



Civic Leadership Academy Final Evaluation Report



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Executive Summary

The CLA Program – Background and Context

The Civic Leadership Academy (CLA) is an intensive professional development and training program for leaders in Chicago nonprofit organizations, City of Chicago government agencies, and government agencies in Cook County, IL. CLA's objective is to equip these leaders (known as "fellows") with the knowledge and skills the leadership literature identifies as being key to effective leadership (Davis & Hogarth, 2012)¹, and then provide them with opportunities to apply this knowledge to real-world, relevant problems. The program is a cross-institution collaboration between University of Chicago departments, programs, and professional schools; nonprofit and government partners; and funders (see Appendix B). Current CLA program leadership resides within the University of Chicago's Office of Civic Engagement and the Harris School of Public Policy, which also serves as CLA's academic home. In academic year 2019, Harris Public Policy will lead CLA, reflecting its commitment to cross-institutional collaboration.

CLA's primary goal is to improve fellows' leadership capacity, so that in turn, their organizations are better able to carry out their missions. The CLA has a secondary goal of building a collaborative network that "breaks down silos" by bringing together fellows across sectors in ways that ultimately will contribute to Chicago's civic infrastructure. Since its inception, the CLA has trained 88 fellows across three cohorts (2015, 2016, 2017) representing 73 different governmental departments and nonprofit organizations in Chicago and the rest of Cook County, IL (see Appendix A). Fellows are selected through a competitive application process.

Program Evaluation – Overview of Methodology

The Civic Leadership Academy Program Evaluation was funded by JPMorgan Chase and conducted by Outlier Research & Evaluation (Outlier), a group that resides in UChicago STEM Education, an independent Center in the University of Chicago's Physical Sciences Division. The evaluation took place over a three-year period between April 2015 and December 2017 and included data from all three CLA cohorts. The evaluation involved both formative data collection to inform program improvement, and summative data collection to document program progress toward intended outcomes, which include the following:

- Fellow outcomes: Improved leadership capabilities and stronger relationships with other civic leaders;
- Network outcomes: Collaboration among CLA alumni for positive social change in Chicago; and
- Organizational outcomes: Improved capacity within CLA fellows' organizations.

¹ Davis, H.L. & Hogarth, R.M. (2012). Rethinking Management Education: A View from Chicago.

This final evaluation report is focused on the summative evaluation. The goal of the summative evaluation was to examine the extent to which the CLA program activities supported the intended program outcomes (i.e., outcomes related individual fellows, fellows' organizations, and the network as a whole). A mixed-method design was employed to observe changes in these three key outcomes over time. Primary data sources for the summative evaluation included:

- Fellow Leadership Surveys (administered before and after the program and then every six months).
- Fellow Network Surveys (administered before and after the program and then every six months).
- Supervisor End-of-Program Surveys (administered to all supervisors).
- Fellow case study interviews (conducted with a sample of twelve fellows across all three cohorts, repeated every six months).

Summary of Findings

Fellow Outcomes

The program evaluation explored the extent to which fellows' *individual leadership capabilities* (i.e., skills, behaviors, and self-efficacy) changed from the beginning to end of the program. Data indicated three primary areas of change:

- *Increased intentionality*: Fellows devoted increased time and/or effort to engaging in planning, self-monitoring, and self-reflection activities. They began to use more assessment tools to understand others' needs and began to rely more on their own experience and research when setting goals.
- *Improved communication and interaction with others*: Fellows improved the nature of their interactions with others in the workplace (e.g., colleagues, supervisors, and external partners) through focusing more on others' needs and concerns. Fellows developed a greater understanding of their audiences and a greater understanding of their impact on others in and outside of their organizations.
- *Increased self-efficacy for civic leadership*: Fellows became more confident in using data and information to guide their decision-making, to develop effective action plans, to reflect on the effects of their behavior, to understand others' perspectives, and to adjust their behavior in response to feedback.

Network Outcomes

The evaluation examined the extent to which individual fellows developed strong personal and professional relationships with other civic leaders (i.e., fellows in their cohort), and the extent to which fellows contributed to and leveraged the network by sharing professional resources, providing

professional feedback or advice, collaborating on a shared project or product, and making professional introductions. Data indicated three key findings:

- *Stronger personal and professional relationships*: Fellows' professional and personal relationships with one another became significantly stronger over the six-month program.
- *Increased engagement in networking activities*: From the beginning to the end of the program, significantly more fellows were exchanging resources and advice and collaborating with one another on shared projects or products. In addition, by the end of the program, the majority of fellows (86.7%) had made five or more professional introductions to their cohort peers.

Organizational Outcomes

The analysis of organizational outcomes within the program evaluation was exploratory. Survey and interview data were synthesized to discover the range and extent of organizational outcomes associated with CLA participation. Across data sources, three key types of organizational outcomes emerged:

- *Increased organizational learning*: CLA participation provided organizations with access to a more diverse set of knowledge, information, ideas, and strategies.
- *Increased organizational collaboration*: CLA participation catalyzed new, mutually beneficial collaborative projects.
- *Increased organizational connections*: CLA participation enabled professional connections between organizations that in turn increased the possibility of future learning and collaboration.

Civic Leadership Academy – Working Theory of Action Based on Evaluation Data (2015-2017)

A Theory of Action diagram (Figure 1, page 6) was created to illustrate relationships between the CLA program and the key outcomes described in the summative evaluation findings. Program *structures* experienced by fellows are listed in the left-hand box of the diagram and described in detail on pages 9-12. Program *mechanisms*, derived from the evaluation data, describe the processes through which the program structures may yield the identified fellow, network, and organizational outcomes. The arrows in the diagram depict relationships between the different outcomes, illustrating multiple paths through which particular outcomes may be reached. This emergent theory provides a working hypothesis for how the CLA program operates and may be tested in a future program evaluation.

Civic Leadership Academy – Working Theory of Action Based on Evaluation Data (2015-2017)

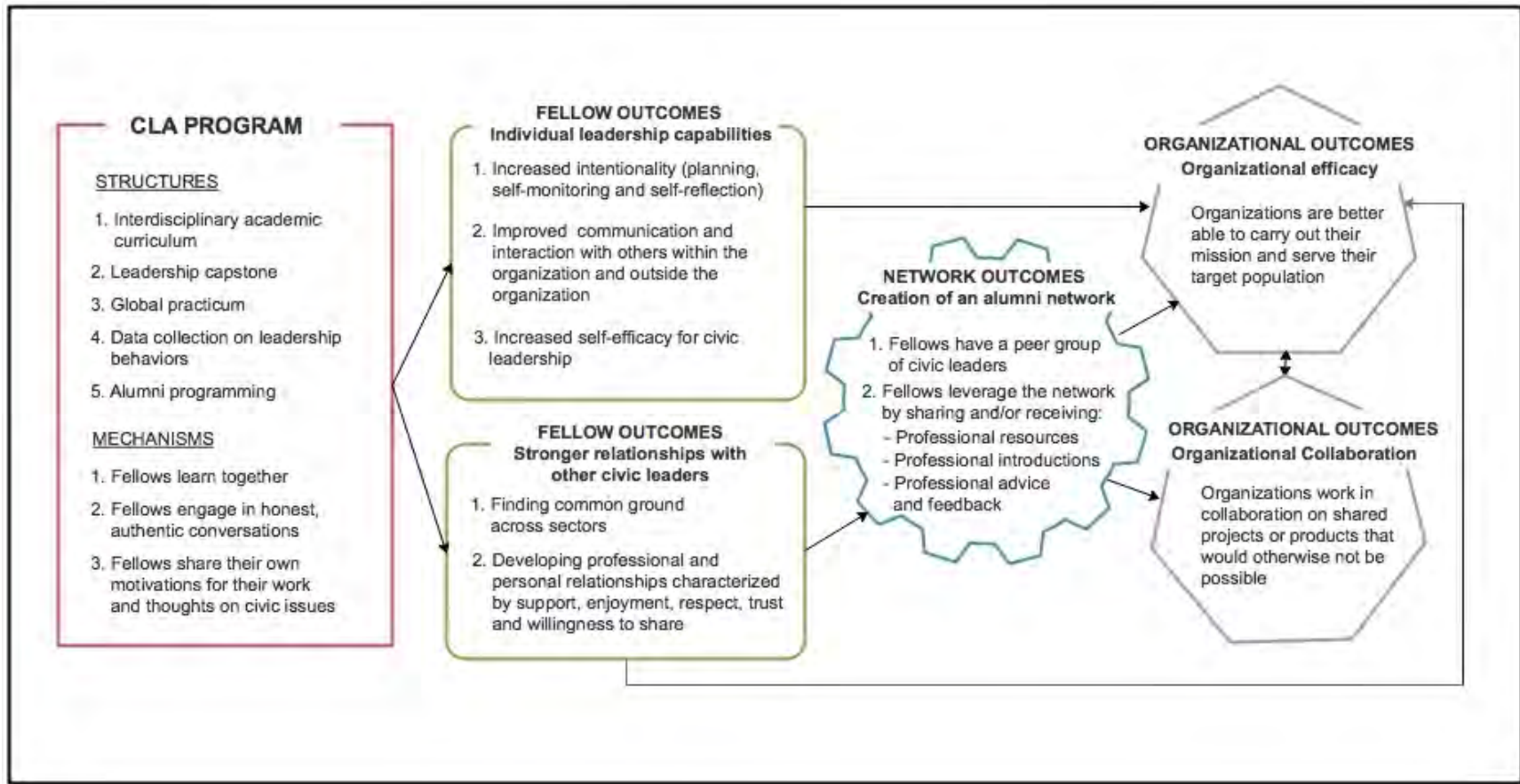


Figure 1. Civic Leadership Academy (CLA) Working Theory of Action.

Part 1. Background and Context

Introduction

The Civic Leadership Academy (CLA) is an intensive professional development and training program for leaders in Chicago nonprofit organizations, City of Chicago government agencies, and government agencies in Cook County, IL. CLA's objective is to equip these leaders (known as "fellows") with the knowledge and skills the literature identifies as being key to effective leadership, and then provide them with opportunities to apply this knowledge to real-world, relevant problems. CLA's primary goal is to improve fellows' leadership capacity, so that in turn, their organizations are better able to carry out their missions. The CLA has a secondary goal of building a collaborative network that "breaks down silos" by bringing together fellows across public and nonprofit sectors in ways that ultimately will contribute to Chicago's civic infrastructure.

Since its inception, the CLA has trained 88 fellows across three cohorts (2015, 2016, 2017) representing 73 different governmental departments and nonprofit organizations in Chicago and the rest of Cook County, IL (see Appendix A for complete list). Fellows are selected through a competitive application process. In 2015, 28 out of 105 applicants were accepted to the inaugural Civic Leadership Academy cohort (27% acceptance). In 2016, a total of 110 applied to the CLA and 30 were accepted (27% acceptance). In 2017, a total of 119 applied, and 30 were accepted (25% acceptance). The nonprofit organizations represented by CLA fellows serve a wide range of Chicago neighborhoods and community areas (see Figure 2, page 8).

The Civic Leadership Academy Program Evaluation was funded by JPMorgan Chase and conducted by Outlier Research & Evaluation (Outlier), a group that resides in UChicago STEM Education, an independent Center in the University of Chicago's Physical Sciences Division. The evaluation took place over a three-year period between April 2015 and December 2017 and included data from all three CLA cohorts. The evaluation involved both formative data collection to inform program improvement, and summative data collection to document program progress toward intended outcomes.

Program Description: The CLA Program Model

Beginning in April 2015, Outlier and the CLA leadership team engaged in ongoing conversations to explicitly articulate the key program elements essential to the CLA (i.e., those elements that are considered foundational to the program). Because the program evolved each year based on formative evaluation findings, initial conversations were periodically revisited to update working models of the CLA program.

Heat Map: Chicago Community Areas Served

Map represents survey responses of CLA nonprofit fellows across three cohorts (2015-2017), N=44.

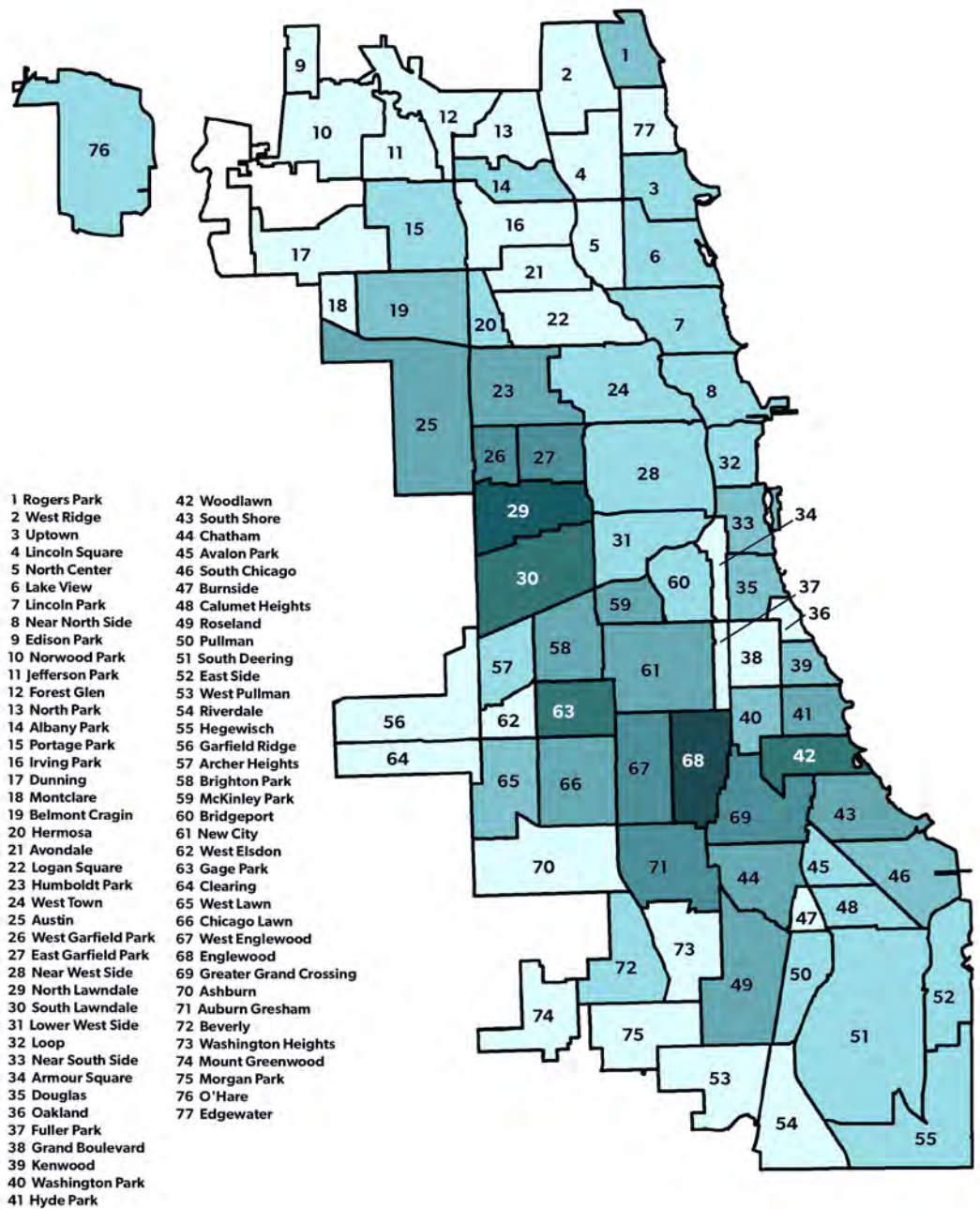
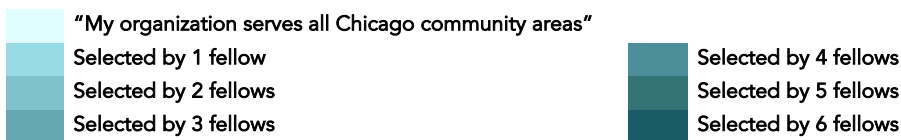


Figure 2. Heat Map: Chicago Community Areas Served



The CLA program model as of Fall 2017 is outlined below:

1. Collaborative Partners. The CLA program is a cross-institution collaboration between University of Chicago departments, programs, and professional schools; nonprofit and government partners; and funders (see Appendix B for list of all involved stakeholders). The CLA core program leadership resides within the University of Chicago's Office of Civic Engagement with the academic home being the Harris School of Public Policy.

2. Fellow Recruitment and Application Process. The CLA is for full-time employees of Chicago nonprofit organizations, the City of Chicago, or Cook County who have a minimum of five years of work experience in the civic sector. The five-month recruitment process begins with a strategic marketing campaign and targeted informational sessions where interested applicants learn about the program from CLA alumni. Following this, applicants have the opportunity to attend an hour-long "sample course" with UChicago faculty to determine whether the CLA program is a good fit for their interests and professional development needs. The program seeks fellows who are: "intellectually curious, reflective, ambitious and innovative, open and flexible, and committed to positive change."

During the evaluation period, the application process included a written essay, two letters of recommendation, a proposal to conduct two potential projects ("capstone projects") that address a challenge within their home organizations and stretch them to grow as a leader, an interview with CLA leadership, and a signed letter of institutional commitment from the fellow's organization and immediate supervisor indicating that they supported the proposed capstone projects and would allow the fellow the time and flexibility to participate in all program activities.

