutes
Experience Increased Leadership Knowledge	35 (87.5%)	14 (82.4%)	10 (77.0%)	59 (84.3%)
Experience Increased Knowledge of Leadership Strategies	36 (90.0%)	16 (94.1%)	11 (84.6%)	63 (90.0%)
Experience Increased Ability to Understand and Manage Change	33 (82.5%)	17 (100%)	10 (83.3%)	60 (86.9%)
Experience Increased Ability to Understand and Manage Conflict	18 (75.0%)	3 (100%)	9 (75.0%)	30 (77.0%)
Use Knowledge and Skills from Leadership Institute	31 (77.5%)	15 (88.2%)	9 (75.0%)	55 (79.7%)
Use More Leadership Styles	31 (77.5%)	16 (94.2%)	10 (77.0%)	57 (81.4%)

Variable	South Jersey Regional Leadership	New Brunswick Tomorrow	Newark United Leadership	Total Regional Leadership Institutes
Increased Ability to Persuade	15 (79.0%)	14 (87.6%)	5 (100%)	34 (85.0%)
Increased Ability to Communicate Organizational Vision	28 (70.0%)	11 (64.7%)	6 (54.6%)	45 (66.2%)
Increased Communication with External Stakeholders	24 (60.0%)	9 (53.0%)	7 (58.3%)	40 (57.9%)
Increased Leadership Flexibility	32 (80.0%)	15 (88.2%)	14 (100%)	61 (86.0%)
Increased Ability to Function in Teams	36 (90.0%)	14 (82.3%)	14 (100%)	64 (90.2%)
More Aware of Role of Ethics	24 (60.0%)	13 (76.5%)	8 (57.1%)	45 (63.4%)

Variable	South Jersey Regional Leadership	New Brunswick Tomorrow	Newark United Leadership	Total Regional Leadership Institutes
More Inclusive in Relating to Diverse Groups	25 (62.5%)	10 (58.8%)	12 (85.7%)	47 (66.2%)
Increased Ability for Life Management	21 (52.5%)	12 (70.6%)	8 (57.2%)	41 (57.7%)

These findings point to a substantial improvement in leadership knowledge and skills following the leadership experience. A broader question is the extent to which these Rutgers leadership institutes equipped graduates with an increased overall capacity to manage their life. While not as high as for the value added for specific leadership knowledge and skills, 57.7% of all regional institute respondents agreed their leadership institute experience had increased their ability to manage life. While graduates were not asked to provide reasons for this enhanced ability to cope with life in general, logical connections can be made with other findings that report increased self awareness, flexibility, respect for others, heightened regard for ethics, improved ability to persuade, and the like—all important skills for managing life in general.

Rates and Types of Leadership Involvement. We also wanted to know how the graduates’ knowledge and skills were being channeled. Are institute graduates more likely to be involved in leadership in New Jersey and in what ways? Table 10 shows that the rates of involvement in various outlets predominantly increased or stayed the same for involvement in communities, in management capacities, and in nonprofit board activity. The record is not as strong for involvement in corporate boards, where only one respondent currently served on two corporate boards, government boards, or in philanthropic giving.

Table 10: Changes in Leadership Involvement Following Leadership Institute, all Institutes

Type of Involvement		%
Community Involvement	Less	3.2%
	Same	45.2%
	More	51.6
Management Involvement	Less	3.5
	Same	43.9
	More	52.6
Nonprofit Board Involvement	Less	9.5
	Same	53.3
	More	37.1
Corporate Board Involvement	Less	15.4
	Same	73.1
	More	11.5
Government Board Involvement	Less	15.3
	Same	69.0
	More	16.7
Giving Involvement	Less	22.0
	Same	28.0
	More	48.8

Graduates of the leadership institutes were likely to increase their involvement in managerial capacities (52.6%), using the skills addressed in their training. Appendix A shows the organizations for which graduates have performed management functions, ranging from president or chief executive to attorney and to committee chair.

Graduates were also likely to increase involvement in their communities (51.6%) while a substantial percentage (45.2%) maintained the same, often considerable, level of involvement. Appendix B shows the kinds of community organizations in which graduates have been involved. These include schools, churches, civic and charitable organizations, neighborhood associations, ethnic organizations and others. Involvement with these organizations takes many forms, including fund raising, advocacy, research, coordination and others. Specific examples include recruitment for Camp Lost & Found (for grieving families), founding of Walt Whitman preservation forum, participation on the Bloomfield Domestic Violence Response Team and work with the Rutgers Fairview Neighborhood Partnership.

The number and types of nonprofit boards graduates have served on are impressive. (See Appendix C). Since this is a specialized form of community involvement, it is no surprise that the organizations served also reflect a high concentration of educational, religious, charitable, ethnic, environmental, human services, and neighborhood causes. Specific examples include the

United Way Council of Executives (Chair), Northwest New Jersey Maternal & Child Health Network, Hispanic Directors Association and New Jersey Society for Public Education.

Government board membership or officership is not as high, or increasing as much, as nonprofit board membership. The types of service are important, however, and include the Rutgers University Board of Trustees, New Jersey Mandated Health Benefits Commission, New Jersey Commission on the State of Women, and Chair of the Camden County Board of Social Services.

