

Fall 2019



EVOLVE

Extension Volunteer Organization for
Leadership, Vitality and Enterprise

*A community-based leadership development
program developed by the
University of Wyoming Extension's
Community Development Education Initiative Team*



**Survey analysis and report prepared by the following members of the
Community Development Education Initiative Team, Duane Williams and Mary
Martin. The survey was designed and managed by Julie Daniels.**

BACKGROUND AND INTRODUCTION

In the early 2000s, a group of University of Wyoming Extension Community Development Educators built a community leadership development program called EVOLVE. The full name of the program is Extension Volunteer Organization for Leadership, Vitality and Enterprise, thus the acronym EVOLVE. The program focus was working with local community residents to create their own leadership development educational effort that would help develop and enhance the skills, knowledge and relationships needed to build and sustain healthy communities—ones that thrive in times of challenge and opportunity.

The Extension Educators drew upon the knowledge and experience of others in the creation of this statewide educational program. A key resource was the Park County Leadership Institute (PCLI) which began in the mid-1990s. The EVOLVE program embraced the PCLI approach of utilizing local knowledge and resources to customize the leadership development educational efforts. The team found that this emphasis on local process and development was shared by an existing Extension program in another state. At the time, the University of Missouri's Extension program called EXCEL (Experience in Community Enterprise and Leadership) had over 20 years of experience in helping communities build their own leadership development educational program. The Wyoming Extension Team was able to draw upon the knowledge gained in the Missouri program.

The EVOLVE statewide programming effort began in the mid-2000s. Within just a few years the program had helped establish or enhance programs in over one-half of the counties in the state, and the Wind River Indian Reservation. The counties included Albany, Big Horn, Converse, Crook, Hot Springs, Lincoln, Niobrara, Park, Teton, Uinta, Washakie and Weston. In recent years, the program has been used to establish a Web-based learning experience for a statewide volunteer program (AmeriCorps).

In 2018 the Wyoming Extension Community Development Education (CDE) team launched an evaluation effort to gather data about the impact of the EVOLVE Program. A key part of that evaluation was the implementation of a survey of program graduates. With the exception of only one past program which did not have archived records (Wyoming Black Hills Leadership Institute, Crook and Weston Counties), the team gathered alumni lists and solicited participation in a Web-based evaluation survey. The survey effort drew upon the early evaluation efforts by the Leadership Laramie Program (Albany County) in 2017. CDE educators with EVOLVE programs reviewed this initial survey instrument and added a couple of questions. The statewide survey started in the fall of 2018 and concluded in the spring of 2019. This report contains the results of that survey effort.

SUMMARY

The efforts of the CDE Educators generated a sizeable survey response, as 177 people participated. These participants come from 12 different leadership programs. Looking at the demographics, the typical respondent was a female, age 41 to 50 who had lived in their community 21 plus years and worked in the financial or government sectors. They most likely graduated from their leadership program from 2014 to 2018.

The survey results provide a clear picture of the success and impact of the EVOVE Program across a significant portion of Wyoming communities. Here are some of the key takeaways:

- Ninety-three percent felt the program helped improve their leadership effectiveness.
- Networking, community-awareness and building confidence were the top areas of improvement.
- Over 90 percent of the respondents reported increasing their awareness of community resources and issues.
- 85 percent reported increasing their comfort level in working with groups to tackle issues and using their skills, network, and drive to benefit the community.
- Enhancing their ability to appreciate-others was a top skill gained through the program.
- For over two-thirds of the participants, the program helped stimulate greater board service, as well as them accepting higher levels of leadership. Additional open-ended comments identified the class project as a meaningful benefit to the community.
- Community Based Experiences (CBEs) were a very common and important element of the program. There was over 90% agreement that the CBEs contributed to an increased understanding of community resources and issues. Furthermore, three-fourths of the participants felt that this learning activity enhanced their community involvement.
- Group projects were another common element of the program. Two-thirds of the respondents agreed that the group project experience enhanced their effectiveness as a leader.
- Another common emphasis of the program was exploring local issues. Based upon these leaning activities, over 90% of the respondents reported an increase in their understanding of these issues.
- Over half of the respondents served on their program's steering committee following their graduation. Many reported that this service gave them exceptional experiential-learning, with some noting it provided substantial personal growth.
- Respondents reported that their behavior following the program included more board service and higher levels of civic engagement.

A participant's comment sums it up very well, "I encourage everyone, no matter your background, experience, or current situation to enroll and engage in the leadership institutes, you will not be disappointed and your life will be greatly enhanced."

Nearly 200 people (196) visited the survey site and most people (177) provided a response to the survey. Twelve leadership development programs are represented in the survey, see Chart 1 and Table 1. The greatest number of responses was from Leadership Laramie (54) this represented 31 percent of the survey. The next greatest response (33) came from Park County Leadership Institute (19 percent). Three other programs, Leadership Jackson Hole, Uinta County Leadership Institute and Washakie Leadership Institute each had a double digit percent response.