3. Fellow Selection Process. The selection team is composed of CLA program leaders and members of the CLA advisory committee. Members of the selection team review and score all applications and conduct interviews with all finalists. The application and interview are considered together in making final recommendations for selection with a process that uses two rubrics (one to score the application materials, and another to score the interview). Using the rubrics, selection team members rate candidates on multiple criteria to determine the extent to which candidates:

- Demonstrate the ability and ambition to reach beyond their own organizations to have an impact in Chicago;
- Have the capacity to engage in intellectually rigorous work;
- Are reflective about their own leadership;
- Demonstrate the ability to be introspective; and
- Demonstrate a track record of successful leadership on and off the job.

4. Key Program Components. CLA’s public-facing materials (e.g., program website and informational brochure for potential applicants) describe the program as “a powerful six-month interdisciplinary leadership development program.” The program includes five key components: a) Interdisciplinary Academic Curriculum; b) a Leadership Capstone; c) a Global Practicum; d) Data Collection on Leadership Behaviors; and e) Alumni Programming. Descriptions of each component, and details related to program implementation during the three-year evaluation period, are provided below.

a. Interdisciplinary Academic Curriculum. Fellows complete 110 hours of coursework taught by faculty from the University of Chicago, local civic leaders, and expert practitioners. The curriculum is grounded in the leadership development theoretical framework conceived by Harry Davis and Robin Hogarth (University of Chicago Booth School of Business).² Lectures, panels, and classes are organized into broad topic-based modules related to leadership development.

Curriculum Implementation: Over the three-year evaluation period, modules took place every other week for 1½ days and each module included a synthesis/integration session with a University Chicago faculty advisor. Fellows were expected to complete approximately two hours of homework per week. Slight modifications were made to course content and course instructors in each year of the evaluation based on formative evaluation feedback.

b. Leadership Capstone. The Leadership Capstone is an applied workplace experience that provides fellows an opportunity to improve one or more leadership skills.

Leadership Capstone Implementation: The scope and focus of the Leadership Capstone shifted from Cohort 1 to Cohort 3. In the first two cohorts, fellows selected a “capstone project” to develop and execute (from among those proposed in the application) that addressed a significant challenge facing their organization. Secondly, fellows used the project as an opportunity to practice one or more leadership skills. As part of the Capstone experience, fellows were expected to: 1) prepare a formal work scope in collaboration with the employer; 2) collect relevant data; 3) deliver a “midterm” presentation and receive feedback; and 4) deliver a final oral presentation to share what they have learned.

Evaluation data showed that the fellows were successful at completing the tasks of the capstone project, but had more difficulty keeping the leadership skill(s) at the core of their focus. Therefore, adjustments were made to the Leadership Capstone component for cohort 3. In Cohort 3, as part of the application process, fellows were asked to identify their targeted leadership skill(s) first, then identify one or more opportunities in their current work context

² Davis, H.L. & Hogarth, R.M. (2012). Rethinking Management Education: A View from Chicago.

("capstone projects") that would enable them to practice those selected skills. As part of the revised Capstone experience, Fellows were expected to: 1) draft a plan for a project or task that would allow them to practice their identified skill; 2) carry out the project or task; 3) discuss the insights from the work with a small group of fellows; 4) write a reflection paper on their experience; and 5) deliver a final oral presentation to share what they have learned.

c. Global Practicum. The purpose of the Global Practicum is to gain valuable perspective by traveling abroad to learn how leaders in a different context overcome leadership obstacles related to setting goals and engaging audiences.

Global Practicum Implementation: During the program, fellows participated in a week-long global cities leadership practicum conducted in partnership with Common Purpose, a UK-based nonprofit organization. In Cohort 1, fellows traveled to Johannesburg, South Africa. In cohorts 2 and 3, fellows traveled to Delhi, India. In both locations, the practicum provided fellows an opportunity to learn how leaders within a different civic context set leadership goals and engaged audiences to achieve a particular outcome.

d. Data Collection on Leadership Behaviors. Fellows collect data on their own leadership behaviors to seek out patterns and identify key insights about how their behaviors influence those around them.

Data Collection Implementation: The mechanisms for collecting data varied from the first to the third cohort, but always included a systematic 21-day assignment that asked fellows to articulate a work setting (in which they participated), identify a leadership "action skill" they would practice within that setting, and identify an audience that would be affected by the action skill. Fellows were expected to track their action skill each day of the assignment and reflect on any impacts made on the intended audience. Data were aggregated, synthesized and key themes were shared with fellows as part of their CLA coursework.

e. Alumni Programming. The purpose of Alumni programming is to engage fellow alumni across cohorts to expand their professional networks, continue learning, and work together towards collective impact.

Alumni Programming Implementation: All alumni received a credit of \$2000 to be used toward a course of their choosing through the Returning Scholars program at the University of Chicago Graham School of Continuing Liberal and Professional Studies. The University of Chicago has further promoted alumni networking by supporting the activities of three alumni Executive

Committees (focused on each: engagement, impact, and sustainability). University support involves hosting regular meetings, sponsoring events that involve UChicago faculty, and sponsoring continued professional development opportunities.

For example, in 2017, the UChicago Office of Civic Engagement and the CLA Alumni Impact Committee co-hosted an “On the Table” dinner discussion for current and former CLA fellows, moderated by Susana Vasquez, CLA faculty instructor and member of the CLA Advisory Council. During this event, fellows explored common threads across cohorts. A second alumni event in 2017 gathered current and former CLA fellows for a lecture with CLA faculty instructor Harry Davis and colleague John Michael Schert, both from the UChicago Booth School of Business. The lecture focused on challenges faced by leaders in difficult times and the power of creating.

Program Evaluation Overview and Questions

Formative Data Collection

The formative component of the evaluation informed leaders’ adjustments to the program model over the three-year evaluation period. Changes were made iteratively, as data from one cohort were used to inform the program model and implementation in the subsequent cohort. Data collection included both qualitative (focus group) and quantitative (survey) methods (see Table 1 for formative evaluation questions and data sources).

Table 1. CLA Program Formative Evaluation Questions and Data Sources

Formative Evaluation Questions	Data Sources
1. What is the CLA program model?	<ul style="list-style-type: none"> • CLA program documents • Model Articulation Conversations with CLA leadership <i>Ongoing, updated yearly</i>
2. What were the lessons learned from participant feedback, and how did they inform program changes? <ol style="list-style-type: none"> a. How well did the CLA program activities fit fellows’ needs? b. To what extent were each of the program components implemented as intended? 	<ul style="list-style-type: none"> • Fellow Focus Groups (selected fellows) <i>End-of-program</i> • Fellow Leadership Surveys (all fellows) <i>End-of-program</i> • Supervisor Surveys (all supervisors) <i>End-of-program</i>

Summative Data Collection

The summative component of the evaluation examined the extent to which the CLA program activities supported the intended program outcomes:

- Fellow outcomes: Improved leadership capabilities and stronger relationships with other civic leaders;
- Organizational outcomes: Improved capacity within CLA fellows’ organizations; and
- Network outcomes: Collaboration among CLA alumni for positive social change in Chicago.

A mixed-method (quantitative and qualitative) design was employed to observe changes in these three key outcomes over time (see Table 2). Data were collected longitudinally to track short-term (post-program) and long-term outcomes (up to 2.5 years post-program).

Table 2. CLA Program Summative Evaluation Questions and Data Sources

Summative Evaluation Questions	Data Sources
3. To what extent have CLA fellows experienced and demonstrated changes in leadership behavior and self-efficacy over time?	<ul style="list-style-type: none"> • Fellow Leadership Surveys (all fellows) <i>Beginning-of-program, End-of-program, Follow-up survey</i> • Supervisor Surveys (all supervisors) <i>End-of-program</i> • Fellow Case Study Interviews (selected fellows) <i>Every six months</i>
4. To what extent have organizations benefited from having a fellow participate in the CLA?	<ul style="list-style-type: none"> • Supervisor Surveys (all supervisors) <i>End-of-program</i> • Fellow Case Study Interviews (selected fellows) <i>Every six months</i>
5. To what extent has the Civic Leadership Academy experience facilitated the development of a network and in turn contributed to a civic infrastructure in Chicago?	<ul style="list-style-type: none"> • Fellow Network Surveys (all fellows) <i>Beginning-of-program, End-of-program, Follow-up survey</i> • Fellow Case Study Interviews (selected fellows) <i>Every six months</i>

Two surveys (one focused on leadership, and the other focused on the network) were developed and administered to all fellows at the beginning and end of the program to capture changes in leadership and the development of a civic network. Follow-up surveys were administered at six month intervals.

To complement the survey data, Outlier implemented a longitudinal case study approach with a small sample of fellows (N=12), whereby fellows across the three cohorts participated in periodic (every six

month) interviews for the duration of the evaluation. The interviews were designed to elicit rich descriptions of fellows' experiences in the program that yielded insights into the mechanisms through which the program achieved (or failed to achieve) its intended effects. Supplemental interviews were conducted with the supervisors of five case study fellows and colleagues of three case study fellows to provide additional information and context.

To assess changes in individual fellows' leadership capabilities and organizational changes from supervisors not participating in the case studies, summative data were also collected from surveys administered to all supervisors at the end of each CLA program. Complete details about each data source are provided in the following section.

Methodology and Data Sources

The following section provides detailed information on the content and administration of the data sources listed in Tables 1 and 2 above. Quantitative and qualitative analysis procedures for each data source are briefly outlined. See Appendices C for all survey item distributions and Appendix D for all survey item averages and analyses of pre-post change.

Fellow Leadership Survey

The Fellow Leadership Survey contained two types of items: those providing data to inform program improvement (formative) and those providing data on program outcomes (summative). Formative items (collected at the end of each cohort year) assessed fellows' perceived relevance and/or usefulness of key program elements and targeted suggestions for program improvement. Summative items targeted fellows' self-reported data on a) their leadership self-efficacy and b) their leadership behaviors and skills. In addition, one open-ended item asked fellows to describe how they felt they had grown as a leader. In January 2016, items were added to gather information on Chicago community areas and special populations served by fellows' organizations.

Leader self-efficacy: The Leadership Survey contained 11 items measuring fellows' self-reported level of self-efficacy (i.e., confidence) in their ability to enact a range of leadership activities. Fellows responded to these items on a scale of 1 to 5 where 5 = "*Completely confident*" and 1 = "*Not at all confident.*"

Leadership behaviors and skills: A total of 39 items measuring leadership behaviors and skills were adapted from existing published instruments³ to measure eight different aspects of leadership (listed below). Each aspect of leadership was measured using four to six items. Fellows rated each item on a scale of 1 to 5 where 5 = "Completely characteristic of me" and 1 = "Not at all characteristic of me."

1. *Assessing the Environment*:* Understanding the context of change before acting.
2. *Building Trust*: Creating safe places for developing shared purpose and action.
3. *Strategic Planning*:* Developing effective plans of action based on available resources and personnel.
4. *Developing People*: Developing staff through mentoring and coaching.
5. *Ethical Leadership*: Ethical behavior and promoting employees to behave ethically.
6. *Social Perceptiveness*:* Developing awareness of what is important to others, how they are motivated, the problems they face, and how they react to change.
7. *Network Governance*:* Actively connecting with stakeholders.
8. *Self-Reflection*:* Continuous reflection to understand and improve one's own leadership.

From the original list above, the CLA Program Developers identified the five aspects of leadership most closely aligned with CLA program objectives (indicated with an asterisk) and requested that the evaluation focus on those areas beginning with the 2017 cohort.

Leadership Survey Administration: Table 3 (below) outlines the Leadership Survey administration and response rates for fellows in each of the three CLA cohorts. Surveys were administered at the beginning and end of the program and then follow-up surveys were administered every six months after the end of program surveys. Because the evaluation began in April 2015, beginning-of-program data were not collected for Cohort 1. Likewise, because the evaluation ended in December 2017, six-month follow-up surveys were not administered to Cohort 3.

Table 3. Administration and Response Rate for Fellow Leadership Surveys.

Cohort 1 (2015) Surveys	Date	Total N	N Completed Surveys	Response Rate
Beginning-of-Program	–	28	–	–
End-of-Program	07/15	28	25	93%
Six-Month Follow-up	01/16	28	22	81%
12-Month Follow-up	07/16	28	16	59%
18-Month Follow-up	01/17	28	6	21%

³ Instruments included: 1) Turning Point National Program office. Collaborative leadership self-assessment questionnaires [5th in series]. Available at: <http://www.tamarackcommunity.ca/library/collaborative-leadership-self-assessment-questionnaires>. 2) Northouse, P.G. (2015). *Introduction to leadership: Concepts and practice* (3rd ed.). Thousand Oaks, CA: SAGE Publications. 3) Tummers, L. & Knies, E. (2014, April). *The public leadership questionnaire: The development and validation of five dimensions of public leadership behaviors*. Paper for the IRSPM conference, Ottawa, CA.

Cohort 2 (2016) Surveys		Total N	N Completed Surveys	Response Rate
Beginning-of-Program	01/16	30	30	100%
End-of-Program	07/16	30	22	76%
Six-Month Follow-up	01/17	30	13	43%
12-Month Follow-up	–	30	–	–
18-Month Follow-up	–	30	–	–
Cohort 3 (2017) Surveys				
Cohort 3 (2017) Surveys		Total N	N Completed Surveys	Response Rate
Beginning-of-Program	01/17	30	29	97%
End-of-Program	07/17	30	23	77%
Six-Month Follow-up	–	30	–	–
12-Month Follow-up	–	30	–	–
18-Month Follow-up	–	30	–	–

Fellow Network Survey

The purpose of the Network Survey was to capture both the nature and strength of the relationships between CLA fellows in the same cohort (and potential changes in these relationships when possible). The Network Survey used a “bounded network” approach in which fellows were presented with a list of the names of all the other fellows in their CLA cohort and asked a series of questions about each one, including:

- The strength of their professional relationship with the fellow (on a scale of 1-10);
- The strength of their personal relationship with the fellow (on a scale of 1-10); and
- Whether or not the fellow engaged in any of four types of networking activities with the respondent (i.e. sharing professional resources, providing professional feedback or advice, collaborating on a shared project or product, and making professional introductions).

In addition to these items, the Network Survey also contained items measuring fellows’ general perceptions about the CLA network, including their feelings of solidarity with other CLA fellows and their impressions of the network’s usefulness now and in the future.

Network Survey Administration: Table 4 (below) outlines the Network Survey administration and response rates for fellows in each of the three CLA cohorts. The circumstances pertaining to survey administration explained for the Leadership Survey also apply to the Network Survey.

Table 4. Administration and Response Rate for Fellow Network Surveys

Cohort 1 (2015) Surveys		Date	Total N	N Completed Surveys	Response Rate
Beginning-of-Program		–	28	–	–
Six-Month Follow-up		01/16	28	20	71%
12-Month Follow-up		06/16	28	16	57%
18-Month Follow-up		01/17	28	10	36%
Cohort 2 (2016) Surveys			Total N	N Completed Surveys	Response Rate
Beginning-of-Program		01/16	30	26	87%
End-of-Program		06/16	30	24	80%
Six-Month Follow-up		01/17	30	17	57%
12-Month Follow-up		–	30	–	–
18-Month Follow-up		–	30	–	–
Cohort 3 (2017) Surveys			Total N	N Completed Surveys	Response Rate
Beginning-of-Program		01/17	30	29	97%
End-of-Program		06/17	30	20	67%
Six-Month Follow-up		–	30	–	–
12-Month Follow-up		–	30	–	–
18-Month Follow-up		–	30	–	–

Fellow Case Studies

Beginning with Cohort 1, the evaluation conducted a longitudinal case study to gather in-depth information on the experiences of selected fellows, following them over time to track long-term and short-term outcomes associated with their CLA participation. Table 3 outlines the case study interview schedule. For 7 of the 12 fellows, the fellow’s supervisor and/or other colleagues also participated in interviews to obtain more in-depth information on the fellow’s experience from multiple perspectives.

Table 3. Fellow Case Study Interview Schedule

Fellow Cohort	Interview Date				
	Fall 2016	Spring 2016	Fall 2017	Spring 2017	Fall 2017
Cohort 1 (N=4) <i>Graduation summer 2015</i>	6 months post-CLA	1 year post-CLA	1.5 years post-CLA	2 years post-CLA	2.5 years post-CLA
Cohort 2 (N=6) <i>Graduation summer 2016</i>		Mid-program	6 months post-CLA	1 year post-CLA	1.5 years post-CLA
Cohort 3 (N=2) <i>Graduation summer 2017</i>				Mid-program	6 months post-CLA

Fellow Focus Groups

The purpose of the focus groups was to inform program improvement. Focus groups followed a semi-structured protocol that asked fellows to share their attitudes about the program in general, perceptions of the individual CLA program components' utility and value, and suggestions for program improvement. A total of seven focus groups were conducted over the three-year evaluation period (three in 2015, two in 2016, and two in 2017). Focus groups were convened on a volunteer basis with between 3 to 6 fellows participating in each group.

Supervisor Surveys

Supervisor surveys were created to gather program feedback, as well as data on the fellows' leadership growth, from the point of view of the fellow's designated supervisor (typically, the individual who recommended the fellow to participate in the CLA program and/or who oversaw the fellow's work). The Supervisor Survey contained 9 items parallel to nine of the items in the Fellow Leadership Survey. While fellows reported their own confidence in their ability to demonstrate specific aspects of leadership, the supervisors reported their confidence in their fellow's ability to demonstrate each of those areas. Like fellows, supervisors were asked to rate their confidence on a 5-point scale where 1= "Not at all confident" and 5 = "Completely confident." Additional items asked supervisors to describe how their fellow had grown as a leader and indicate if and how the CLA had provided value to their organization. Supervisors also answered a series of five questions to rate their perceptions of the effectiveness of the CLA program in general. Formative items solicited feedback on the Leadership Capstone component and sought suggestions for program improvement.