Graduate involvement on corporate boards is limited, as reported above, to one respondent serving on two boards of small, minority-connected businesses. This is so even though the Rutgers-Camden leadership institutes encourage participants to join corporate boards as a means of channeling corporate resources toward community causes. Since approximately three-quarters of the responding graduates are minority, this finding reflects the under-representation of minorities on corporate boards of directors. It also reflects the need for more extensive efforts by the leadership institutes to promote corporate board membership and prepare participants for such a role, and the need for more board diversity on the part of corporations within New Jersey and surrounding states. Two institute graduates reported winning two political elections to county office, although several had served on education boards and currently one serves as President of City Council.

A somewhat surprising finding concerns involvement with giving—philanthropy. While almost half of the graduates responded they give more to causes than before their institute, 22% actually gave less. In looking beyond the totals, it becomes evident through Table 11 that virtually all of the reduced giving, 94% was connected with Latino Fellows graduates. One explanation for this, then, is that most of the Latino Fellows graduates who responded to the survey are either still in college or just out of college with possibly large education debts. These conditions would weigh against increased charitable giving. Three-fifths of respondents reporting increased charitable giving were graduates of the South Jersey Leadership Institute that had the highest mean age of respondents. This is not surprising since the relationship between age (usually associated with income) and giving is significant to the .01 level.

Table 11: Change in Giving Involvement Following Graduation, by Leadership Institute

			Name of Leadership Institute				Total
			South Jersey Leadership Institute	New Brunswick Tomorrow Leadership Institute	United Way Project Leadership	Latino Fellows Leadership Institute	
Change in Giving Involvement Since Leadership Institute	Less	Count	1	0	0	17	18
		% Within Change in Giving Involvement Since Leadership Institute	5.6%	.0%	.0%	94.4%	100.0%
		% Within Name of Leadership Institute	2.8%	.0%	.0%	70.8%	22.2%
	Same	Count	11	5	2	5	23
		% Within Change in Giving Involvement Since Leadership Institute	47.8%	21.7%	8.7%	21.7%	100.0%
		% Within Name of Leadership Institute	30.6%	41.7%	22.2%	20.8%	28.4%
	More	Count	24	7	7	2	40
		% Within Change in Giving Involvement Since Leadership Institute	60.0%	17.5%	17.5%	5.0%	100.0%
		% Within Name of Leadership Institute	66.7%	58.3%	77.8%	8.3%	49.4%
	Total	Count	36	12	9	24	81
		% Within Change in Giving Involvement Since Leadership Institute	44.4%	14.8%	11.1%	29.6%	100.0%
		% Within Name of Leadership Institute	100.0%	100.0%	100.0%	100.0%	100.0%

We next examine what respondents say are program improvements that would increase the value of the leadership institutes.

Improvements in Leadership Development Programs

Overall satisfaction with the Rutgers-Camden CSUCL's leadership institutes is high, as seen in Table 12. Strong consistency exists among graduates of the different institutes. The modal response is 5 for all the different institutes and the mean is nearly 5 (Strongly Agree) for all. This result shows a ringing endorsement of these leadership programs by graduates. While some positive bias is normally expected of program respondents in such contexts, it is also normal for

those respondents with bad experiences to voice that criticism. There was virtually no such criticism expressed, even though individual responses were anonymous.

Overall recommendations were made in various programmatic areas, as follows:

Program Content. Responses from participants provided a number of training areas that should be included in the overall curriculum for the programs. The area of communications skills was identified as prominent need for leaders. In the context of this study, communication skills encompass the range of competencies associated with effective speaking and listening and writing. It also covers the broader skill set of interpersonal communications that includes collaborating, negotiating, persuading and influencing; resolving conflicts; giving and receiving feedback; and building strong working relationships based on mutual respect. Given the changing demographic composition in the State, the topic of intercultural communications becomes a priority for those who aspire to or are currently in positions of leadership.

The areas of strategic thinking and social entrepreneurship are also key for any serious leadership development effort. The complexity of the political, economic and social problems facing leaders in the state demands new approaches and “out-of-the box” thinking driven by strategic planning and resource development. These increasingly complex challenges demand new types of alliances and entrepreneurship that bring together the public, private, and nonprofit sectors. Hence, leaders need to find innovative solutions to resolve community problems and to further their own long-term interests. Skills such as fundraising, creative problem solving, creativity and constituency building are critical.

Development of the skill set associated with influence and political savvy continue to be priorities, especially when leaders must interact with various stakeholders and constituents to move common agendas forward. Today, more than ever, the capacity of leaders to understand how systems work and to have a keen understanding of formal and informal networks is critical. CSUCL’s training curriculum must address this competency through innovative approaches including real life case studies, simulations and experiential learning opportunities.

Self assessment and feedback are a highlight of the Training Institutes. Based on the responses from program alumni, these instruments will continue to be integrated with the training content. Self-awareness is the first step in any change and development process. Good leadership training helps people navigate through transitions effectively.

Follow-up Programming. The research and evaluation process undertaken in this project also validated the need for follow-up programming for Institute graduates. These programs can be delivered as intensive courses addressing one specific topic or competency, such as: Communications; Public Speaking; Change Management; Community Development, among others. Given the requests from various groups for customized programs, a focus can be on replicating programs for various communities and groups targeting specific needs. Usually, these programs are the result of focus groups with local leaders and stakeholders to inform the customization process. Such effort is often initiated by alumni, who return to their home communities and engage in local capacity building.