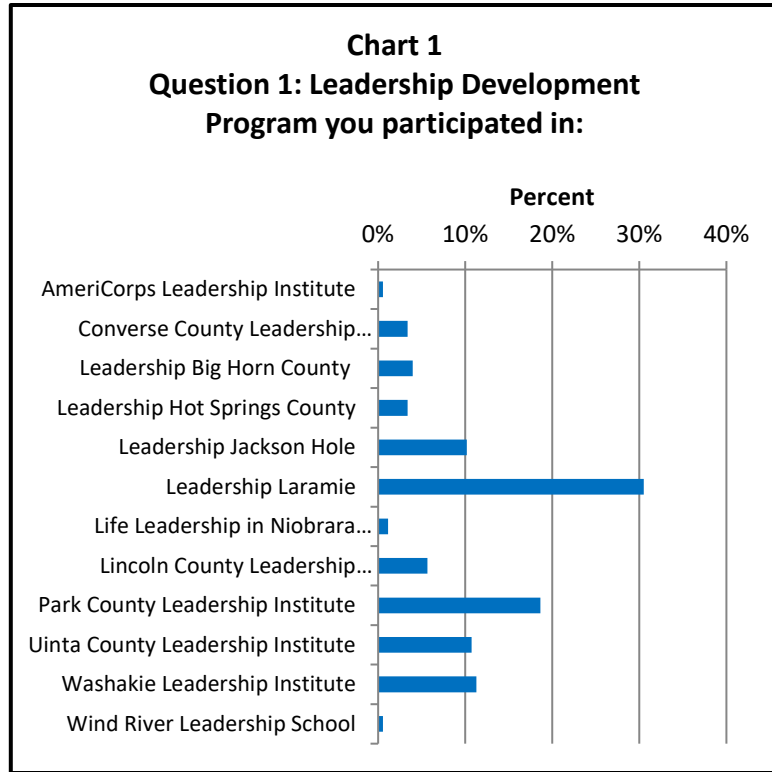
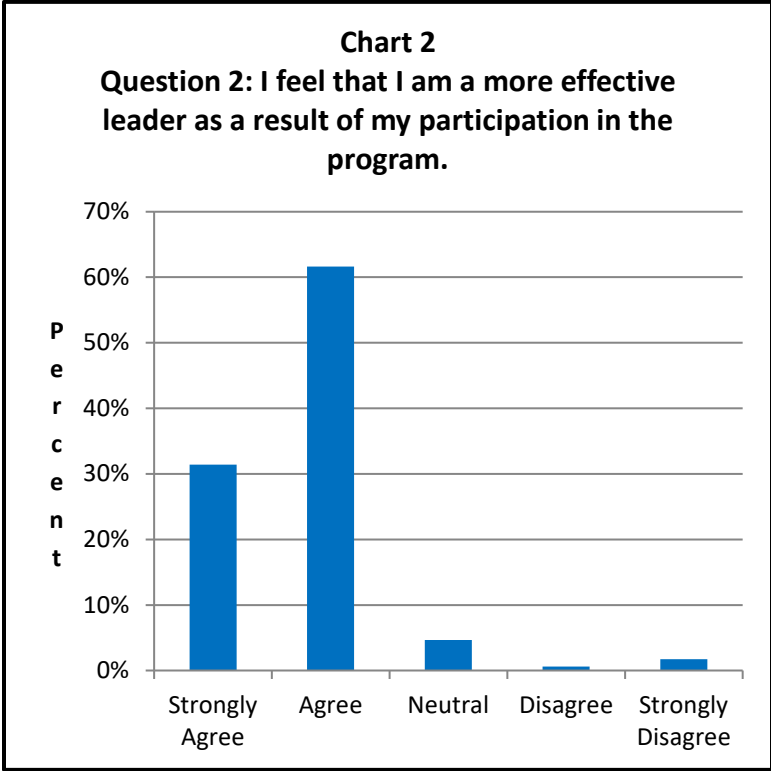


Table 1. Question 1: Leadership Development Program you participated in:			
#	Program Name	Number	Percent
1	AmeriCorps Leadership Institute	1	1%
2	Converse County Leadership Institute	6	3%
3	Leadership Big Horn County	7	4%
4	Leadership Hot Springs County	6	3%
5	Leadership Jackson Hole	18	10%
6	Leadership Laramie	54	31%
7	Life Leadership in Niobrara County	2	1%
8	Lincoln County Leadership Institute	10	6%
9	Park County Leadership Institute	33	19%
10	Uinta County Leadership Institute	19	11%
11	Washakie Leadership Institute	20	11%
12	Wind River Leadership School	1	1%
Total		177	100%



Determining the impact of the program on the participant’s leadership abilities was the objective of question #2 and is reported in Chart 2 and Table 2. Over 90% of the participants reported agreement with becoming a more effective leader through the program (31% strongly agree, 62% agree). It is especially noteworthy that nearly one-third of the participants were in strong agreement with the program achieving this desired outcome.

Table 2.
Question 2: I feel that I am a more effective leader as a result of my participation in the program.

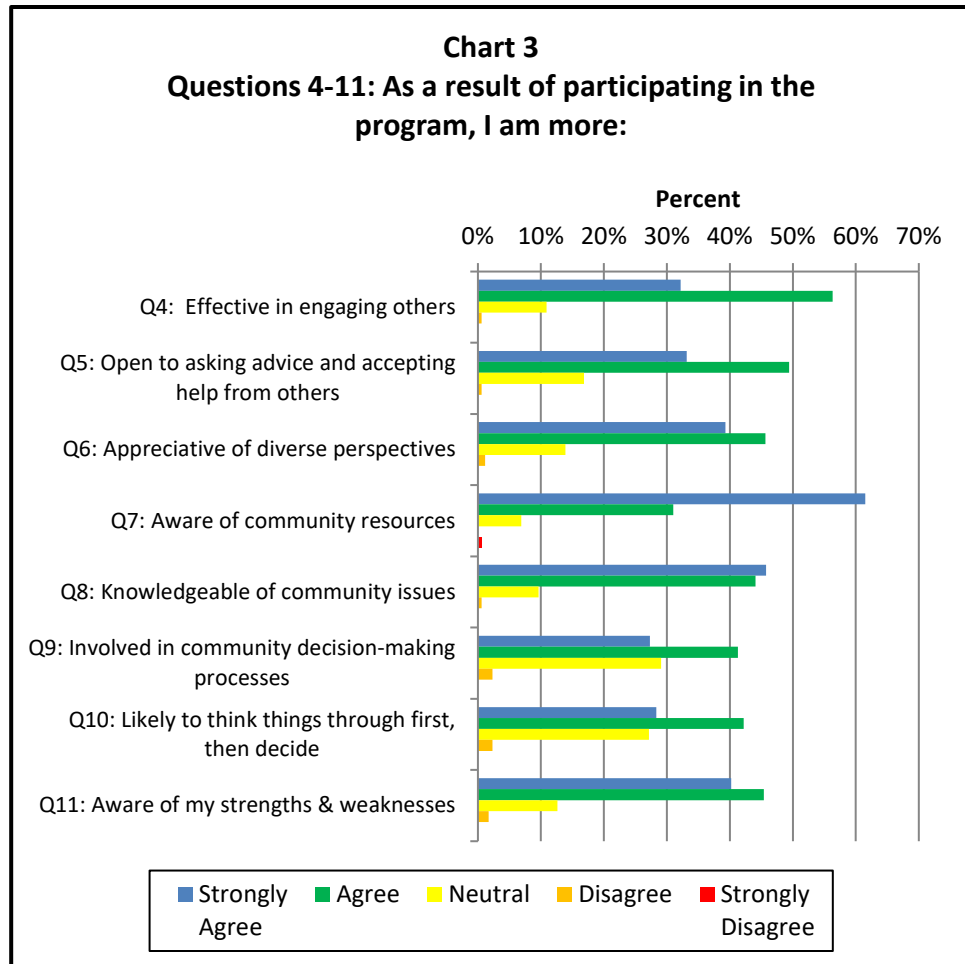
Category	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Missing	Total
Number	54	106	8	1	3	172	5	177
Percent	31%	62%	5%	1%	2%	100%	na	na