Primary Data Sources for the Final Report

The goal of the summative evaluation is to examine the extent to which the CLA program activities supported the intended program outcomes (i.e., outcomes related individual fellows, fellows' organizations, and the network as a whole). With this goal, this final evaluation report is focused on documenting changes in individual fellows' leadership capabilities, changes in their organizations, and/or changes in the strength of the network of CLA fellows and alumni.

While Leadership and Network Surveys were administered to fellows in all cohorts at multiple points in time, the *pre-program and post-program survey data from fellows in Cohorts 2 and 3* were the primary data sources used to analyze fellow and network changes over time. The reason for this is twofold: first, both pre- and post-program data are available for these cohorts. Second, the pre- and post-program surveys were completed by the largest sample of fellows, and therefore are most representative of each cohort's experience.

The *fellow case study interviews* provide a second source of findings in this report. While the survey data document short-term changes in outcomes (i.e., beginning to end-of-program), the fellows' case studies describe longer-term outcomes, ranging from 6 months to 2.5 years post-CLA graduation. While the surveys describe the extent of change in specific areas of leadership and network development, the interviews put these changes into context. Collectively, the fellows' stories illustrate that the CLA learning experience translates to a range of different outcomes, depending on each fellow's prior background, learning goals, professional history, and organizational setting.

The *end-of-program Supervisor Surveys* provide a third and final source of data in this report. Because they were only collected at the end of the program, they cannot be used to track changes over time. However, they measure supervisors' perceptions of change, providing an alternative perspective on fellow and organizational outcomes beyond the fellow's self-reported experiences.

Data Collection Limitations and Caveats

Missing Data: One implication of using a pre-post survey design is that only the fellows who provided responses at each time period can be included in the analysis of pre-post differences. For example, if a fellow completed a pre-program survey but did not complete a post-program survey, his or her response must be excluded from the analysis. Missing data is a problem in all longitudinal designs and reduces our confidence that the findings apply to an entire cohort of fellows (because all fellows in the cohort are not all represented in the analyses).

Notes on Causality: Attributing causality of any change or difference to any specific event can only be established through experimental (i.e. randomized) designs. Research and evaluation in naturalistic settings (such as this evaluation) does not allow for the strict control that is necessary to carry out a randomized study. Thus, we cannot say that fellow participation in the CLA program *caused* changes in fellows' leadership behaviors or skills, because there may be other factors (e.g., influences from other professional development, increased responsibility at work, changes in workplace climates) that influence fellows' organizational skills and leadership behaviors (in positive or negative ways). Accordingly, in this report any observed differences (or lack thereof) are simply described as observed changes, rather than in terms of "cause and effect."

Part II. Program Outcomes

Fellow Outcomes

The program evaluation explored the presence and magnitude of two key outcomes for CLA fellows: 1) *Leadership capabilities*, as evidenced through changes in fellows' skills, behaviors, and self-efficacy from the beginning to end of program, and 2) *Relationship development*, as evidenced through changes in the strength of fellows' relationships with their CLA peers. Findings on changes in leadership capabilities are discussed in this section, while findings on changes in relationship strength are discussed in the following section (Network Outcomes).

Overview of Findings on Leadership Capabilities

The Fellow Leadership Survey data, case study interviews, and Supervisor Survey data were synthesized to uncover the areas of greatest change in leadership capabilities associated with CLA participation. Together, these data pointed to three primary areas of change: *intentionality, communication, and self-efficacy*. Intentionality took many forms, but usually involved fellows generating increased time or effort to engage in planning, self-monitoring, and self-reflection. Communication included improving interactions with others in the workplace (e.g., colleagues, supervisors, and external partners) through focusing more on others' needs and concerns, greater understanding of their audience, and greater understanding of their impact on others. Finally, in enacting these changes, the CLA fellows developed a stronger sense of self-efficacy, or confidence in their ability to lead efficiently and effectively.

Fellow Case Studies: The fellow case study stories highlighted in this section of the report include A.D. Sean Lewis '17, Director of Public Policy and Legislative Affairs at the City of Chicago Civilian Office of Police Accountability (COPA), Alia Bilal '17, Director of Community Relations at IMAN (Inner-City Muslim Action Network), Ben Dieterich '16, Deputy Budget Director at the City of Chicago Office of Budget and Management, and Tenisha Jones '15, Director of Education at the Greater Auburn-Gresham Development Corporation. While each story is different, they share a common thread in illustrating how fellows' practical application of lessons learned (related to intentionality, communication, and self-efficacy) led to positive changes in each fellow's approach to leadership and management. Over time, these changes in the fellows' behaviors translated to organizational improvements that furthered each organization's ability to carry out its mission.

A.D. Lewis, '17, Director of Public Policy and Legislative Affairs, City of Chicago Civilian Office of Police Accountability

“Setting the stage” for productive conversation and problem-solving.



A.D. Lewis '17 has spent his professional career focused on government oversight within the City of Chicago, first as an auditor within the Office of Inspector General, and later as a

Director in the newly-established Civilian Office of Police Accountability (COPA). Within this brand-new agency, A.D. was responsible for developing its policies and operations from the ground up, and in particular, for designing a data-driven approach to identify patterns in police misconduct. A.D. was in the process of this work when he began the CLA fellowship.

A.D.'s initial idea was to create an algorithm that could detect patterns and practices indicative of police misconduct. A.D. was also interested in potential location-based disparities in misconduct, specifically the differences in the presence of misconduct between specific communities in order to identify officers needing additional intervention or support. In conversations with professionals who have conducted such investigations, however, he learned that true understanding of how officers interact within communities could not be achieved by examining data alone – *“you actually have to go out [into the community] and listen to people.”*

Making this shift, however, would require his office to buy in to the value of conducting time-intensive community member interviews. In addition, it would require developing a sense of trust within the communities so that information gained through interviews could usefully inform policy. These

activities would require thoughtful internal and community conversations.

A.D. was able to successfully navigate the communication and management challenges by applying key concepts presented within CLA. He has a copy of Harry Davis's "Stage Page" framework on the wall of his office as a reminder about how to "set the stage" for the goals he wants to achieve. The framework, developed by CLA faculty instructor and UChicago Booth professor Davis, provides a metaphor that leaders may use to ask themselves, *“How do you set your stage so that...you know who you need to be in that situation? How do you have the right cast of characters...to make sure you're actually going to get what you need, done?”*

To prepare for community conversations, A.D. applied the framework to "try on a new self" that would encourage him to stay curious about others' ideas and treat others as the experts that they are: *“You're not going to have all the answers. Leverage the people around you and leverage your community...[other] people have already thought about a lot of this.”* After CLA, A.D. adopted a more collaborative style that included asking others to express their concerns and eliciting their suggestions for how problems might be addressed, as well as doing preliminary research to make sure he and his team members were asking the right kinds of questions.

“My standards for myself as well as the office I think, fundamentally changed because of CLA.”

To "set the stage" for internal meetings, A.D. established standing meetings with his team, created agendas that articulated a purpose and a mission, and included any necessary preparation activities to ensure the objectives would be met. These changes have helped his team work together more effectively, shifting group dynamics by focusing expectations on accomplishing end goals.

Alia Bilal, '17, Director of Community Relations, Inner-City Muslim Action Network (IMAN)

Finding a bold and creative leadership voice.



The Inner-City Muslim Action Network (IMAN) is a non-profit community-based organization that fosters health, wellness and healing in the inner city, primarily through the

three areas of direct service: community organizing, the arts, and culture. Alia Bilal '17 grew up within the organization – first as a participant, and later as a youth leader, volunteer, and for the past eight years, an employee. In her current role as Director of Community Relations, Alia cultivates and maintains relationships with individual donors and coordinates some of IMAN's largest initiatives.

Alia saw the CLA fellowship as an opportunity to "flex her leadership muscles." Looking back over her tenure, she reflects, "I've always been kind of a team player...but take the back seat when it comes to being the person that champions a particular idea and then sees it completely through." Alia was eager to begin generating her own great ideas and investing the time, effort, and risk into bringing them to fruition. Through CLA, she committed to exploring a new, bolder version of herself as a leader: the *creative initiator*.

The CLA capstone experience, an applied leadership development project, provided Alia with one of her first opportunities to enact this new role. To prepare for a comprehensive funding campaign slated for 2022, her organization needed to have a clear vision for what IMAN could be in 5-10 years. Alia took the creative plunge by outlining key outcomes and the necessary people, staff, and costs for every program and department, resulting in a

master document that IMAN is now using as part of their yearly strategic planning. In retrospect, "It really kind of required a level of creativity and initiative on my part that I was not used to putting in."

Alia also exercised creative initiation by trusting more in her judgment and relying more on her intuition and experience when making decisions. Through CLA's daily reflection activities, she realized that any time one of her staff came to her with a question, this could be a cue to think the issue through with them and propose a solution instead of immediately going to the director.

Alia began to see the risks of decision making in a different light: "It's been an opportunity for me to just say you know what? Let's just pull the trigger. If it doesn't work, well, we'll learn why it didn't work."

Through CLA, Alia became
"**...bolder and...more confident in my own experiences and my own convictions.**"

Participating in the CLA taught Alia the valuable lesson that sometimes creativity can flourish to improve the situation when resources are scarce – as is often the case for non-profit organizations. Reflecting on her experience, she realized, "As an organization we were not being as creative as we needed to be. We need to think about ways that we all can be trying to be more creative with what we have and doing more with less."

Ben Dieterich, '16, Deputy Budget Director, City of Chicago Office of Budget and Management

Breaking down silos among city departments through personal connections.



Ben Dieterich '16 has worked for the City of Chicago Office of Budget and Management (OBM) since 2012. As the Deputy Budget Director, Ben works with 14 different

City departments, helping them strategize to coordinate their existing programs, initiate new programs, and accomplish their yearly goals. In describing this work, however, Ben acknowledges that OBM has historically been known less for the strategic support it provides, and more for its financial monitoring and oversight of City departments – and in particular – denial of funding requests.

When he began the CLA program, Ben (then in the role of Assistant Budget Director) envisioned transforming OBM into a group that could be viewed by other city departments as a source of helpful support rather than a source of apprehension. He set out to develop more collaborative relationships between OBM and other departments by changing the tone of their interactions. An important first step in reaching this goal was communicating a simple message to other departmental leaders: *"Yes, we want to save money, but our primary purpose is to make sure that the departments have the resources that they need to do their job well."*

During his CLA fellowship, Ben focused on developing two leadership qualities that would help him more clearly articulate that message.

First, he started practicing *active listening* during meetings by taking the time to focus on, clarify, and understand what others were saying before considering how he would respond. At the same time, he began to intentionally form more *personal connections* with others by striking up casual conversations before meetings and getting to know people he had never spoken to before.

Since graduating from CLA, Ben often refers back to one lesson in particular: UChicago Booth Professor Harry Davis' metaphor of leaders as actors on a stage who bring forth different "characters" in communicating with different audiences. Ben found this metaphor to be a very helpful resource in preparing for meetings. He now takes time before each meeting to frame where he thinks others in the meeting will be coming from and to plan the characters he should bring out to get the best outcomes from those interactions.

"I have really tried...to work on improving the trust and ability of our departments to work together toward common goals."

Ben has already seen positive results from adopting a more personal management style. For example, he has noticed that other departments are now more likely than they were in the past to reach out to OBM if there is a problem, either to ask for help or suggest ways to improve the way they operate.

In reflecting on his learning, Ben credits the CLA for encouraging him to become more aware of and open to understanding others' viewpoints. He notes, *"I really do think it's changed some of the way I approach interactions, especially in a work setting, for the better."*

**Tenisha Jones, '15, Director of Education,
Greater Auburn-Gresham Development
Corporation**

***Becoming a more intentional, confident leader
through reflective practice.***



The Greater Auburn-Gresham Development Corporation (GAGDC) is a non-profit organization on the south side of Chicago that focuses on comprehensive

community development, including housing, senior services, education, and transportation. Tenisha Jones '15 manages all the organization's education initiatives. Her work involves advancing innovative collaborations to achieve bold plans, fundraising to secure and sustain funding, and managing relationships with partners and funders while directing a team.

Under Tenisha's watch, since 2015, GAGDC has been awarded several grants, which she attributes to leadership qualities she developed while in the Civic Leadership Academy: patience, perseverance, and *"really sticking with the plan and being able to pivot when you know it's time to pivot."* She acknowledges that funders want to invest not only in organizations, but also the individuals within them, and are more willing when they see that leaders have the capacity to see through projects to a high level.

Tenisha took away three important leadership lessons from CLA. First, she learned the importance of being an intentional planner – a skill she practices whether preparing for a meeting or in the midst of a crisis that requires rapid decision-making. In meetings, she is now more thoughtful about the goals to be accomplished. With this explicit focus on the bigger picture, she is more apt to stay on course when navigating a complex problem, is able to better coordinate input from multiple

stakeholders, and can develop collective solutions that work for all.

The second lesson Tenisha learned through CLA is in understanding how to really "study your behavior" in any situation. In conversation, she is more cognizant of and reflective about her own behavior and makes the effort to listen to what others are saying rather than speaking over them. Even at times when she might disagree with what is said or even feel offended, she explicitly pauses and listens, rather than immediately reacting to what has been expressed. This small change de-escalates the situation, in turn, *"makes it possible to manage how my own behavior makes the situation better."*

Finally, Tenisha has learned perseverance: *"I'm more confident in my approach to my work and how I handle myself. I don't let things get me discouraged as much because I know that I have the capacity to change things and to understand when things can't be changed."* Additionally, she has more tools in her leadership arsenal, such as having better negotiation skills and undertaking frequent reflection, all of which she uses to transform challenges and crises into opportunities.

Since graduating from CLA, Tenisha has been an active member of the CLA

"The way I approach my work right now is totally different than how it was before."

Executive alumni committee, working to keep these key lessons at the forefront for herself and her fellow alumni. For example, she planned a focused collaboration session for fellows across different CLA cohorts and guest lecture from University of Chicago Booth faculty and CLA instructor Harry Davis. She also planned the first cross-cohort CLA "On the Table" discussion moderated by one of the chief architects of CLA, Susana Vasquez.

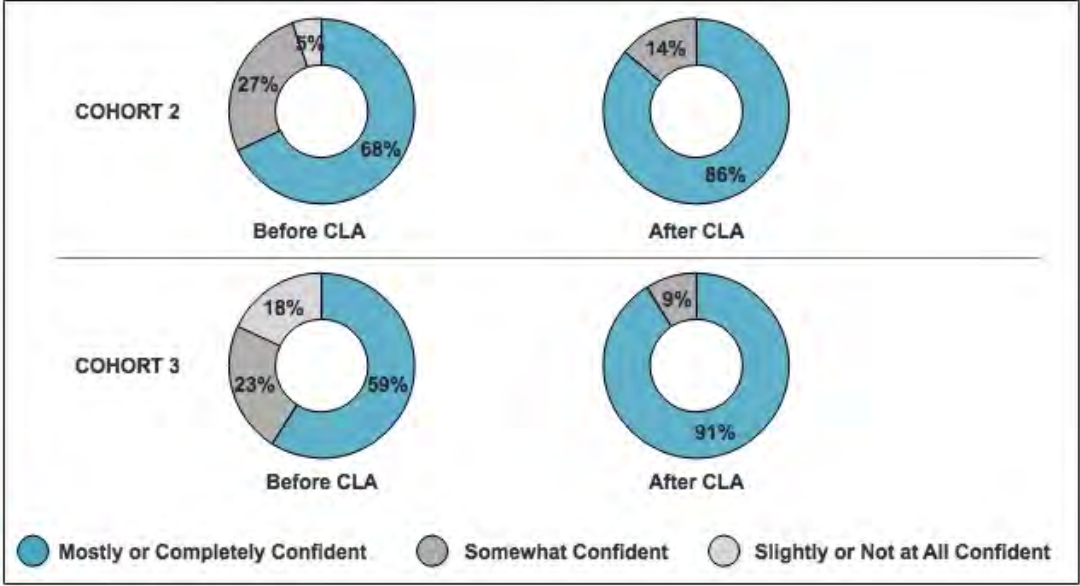
According to Tenisha, being part of the CLA network has continued to keep her in balance and enables her to avoid slipping back into old habits. She tells herself, *"You're a Civic Leadership Academy Fellow. You can't do that anymore."*

Survey Data—CLA Fellow Perspectives: Collectively, the CLA fellows were strong leaders before participating in the CLA. The selection process intentionally targeted fellows that were already reflective and/or introspective about their own leadership, had the capacity for rigorous work, and had a demonstrated track record of successful leadership. Accordingly, the beginning-of-program Leadership Survey confirmed the strengths of the incoming fellows. Before CLA, over 50% of fellows reported feeling “mostly or completely confident” in their ability to engage in all areas of leadership measured in the survey. Similarly, over 75% of fellows reported that before CLA, they were already exhibiting many of the skills and behaviors measured in the survey.

Given the presence of strong leaders at the outset, this report highlights the specific areas of leadership where CLA fellows exhibited meaningful growth *above and beyond the foundational qualities* they brought to the program. While several positive changes in leadership were observed (see Appendices C and D), the changes listed below reflect *both* substantial proportional increases in numbers of fellows reporting a behavior, and statistically significant pre-post change.