Incentives for Sustainability and Expansion. Offering incentives to participants is an important area for further development. Since these programs are sponsored by Rutgers University, they offer the opportunity for faculty from academic programs and professional schools to be involved. This level of academic engagement with leadership education opens the possibilities for offering graduate credit to those who successfully complete the program. Reframing these courses as certificate programs provides the opportunity to develop a more stable revenue stream for long-term sustainability. Partnership building with governmental bodies to articulate executive management and compliance-oriented training for specialized requirements is one more avenue for sustainability. State departments such as the Department of Community Affairs, the Department of Human Services and Department of Education are required to offer training to employees or local government officials who perform specialized functions in areas such as local planning, affirmative action, etc. These certificate courses could be customized to fulfill those requirements.

Alumni cultivation. Establishing a mechanism for maintaining ongoing communications with program alumni is vital to the long term success of the Institutes. Newsletters, websites, and regular correspondence are ways to maintain a regular flow of information. Sponsoring networking events where program alumni can gather on a regular basis also supports one of the main goals of the Leadership Institute—building a network of leaders who have gone through a similar development experience and share a common set of values and commitment to social entrepreneurship. Finally, establishing a mechanism to position alumni for appointments and employment in key leadership positions must be a part of the cultivation strategy.

Table 12: Satisfaction with Leadership Institute Experience

Responding to the statement: “I would be likely to recommend my leadership institute to a colleague or friend.”

1=Strongly Disagree, 2=Somewhat Disagree, 3=Neutral, 4=Somewhat Agree, 5=Strongly Agree

Variable	South Jersey	New Brunswick Tomorrow	Newark United Leadership	Latino Fellows	Total
Likely to Recommend Leadership Institute	Mean = 4.73 Mode = 5.00 S.D. = 0.751	Mean = 4.82 Mode = 5.00 S.D. = 0.529	Mean = 4.43 Mode = 5.00 S.D. = 1.284	Mean = 4.81 Mode = 5.00 S.D. = 0.512	Mean = 4.74 Mode = 5.00 S.D. = 0.710

Despite the positive bias expected in self-selected responses as in our survey, support for the leadership programs was exceptionally strong. Fully 95.3% of all respondents said they somewhat or strongly agree that they would recommend their CSUCL leadership institute to a friend or colleague with 83.7% strongly agreeing. The means are consistently high for all four programs and the mode is 5 for all programs.

Conclusions

Educational Impact

Overall, the Leadership Institutes motivated both professional development and increased formal education among all graduates. Participants reported that these programs built solid foundations of formal and informal education, integrity, courage, focus, perseverance, and the ability to change. It provided them with the opportunity to pursue higher education, continue with their professional development plans and enlist in mainstream leadership development programs.

Career Impacts.

In terms of upward career advancement, the Rutgers-Camden Center for Strategic Urban Community Leadership programs demonstrate that leadership acceleration can boost the career advancement of predominantly minority participants. The upward mobility of these graduates is clearly impressive over time. The majority of these participants experience upward mobility in jobs or profession after having attended the program. These leaders came into these programs under-performing in their organizations and now that they have graduated are capable of achieving much more. They know they have hidden talents, underutilized resources, and are eager to make a bigger impact in their lives. They believe they will rise to the occasion if they understand the challenges and know what's in it for them. They see the possibilities, can describe and pursue what's possible for them, their organizations and communities. Perhaps the most important competency learned is to keep developing –becoming more authentic, principled, focused, clear, and influential.

Graduates of the Latino Fellows Leadership Institute were not tracked the same way since a number of them are still at the beginning of their careers. An examination of the changes in job titles of the Latino Fellows graduates indicate they too have experienced upward job and career mobility in terms of graduate schools and emergent leadership positions. These findings are very promising for future generations of Latinos in the state and in the country.

Leadership Impact

To assess leadership impact, we determine the value added in terms of leadership knowledge and skills, and then analyze the leadership involvement of institute graduates. Respondents graduating from the three regional institutes agreed the experience increased knowledge of leadership and of leadership strategies. Respondents also reported increased ability to understand and manage change, the use of more and diverse leadership styles, increased leadership flexibility, improved ability to persuade, enhanced ability to communicate organizational vision, increased ability to communicate with external stakeholders, and improved ability to function in teams. A majority of these graduates reported they still use the leadership knowledge and skills gained during their leadership institute experience.

Growing in importance to New Jersey are the issues of ethics and diversity. Of those graduates of the regional leadership institutes, more than half responded that their institute experience made them more aware of the role of ethics in leadership and others reported becoming more inclusive with other ethnicities resulting from their institute experience.

The majority of all regional institute respondents agreed their leadership institute experience had increased self awareness, flexibility, respect for others, heightened regard for ethics, improved ability to persuade, and the like—all important skills for managing life in general. Overall satisfaction with the Rutgers-Camden CSUCL's leadership institutes is highly and consistently positive. The modal response is the maximum 5 for each of the different institutes. This result shows a ringing endorsement of this leadership program by graduates of the program. There was virtually no such criticism expressed, even though individual responses were anonymous and dissatisfied graduates often take the opportunity to express criticism in assessments such as this.

Recommended Improvements in CSUCL Leadership Development Programs

While overall satisfaction with the leadership institutes is high, respondents were asked for recommendations for improving their experience. They were also asked for recommendations for follow-up leadership training. One set of key improvements indicated by the findings involved enhancing attention to key leadership knowledge and skills including communication, especially intercultural communication in a diverse state like New Jersey; understanding and utilizing formal and informal networks; finding and managing resources; understanding and using power and influence, strategic thinking and social entrepreneurship.