Next the survey asked an open ended question about the effect of participating in the program and generated 129 responses with several similar ideas; see the word cloud in Figure 1. The size of the text in this graphic relate to how frequently the word was present in the responses. The top three most common responses described the importance of networking, community-awareness and building confidence. Skills, connections and self-awareness were also key outcomes mentioned.

Figure 1. Question 3: Please describe what is different and how the program contributed to your effectiveness as a leader.

The subsequent series of questions asked respondents to evaluate the impact of the program on eight key leadership attributes (Chart 3 and Table 3). Two items, question 7 (awareness of community resources, 92%) and question 8 (knowledge of community issues, 90%) had the highest level of agreement (strongly agree and agree). The two attributes which had the least agreement were item #9 (involved in



community decision-making processes, 68%) and #10 (likely to think things through first, then decide, 70%). The other four attributes, 4, 5, 6 and 11 had total agreement (strongly agree and agree) that fell in the 80% range.

Table 3. As a result of participating in the program, I am more:								
Question Number	Statement	Percent					Number	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Missing
4	Effective in engaging others	32%	56%	11%	1%	0%	174	3
5	Open to asking advice and accepting help from others	33%	49%	17%	1%	0%	172	5
6	Appreciative of diverse perspectives	39%	46%	14%	1%	0%	173	4

Table 3. As a result of participating in the program, I am more:								
Question Number	Statement	Percent					Number	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responses	Missing
7	Aware of community resources	61%	31%	7%	0%	1%	174	3
8	Knowledgeable of community issues	46%	44%	10%	1%	0%	177	0
9	Involved in community decision-making processes	27%	41%	29%	2%	0%	172	5
10	Likely to think things through first, then decide	28%	42%	27%	2%	0%	173	4
11	Aware of my strengths & weaknesses	40%	45%	13%	2%	0%	174	3

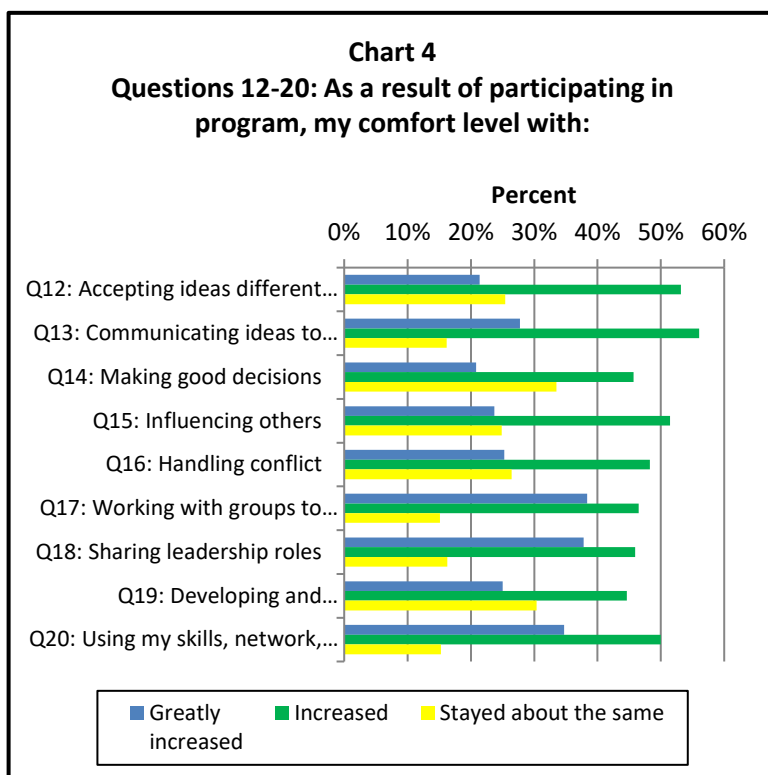


Chart 4 and Table 4 show the response to the question about change in comfort level on nine key leadership skills. Four skills stand out as having the largest level of improvement (84%+), they are question #17 (working with groups to tackle issues) with an increase for 85% (greatly increase 38%, increase 47%), #20 (using my skills, network, and drive to benefit the community) also showed an increase of 85% (greatly increase 35%, increase 50%), #18 (sharing leadership roles) with an increase for 84% (greatly increase 38%, increase 46%) and #13 (communicating ideas to others) also recording an increase for 84% (greatly increase 28%, increase 56%). Generally speaking all of the skills

had a great deal of improvement. The least improved item and the only one with less than at least a 70% increase was question #14 (making good decisions), but, it still found improvement for 67% of the