From beginning to end of program, CLA fellows’ **leadership self-efficacy** increased in the following areas:

- **Fellows became more confident in using data and information to guide their decision-making.** By the end of the program, **86%** of Cohort 2 fellows and **91%** of Cohort 3 fellows felt “mostly or completely confident” in their ability to use data and information to guide their own decisions (compared to 68% and 59% before CLA, respectively).



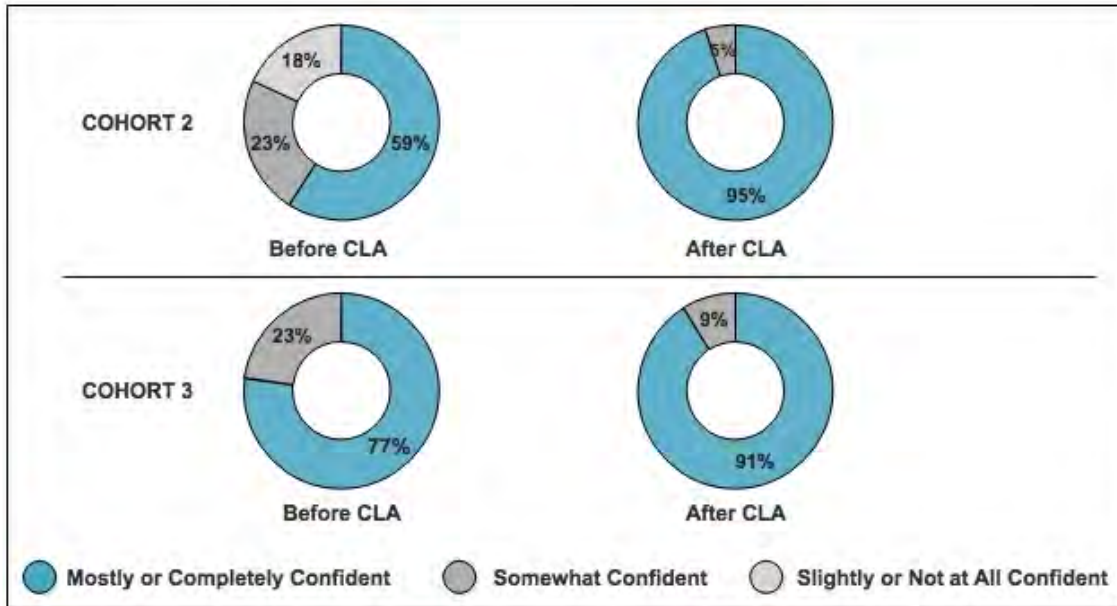
- **Fellows became more confident in understanding others’ perspectives.** By the end of the program, **86%** of Cohort 2 fellows and **82%** of Cohort 3 fellows felt “mostly or completely confident” in their ability to gain insight and awareness into their colleagues’ emotions, motivations, challenges, and needs (compared to 68% and 59% before CLA, respectively).



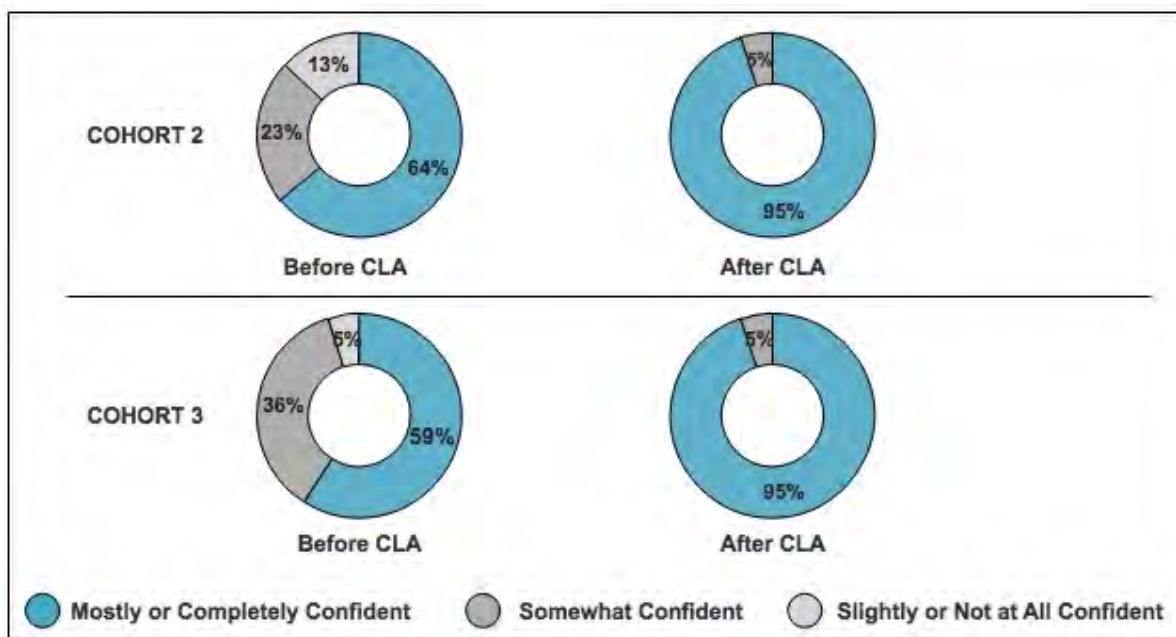
- **Fellows became more confident in reflecting on the effects of their behavior.** By the end of the program, **91%** of Cohort 2 fellows and **86%** of Cohort 3 fellows felt “mostly or completely confident” in their ability to proactively reflect on how their own leadership behavior affects their performance and the performance of others (compared to 59% and 55% before CLA, respectively).



- **Fellows became more confident in developing effective action plans.** By the end of the program, **96%** of Cohort 2 fellows and **91%** of Cohort 3 fellows felt “mostly or completely confident” in their ability to develop effective plans of action to accomplish organizational goals (compared to 59% and 77% before CLA, respectively).

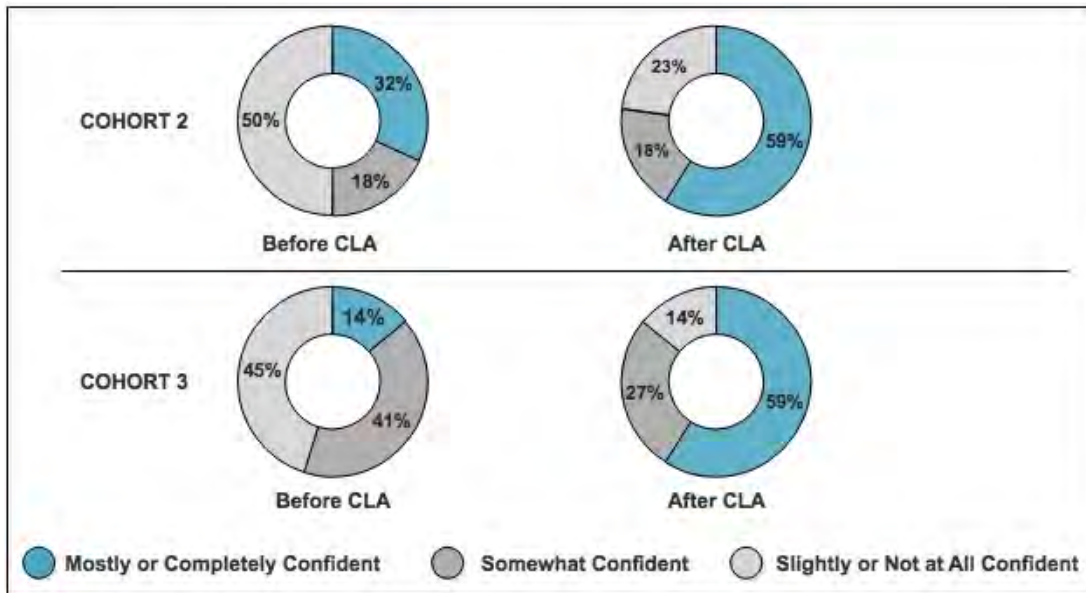


- **Fellows became more confident in adjusting their behavior in response to feedback.** By the end of the program, **96%** of Cohort 2 fellows and **96%** of Cohort 3 fellows felt “mostly or completely confident” in their ability to adjusting their leadership behavior in response to information and feedback (compared to 64% and 69% before CLA, respectively).



From beginning to end of program, CLA fellows' leadership behaviors and skills changed in the following ways:

- Fellows used more assessment tools to understand others' needs.** By the end of the program, **59%** of Cohort 2 fellows and **59%** of Cohort 3 fellows indicated that using assessment tools "to systematically learn the needs of key stakeholders" was "mostly or completely characteristic" of them (compared to 32% and 14% before CLA, respectively).



- Fellows considered more experience and research when setting goals.** By the end of the program, **82%** of Cohort 2 fellows and **82%** of Cohort 3 fellows indicated that using "both experience and research" to set goals for their organization and/or group was "mostly or completely characteristic" of them (compared to 68% and 55% before CLA, respectively).



- **Fellows made a greater effort to understand others in their organization.** By the end of the program, **91%** of Cohort 2 fellows and **86%** of Cohort 3 fellows indicated that “investing time and effort in understanding the social fabric” of their organization was “mostly or completely characteristic” of them (compared to 64% and 68% before CLA, respectively).



Survey Data—Supervisor Perspectives: Of the 54 CLA supervisors who completed the end-of-program survey over the three-year evaluation period (representing all three cohorts of fellows):

- **70%** agreed or strongly agreed that CLA met their expectations for their fellow’s professional learning and growth.
- **78%** agreed or strongly agreed that CLA improved their fellow’s ability to be a better leader in the organization.
- **55%** agreed or strongly agreed that since participating in the CLA, their fellow’s leadership skills have *greatly* improved.

In an open-ended written prompt, supervisors described a variety of ways in which they have seen their fellows’ leadership develop over the course of the program. The aspects of leadership growth they identified closely mirrored the areas of greatest growth reported by fellows, including:

- **Fellows developed greater understanding of others’ perspectives.**
 - “He has broadened and deepened his awareness of the needs of others in the organization.”
 - “He became more aware of the different audiences that he interacts with and serves.”

"He talks more about collaboration and the willingness to listen to other thoughts and ideas and to build on them."

- **Fellows began reflecting on their own behavior.**

"She has become more conscientious about herself and reflective on her personal growth and development."

"She was already a great leader, but this experience has allowed her more time to reflect on her leadership, and take time to think about what are current weaknesses or gaps she could improve upon."

- **Fellows began leading more strategically.**

"He's able to lead others and make pivotal decision[s] through a more strategic lens."

"I feel like the CLA...helped her to see a bigger vision for our organization."

"He is taking a more proactive lead in matters versus the cautious manner of letting a problem or issue come to him."

- **Fellows began communicating more effectively.**

"He is more confident speaking in front of others, he shares his insights more clearly."

"She has developed new approaches to reducing conflict and elevating her communication skills to be more focused on negotiation."

"His communication with the various stakeholders became more adaptable and tailored to improve their understanding."

In addition to these areas, several supervisors noted that their fellows were exuding more confidence and motivation since completing the program. These supervisors observed that their employees, as CLA alumni, had taken on new responsibilities and appeared more engaged in their work. Other supervisors noted that their fellows had come back from the CLA experience "energized," more motivated in their work than before CLA, and more committed to public service.

Network Outcomes

While the primary goal of the CLA was to support the development of fellows' leadership capabilities, the CLA program also sought a secondary goal of strengthening Chicago's civic infrastructure through the development of an active, engaged network of civic leaders. Quantitative and qualitative data sources examined two different aspects of network development: 1) *Relationship development*, or the extent to which individual fellows developed strong personal and professional relationships with other fellows in their cohort, and 2) *Networking activities*, or the extent to which fellows exchanged information and resources and/or formed mutually beneficial organizational collaborations.

Overview of Findings on Network Development

The fellow case study interviews provided a rich source of data on the longer-term network relationships and activities of civic leaders after graduating from CLA. For these reasons, interviews were used as the primary data source for understanding network development, supplemented by Network Survey data collected pre- and post-program. Fellows shared in interviews that over the six-month program, CLA peers learned together, engaged in honest, authentic conversations, and shared their own motivations for their work and thoughts on civic issues. Through whole-group discussions, small-group activities and in informal social engagements outside of the structured CLA coursework, fellows developed stronger personal and professional relationships. As fellows came to know and trust one another, fellows in nonprofit and government sectors discovered common ground, realizing they shared similar goals for advancing the common good even though the specific nature of their work was very different. Shared understanding of a common purpose, in turn, led fellows to "leverage the network" in a variety of ways, tapping into the knowledge, resources and expertise of their peers.

Survey data confirmed that fellows' professional and personal relationships with one another became significantly stronger over the six-month program. Surveys also revealed that from the beginning to the end of the program, significantly more fellows were exchanging resources and advice and collaborating with one another on shared projects or products.

Fellow Case Studies: The fellow case study stories highlighted in this section of the report include Alex Wilson, '16, Executive Director of West Town Bikes, Baronica Roberson, '15, Deputy Commissioner of the Chicago Public Library, Darlene Oliver Hightower '15, Associate Vice President of Community Engagement and Practice at Rush University Medical Center, and Julio Paz '16, Vice President of Institutional Advancement at The Resurrection Project. These fellows considered the network to be the most influential aspect of the program. For these fellows, access to the network enabled them to accomplish more as individual leaders and as organizations, than would have otherwise been possible. They continued to actively participate in the network long after completing their CLA fellowships.

Alex Wilson, '16, Executive Director, West Town Bikes

Learning from the experiences of others working in the civic sector.



Alex Wilson '16 founded West Town Bikes in 2005, working as a bicycle mechanics class instructor. Over the years, he grew the organization by building a dedicated mechanics workshop

space, expanding course offerings, developing after-school youth programs focused on bicycling advocacy, opening a retail bike shop, and partnering with City Departments and community organizations to develop and implement "build a bike" programs. Over a decade later, he now serves as Executive Director of West Town Bikes, managing over 25 employees and overseeing about a dozen programs at any given time that serve over 1000 youth per year.

Alex came into CLA with the goal of growing his organization further, which has been challenging given the limited resources that come with being a small, grass-roots, community-based nonprofit organization. According to Alex, the potential for new professional contacts and relationships was a huge motivator in applying for the CLA fellowship. He thought: *"having access to an institution like the University of Chicago could open up all kinds of doors for me."* Because his experience as Executive Director has all been "on-the-job," Alex also looked forward to the opportunity for a more formal educational experience to learn how nonprofits operate and what makes them successful.

Through the CLA coursework, Alex was introduced to practical strategies for addressing a number of key issues facing civic leaders: risk management, delegation, strategic planning, articulating a clear

vision, and personnel management. This came at a time when he was faced with making major organizational decisions, including making personnel changes, developing a board of directors, applying for funding proposals, and obtaining and developing property. In the course of discussions with his CLA peers, Alex learned how others have handled similar situations and received advice on strategies for approaching these decisions, noting: *"being able to have a constituent, a contemporary, that understands that position, is really valued and sought."*

The Global Practicum in Delhi, India, was one of the highlights of Alex's CLA experience, in particular, a session in which fellows learned about the concept of "leading beyond authority," and then worked in small groups to generate potential solutions to a current civic issue in Delhi. According to Alex, his group came up with an idea that the city of Delhi was already working on: *"It was a good exercise...I think it's helped me in my strategic thinking. There are times you need to make decisions even if you don't have all the information that you would like."*

"Being able to go on a very transformative journey to India has been very impactful to me."

Now, as a CLA alumnus, Alex continues to develop professionally, capitalizing on the expertise of the network for information and consultation, particularly as West Town Bikes looks to move into a new space and begins to focus more on fundraising. In early 2017, Alex attended a non-profit executive coaching program through the UChicago Booth School of Business – an opportunity he may not have been aware of, if not for communication about the program from the UChicago Office of Civic Engagement. With these additional resources at the helm, Alex notes, *"I feel more confident on a day to day basis than I think that I did when I was in the CLA."*

Baronica Roberson, '15, Deputy Commissioner, Chicago Public Library

Discovering possibilities for reciprocity across the CLA network.



Baronica Roberson '15 is a proud champion of the Chicago Public Library System, which includes 80 libraries across the City of Chicago. The CPL system encompasses both traditional

library services and innovative public programs, such as One Book, One Chicago, (a city-wide reading and program initiative) the annual Summer Learning Challenge and workforce development support services. The Harold Washington Library in downtown Chicago also rents building space for corporate and private events. As Deputy Commissioner, Baronica's job involves administration and management across all these activities, including finance, staff development, hiring, procurement, building repair and maintenance.

With such an expansive role, Baronica pursued the CLA fellowship seeking to widen her professional network. She was excited about the possibility of having a diverse peer group she could call on for information or resources and for whom she could also provide support. Having worked in public service for several years, she observed a common thread connecting the CLA fellows in that *"our work is different, but the why in terms of why we're doing it is pretty much the same... we provide direct service to people who otherwise could not help themselves."*

Through CLA, Baronica met CLA fellow Bob White, Chief Program Officer for The CARA Program, a nonprofit organization focused on job placement, training, and coaching for people affected by

poverty and other life challenges. Because of their relationship through CLA, Bob contacted Baronica to ask who he could get in touch with at the library to offer employment training to homeless individuals who come to the library looking to escape the elements. Baronica connected Bob with CPL's senior staff responsible for workforce development, and from there the organizations developed and implemented a plan.