Another cluster of recommended actions involved planning and implementing appropriate follow-up programs and activities that build alumni networks and further develop institute graduates. These could include certificate programs, intensive courses, more alumni events, and incentives for participants and facilitators.

The research presented in this report demonstrates the value of Rutgers-Camden's programs to develop leaders within New Jersey's communities. Most graduates of the four programs assessed stay in New Jersey, advance educationally and professionally, become more involved in community leadership efforts, and increase their philanthropy to needed causes. The finding also show the substantial benefit of developing minority leaders that are increasingly needed for New Jersey government, business, nonprofits and communities.

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Appendixes

APPENDIX A
Management Involvement of Institute Graduates

Alpha Kappa Alpha - VP
Camden County Police Chief's Radio Advisory Board
CEO mass communication
Chair Art & Business of south jersey
Chairperson HDA
Chief of Police
Drifters Incorporated - VP
Fairview Historical Society
Fairview Main St
Greater Brunswick Charter School
Heritage Collaborative, Inc - Founder
Hispanic Director's Association - VP Member Board
Hope United Methodist Church - Leadership Team
JEVS, Inc
LAEDA
Law Officer
Leadership Newark
LEAP Academy Univ. Charter School
LLANJ Board Member
Mentoring program at Prudential
Miller Development
National Director of Membership
New Brunswick Police Department
New Jersey Association of Health Plans - Vice Chair
Night Shift Commander
NJALL
Puerto Rican Action Committee of SJ
Rutgers Camden Alumni Association - President
SBC Capital Building Committee
Sharon Baptist Church Board of Deacons
St. John's Episcopal Church
TAIG, Inc
TCCAA, I
The Choice is Yours, Inc.
Titan Rack
United Way of Salem County
Urban Land Institute - Philadelphia Exec. Committee
WIB-ALC

APPENDIX B

Organization or Community Project Involvement of Institute Graduates

2900 N. 12 St. Civic Association
Alliance for the Revitalization of Camden City
American Cancer Society Relay for Life Newark
AmeriHealth Ben Franklin Bridge Challenge for Larc
Bellmawr Environmental and Beautification Committee
Bloomfield Domestic Violence Response Team
Camden City Mayoral Candidate Forum
Camden County Boathouse Committee
Camden United, Inc.
City of Camden
Concerned Citizens of Lynwood Gardens
Coordination of American Red Cross Blood Drive @ LEAP Academy University Charter School
CPAC
Cramer Hill Residents Association, Inc.
DARE Program
Disabled American Veterans Auxiliary
FBCDC Community Meeting
Forum for the Future of New Jersey
Walt Whitman Preservation Awards - Founder
Walt Whitman Preservation Forum - Founder
From Welfare to Work Clothing Drive, Camden, NJ
GBCS
Grant Writer
GREAT Program
Greater Brunswick Charter School
HUD Holiday season coat drive
Jimmy "D" 5k run
Knights of Columbus
Latino Leadership Alliance
Mexican Independence Festival
Montclair African American Heritage Parade & Festival
Municipal Alliance
NAACP Freedom Fund Dinner -Chairperson
National Group of New Brunswick Leaders
Neighborhood Action Bureau
New Brunswick Crime Watch 25th Anniversary Committee
Our Lady of Mt. Carmen/Fatima, Camden, NJ
Production of Langston Hughes Play
Recruitment/ Participation Camp Lost & Found (for grieving families and children)
Regional Business
Religious Education Instructor
Rutgers Fairview Neighborhood Partnership
SJ Christian Leadership
South Jersey African American Voters Summit
St. Joan of Arc Church, Camden NJ
St. John United Methodist Church Welfare to Work Campaign
St. Johns Baptist Church Cancer Survivors Celebration of Life Luncheon
St. John's UM Church, Berlin, NJ
United Way Celebrity Read Liaison
United Way Grant Review
United Way of Essex & West Hudson Read Up Committee
WIB Literacy
Woman's Symposium Salem County

APPENDIX C

Nonprofit Board Involvement of Leadership Institute Graduates

AFWC-Church
Arden Theater - Board Member
Arts & Business Partnership of Southern NJ
Arts & Business Partnership of Southern NJ
Broadway Main Street
CamConnect
Camden County Homeless Network Planning Commission
Camden Wellness
Cape Counseling
Catholic Charities Board Member
Children's Institute
Christian Cancer Survey
Civic League Greater New Brunswick
CommonWealth EDC
Community Advisory Group - Willingboro
Delaware Valley Assoc. for the Education of Young Children
Episcopal Mission Board
Eric Chandler Community Health Center
Fairview Main Street
Family Connection
Farm and Wilderness Foundation, trustee
Forty Plus of Philadelphia
Greater Camden School
Health and Senior Services Taskforce for Office of Multicultural Health
Hispanic Association - Secretary
Hispanic Directors Association
Hudson Perinatal Consortium
Hudson Perinatal Consortium
Imhotep Charter School
Institute for Development of Education Through the Arts
Inter Agency council
Jewish Camden
KIPP Philadelphia Charter School
LAEDA
Larc School for Disabled Children
LEAP Academy University Charter School
Liberty Community Development Corp
Morris Land Conservancy
Mujeres en Accion
Nehemiah Project community Development Corp.
New Brunswick Council for Youth-Chairperson
New Brunswick Tomorrow
Newark Public School Foundation
NHS of Camden
NJ Society for Public Education
No. Steltom AME Church Board of Trustees
Northern NJ Maternal/Child Health Consortium
Northwest NJ Maternal & Child Health Network
Paul VI HS Board of Trustees
Senior Citizens United for Community Services (SCUCS)
SJ Legal Services
SJ Performing Arts Cultural Board
South Jersey Traffic Alliance
South NJ development council
St. Joe's Carpenter
Stockton Rush Bartol Foundation President
The Clay Studio
United Ways of New Jersey