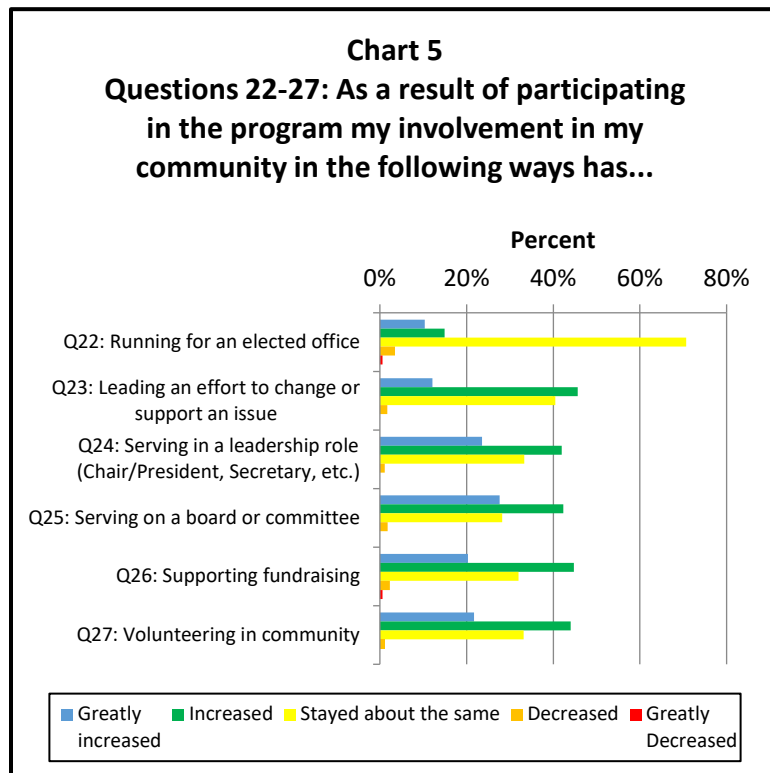
respondents (greatly increase 21%, increase 46%). Conversely, item #14 had the largest percent of respondents reporting staying about the same (34%).

Table 4. As a result of participating in program, my comfort level with:						
Question Number	Statement	Percent			Number	
		Greatly increased	Increased	Stayed about the same	Responses	Missing
12	Accepting ideas different from my own	21%	53%	25%	173	4
13	Communicating ideas to others	28%	56%	16%	173	4
14	Making good decisions	21%	46%	34%	173	4
15	Influencing others	24%	51%	25%	173	4
16	Handling conflict	25%	48%	26%	174	3
17	Working with groups to tackle issues	38%	47%	15%	172	5
18	Sharing leadership roles	38%	46%	16%	172	5
19	Developing and implementing action plans	25%	45%	30%	168	9
20	Using my skills, network, and drive to benefit the community	35%	50%	15%	170	7

The next item in the survey asked an open ended question (#21) about other skills acquired from the participating in the program, generating nearly 70 additional ideas. Figure 2 is an illustration of the response to this question. It is clear from this picture that the ability to appreciate-others was a top skill gained by many participants. Other key skills gained include, confidence, networking, communication-skills, and self-awareness. Community-awareness and listening were also noted by several respondents.



Figure 2. Question 21: What other skills did you acquire in program?



Many participants credit their participation in the program for substantial growth in their community involvement. Chart 5 and Table 5 show the nature of this change on six important engagement categories. The item with the largest gain was question #25 serving on a board or committee, which increased for 70% of the respondents (greatly increased 28% and increased 42%). A 66% gain was recorded for two items #24 serving in a leadership role (Chair/President, Secretary, etc.) and #27 volunteering in community. The category with the smallest increase was #22 running for an elected office, with 71% of the respondents reporting that it stayed about the same.

However, even this category increased for a quarter of the participants (greatly increased 10% and increased 15%).

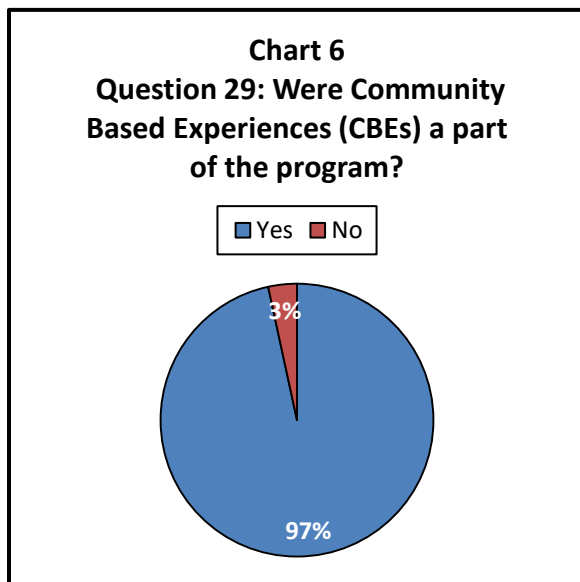
Table 5. As a result of participating in the program my involvement in my community in the following ways has...

Question Number	Statement	Percent					Number	
		Greatly increased	Increased	Stayed about the same	Decreased	Greatly Decreased	Responses	Missing
22	Running for an elected office	10%	15%	71%	3%	1%	174	3
23	Leading an effort to change or support an issue	12%	46%	40%	2%	0%	173	4
24	Serving in a leadership role (Chair/President, Secretary, etc.)	24%	42%	33%	1%	0%	174	3
25	Serving on a board or committee	28%	42%	28%	2%	0%	170	7
26	Supporting fundraising	20%	45%	32%	2%	1%	172	5
27	Volunteering in community	22%	44%	33%	1%	0%	175	2

Just over forty participants provided additional information about benefits to the community as asked in the open ended question #28 (Figure 3). The largest number of responses noted the importance of their class project. Other ideas expressed included board-service, engagement and confidence. Community-awareness also emerged as positive benefit again.