"Where you might not have seen or thought about synergies between organizations, they do actually exist if you dig a little deeper."

Two years post-CLA, Baronica reports that the CPL-CARA partnership is going strong, accomplishing the CPL's goal of serving patrons effectively while also bringing a level of expertise that the librarians do not have on their own: *"To have someone on the ground that can come in and can take these patrons and do this in a very targeted and very professional way and to assist them...it's beyond measure. Because now people are actually getting jobs as a result of that. People are actually going on interviews as a result of that."*

Beyond this very successful collaboration, Baronica has brokered many other professional connections as a result of her CLA participation. She is now inclined to tap into the CLA alumni network whenever her team members present a specific problem, issue, concern, or request.

Baronica sees unlimited potential in the relationships she now has with individuals whose paths she would never have crossed before CLA. She reflects, *"I would have no reason to know Carrie Spitler who is CEO of Snow City Arts. Never, because that's just not in the realm of what I do...I don't know how I might collaborate with someone from Snow City Arts at this point, but that doesn't mean that down the road that might not happen."*

Darlene Oliver Hightower, '15, Associate Vice President, Community Engagement and Practice, Rush University Medical Center

Capitalizing on CLA connections for strategic planning.



Darlene Oliver Hightower '15 has dedicated herself to a civic service career for over 20 years, first as an attorney and then as a leader in the nonprofit sector. A common thread across these

experiences has been the opportunity to pursue her passion in promoting community health, service learning, and professional training through a social justice lens. One year following CLA graduation, Darlene transitioned from Public Allies – where she directed their national programs engaging young adults in community service apprenticeships – to Rush University Medical Center, where she now oversees their community engagement initiatives.

In her new position at Rush, Darlene is responsible for the strategic direction of multiple programs, including those providing school-based community-health services, K-12 mathematics and science education outreach, and a community service learning program. The work is complex, ranging from assessing and improving existing programs to coordinating with other community organizations operating in these spaces. She came into this role well-prepared, however, by the insights gained during her CLA experience. Through CLA, Darlene developed a new perspective on strategic planning, which she describes as having an “epiphany.” She learned that that an organization can move from “striving” to “thriving” by looking at the end goal first, prioritizing, and making decisions based on data rather than because “we've always done it this way.”

With this new approach to strategic planning as a foundation, Darlene initiated conversations with other fellows from her CLA cohort to learn from them and inform her decision making. She reflects, *“I just wanted to understand, ‘What are best practices? How are you all evaluating your program?’”*

For advice on the redesign of Rush’s existing education outreach program, Darlene reached out to CLA fellow Nina Longino, Managing Director at Woodlawn Children’s Promise Community, for consulting and program evaluation. Darlene found Nina’s work and recommendations to be extremely helpful to Rush’s efforts developing a new education strategy, providing a “launching pad” for several new programs. Darlene also reached out to CLA fellow Darnell Shields, Executive Director at Austin Coming Together, to hear his ideas on what Rush could be doing differently in their community health needs assessment. His sense of “what’s happening on the ground” in the Austin neighborhood provided valuable context for identifying the strategies that might work best.

“I definitely would say that being successful here has been impacted by leveraging the relationships with my CLA fellows.”

While two years have passed since completing CLA, Darlene is regularly in touch with many more of her cohort fellows to capitalize on their resources and expertise. Darlene also values the general network of support that CLA has provided, especially as a peer group of other non-profit leaders who experience similar struggles: *“There are times when you just need a little bit of inspiration or a reminder of why you're here... to hear other folks talk about their work and why they do it and what keeps them going is really inspirational and motivational.”*

Julio Paz, '16, Vice President of Institutional Advancement, The Resurrection Project

Bridging nonprofit and government through mutual understanding.



As the VP of Institutional Advancement at The Resurrection Project, Julio Paz '16 works in partnership with his CEO to obtain the financial resources needed to grow and sustain the

organization. This work includes leading large-scale fundraising campaigns and exploring ways to diversify the organization's income stream through creating new enterprises that generate revenue. With almost a decade in this role, Julio is passionate about his work and considers himself a "lifer" with an eye toward continued development and improvement.

Under his leadership, TRP's organizational budget has grown, staff numbers have increased, and the organization now offers many more programs. While this rapid growth has allowed TRP to better realize its vision, it has also brought a greater need for leadership capacity. Julio spends much of his time cultivating relationships with key partners, funders and supporters and negotiating internally to secure organizational resources for continued development activities. He viewed the CLA fellowship as an opportunity to become a better communicator, and as a result, better positioned to negotiate.

"It really was an eye-opener for me to stop and reflect on the fact that I have this capacity within me to be strategic."

During CLA, Julio explicitly focused on considering others' interests and motivations before initiating a conversation or responding to what was said. Prior to meetings, he began reflecting on the different reasons that people may be for or against an idea and use this information to plan an approach to the interaction. More than a year later, Julio continues to practice these skills through a process he describes as: *"understanding, thinking through the strategy before walking into a room, and then sort of being self-aware as well."*

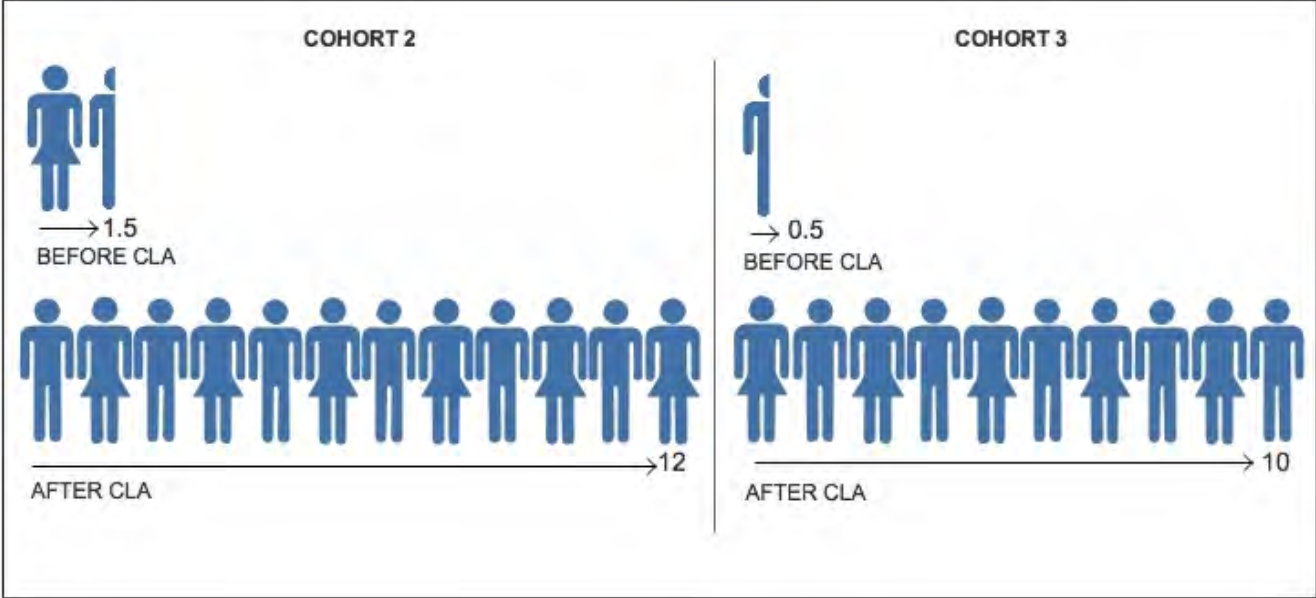
According to Julio, CLA's lessons on mutual understanding have been useful even on a broader scale, supporting collaboration between nonprofit and government organizations in general. He reflects that CLA was about breaking down barriers, challenging misconceptions, and finding common ground and better ways to communicate with one another. Through learning together with other fellows in his CLA cohort, Julio came to know government leaders personally and discovered that they shared the same motivations: *"At the end of the day, folks are trying to get to this core area of what you're trying to do in the community."* Likewise, he believes government fellows came to see that *"some of the flexibility and creativity that nonprofits can bring to the table...can be an asset for the city in deploying its different programs."*

TRP interfaces with the City of Chicago often in delivering a range of community-based support services, including homeownership guidance, financial planning advice, and programs focused on education, health, and safety. Julio feels that, compared to before CLA, he can now walk into City Hall or the county offices *"and there's a sense of warmth."* Julio explains, *"Sometimes you don't know who to call...if you're getting to the right person. You don't know if the person at the other end of the phone is going to go the extra mile for you."* Having trusted personal relationships with government leaders has supported TRP in having more effective interactions with the City, both in terms of time and ease: *"It added a lot more confidence in the process."*

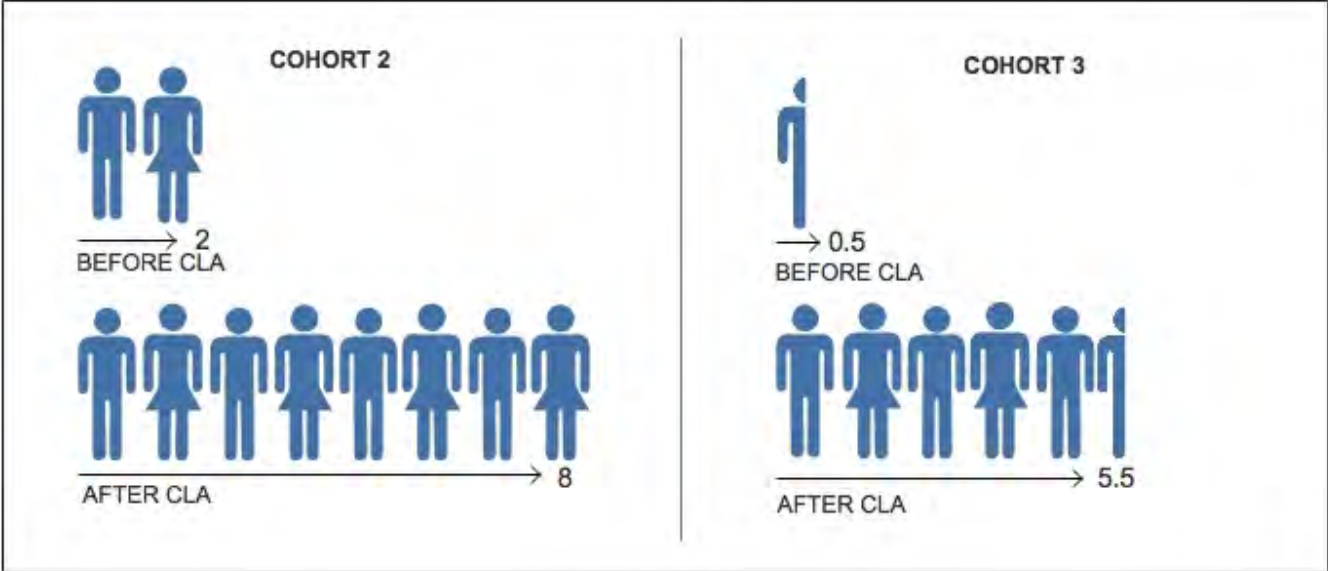
Survey Data—Network Relationships: On the Network Survey, fellows rated the strength of their professional and personal relationship with every other fellow in their cohort on a scale of 1 to 10, both before and after the program. A rating of 1 indicated that the fellow barely knew the person personally or professionally, while a rating of 10 indicated that the fellow worked very closely with the person or considered them a close personal friend. The survey data show that prior to CLA, fellows in the same cohort did not know one another very well. By the end of the program, both cohorts reported statistically significant increases in relationship strength (with personal relationships stronger than professional relationships). For professional relationships, cohort 2 ratings increased from 2.2 to 4.5, and cohort 3 ratings increased from 1.3 to 5.3. Similarly, for personal relationships, cohort 2 ratings increased from 2.2 to 4.9, and cohort 3 ratings increased from 1.3 to 6.8.

Survey Data—Networking Activities: In addition to assessing relationship strength, the Network Survey measured the presence of four different types of networking activities (sharing professional resources, providing professional feedback or advice, collaborating on a shared project or product, and making professional introductions) among all fellows in the cohort. Significant beginning to end-of-program increases were observed in the following areas:

- The average number of fellows who *provided professional feedback or advice* to others in their cohort significantly increased from the beginning to end of program:



- The average number of fellows who *shared professional resources* with others in their cohort significantly increased from the beginning to end of program:



- The average number of fellows who *worked in collaboration* on a shared project or product significantly increased from the beginning to end of program:



The Network Survey data also indicated that by the end of the program, fellows were making many more professional introductions than they were at the beginning of the program. By the end of the CLA program, **86.7%** of fellows in Cohort 2 made five or more introductions to their peers (compared to 20% of fellows before CLA). Likewise, by the end of the CLA program, **86.7%** of fellows in Cohort 3 made five or more introductions to their peers (compared to 13.4% before CLA).

Table 4. Proportion of fellows making professional introductions before and after the CLA program.

Number of introductions made	% of Cohort 2 Fellows		% of Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
No introductions	26.7	3.3	76.7	0.0
1-4 introductions	53.3	10.0	10.0	13.3
5-9 introductions	13.3	16.7	6.7	40.0
10 or more introductions	6.7	70.0	6.7	46.7
Total	100.0	100.0	100.0	100.0

Organizational Outcomes

In addition to supporting fellows' leadership capabilities and facilitating the creation of a civic leader network, the CLA program also sought to strengthen organizations by providing them with stronger leaders and access to resources through the CLA network. Because the specific nature of intended organizational change was not articulated in the program model, the analysis of organizational outcomes within the program evaluation was exploratory. Survey and interview data were synthesized to identify the range and extent of organizational outcomes associated with CLA participation.

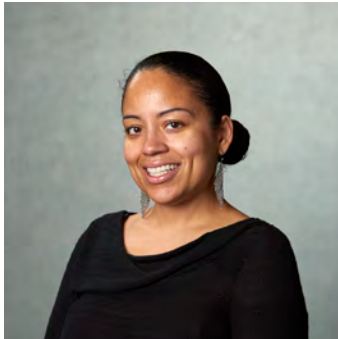
Overview of Findings on Organizational Outcomes

The evaluation identified two types of organizational outcomes: 1) organizational efficacy, or better ability for organizations to carry out their mission and serve their target population; and 2) organizational collaboration. Across data sources, organizational efficacy was reflected through increased *organizational learning*. Organizational learning entailed organizations better understanding the contexts in which they operate and/or strategies for accomplishing organizational goals through learning from the experiences of others engaged in similar work. Organizational learning also took place when fellows brought takeaways from the CLA coursework (e.g., key concepts and frameworks for approaching challenges) back to their organizations, disseminating this information to their teams. The second outcome, *organizational collaboration*, involved two or more organizations joining forces for a mutually beneficial purpose; several case study stories describe successful collaborations that would not have happened prior to CLA. Both organizational learning and organizational collaboration were facilitated by having an employee actively participate in the CLA network. Organizations benefited by becoming better connected to a diverse set of professionals to learn with and from. Supervisors and fellows both felt that after CLA, they had stronger connections with other organizations, and in the case of government agencies, to other departments or groups within their larger organization. From their perspectives, the presence of these connections increased the potential for future learning and/or collaboration. A few supervisors also noted that their organizations had better visibility and/or prestige because of their fellow's participation in a rigorous academic program through the University of Chicago.

Fellow Case Studies: The fellow case study stories highlighted in this section of the report include Kia Coleman, '16, Director of Juvenile Justice Programs at City of Chicago Department of Family and Support Services (DFSS), Maureen Lopez Fitzpatrick, '16, Associate Dean of City College of Chicago – Wilbur Wright, James Rudyk, Jr., '15, Executive Director of Northwest Side Housing Center, and John Yonan, '16, Superintendent of Cook County Department of Transportation and Highways. In these fellows' experiences, the organizational learning, collaboration, and connections that took place because of CLA translated to tangible improvements that allowed their organizations to better serve their constituents and carry out their organizational missions.

Kia Coleman, '16, City of Chicago
Department of Family and Support Services
(DFSS)

Making strategic alliances to realize common goals.



Kia Coleman, '16 had been the Director of Juvenile Justice Programs for a little over a year when she began her CLA fellowship. In this role, Kia managed a large portfolio of programs and

projects addressing the needs of justice-involved and at-risk youth. Having worked in the past as a federal employee and as a nonprofit leader running youth-oriented programming, she understood the importance of translating messages across key stakeholder groups with differing, and sometimes conflicting, perspectives.

Working within DFSS, Kia is reminded of this need often as she works with many constituencies that control different parts of the juvenile justice process. She faces the ongoing challenge of helping diverse groups find common ground on the best ways to serve the affected youth population and the City at large: *"I have to work with the Mayor's Office, I have to work with [the] Chicago Police Department, I have to work with the county and state...and non-profit agencies."*

While in CLA, Kia had dedicated time and faculty guidance to support her efforts leading two new initiatives: the *Strong Futures* pilot, a job placement and community wraparound service program for young adults with criminal histories, and the redesign of the *Juvenile Intervention Support Center (JISC)*, an alternative to youth incarceration that supports community reengagement. Kia learned to negotiate the most heated conversations with key partners by identifying,

communicating, and building consensus based on a shared vision, reflecting, *"We're never going to always see eye to eye, but there's always that Venn diagram, and that's the piece that you have to focus on."*

Kia also learned from her CLA peers doing similar work, who provided information and perspective that advanced new collaborations. Through ongoing conversations with CLA fellow alumnus Patrick Murphey at the Chicago Department of Planning and Development (DPD), Kia came to understand the landscape of urban economic development in Chicago. Learning about many of the DPD's emerging and ongoing economic and community development projects, Kia's department, through the *Strong Futures* program, was able to take these learnings and further refine the program's employment connection strategy. There is a natural synergy between the work the departments do, which leads to robust collaborative opportunities. Kia reflects, *"Now we're seeing how to create this program where we can get people, get them ready, and then put them to work."*

"I thought [CLA] would be a good chance to get some help in navigating all these different relationships and networks."