APPENDIX D
Surveys

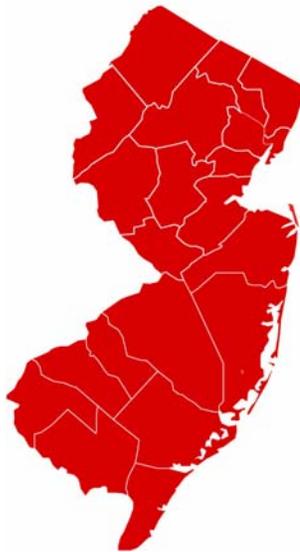


Leadership Institute IMPACT SURVEY

October 18, 2005

Information you provide with this survey will help facilitate alumni activities, alumni networking, and enhance Rutgers efforts to serve New Jersey's communities. The information you provide will also help us prepare a report for Rutgers on the impacts of your Leadership Institute and others. **To help in this effort please fill out the survey and information sheet and return in the enclosed envelop by November 18 along with a copy of your current resume'.**

Information on your survey will not be released publicly nor will individual surveys be analyzed. All analyses will be conducted at the aggregate data level. Taking part in this survey is completely voluntary.



**CENTER FOR STRATEGIC URBAN COMMUNITY LEADERSHIP
856-225-6348 Fax: 856-225-6500
321 Cooper St., Camden, NJ, 08102**

Respondent Information

Which Leadership Institute did you attend?

(Mark one box)

- South Jersey Regional Leadership Institute (Camden)
- New Brunswick Tomorrow Leadership Institute
- United Way Project Leadership (Newark)

Year completed institute:

Place of residence at time of graduation from the Leadership Institute:

Municipality: County: State:

Current place of residence:

Municipality: County: State:

Name(s) of College or

University Attended: Years attended: Degree:

1.

2.

3.

In what year were you born?

Gender: Female Male

Marital Status: (Mark one box)

- 1. never married;
- 2. currently married;
- 3. married and divorced
- 4. married, spouse deceased

Ethnicity: (Mark one box)

- Hispanic Origin (any race)
- White
- African American or Black
- Asian / Pacific Islander
- American Indian / Eskimo / Aleut.

Other Please specify _____

Country of origin: _____

Which was the first generation of your family residing in the United States? (Mark one box)

- Your generation
- Your parents' generation
- Your grandparents' generation or before

Since your Leadership Institute, what types of further education have you received?

(Mark ALL the responses that apply)

- more leadership training
- management training
- technical training (e.g., computers, telecommunications)
- professional training in your field (e.g., banking, education)
- some graduate or professional school
- graduate degree (masters or doctorate)
- professional degree (JD, MD)

The following four boxes ask about your recent job history. Each box represents a single job. Please work backward, starting with your current job. If you have changed jobs within the same organization, please use separate boxes for each job. If you have not held four positions, simply leave the extra boxes blank and continue to the next section.

Box 1: Your current job		
Organization type <input type="checkbox"/> Public (government) <input type="checkbox"/> Private company <input type="checkbox"/> Non-profit organization	Main responsibility <input type="checkbox"/> Managerial <input type="checkbox"/> Professional (e.g. legal, teaching) <input type="checkbox"/> Technical <input type="checkbox"/> Other	This job was: <input type="checkbox"/> A promotion to a higher position within the same organization <input type="checkbox"/> A lateral move within the same organization <input type="checkbox"/> A lateral move from a different organization <input type="checkbox"/> An upwards move from a different organization <input type="checkbox"/> Your first job
Year started:	# of employees supervised, if any:	Formal job title:

Box 2: The job you held immediately before your current job		
Organization type <input type="checkbox"/> Public (government) <input type="checkbox"/> Private company <input type="checkbox"/> Non-profit organization <input type="checkbox"/> Different job but same organization as current one	Main responsibility <input type="checkbox"/> Managerial <input type="checkbox"/> Professional (e.g. legal, teaching) <input type="checkbox"/> Technical <input type="checkbox"/> Other	This job was: <input type="checkbox"/> A promotion to a higher position within the same organization <input type="checkbox"/> A lateral move within the same organization <input type="checkbox"/> A lateral move from a different organization <input type="checkbox"/> An upwards move from a different organization <input type="checkbox"/> Your first job
Years in job: From: _____ To: _____	# of employees supervised, if any:	Formal job title: _____

Box 3: The job you held immediately before the job listed in box 2		
Organization type <input type="checkbox"/> Public (government) <input type="checkbox"/> Private company <input type="checkbox"/> Non-profit organization <input type="checkbox"/> Different job but same organization as current one	Main responsibility <input type="checkbox"/> Managerial <input type="checkbox"/> Professional (e.g. legal, teaching) <input type="checkbox"/> Technical <input type="checkbox"/> Other	This job was: <input type="checkbox"/> A promotion to a higher position within the same organization <input type="checkbox"/> A lateral move within the same organization <input type="checkbox"/> A lateral move from a different organization <input type="checkbox"/> An upwards move from a different organization <input type="checkbox"/> Your first job
Years in job: From: _____ To: _____	# of employees supervised, if any:	Formal job title: _____