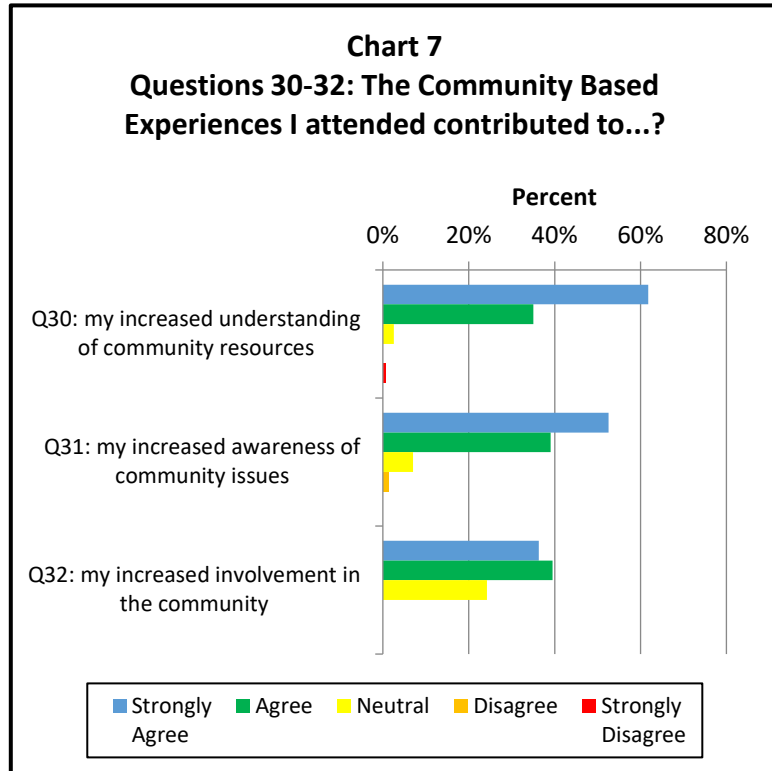
Figure 3. Question 28: Are there other ways that your participation in the program benefited your community?



Question #29 asked, “Were Community Based Experiences (CBEs) a part of the program?” (Chart 6 and Table 6). Almost all of the respondents (97%) responded that CBEs were a part of their leadership program. It appears that this learning activity is a critical part of the EVOLVE Leadership Program.

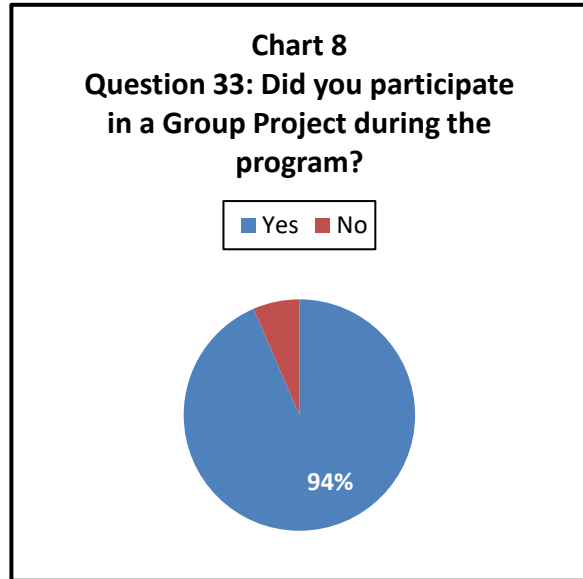
Table 6. Question 29: Were Community Based Experiences (CBEs) a part of the program? (CBEs: on-sight visits with representatives of community assets representing a wide variety of community sectors such as business, education, tourism, historical, cultural, etc.)			
	Yes	No	Total
Response	171	6	177
Percent	97%	3%	100%

The next series of three questions examined the contribution of the CBEs (Chart 7 and Table 7). There was over a 90% agreement on the first two items, question #30 an increased understanding of community resources (strongly agree 62%, agree 35%) and question #31 an increased awareness of community issues (strongly agree 53%, agree 39%). It is remarkable that over 60% of the respondents strongly agreed with having improved their knowledge of community resources. Furthermore, having three-fourths of the participants express agreement (strongly agree 36%, agree 39%) that their community involvement was enhanced through the CBEs is also a noteworthy program outcome.

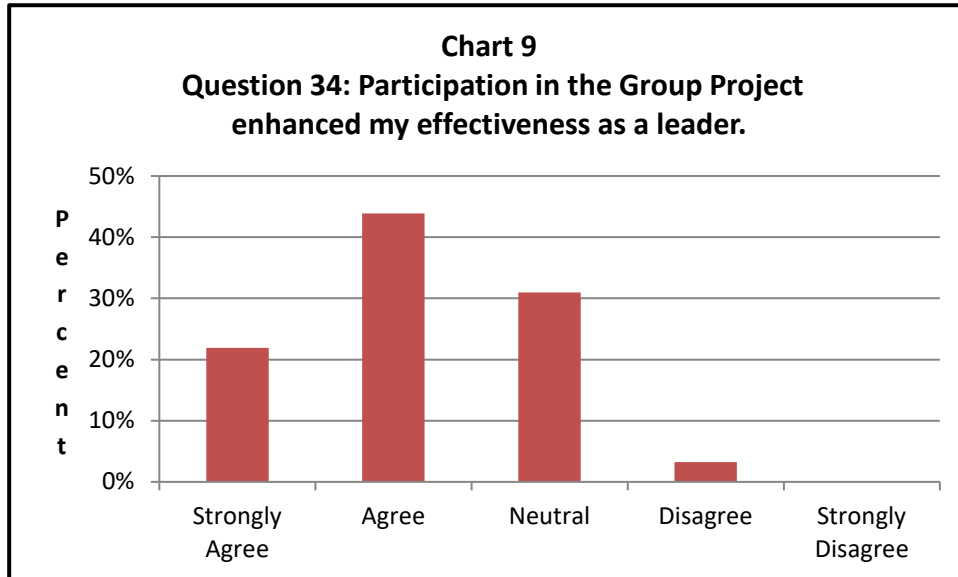


Question Number	Statement	Percent						Number	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Responses	Missing
30	my increased understanding of community resources	62%	35%	3%	0%	1%	0%	157	20
31	my increased awareness of community issues	53%	39%	7%	1%	0%	0%	156	21
32	my increased involvement in the community	36%	39%	24%	0%	0%	0%	157	20

The following two survey questions explored the role of group projects in the leadership program. Question #33 asked, “Did you participate in a Group Project during the program?” (Chart 8 and Table 8). Nearly all of the respondents reported such participation (94%). Then question #34 asked about the impact of the project on their leadership effectiveness (Chart9 and Table 9). Two-thirds of the respondents agreed that the group project experience enhanced their effectiveness as a leader (22% strongly agree, 44% agree). Most of the remaining respondents (31%) reported a neutral result. Only three percent disagreed that the group project had a positive effect on their leadership effectiveness.