Through the other fellows in her CLA cohort, Kia realized that she had access to a wealth of resources to support her leadership – even those that she didn't even know she needed. Reflecting on her CLA experience, Kia believes the program has made her more comfortable with the idea of strategically networking – *"this idea of really thinking about people and mapping them to what needs to happen for the outcomes and the goals, and then making those strategic alliances."*

Maureen Lopez Fitzpatrick, '16, City Colleges of Chicago – Wilbur Wright College

Strengthening relationships with colleagues and key partners.



As the Associate Dean of Wilbur Wright College in Humboldt Park, Maureen Fitzpatrick '16 oversees personnel and programs for all of the College's courses at the Humboldt Park

campus. With a prior background in community organizing, and in particular, immigration organizing, working at Wright College – an institution that serves first-generation low-income students and a very high immigrant population – resonated with her interest and experience. In her current role, Maureen now has the chance to support undocumented students through providing them new pathways to educational opportunities.

As part of her CLA capstone experience, Maureen honed in on improving undocumented students' experiences in transferring from the City Colleges system to a four-year higher education institution. She identified Northeastern Illinois University as a key partner: *"There are a lot of parallels, we serve similar geographic areas, similar communities and families."* The capstone project compelled her to enter exploratory conversations with NEIU leaders to share existing initiatives and points of intersection between their institutions. Maureen envisioned a stronger pathway for undocumented students that would provide additional supports, advising, and mentoring. According to Maureen, *"We've been trying to formalize a little bit more how that happens."*

At the same time, Maureen committed to making changes in her leadership skills that could support relationship building. Being a CLA fellow enabled

her to consider her sphere of influence beyond the college and become more confident in pulling together colleagues within and outside Wright College for a common purpose. She asked herself: *"How do I create a space so that there's a clear vision or agenda item that we're working on, but make sure that those that are there are really part of the space so that it's an inner change?"*

"I think so much work is about relationships. So that's something that will always stick with me long after CLA."

Six months following CLA graduation, in July 2016, Wright College and NEIU, in collaboration with National Partnership for New Americans and National Immigrant Justice Center, worked together to design a 5-hour "Undocumented Student Navigator" training program to ensure that staff were sharing information with undocumented students about their rights and connecting these students with locally available legal services and resources. This training was launched at Wright and then expanded to the other six City Colleges. It was first piloted in the summer of 2016, and by spring of 2017, over 500 staff were trained. Collaboration with the City's "Chicago is With You" task force in 2017 has strengthened the training partnerships at all seven City Colleges.

One year post-CLA, in 2017, Maureen led a Wright College-NEIU collaborative grant proposal to a Title V program funded by the U.S. Department of Education. The program is focused on developing Hispanic-serving institutions. If funded, the team will work together over five years with high school partners on the northwest side of Chicago to develop college and career pathways.

Maureen has continued to apply CLA lessons as she works to strengthen the partnership with NEIU and explore future points of synergy *"...by creating intentional spaces...so they could sit around the table with the team that I have here as well and just share and listen."*

James Rudyk, Jr. '15, Executive Director, Northwest Side Housing Center

Activating change and insight through professional connections.



The Northwest Side Housing Center is a grassroots, community-based organization located in the Chicago neighborhood of Belmont Cragin specializing in housing support as

well as a variety programs serving parents, youth, seniors, and community members. In early 2012, James Rudyk '15 joined as Executive Director. Taking on this role at age 24 and as a Chicago transplant, James reflects that he had much to learn in terms of training and resources. He saw the CLA as a chance to become a better leader and more well-established within Chicago's civic landscape.

Prior to CLA, James wore many hats in his organization. He was responsible for budgeting, strategic planning, staff management, operations, programs, fundraising, and evaluation, as well as for being the "external face" of NWSHC. He realized that his involvement in *everything* was not the best strategy for his own professional and personal growth, and it was not the most efficient way to run the organization. The CLA program introduced James to other models and ways of working and provided the time and space for James and his peer group to get to know, trust, support, and learn from one another. These experiences in combination transformed the way he leads.

While in the CLA program, James took the opportunity to *"stop, slow down, take inventory, and figure out what I was doing and why."* He began scheduling regular, dedicated time for written reflection into his very busy calendar – to

"move up to the balcony and look down" – which enabled him to plan and to develop insight. Over the next year, he partnered with a consultant to lead a process of organizational restructuring that delegated some of the operations and development work to others so that he could stop busy work and *"manage from the top."*

***"Two years later, I have
changed. I have been
activated as a result of CLA."***

At the same time, through CLA, James brokered a partnership with representatives from Microsoft Chicago, whom he met during a CLA course session on "civic tech" and data analytics. This meeting resulted in Microsoft developing a pro bono custom client management system for the center. According to James, *"It saved our organization so much time and energy...it would have never happened without CLA."* The system is now available for use by housing counseling agencies throughout the country.

The CLA also launched a collaboration between NWSHC and The CARA Program, an idea borne over lunch with CARA Chief Program Officer and fellow CLA alumni Bob White. NWSHC was looking to support individuals seeking foreclosure prevention assistance who were under- or unemployed, while CARA, which specializes in workforce development, was seeking additional clients. The organizations joined forces to develop a 10-hour, one-week workforce training program for these NWSHC members, several of whom have since landed full or part-time employment.

According to James, his greatest needs for his organization at the time he began CLA were for him to have access to a professional network that he didn't previously have, to understand the need for change, and to *"activate"* the network to enact positive change. Looking back now, James believes *"that network continues to me to be the single greatest benefit."*

John Yonan '16, Superintendent, Cook County Department of Transportation and Highways

Connecting with the “doubting public” through communication and understanding.



John Yonan '16 spent the first 15 years of his professional career working as an engineer for the City of Chicago Transportation Department, working his way up from an entry-level position to

deputy commissioner and chief engineer. On the first day of 2012, he was promoted to the role of Superintendent of the Cook County Transportation Department. In this new position, he was charged with overseeing the planning, designing, and construction of the county-wide transportation infrastructure. An important piece of this work involved contributing to the county's first long-range transportation plan in 76 years, outlining investment priorities, and creating a call for proposals.

The change was eye-opening for John, who had a great deal of technical expertise, but who felt less skilled at communicating about the long-range plan to the “doubting public” concerned about their tax dollars being well spent. He realized that he needed better ways to convey to a lay audience *why* the department was prioritizing specific types of work. In particular, he was looking for better ways to transform messages about his decisions and their rationales, into “stories” that would be relatable to everyday people. He acknowledged that currently, “*I don't know if the audience follows me too well.*”

While in CLA, fellows were challenged to select an “action skill” to develop over the six-month program – John selected *story-telling*. This skill involved focusing on three things: better understanding the viewpoints of his audience,

having greater awareness of the desired outcome of the communication, and knowing the right timing of *when* to communicate a message.

John's goal to be a better communicator was enhanced by participating in the CLA Global Practicum in Delhi, India. In particular, the concept of “cultural intelligence,” defined as seeing through others' eyes and understanding the different ways others process things, resonated with John. He referred to this concept often as he addressed the people living in the communities most impacted by Cook County transportation projects.

As one step toward clear and transparent communication, John spearheaded the creation of scoring criteria that would be used to objectively review and rank the submitted proposals for new projects based the five priority areas identified in the long-range plan. The criteria were then used to score the 106 submitted proposals and select the 30 projects that would move forward. According to John, “*we've received very great feedback.*”

After the CLA experience, John was driven to mentor his eight direct reports and their staff so that they too would have a better grasp of what it means to understand your audience. His goal was for the larger team to collectively understand and value how residents are affected by transportation projects, in terms of both community and economic development. He believes that through his influence, his staff, who are now leaders in their own right, are motivated to sustain this new perspective as “*a legacy within the department.*”

“The understanding it's not about projects, it's people...[is] a legacy I hope to leave behind when I move on.”

Survey Data—Supervisor Perspectives: In the Supervisor Survey, supervisors in Cohorts 2 and 3 were asked to describe, in their own words, the value that CLA brought to their organization. Overwhelmingly, these supervisors perceived that being part of a professional network of civic leaders was one of the most valuable outcomes of having one of their staff participate in the CLA.

Supervisors noted in particular that having an employee participate in the CLA delivered the following benefits:

- **CLA participation allowed organizations to learn from one another.**
 - “Having our department connected to a program that bring[s] together city and not-for-profit leaders is very powerful. I think it has created a space for us to explore very complex social issues and put some of the best thinking behind how they can be improved.”*
 - “[CLA] connected the [organization’s] issues with related issues faced by other units/organizations.”*
 - “The value in learning what others do and how they do it, is in itself an educational experience.”*
- **CLA participation enabled new organizational collaborations.**
 - “The connections and collaboration he achieved through CLA will enhance his ability to achieve his professional goals and the agency’s mission.”*
 - “He has improved his networking capability which has already led to new partnership for our organization.”*
- **CLA participation resulted in more professional connections outside the organization.**
 - “He has reached out more to other organizations to partner.”*
 - “She has made a significant number of external connections that are currently supporting several of her programs.”*

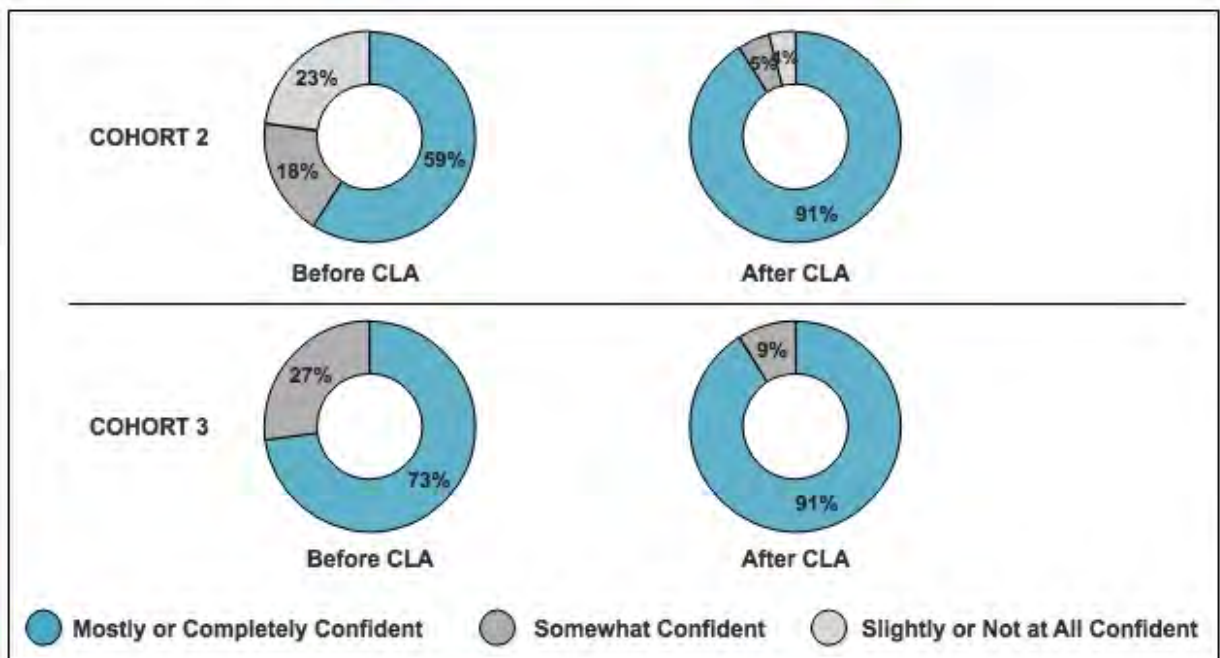
Several supervisors also mentioned **fellows shared lessons learned in CLA with others in the organization**, including knowledge, information, ideas, and strategies:

- “Our fellow brought back several key lessons learned to our leadership team meetings, sharing resources as well as how they had impacted her thinking or approach.”*
- “The program has broadened her scope, exposed her to a wide range of leadership styles/approaches/strategies.”*
- “The program has allowed her to expand her network and have access to new ideas that she wouldn’t previously have.”*

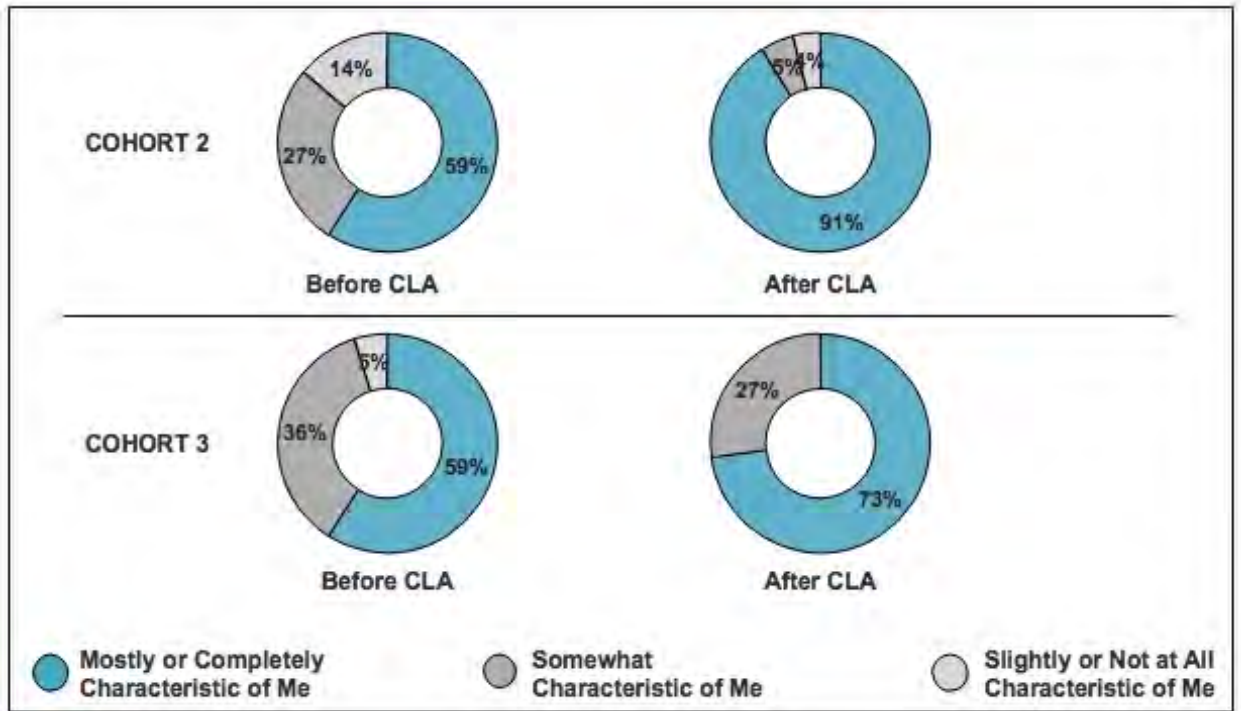
A few supervisors noted that they considered the CLA to be a prestigious program because of the UChicago “brand” and in considering this, having a fellow from their organization participate has improved their organization’s visibility and/or reputation.

Survey Data—Fellow Perspectives: The Leadership Survey contained items measuring fellows’ facility in actively connecting with stakeholders as one aspect of “Network Governance.” CLA fellows’ responses on these items indicated that they became more comfortable with making new professional connections, and devoted more time and effort to cultivating new relationships, over the six-month program. Fellows’ responses are consistent with supervisor reports and confirm that CLA participation was associated with their organizations becoming better connected:

- **Fellows felt more confident making new connections within their organization.** By the end of the program, 91% of cohort 2 fellows and 91% of cohort 3 fellows indicated that they feel “mostly or completely confident” in building and maintaining social connections within their organization (compared to 59% and 73% before CLA, respectively).



- Fellows developed more external professional connections.** By the end of the program, 91% of cohort 2 fellows and 73% of cohort 3 fellows indicated that “spending a lot of time developing many contacts” with people outside their own department or group was “mostly or completely characteristic” of them (compared to 59% and 59% before CLA, respectively).



Summary of Program Outcomes

To what extent have CLA fellows experienced and demonstrated changes in leadership behavior and self-efficacy over time?

The change in leadership capacity observed in individual CLA fellows was significant and meaningful, and illustrated the most direct area of program effects. Specifically, CLA fellows developed more intentional leadership approaches (such as planning, self-monitoring, self-reflection) and improved their communication skills with others in and outside their organizations. Having the opportunity to practice, reflect on, and refine these new strategies “on the job” increased fellows’ self-efficacy, or confidence in their own leadership abilities.

To what extent has the Civic Leadership Academy experience facilitated the development of a network and in turn contributed to a civic infrastructure in Chicago?