Box 4: The job you held immediately before the job listed in box 3		
Organization type <input type="checkbox"/> Public (government) <input type="checkbox"/> Private company <input type="checkbox"/> Non-profit organization <input type="checkbox"/> Different job but same organization as current one	Main responsibility <input type="checkbox"/> Managerial <input type="checkbox"/> Professional (e.g. legal, teaching) <input type="checkbox"/> Technical <input type="checkbox"/> Other	This job was: <input type="checkbox"/> A promotion to a higher position from within the same organization <input type="checkbox"/> A lateral move within the same organization <input type="checkbox"/> A lateral move from a different organization <input type="checkbox"/> An upwards move from a different organization <input type="checkbox"/> Your first job
Years in job: From: _____ To: _____	# of employees supervised, if any:	Formal job title: _____

Leadership Involvement

We are interested in the leadership involvement you have had since your leadership institute. For only those types of leadership roles you have experienced,

1. briefly list the names of organizations in which you had these leadership roles,
2. list the actual role(s) you performed, and the
3. supply the dates you performed them

Leadership Involvement	Names of Organizations where you have performed this role	Dates you performed this role
Community projects or events.	a. Example: Collingswood, NJ Book Festival b. Example: Delaware River Keepers 1. 2. 3.	a. May to October 2004 b. 2002-2004 1. 2. 3.
Management in a government, business, or nonprofit organization	1. 2. 3.	1. 2. 3.
Involvement on a nonprofit board	1. 2. 3.	1. 2. 3.
Involvement on a corporate board of directors	1. 2. 3.	1. 2. 3.
Membership on a government /public board	1. 2. 3.	1. 2. 3.
Elected public office community level (school board, council)	1. 2. 3.	1. 2. 3.
Elected public office county level	1. 2. 3.	1. 2. 3.

Elected public office state level	1. 2. 3.	1. 2. 3.
Philanthropic organization (foundation, corporate giving, etc.)	1. 2. 3.	1. 2. 3.
Other leadership involvement (specify):	1. 2. 3.	1. 2. 3.

Has your level of involvement in leadership changed since your Leadership Institute? **For those settings where you have actual experience**, 1, circle the appropriate response

Leadership Involvement in:	Level of Involvement
	Less (less than before LI) Same (same as before LI) More (more than before LI)
Community projects or events.	1.Less 2.Same 3.More
Management in government, business, or nonprofit organization	1.Less 2.Same 3.More
Nonprofit board	1.Less 2.Same 3.More
Corporate board of directors	1.Less 2.Same 3.More
Government/public board	1.Less 2.Same 3.More
Elected public office community level (school board, council)	1.Less 2.Same 3.More
Elected public office county level	1.Less 2.Same 3.More
Elected public office state level	1.Less 2.Same 3.More
Giving to worthy causes	1.Less 2.Same 3.More

Perspectives on Leadership

What have been the biggest **obstacles** to you in advancing your career? Rate each from **1=least obstacle to 5=greatest obstacle**.

- Lack of organizational savvy about what makes organizations tick
- Difficulty balancing career and family
- Prejudice on the part of superiors and colleagues
- Isolated, unsupportive working environment
- Poor career choices on my part
- Lack of career advice and mentoring from others
- Lack of access to professional networks
- Lack of self-confidence
- Lack of basic communication competencies (speaking, writing, reading)
- Lack of ability to communicate externally to media, elected officials, etc.
- Need for work-related skills (being on time, dressing the part, etc.)
- Lack of work experience
- Fear of failure
- Lack of emotional/social support at work
- Lack of financial resources
- Other, please specify:

Which **skills** have been most important to your effectiveness as a leader? Rate each of the following skills from **1=least important to 5=most important**.

- managing conflict
- team building and team skills
- applying technical skills (e.g., planning or analytical skills)
- detecting and managing change
- assessing organizational dynamics
- applying influence
- acquiring resources
- communicating by speaking
- communicating in writing
- communicating externally (e.g. to media, elected officials).
- solving technical problems
- solving open-ended problems
- assessing performance
- Other, please specify:

To what extent do you agree or disagree with the following statements?

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
Leaders are born not made. Leaders have intrinsic qualities that non-leaders lack.	<input type="checkbox"/>				
Leaders are made not born. It is experience and learning that make leaders effective.	<input type="checkbox"/>				
Leadership is primarily a top-down process with the top leader making the decisions.	<input type="checkbox"/>				
Leadership is primarily serving others.	<input type="checkbox"/>				
Leadership is primarily performed by individuals using their superior abilities.	<input type="checkbox"/>				
Leadership is primarily performed in teams.	<input type="checkbox"/>				
Effective leaders know the leadership style that works best for them and stick with that style.	<input type="checkbox"/>				
Effective leaders adjust their leadership styles depending on the situation they face.	<input type="checkbox"/>				

Since my leadership institute, my employers or others have invested in me by:

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
Providing additional leadership training	<input type="checkbox"/>				
Providing other kinds of training	<input type="checkbox"/>				
Paying toward further formal education	<input type="checkbox"/>				
Linking me with people who can help me learn and advance	<input type="checkbox"/>				
Assigning me higher profile projects or tasks	<input type="checkbox"/>				
Increasing my salary and benefits	<input type="checkbox"/>				
Providing professional coaching in specific skills (speaking, media relations, etc.)	<input type="checkbox"/>				
Assigning a mentor to help guide me professional development and career	<input type="checkbox"/>				

To what extent do you agree or disagree with the following statements?