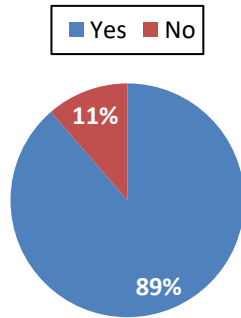


	Yes	No	Total	Missing
Response	159	11	170	7
Percent	94%	6%	100%	na



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Missing
Response	34	68	48	5	0	155	22
Percent	22%	44%	31%	3%	0%	100%	na

Figure 10
Question 35: Was time
dedicated to exploring
community issues during the
program?



Next the survey sought to understand the role of exploring community issues during the leadership program, question #35 (Chart 10 and Table 10). Most of the respondents (89%) reported that their program did explore such issues. As noted in the table, this question was not part of the earlier survey of Leadership Laramie and is recorded as “Not Asked” of those respondents.

Table 10. Question 35: Was time dedicated to exploring community issues during the program?

	Yes	No	Total	Missing	Not Asked*
Response	125	16	141	8	28
Percent	89%	11%	100%	na	na

*Not asked on earlier version of survey given to Leadership Laramie.

Subsequent questions explored the effect of discussing community issues on the understanding of issues in different geographic regions (Chart 11 and Table 11). Understandably, the greatest impact was on understanding local issues, with over 90% reporting an increase (greatly increased 38%, increased 55%). Over two-thirds of the participants reported increased understanding of statewide issues (greatly increased 15%, increased 53%). Most people’s understanding of national issues stayed about the same (71%).

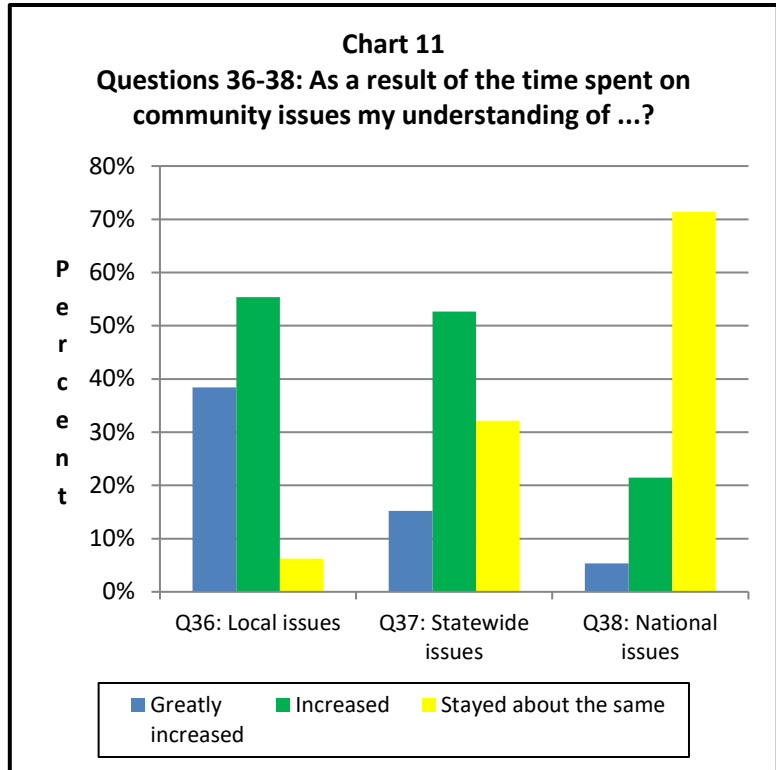


Table 11. As a result of the time spent on community issues my understanding of ...?							
Question Number	Statement	Percent			Number		
		Greatly increased	Increased	Stayed about the same	Responses	Missing	Not Asked*
36	Local issues	38%	55%	6%	112	37	28
37	Statewide issues	15%	53%	32%	112	37	28
38	National issues	5%	21%	71%	110	39	28

*These questions were not asked on earlier version of survey given to Leadership Laramie

The survey then moved on to explore the use and impact of the leadership program’s steering committee. Question #39 asked, “Did you serve on the steering committee (or board) for the program?” (Chart 12 and Table 12). Over half (54%) of the 166 respondents to this question reported such service.

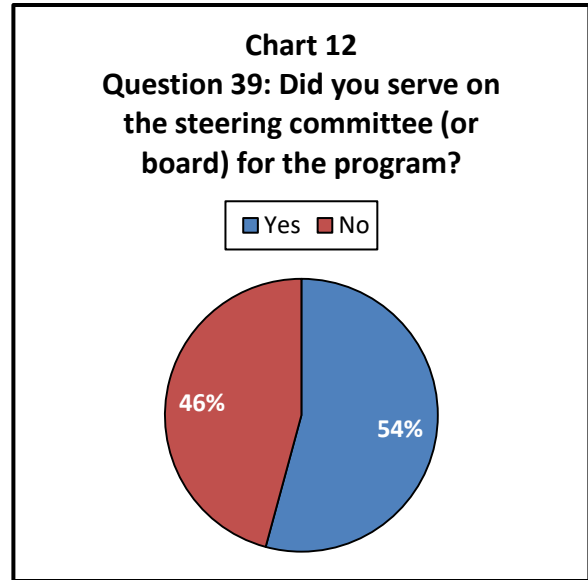
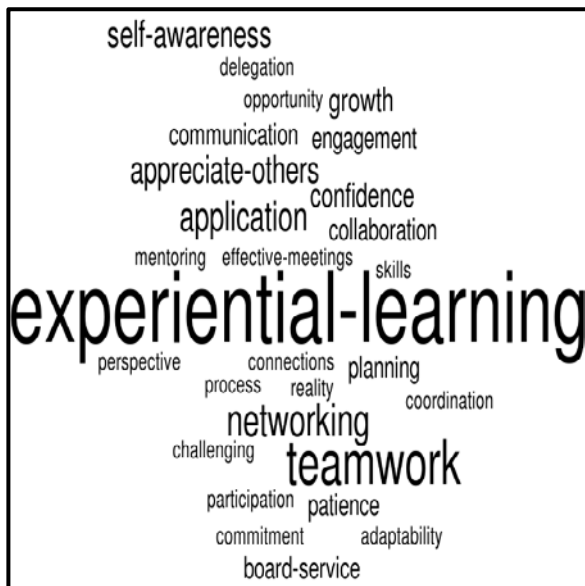


Table 12. Question 39: Did you serve on the steering committee (or board) for the program?