The CLA program supported the development of a peer group of civic leaders who knew and trusted one another. As CLA fellows grew closer personally and professionally, they began to exchange more resources and advice with one another and make more professional introductions for one another. Stronger relationships among CLA fellows, in turn, supported the development of innovative and mutually beneficial organizational collaborations that would not have happened prior to CLA. Together, these activities demonstrate the achievement of CLA’s goal to develop an active alumni network. This network has already strengthened Chicago’s civic infrastructure and has the potential to do so even more in the future.

To what extent have organizations benefited from having a fellow participate in the CLA?

Through its interdisciplinary curriculum and opportunities to find common ground across sectors, the CLA program provided fellows, and their organizations, access to a diverse set of knowledge, information, ideas, and strategies for civic leadership. These assets enabled organizational learning as fellows disseminated key concepts and frameworks and shared new approaches for managing projects, leading meetings, and negotiating decisions. Supervisors valued the increased number of professional connections CLA fellows brought to their organizations, increasing the possibility of future organizational learning and collaboration.

III. Appendices

Appendix A. Government and Nonprofit Organizations Sponsoring CLA Fellows

4th Ward Service Office

Austin Coming Together

Centro de Trabajadores Unidos: Immigrant Workers' Project

Chicago Children's Museum

Chicago Housing Authority

Chicago Lawyers' Committee for Civil Rights Under Law, Inc.

Chicago Neighborhood Initiatives, Inc.

Chicago Park District

Chicago Public Schools

City Colleges of Chicago

City Colleges of Chicago, Harold Washington College

City Colleges of Chicago, Wilbur Wright College

City of Chicago

City of Chicago, Chicago Public Library

City of Chicago, Department of Cultural Affairs and Special Events

City of Chicago, Department of Family and Support Services

City of Chicago, Department of Planning and Development

City of Chicago, Department of Public Health

City of Chicago, Independent Police Review Authority

City of Chicago, Office of Budget and Management

City of Chicago, Office of Emergency Management and Communications

City of Chicago, Police Department

City of Chicago, Transit Authority

Claretian Associates

Cleanslate Chicago

Cook County

Cook County Board of Review

Cook County Bureau of Asset Management

Cook County Bureau of Economic Development

Cook County Department of Capital Planning & Policy

Cook County Department of Environmental Control

Cook County Department of Homeland Security and Emergency Management

Cook County Department of Human Rights & Ethics

Cook County Department of Public Health - Cook County Health and Hospitals System
Cook County Department of Transportation
Cook County Forest Preserve Police Department
Cook County Health and Hospitals System
Cook County Justice Advisory Council
Cook County Public Defender

Embarc
Enlace Chicago
Esperanza Health Centers
First Defense Legal Aid
Forest Preserve District of Cook County
Greater Auburn Gresham Development Corporation
Heartland Alliance for Human Needs & Human Rights
Inner-City Muslim Action Network (IMAN)
Instituto del Progreso Latino
LAF (Legal Assistance Foundation)
LaSalle Street Church - The Near North Unity Program
Latino Policy Forum
Lawndale Christian Legal Center
Mozilla Foundation
New Life Centers of Chicagoland
Northwest Side Housing Center
OAI, Inc.
Office of County Clerk David D. Orr
Openlands
Preservation of Affordable Housing
Project SYNCERE
Public Allies Chicago
Skills for Chicagoland's Future
Snow City Arts
Southwest Organizing Project
Spark
The Cara Program
The Chicago Community Trust
The Chicago Housing Authority
The Resurrection Project
Umoja Student Development Corporation
United Way of Metro Chicago

West Town Bikes
Woodlawn Children's Promise Community
Working Bikes
World Business Chicago
Year Up

Appendix B. CLA Stakeholder Organizations

Partners

University of Chicago

- Office of Civic Engagement
- Harris School of Public Policy, Academic Home
- School of Social Service Administration
- Chicago Booth School of Business
- University of Chicago Law School
- Institute of Politics
- Graham School of Continuing Liberal and Professional Studies

Nonprofit and Government

- LISC Chicago
- Civic Consulting Alliance
- City of Chicago
- Cook County

Funders

- Searle Funds at The Chicago Community Trust
- Microsoft
- JPMorgan Chase
- Robert R. McCormick Foundation

CLA Advisory Council Members serving between 2015-2017

University of Chicago Advisors

- Kerwin Charles, Harris School of Public Policy
- Rob Chaskin, School of Social Service Administration
- Derek Douglas, Office of Civic Engagement & External Affairs
- Steve Edwards, Institute of Politics
- Joanie Friedman, Office of Civic Engagement
- Rob Gertner, Chicago Booth School of Business
- Jeff Leslie, University of Chicago Law School
- Sonya Malunda, Office of Civic Engagement

- Mark Nemec, Graham School of Continuing Liberal and Professional Studies
- Susana Vasquez, University of Chicago, LISC Chicago, IFF
- Laurie Zoloth, University of Chicago Divinity School

Government Advisors

- Steve Koch, City of Chicago
- Robert Rivkin, City of Chicago
- David Spielfogel, City of Chicago
- Tasha Cruzat, Cook County
- Kim Foxx, Cook County
- Brian Hamer, Cook County
- John Keller, Cook County

Nonprofit Advisors

- Roslind Blasingame Buford, Link Unlimited Scholars, BUILD Inc.
- Brian Fabes, Civic Consulting Alliance
- Raul Raymundo, The Resurrection Project
- Michael Strautmanis, Obama Foundation
- Eric Weinheimer, Forefront

Private Sector Advisors

- Brenna Berman, UILabs
- Jesse Ruiz, Partner, Drinker Biddle & Reath LLP
- Dan Sprehe, JPMorgan Chase
- Shelley Stern Grach, Microsoft
- Kevin Willer, Chicago Venture
- Kyle Williams, JPMorgan Chase

Foundation Advisors

- Terry Mazany, Chicago Community Trust
- Jim McDonough, Alphawood Foundation Chicago
- Julia Stasch, MacArthur Foundation

Appendix C. Item Distributions

C.1. Item Distributions – Items Measuring Leader Self-Efficacy

Values are based on the sample of CLA fellows who completed the following items on both the Beginning-of-Program and End-of-Program Leadership Surveys (Ncohort2 = 22, Ncohort3 = 22).

Table C.1.1.

Item: Using data and information to guide my own decisions.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	68.2	86.4	59.1	90.9
Somewhat Confident	27.3	13.6	22.7	9.1
Slightly or Not at All Confident	4.6	0.0	18.2	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.2.

Item: Using data and information to guide the actions and decisions of others in our organization.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	63.6	81.8	63.6	81.8
Somewhat Confident	27.3	18.2	18.2	18.2
Slightly or Not at All Confident	9.1	0.0	18.2	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.3.

Item: Gaining insight and awareness into my colleagues' emotions, motivations, challenges, and needs.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	68.2	86.4	59.1	81.8
Somewhat Confident	18.2	9.1	31.8	18.2
Slightly or Not at All Confident	13.6	4.6	9.1	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.4.

Item: Proactively reflecting on how my leadership behavior affects my performance and the performance of others.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	59.1	90.9	54.5	86.4
Somewhat Confident	22.7	4.6	36.4	13.6
Slightly or Not at All Confident	18.2	4.6	9.1	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.5.

Item: Building and maintaining social connections within my organization.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	59.1	90.9	72.7	90.9
Somewhat Confident	18.2	4.6	27.3	9.1
Slightly or Not at All Confident	22.7	4.6	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.6.

Item: Building and maintaining social connections with other organizations.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	72.7	86.4	72.7	77.3
Somewhat Confident	13.6	4.6	22.7	22.7
Slightly or Not at All Confident	13.6	9.1	4.6	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.7.

Item: Creating a safe and trusting social climate in my organization.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	72.7	77.3	59.1	86.4
Somewhat Confident	4.6	22.7	36.4	13.6
Slightly or Not at All Confident	22.7	9.1	4.6	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.8.

Item: Modeling ethical behavior in my organization.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	90.9	100.0	95.5	100.0
Somewhat Confident	4.6	0.0	4.6	0.0
Slightly or Not at All Confident	4.6	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.9.

Item: Promoting ethical behavior in my organization.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	90.9	81.8	86.4	100.0
Somewhat Confident	4.6	4.6	4.6	0.0
Slightly or Not at All Confident	4.6	13.6	9.1	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.10.

Item: Developing effecting plans of action to accomplish organizational goals.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	59.1	95.5	77.3	90.9
Somewhat Confident	22.7	4.6	22.7	9.1
Slightly or Not at All Confident	18.2	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table C.1.11.

Item: Adjusting my leadership behavior in response to information and feedback.				
<i>Right now, how confident do you feel in your ability to do the following?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Confident	63.6	95.5	59.1	95.5
Somewhat Confident	22.7	4.6	36.4	4.6
Slightly or Not at All Confident	13.6	0.0	4.6	0.0
Total	100.0	100.0	100.0	100.0

C.2. Item Distributions – Items Measuring Leadership Skills and Behaviors

Values are based on the sample of CLA fellows who completed the following items on both the Beginning-of-Program and End-of-Program Leadership Surveys (Ncohort2 = 22, Ncohort3 = 22).

Items measuring “Assessing the Environment”

Table C.2.1.

Item: I use assessment tools in order to systematically learn the needs of key stakeholders.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	31.8	59.1	13.6	59.1
Somewhat Characteristic	18.2	18.2	40.9	27.3
Slightly or Not at All Characteristic	50.0	22.7	45.5	13.6
Total	100.0	100.0	100.0	100.0

Table C.2.2.

Item: I clarify problems before planning solutions.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	81.8	95.5	90.9	95.5
Somewhat Characteristic	13.6	4.6	4.6	0.0
Slightly or Not at All Characteristic	4.6	0.0	4.6	4.6
Total	100.0	100.0	100.0	100.0

Table C.2.3.

Item: I gather information before taking action.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	90.9	90.9	95.5	95.5
Somewhat Characteristic	4.6	9.1	4.6	4.6
Slightly or Not at All Characteristic	4.6	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.4.

Item: I look at issues from different angles before proceeding.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	81.8	95.5	90.9	95.5
Somewhat Characteristic	9.1	4.6	4.6	0.0
Slightly or Not at All Characteristic	9.1	0.0	4.6	4.6
Total	100.0	100.0	100.0	100.0

Table C.2.5.

Item: I encourage people to act on information rather than making assumptions.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	86.4	100.0	86.4	95.5
Somewhat Characteristic	13.6	0.0	9.1	0.0
Slightly or Not at All Characteristic	0.0	0.0	4.6	4.6
Total	100.0	100.0	100.0	100.0

Items measuring “Strategic Planning”

Table C.2.6.

Item: I make certain that we make concrete plans and establish measurable milestones for the project and programs that we work on.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	86.4	77.3	72.7	90.9
Somewhat Characteristic	13.6	22.7	18.2	9.1
Slightly or Not at All Characteristic	0.0	0.0	9.1	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.7.

Item: I paint the “big picture” of what we aspire to accomplish and how we will get there.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	86.4	90.9	77.3	90.9
Somewhat Characteristic	9.1	9.1	13.6	9.1
Slightly or Not at All Characteristic	4.6	0.0	9.1	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.8.

Item: I set realistic yet challenging goals for my organization and/or my group within the organization.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	77.3	90.9	81.8	90.9
Somewhat Characteristic	22.7	4.6	18.2	9.1
Slightly or Not at All Characteristic	0.0	4.6	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.9.

Item: I set goals for my organization and/or group within my organization based on both experience and research.

<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	68.2	81.8	54.6	81.8
Somewhat Characteristic	18.2	13.6	40.9	18.2
Slightly or Not at All Characteristic	13.6	4.6	4.6	0.0
Total	100.0	100.0	100.0	100.0

Items measuring "Social Perceptiveness"

Table C.2.10.

Item: I anticipate how people will respond to a new idea or proposal.

<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	81.8	81.8	63.6	86.4
Somewhat Characteristic	13.6	18.2	36.4	9.1
Slightly or Not at All Characteristic	4.6	0.0	0.0	4.6
Total	100.0	100.0	100.0	100.0

Table C.2.11.

Item: I explicitly focus on discerning the emotional undercurrents among people in my organization.

<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	63.6	86.4	77.3	77.3
Somewhat Characteristic	27.3	13.6	18.2	13.6
Slightly or Not at All Characteristic	9.1	0.0	4.6	9.1
Total	100.0	100.0	100.0	100.0

Table C.2.12.

Item: I take note of what is important to others (e.g., how they are motivated, the problems they face, and how they react to change).

<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	81.8	86.4	72.7	81.8
Somewhat Characteristic	0.0	4.6	22.7	13.6
Slightly or Not at All Characteristic	18.2	9.1	4.6	4.6
Total	100.0	100.0	100.0	100.0

Table C.2.13.

Item: I invest time and effort in understanding the social fabric of my organization.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	63.6	90.9	68.2	86.4
Somewhat Characteristic	27.3	4.6	22.7	9.1
Slightly or Not at All Characteristic	9.1	4.6	9.1	4.6
Total	100.0	100.0	100.0	100.0

Items measuring “Network Governance”

Table C.2.14.

Item: I actively build and nurture connections between different departments/groups within my organization.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	68.2	81.8	81.8	63.6
Somewhat Characteristic	22.7	13.6	9.1	31.8
Slightly or Not at All Characteristic	9.1	4.6	9.1	4.6
Total	100.0	100.0	100.0	100.0

Table C.2.15.

Item: My colleagues and I regularly work together with people from our networks.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	72.7	68.2	72.7	72.7
Somewhat Characteristic	9.1	18.2	27.3	27.3
Slightly or Not at All Characteristic	18.2	13.6	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.16.

Item: I spend a lot of time developing many contacts with people outside our own department/group.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	59.1	90.9	59.1	72.7
Somewhat Characteristic	27.3	4.6	36.4	27.3
Slightly or Not at All Characteristic	13.6	4.6	4.6	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.17.

Item: I encourage my colleagues to maintain many contacts with other organizations.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows*	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	72.7	77.3	57.1	57.1
Somewhat Characteristic	9.1	9.1	38.1	38.1
Slightly or Not at All Characteristic	18.2	13.6	4.8	4.8
Total	100.0	100.0	100.0	100.0

* N=21

Table C.2.18.

Item: I encourage my colleagues to invest substantial energy in the development of new contacts.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	54.6	68.2	40.9	54.6
Somewhat Characteristic	22.7	18.2	36.4	36.4
Slightly or Not at All Characteristic	22.7	13.6	22.7	9.1
Total	100.0	100.0	100.0	100.0

Table C.2.19.

Item: I explicitly communicate the importance and benefits of linking between different organizations.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	54.6	77.3	68.2	77.3
Somewhat Characteristic	40.9	13.6	27.3	18.2
Slightly or Not at All Characteristic	4.6	9.1	4.6	4.6
Total	100.0	100.0	100.0	100.0

Items measuring "Self-Reflection"

Table C.2.20.

Item: I listen to others actively, checking in to ensure my understanding.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely	86.4	81.8	86.4	90.9
Somewhat	9.1	9.1	9.1	9.1
Slightly or Not at All	4.6	9.1	4.6	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.21.

Item: I work to understand others' perspectives.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	95.5	95.5	95.5	95.5
Somewhat Characteristic	0.0	4.6	4.6	4.6
Slightly or Not at All Characteristic	4.6	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Table C.2.22.

Item: I actively consider the effect of my emotions on my work performance.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	72.7	86.4	59.1	77.3
Somewhat Characteristic	18.2	9.1	36.4	13.6
Slightly or Not at All Characteristic	9.1	4.6	4.6	9.1
Total	100.0	100.0	100.0	100.0

Table C.2.23.

Item: I actively consider my personal impact on group dynamics and relationships.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	77.3	95.5	81.8	86.4
Somewhat Characteristic	18.2	4.6	18.2	9.1
Slightly or Not at All Characteristic	4.6	0.0	0.0	4.6
Total	100.0	100.0	100.0	100.0

Table C.2.24.

Item: I seek feedback from all relevant constituencies about my behavioral impact.				
<i>How characteristic is this of you?</i>	% Cohort 2 Fellows		% Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mostly or Completely Characteristic	45.5	54.6	54.6	63.6
Somewhat Characteristic	27.3	31.8	13.6	18.2
Slightly or Not at All Characteristic	27.3	13.6	31.8	18.2
Total	100.0	100.0	100.0	100.0

C.3. Item Distributions – Items from the Supervisor End-of-Program Survey

Values are based on the sample of 54 CLA fellow supervisors who completed the Supervisor End-of-Program Survey. Data are combined across three cohorts (Ncohort1 = 13, Ncohort2 = 22, Ncohort3 = 19).

Items measuring supervisor confidence in CLA fellow behavior

Table C.3.1.

Item: Using data and information to guide his/her own actions and decisions.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	92.6
Somewhat Confident	5.6
Slightly or Not at All Confident	1.9
Total	100.0

Table C.3.2.

Item: Using data and information to guide the actions and decisions of others within the organization.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	87.0
Somewhat Confident	11.1
Slightly or Not at All Confident	1.9
Total	100.0

Table C.3.3.

Item: Creating a safe and trusting social climate within the organization.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	85.2
Somewhat Confident	13.0
Slightly or Not at All Confident	1.9
Total	100.0

Table C.3.4.

Item: Building and maintaining social connections that link different departments/groups within the organization.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	81.5
Somewhat Confident	16.7
Slightly or Not at All Confident	1.9
Total	100.0

Table C.3.5.

Item: Developing effective plans of action to accomplish organizational goals.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	90.7
Somewhat Confident	9.3
Slightly or Not at All Confident	0.0
Total	100.0

Table C.3.6.