The LEADERSHIP INSTITUTE experience

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
has been helpful for my career.	<input type="checkbox"/>				
increased my knowledge of myself.	<input type="checkbox"/>				

Strongly Agree Somewhat Agree Neutral Somewhat Disagree Strongly Disagree
▼ ▼ ▼ ▼ ▼

increased my self-confidence.	<input type="checkbox"/>				
increased my professional network.	<input type="checkbox"/>				
fellow participants have given me job leads, encouragement, or career advice.	<input type="checkbox"/>				
“faculty” have given me job leads, encouragement, or career advice.	<input type="checkbox"/>				
increased my knowledge of what it takes to succeed.	<input type="checkbox"/>				
increased my professional capabilities.	<input type="checkbox"/>				
increased my understanding of the way organizations work—my organizational savvy	<input type="checkbox"/>				
increased my personal life satisfaction.	<input type="checkbox"/>				
led indirectly to a new job.	<input type="checkbox"/>				
led directly to a new job.	<input type="checkbox"/>				
directly led to my increased income	<input type="checkbox"/>				
indirectly led to my increased income	<input type="checkbox"/>				

Since my Leadership Institute my income has:
(Mark one box)

- decreased significantly
- decreased somewhat
- stayed the same
- increased somewhat
- increased significantly

Educational Impacts

To what extent do you agree or disagree with the following statements?

The LEADERSHIP INSTITUTE experience

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
had no real effect on my education before or since	<input type="checkbox"/>				
helped me put previous education/training in perspective	<input type="checkbox"/>				
added learning I hadn't received in prior education	<input type="checkbox"/>				
motivated me to pursue further professional development	<input type="checkbox"/>				
motivated me to pursue further formal education	<input type="checkbox"/>				

Leadership Knowledge and Behaviors

To what extent do you agree or disagree with the following statements?

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
increased my knowledge of leadership theories	<input type="checkbox"/>				
increased my knowledge of leadership strategies	<input type="checkbox"/>				
increased my understanding of and ability to manage change	<input type="checkbox"/>				
increased my understanding of and ability to manage conflict	<input type="checkbox"/>				

Agree Agree Neutral Disagree Disagree
▼ ▼ ▼ ▼ ▼

When confronted with a leadership situation I draw upon knowledge or skills I gained in the Leadership Institute

experience has increased the number of leadership styles I can demonstrate

experience has increased my ability to persuade others of what actions are needed and what actions to take.

increased my ability to identify and communicate my organization's vision

increased my ability to communicate effectively with news media and external stakeholders

To what extent do you agree or disagree with the following statements?

My leadership institute experience has

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
made me more flexible in adjusting my leadership styles	<input type="checkbox"/>				
improved my ability to function in a team	<input type="checkbox"/>				
improved my ability to manage personal life issues	<input type="checkbox"/>				
made me more aware of the role of ethics and integrity in leadership	<input type="checkbox"/>				
made me more inclusive in relating to diverse groups	<input type="checkbox"/>				

I am likely to recommend the Rutgers Leadership Institute to a colleague or friend.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
▼	▼	▼	▼	▼
<input type="checkbox"/>				

What five skills/competencies or types of knowledge do you perceive you need most to advance to a higher level of leadership?

- 1.
- 2.
- 3.
- 4.
- 5.

Additional comments you want to make:

Thank you for participating!

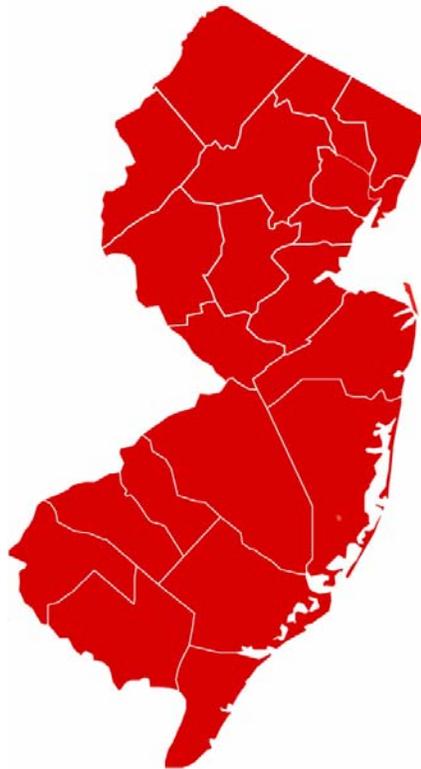


LATINO LEADERS IMPACT SURVEY

October 18, 2005

As a graduate of the New Jersey Latino Leaders Fellowship Institute you can help your program and help improve Latino leadership in New Jersey and beyond. The information you provide on this survey will help facilitate alumni activities, alumni networking, and enhance efforts by the Department of Community Affairs and Rutgers University to serve New Jersey's communities. To help in this effort please **fill out this survey and return in the enclosed envelop by November 18, 2005 along with a current copy of your resume.**

The information on your survey will not be released publicly nor will individual surveys be analyzed. All analysis will be conducted at the aggregate data level. Taking part in this survey is completely voluntary.