	Yes	No	Total	Missing
Response	90	76	166	11
Percent	54%	46%	100%	na



About seventy participants provided additional information on how their steering committee service impacted their effectiveness as a leader, as asked in the open ended question #40 (Figure 4). The most frequent response conveyed the benefit received by applying what they had learned in their leadership institute, experiential-learning. Other frequent items identified were teamwork, networking, learning to appreciate-others, and increased self-awareness. Several respondents noted their greatest growth came through their service to the program in their post-graduation year.

Figure 4. Question 40: What role did being a member of the steering committee (or board) have on your effectiveness as a leader?

The next topic explored was how participants' behavior was changed following their participation in the leadership institute, asked by the open ended question #41 (Figure 5). A lot of information was generated by this question, as over 90 responses were received. The two most frequently mentioned changes were an increase in board-service and civic-engagement. Community-awareness, participation and communication (speaking up at community meetings) were also top elements of change. It is also noteworthy the number of people who explored and achieved serving in elected-office. Overall, these changes represent a tremendous gain for the community.



Figure 5. Question 41: What have you done after participating in the program that you would not have done otherwise?

The ensuing item for exploration was the open ended question #42: “Is there a quote you would like to provide that we could use in our written reports or marketing materials?” This open ended item generated 33 responses. Representative samples of the ideas expressed are provided below.

- Leadership Big Horn County gave me the opportunity to meet other community members and leaders who in turn gave me insight on the issues all of us are facing in our hometowns.
- The Converse County Leadership Institute really helped to connect me to the community and to shed some of the fear associated with becoming a leader myself.
- Leadership Jackson Hole is an opportunity to meet new people, learn new skills, gain more confidence, and become a stronger, wiser leader. It is a blessing to have been part of this class as an older leader and learn from and enjoy the younger leaders. I graduated from the program a better version of myself. . .
- Being a graduate of Leadership Jackson Hole is essential to being an effective elected leader in Jackson Hole.
- Leadership Laramie will provide every participant a unique perspective of the real, day-to-day, challenges that local leaders face and how to build and use a network to impact change.
- Leadership Laramie is a life-altering way to help yourself and our community blossom.
- Although I consider myself an experienced leader, Leadership Laramie provided opportunity for growth and networking in my new community.
- Great way to learn about your local community, even if you have been here for a while (Life Leadership in Niobrara County).
- PCLI (Park County Leadership Institute) - Where you learn not only leadership skills... but life skills!
- This is an amazing program (Uinta County Leadership Institute) that is sure to engender community involvement and foster strong leadership in our county.
- Washakie Leadership Institute has changed my world and helped me grow as a leader.

These comments clearly communicate a strong level of support for the program across many communities. A last comment sums it up very well, “I encourage everyone, no matter your background, experience, or current situation to enroll and engage in the leadership institutes (Uinta County), you will not be disappointed and your life will be greatly enhanced.”

The last evaluation item was the open ended question #43: “Any additional comments you would like to make?” This offered a chance for participants to submit their concluding thoughts. Thirty-nine responses were received and many expressed appreciation for the program and acknowledged the tremendous

value of the fellowship experienced. A few comments gave suggestions for improvement, such as placing more emphasis on local resources, updating the curriculum, attracting participation from younger people and reducing cost. Also the idea of providing continual learning opportunities for alumni was suggested. Lastly, participants from places without a current program (Big Horn and Washakie counties) expressed the need and desire to bring the program back.

May Martin, Extension Educator on the Community Development Education Initiative was a member of the creation team for the EVOLVE Program. She is housed in Teton County and has coordinated programs in both her home county (Leadership Jackson Hole) and the Lincoln County Leadership Institute. Her observations about her work provides an important context to this report.

Working with the EVOLVE Leadership programs has provided a tremendous personal growth opportunity for me as the program coordinator. I'm approaching my tenth round of sessions for Lincoln County Leadership Institute (LCLI) and Leadership Jackson Hole (LJH). Both of these institutes are offered every other year.

The participants bring incredible enthusiasm for their communities and an excitement to become more informed and competent in their understanding of their counties. My personal observations of the efficacy of the steering committees goals in comparison to the benefits garnered from the participants has been confirmed through the survey answers.

We attempt to have a class which includes the widest cross section of the community. A notable outcome has been comments about the increased knowledge of community issues and programs which are the result of the Community Based Experiences (CBE). I have observed participants lament the additional time the Community Based Experiences requires in the course, however, every year the consensus is that they provided tremendous learning and networking opportunities. Yesterday at a LCLI steering committee meeting one of the members was pondering how we explain the time commitment to applicants, "it is one thing to take a day to attend the class, but the time to travel and attend a CBE is an added expense," there was a brief pause and then "but we can't not offer the CBE's they are to amazing, I learned so much, in retrospect they were very worth my time and investment".

Each of the classes take on a personality. Every year I believe I've saying goodbye to the most incredible group of people. Following graduation, I mourn the class for a few months, sorry to not have the opportunities to spend time with these amazing people. Yet the next class has had a way of becoming my favorite.