Item: Promoting ethical behavior within the organization.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	100.0
Somewhat Confident	0.0
Slightly or Not at All Confident	0.0
Total	100.0

Table C.3.7.

Item: Building and maintaining social connections that link the organization with other organizations.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	88.9
Somewhat Confident	11.1
Slightly or Not at All Confident	0.0
Total	100.0

Table C.3.8.

Item: Modeling ethical behavior within the organization.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	96.3
Somewhat Confident	1.9
Slightly or Not at All Confident	1.9
Total	100.0

Table C.3.9.

Item: Adjusting his/her leadership behavior in response to information and feedback.	
<i>Right now, how confident do you feel in NAME's ability in each of the following aspects of leadership?</i>	% Supervisors
Mostly or Completely Confident	75.9
Somewhat Confident	20.4
Slightly or Not at All Confident	3.7
Total	100.0

Items measuring supervisor perceptions of the CLA program

Table C.3.10.

Item: The Civic Leadership Academy is an effective program.	
<i>How much do you agree with the following statements?</i>	% Supervisors
Strongly Agree	37.0
Agree	48.1
Somewhat Agree	14.8
Somewhat Disagree	0.0
Disagree or Strongly Disagree	0.0
Total	100

Table C.3.11.

Item: The Civic Leadership Academy has improved NAME's ability to be a better leader in my organization.	
<i>How much do you agree with the following statements?</i>	% Supervisors
Strongly Agree	40.7
Agree	37.0
Somewhat Agree	22.2
Somewhat Disagree	0.0
Disagree or Strongly Disagree	0.0
Total	100

Table C.3.12.

Item: Since participating in the Civic Leadership Academy, NAME's leadership skills have greatly improved.	
<i>How much do you agree with the following statements?</i>	% Supervisors*
Strongly Agree	15.1
Agree	39.6
Somewhat Agree	39.6
Somewhat Disagree	5.7
Disagree or Strongly Disagree	0.0
Total	100.0

* N=53

Table C.3.13.

Item: The Civic Leadership Academy met my expectations for NAME's professional learning and growth.	
<i>How much do you agree with the following statements?</i>	% Supervisors
Strongly Agree	33.3
Agree	37.0
Somewhat Agree	27.8
Somewhat Disagree	1.9
Disagree or Strongly Disagree	0.0
Total	100

Table C.3.14.

Item: The Civic Leadership Academy has provided sufficient opportunities for NAME to develop and improve his/her leadership skills.	
<i>How much do you agree with the following statements?</i>	% Supervisors
Strongly Agree	44.4
Agree	33.3
Somewhat Agree	22.2
Somewhat Disagree	0.0
Disagree or Strongly Disagree	0.0
Total	100

Appendix D. Item Averages and Pre-Post Change

D.1. Item Averages and Pre-Post Change – Items Measuring Leader Self-Efficacy

Values are based on the sample of CLA fellows who completed the following items on both the Beginning-of-Program and End-of-Program Leadership Surveys (Ncohort2 = 22, Ncohort3 = 22).

Table D.1.1.

Item: Using data and information to guide my own decisions.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.82	4.14	3.59	4.27
Standard Deviation	0.80	0.64	1.01	0.63
<i>Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.</i>				
For Cohort 3, pre-post change is statistically significant, $t(21) = 3.2155, p < .01$.				

Table D.1.2.

Item: Using data and information to guide the actions and decisions of others in our organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.68	4.05	3.64	4.14
Standard Deviation	0.84	0.65	1.14	0.71
<i>Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.</i>				

Table D.1.3.

Item: Gaining insight and awareness into my colleagues' emotions, motivations, challenges, and needs.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.73	4.27	3.59	4.27
Standard Deviation	1.20	0.83	0.80	0.77
<i>Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.</i>				
For Cohort 3, pre-post change is statistically significant, $t(21) = 3.5784, p < .01$.				

Table D.1.4.

Item: Proactively reflecting on how my leadership behavior affects my performance and the performance of others.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.64	4.27	3.59	4.14
Standard Deviation	1.18	0.77	0.85	0.64

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

For Cohort 2, pre-post change is statistically significant, $t(21) = 2.8465, p < .01$.

For Cohort 3, pre-post change is statistically significant, $t(21) = 2.6581, p < .05$.

Table D.1.5.

Item: Building and maintaining social connections within my organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.73	4.32	4.00	4.41
Standard Deviation	1.20	0.78	0.76	0.67

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

For Cohort 2, pre-post change is statistically significant, $t(21) = 2.7508, p < .05$.

Table D.1.6.

Item: Building and maintaining social connections with other organizations.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.09	4.23	3.95	4.09
Standard Deviation	1.11	1.07	1.00	0.75

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

Table D.1.7.

Item: Creating a safe and trusting social climate in my organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.59	4.00	3.82	4.23
Standard Deviation	1.44	0.93	0.91	0.69

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

Table D.1.8.

Item: Modeling ethical behavior in my organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.55	4.77	4.55	4.91
Standard Deviation	0.80	0.43	0.60	0.29

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

For Cohort 3, pre-post change is statistically significant, $t(21) = 2.5923, p < .05$.

Table D.1.9.

Item: Promoting ethical behavior in my organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.45	4.18	4.18	4.77
Standard Deviation	0.80	1.05	0.91	0.43

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

For Cohort 3, pre-post change is statistically significant, $t(21) = 3.2452, p < .01$.

Table D.1.10.

Item: Developing effective plans of action to accomplish organizational goals.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.68	4.45	3.91	4.32
Standard Deviation	1.09	0.60	0.61	0.65

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

For Cohort 2, pre-post change is statistically significant, $t(21) = 3.1465, p < .01$.

Table D.1.11.

Item: Adjusting my leadership behavior in response to information and feedback.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.64	4.45	3.73	4.32
Standard Deviation	1.29	0.60	0.83	0.57

Scale: Right now, how confident do you feel in your ability to do the following? 1=Not at all confident, 2=Slightly confident, 3=Somewhat confident, 4=Mostly confident, and 5=Completely confident.

For Cohort 2, pre-post change is statistically significant, $t(21) = 3.6454, p < .01$.

For Cohort 3, pre-post change is statistically significant, $t(21) = 2.7508, p < .05$.

B.D. Item Averages and Pre-Post Change – Items Measuring Leadership Skills and Behaviors

Values are based on the sample of CLA fellows who completed the following items on both the Beginning-of-Program and End-of-Program Leadership Surveys (Ncohort2 = 22, Ncohort3 = 22).

Items measuring “Assessing the Environment”

Table D.2.1.

Item: I use assessment tools in order to systematically learn the needs of key stakeholders.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	2.55	3.50	2.55	3.45
Standard Deviation	1.22	1.14	1.06	0.74

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

For Cohort 2, pre-post change is statistically significant, $t(21) = 3.1305, p < .01$.

For Cohort 3, pre-post change is statistically significant, $t(21) = 4.3893, p < .001$.

Table D.2.2.

Item: I clarify problems before planning solutions.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.00	4.36	4.45	4.27
Standard Deviation	0.76	0.58	0.80	0.70

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

For Cohort 2, pre-post change is statistically significant, $t(21) = 2.1602, p < .05$.

Table D.2.2.

Item: I gather information before taking action.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.18	4.36	4.50	4.32
Standard Deviation	0.73	0.66	0.60	0.57

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.3.

Item: I look at issues from different angles before proceeding.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.09	4.45	4.36	4.45
Standard Deviation	1.06	0.60	0.79	0.74

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.5.

Item: I encourage people to act on information rather than making assumptions.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.41	4.50	4.41	4.41
Standard Deviation	0.73	0.51	0.85	0.73
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

Items measuring “Strategic Planning”

Table D.2.6.

Item: I make certain that we make concrete plans and establish measurable milestones for the project and programs that we work on.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.14	4.05	3.73	4.18
Standard Deviation	0.64	0.72	0.77	0.59
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

For Cohort 3, pre-post change is statistically significant, $t(21) = 2.6636, p < .05$.

Table D.2.7.

Item: I paint the “big picture” of what we aspire to accomplish and how we will get there.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.14	4.41	3.95	4.23
Standard Deviation	0.77	0.67	0.90	0.61
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

Table D.2.8.

Item: I set realistic yet challenging goals for my organization and/or my group within the organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.00	4.18	3.86	4.32
Standard Deviation	0.69	0.73	0.47	0.65
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

For Cohort 3, pre-post change is statistically significant, $t(21) = 2.3385, p < .05$.

Table D.2.9.

Item: I set goals for my organization and/or group within my organization based on both experience and research.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.68	4.23	3.59	4.14
Standard Deviation	1.04	0.87	0.73	0.71

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

For Cohort 2, pre-post change is statistically significant, $t(21) = 2.8062, p < .05$.

For Cohort 3, pre-post change is statistically significant, $t(21) = 2.5312, p < .05$.

Items measuring "Social Perceptiveness"

Table D.2.10.

Item: I anticipate how people will respond to a new idea or proposal.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.91	4.27	3.82	4.14
Standard Deviation	0.87	0.77	0.73	0.77

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.11.

Item: I explicitly focus on discerning the emotional undercurrents among people in my organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.73	4.32	4.09	4.00
Standard Deviation	0.88	0.72	1.02	0.93

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

For Cohort 2, pre-post change is statistically significant, $t(21) = 3.2452, p < .01$.

Table D.2.12.

Item: I take note of what is important to others (e.g., how they are motivated, the problems they face, and how they react to change).				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.00	4.18	4.05	4.27
Standard Deviation	1.07	1.05	0.90	0.88

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.13.

Item: I invest time and effort in understanding the social fabric of my organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.77	4.32	3.95	4.23
Standard Deviation	1.07	0.78	1.13	0.97

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

For Cohort 2, pre-post change is statistically significant, $t(21) = 2.6581, p < .05$.

Items measuring "Network Governance"

Table D.2.14.

Item: I actively build and nurture connections between different departments/groups within my organization.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.95	4.32	4.05	3.91
Standard Deviation	1.00	0.89	0.90	0.92

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.15.

Item: My colleagues and I regularly work together with people from our networks.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.91	3.95	4.09	4.18
Standard Deviation	1.11	1.09	0.81	0.85

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.16.

Item: I spend a lot of time developing many contacts with people outside our own department/group.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.73	4.32	3.82	4.14
Standard Deviation	1.16	0.95	0.91	0.83

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

For Cohort 2, pre-post change is statistically significant, $t(21) = 2.5242, p < .05$.

Table D.2.17.

Item: I encourage my colleagues to maintain many contacts with other organizations.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.91	4.09	3.67	3.86
Standard Deviation	1.34	1.31	0.97	0.96
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

Table D.2.18.

Item: I encourage my colleagues to invest substantial energy in the development of new contacts.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.50	3.77	3.10	3.64
Standard Deviation	1.19	1.11	1.11	1.05
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

Table D.2.19.

Item: I explicitly communicate the importance and benefits of linking between different organizations.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.82	4.14	3.91	4.23
Standard Deviation	0.96	1.13	0.87	0.92
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

Items measuring “Self-Reflection”

Table D.2.20.

Item: I listen to others actively, checking in to ensure my understanding.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.14	4.14	4.00	4.32
Standard Deviation	0.77	0.94	0.69	0.65
<i>Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.</i>				

Table D.2.21.

Item: I work to understand others' perspectives.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.32	4.32	4.36	4.45
Standard Deviation	0.72	0.57	0.58	0.60

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.22.

Item: I actively consider the effect of my emotions on my work performance.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.95	4.27	3.73	4.09
Standard Deviation	0.95	0.83	0.83	0.97

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

Table D.2.23.

Item: I actively consider my personal impact on group dynamics and relationships.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.95	4.36	3.95	4.27
Standard Deviation	0.79	0.58	0.58	0.83

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

For Cohort 2, pre-post change is statistically significant, $t(21) = 2.1130, p < .05$

For Cohort 3, pre-post change is statistically significant, $t(21) = 2.0837, p < .01$.

Table D.2.24.

Item: I seek feedback from all relevant constituencies about my behavioral impact.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	3.18	3.50	3.27	3.68
Standard Deviation	1.14	0.86	1.12	1.17

Scale: How characteristic is this of you? 1=Not at all characteristic, 2=Slightly characteristic, 3=Somewhat characteristic, 4=Mostly characteristic, and 5=Completely characteristic.

D.3. Item Averages and Pre-Post Change – Items Measuring Strength of Relationships

Values are based on the sample of CLA fellows who completed these items on both the Beginning-of-Program and End-of-Program Network Surveys (for Professional Relationships, Ncohort2 = 19, Ncohort3 = 20; for Personal Relationships, Ncohort2 = 17, Ncohort3 = 20).

Table D.3.1.

Item: Strength of Professional Relationships				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	2.20	4.49	1.28	5.31
Standard Deviation	1.03	2.23	0.37	1.90
<i>Scale: Please select the response that best characterizes your current professional relationship (i.e. collegial) with each CLA fellow. 1= You barely know this person on a professional level, 10= You work very closely with this person professionally.</i>				

For Cohort 2, pre-post change is statistically significant, $t(18) = 5.1282, p < .001$.

For Cohort 3, pre-post change is statistically significant, $t(19) = 8.8630, p < .001$.

Table D.3.2.

Item: Strength of Personal Relationships				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	2.16	¹³ 4.88	1.29	¹⁴ 6.75
Standard Deviation	1.25	1.78	0.68	1.50
<i>Scale: Please select the response that best characterizes your current personal relationship (i.e. friendship) with each CLA fellow. 1= You barely know this person on a personal level, 10= You consider this person a close personal friend.</i>				

For Cohort 2, pre-post change is statistically significant, $t(16) = 7.7736, p < .001$.

For Cohort 3, pre-post change is statistically significant, $t(19) = 13.3931, p < .001$.

D.4. Item Averages and Pre-Post Change – Items Measuring Networking Activities

On the Network Survey, fellows identified all the other fellows in their cohort who have engaged with them in the following ways: 1) sharing of professional resources (e.g., books, websites, articles, or other information), 2) providing professional feedback or advice, and 3) working in collaboration on a shared project or product.

Values are based on the sample of CLA fellows who completed the following items on both the Beginning-of-Program and End-of-Program Network Surveys (Ncohort2 = 24, Ncohort3 = 20).

Table D.4.1.

Item: Shared professional resources with you				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	2.04	7.92	0.50	5.55
Standard Deviation	2.80	7.64	0.95	4.44

Averages represent the average number of fellows identified each time point.

For Cohort 2, pre-post change is statistically significant, $t(23) = 4.5345, p < .001$.

For Cohort 3, pre-post change is statistically significant, $t(19) = 5.4779, p < .001$.

Table D.4.2.

Item: Provided you with professional feedback or advice				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	1.71	12.04	0.40	10.15
Standard Deviation	2.48	8.68	0.60	7.23

Averages represent the average number of fellows identified each time point.

For Cohort 2, pre-post change is statistically significant, $t(23) = 6.2450, p < .001$.

For Cohort 3, pre-post change is statistically significant, $t(19) = 5.9402, p < .001$.

Table D.4.3.

Item: Worked in collaboration with you on a shared project or product				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	1.92	5.29	0.40	6.35
Standard Deviation	2.47	5.27	0.68	8.34

Averages represent the average number of fellows identified each time point.

For Cohort 2, pre-post change is statistically significant, $t(23) = 2.9356, p < .01$.

For Cohort 3, pre-post change is statistically significant, $t(19) = 3.1603, p < .01$.

D.5. Items Measuring Network Perceptions

Values are based on the sample of CLA fellows who completed the following items on both the Beginning-of-Program and End-of-Program Network Surveys (Ncohort2 = 22, Ncohort3 = 20).

Table D.5.1.

Item: The benefits of CLA network participation are useful for me right now (at this stage of my career or in my current position).				
	Cohort 2 Fellows		Cohort 3 Fellows*	
	Before CLA	After CLA	Before CLA	After CLA
Mean	5.41	5.50	6.21	5.89
Standard Deviation	1.62	1.64	1.23	1.24

Averages represent the average number of fellows identified each time point.

* N=19

Table D.5.2.

Item: The benefits of CLA network participation will be useful for me over the next year.				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	6.32	5.73	6.85	6.5
Standard Deviation	0.84	1.35	0.37	0.69

Averages represent the average number of fellows identified each time point.

For Cohort 2, pre-post change is statistically significant, $t(21) = -2.8897, p < .01$.

Table D.5.3.

Scale: CLA Solidarity Rating				
	Cohort 2 Fellows		Cohort 3 Fellows	
	Before CLA	After CLA	Before CLA	After CLA
Mean	4.57	4.89	3.79	5.87
Standard Deviation	1.38	1.52	1.70	0.97

The CLA solidarity rating is the average of eight items below. All items are on a 7-point response scale where 1 = Strongly disagree to 7 = Strongly agree.

- *I feel a bond with the other CLA fellows.*
- *I feel solidarity with the other CLA fellows.*
- *I feel committed to my relationships with the other CLA fellows.*
- *I often think about the fact that I am a CLA fellow.*
- *The fact that I am a CLA fellow is an important part of my identity.*
- *Being a CLA fellow is an important part of how I see myself.*
- *I have a lot in common with the average CLA fellow.*
- *I am similar to the average CLA fellow.*

For Cohort 2, pre-post change is statistically significant, $t(23) = 2.9356, p < .01$.

For Cohort 3, pre-post change is statistically significant, $t(19) = 5.1857, p < .001$.