CENTER FOR STRATEGIC URBAN COMMUNITY LEADERSHIP
856-225-6348 Fax: 856-225-6500
321 Cooper St., Camden, NJ, 08102

Respondent Information

Year started Latino Leaders program:

Year of Latino Leaders program:

In what year were you born?

Gender: Female Male

Marital Status: 1. never married; 2. currently married; 3. married and divorced 4. married, spouse deceased

Ethnicity: (Mark one box)

- Hispanic
- Puerto Rican
 - Cuban
 - Dominican
 - Central American
 - South American
 - Latino/African American
 - Latino/White
- Other: _____

African American or Black

Country of origin: _____

Citizenship Status: (Mark one box)

Citizen Green Card Student Visa

Which was the first generation of your family in the United States? : (Mark one box)

- Your generation
- Your parents' generation
- Your grandparents' generation

College or University Attended:

School	Years	Degree
--------	-------	--------

1.

2.

3.

Current Job:

Title:

Employer:

Address:

From—To:

Previous Jobs:

Title	Employer	From-To
-------	----------	---------

1.

2.

3.

4.

Place of residence at time of graduation from the Latino Leaders program

Municipality:

County:

State:

Perspectives on Leadership

What have been the biggest obstacles to you in advancing your career? Rate each from 1=least obstacle to 5=greatest obstacle.

___ Lack of organizational savvy about what makes organizations tick

___ Difficulty balancing career and family

___ Prejudice on the part of superiors and colleagues

___ Isolated, unsupportive working environment

___ Poor career choices on my part

___ Lack of career advice and mentoring from others

___ Lack of access to professional networks

___ Lack of self-confidence

- __ Lack of financial resources
- __ Lack of basic communication competencies (speaking, writing, reading)
- __ Lack of ability to communicate externally to media, elected officials, etc.
- __ Need for work-related skills (being on time, dressing the part, etc.)
- __ Lack of work experience
- __ Fear of failure
- __ Lack of emotional/social support at work
- __ Other, please specify:

Which skills have been most important to your effectiveness as a leader or emerging leader? Rate each of the following skills from 1=least important to 5=most important.

- __ managing conflict
- __ team building and team skills
- __ applying technical skills (e.g., planning or analytical skills)
- __ detecting and managing change
- __ assessing organizational dynamics
- __ applying influence
- __ political savvy
- __ analyzing and advocating public policies
- __ acquiring resources
- __ communicating by speaking
- __ communicating in writing
- __ communicating externally (e.g. to media elected officials)
- __ interpersonal skills
- __ solving technical problems
- __ solving open-ended problems
- __ assessing performance
- __ professional etiquette (dress, social graces, etc.)
- __ Other, please specify:

Since my leadership institute, my employers or others have invested in me by:

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
Providing additional leadership training	<input type="checkbox"/>				
Providing other kinds of training	<input type="checkbox"/>				
Paying toward further formal education	<input type="checkbox"/>				
Linking me with people who can help me learn and advance	<input type="checkbox"/>				
Assigning me higher profile projects or tasks	<input type="checkbox"/>				
Increasing my salary and benefits	<input type="checkbox"/>				
Assigning me a professional coach	<input type="checkbox"/>				
Providing me a career mentor	<input type="checkbox"/>				

To what extent do you agree or disagree with the following statements?

The LATINO LEADERS INSTITUTE experience

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
has been helpful for my career.	<input type="checkbox"/>				
increased my knowledge of myself.	<input type="checkbox"/>				
experience increased my self-confidence.	<input type="checkbox"/>				
increased my professional network.	<input type="checkbox"/>				
fellow participants have given me job leads, encouragement, or career advice.	<input type="checkbox"/>				

The LATINO LEADERS INSTITUTE experience

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
“faculty” have given me job leads, encouragement, or career advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased my knowledge of public policymaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased my knowledge of Latino communities and Latino influences on policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career Impacts

To what extent do you agree or disagree with the following statements?

The LATINO LEADERS INSTITUTE experience

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
increased my knowledge of what it takes to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased my professional capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased my understanding of the way organizations work—my organizational savvy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased my personal life satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
led indirectly to a new job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
led directly to a new job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has directly led to my increased income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has indirectly led to my increased income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

has had a positive overall impact in my career

Educational Impacts

To what extent do you agree or disagree with the following statements?

The LATINO LEADERS INSTITUTE experience

	Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
had no real effect on my education before or since	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helped me put previous education in perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
added learning I hadn't received in prior education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motivated me to pursue further professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motivated me to pursue further formal education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership Involvement

What has been your level of involvement in the following leadership settings? Check the appropriate response. **Respond only to those types of involvement you have actually had.**

	Less ▼	Same ▼	More ▼
College or university leadership (student organizations, alumni affairs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community projects or events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management in government, business, or nonprofit organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What five skills/competencies or types of knowledge do you need to advance to a higher level of leadership?

	Less ▼	Same ▼	More ▼
Involvement on a nonprofit board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement on a corporate board of directors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement on a government/public board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elected public office community level (school board, council)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elected public office county level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elected public office state level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foundations, Corporate giving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other leadership role (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.
- 2.
- 3.
- 4.
- 5.

Additional comments you would like to make:

I am likely to recommend the Latino Leaders Institute to a colleague or friend.

Strongly Agree ▼	Somewhat Agree ▼	Neutral ▼	Somewhat Disagree ▼	Strongly Disagree ▼
<input type="checkbox"/>				

Thank you for participating!



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