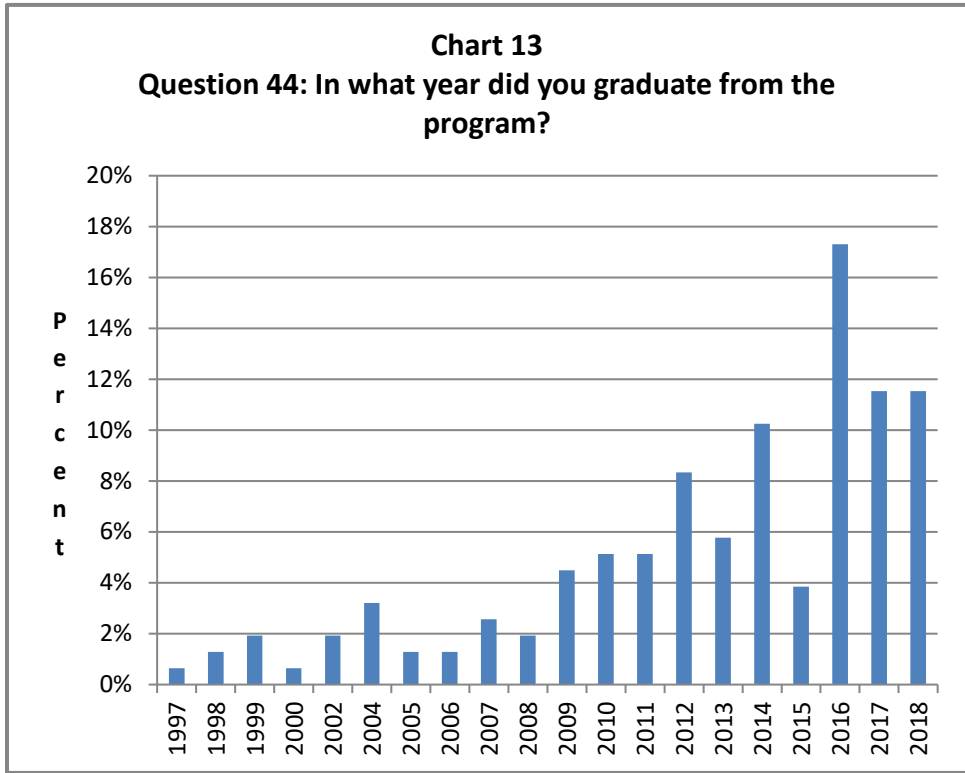
I've observed that the Leadership Jackson Hole and Lincoln County Leadership Institute as groups value different community factors. The Leadership Jackson Hole classes are very interested in the panel discussions regarding local issues, becoming familiar with the complexity of the issues. Meeting the major players addressing our local issues is a highlight. This group values the opportunity to attend the Wyoming State Legislature and learn about state issues.

We include a CBE with a coal mine as we travel across the state to our state capital that has always been a major eye-opener and a valued experience. Teton County, uniquely functions as one community—Jackson and its outlying areas.

Lincoln County on the other hand, is a county with thirteen communities. The classes have valued making connections between the north and south communities and the networks they are able to create throughout their county. In fact a participant in the first LCLI had never been to Kemmerer the county seat and he had been a resident of the county for his entire life. The current LCLI steering committee is grappling with how the Institute can facilitate addressing the pending shut down of its coal mining and coal power plant. Earlier steering committees in Lincoln County would not have felt facilitating a way forward as a county something to aspire to, the county was divided between the south and its mining industry and the north with their bedroom communities and tourism impacts. The EVOLVE course's success in building bridges and bonds in a community are vividly exhibited in this year's LCLI steering committee's efforts to create a curriculum which will enable participants to become empowered to help their struggling communities find hope for their community's future. The southern communities are facing a major economic crisis with the shutting down of its major industry-coal mining. Chamber of Commerce's from north and south Lincoln County are partnering to sponsor one of this year's sessions. This speaks volumes to the success of EVOLVE in Lincoln County.

This survey was sent to every alumnus of an EVOLVE program. From my experience the typical age of respondents to this survey is older than the typical age of participants which implies to me that the value of the program grows over time and life experience.

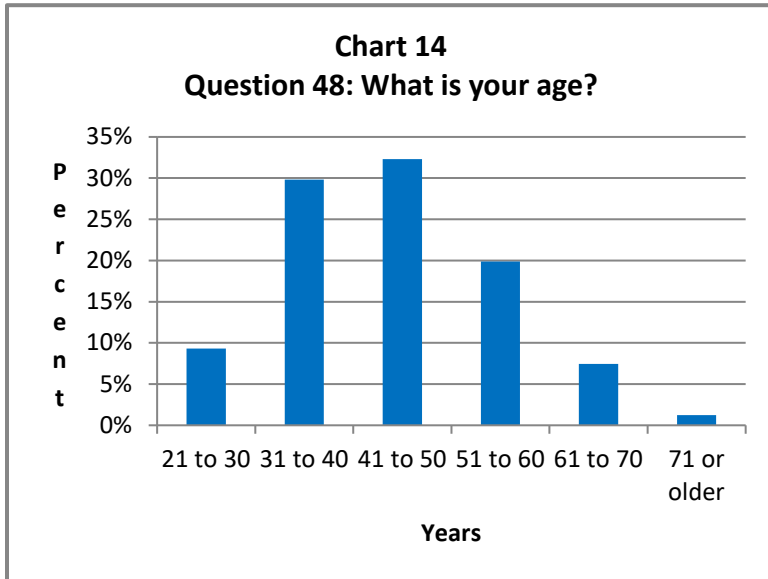
SURVEY DEMOGRAPHICS



The survey concluded with requests for demographic information, such as program graduation date, age, gender, community residency (both before attending the institute and currently) and employment by industry. As shown in Chart 13 and Table 13, the greatest number of participants graduated in 2016 (17%). Over half of

the responses (54%) came from the 2014-2018 time periods. However, it is important to note that a few respondents graduated about two decades ago.

Year	Response	Percent	Year	Response	Percent
1997	1	1%	2009	7	4%
1998	2	1%	2010	8	5%
1999	3	2%	2011	8	5%
2000	1	1%	2012	13	8%
2002	3	2%	2013	9	6%
2004	5	3%	2014	16	10%
2005	2	1%	2015	6	4%
2006	2	1%	2016	27	17%
2007	4	3%	2017	18	12%
2008	3	2%	2018	18	12%
			Total	156	100%
			Not Sure	11	na
			Missing	10	na
			All	177	na



The age of respondents is shown in Chart 14 and Table 14, question #48. The largest response came from the 41 to 50 (32%) and 31 to 40 (30%) age groups. Few people 71 years old and older participated in the survey.

Table 14. Question 48: What is your age?								
	Years						Total	Missing
	21 to 30	31 to 40	41 to 50	51 to 60	61 to 70	71 or older		
Number	15	48	52	32	12	2	161	16
Percent	9%	30%	32%	20%	7%	1%	100%	na

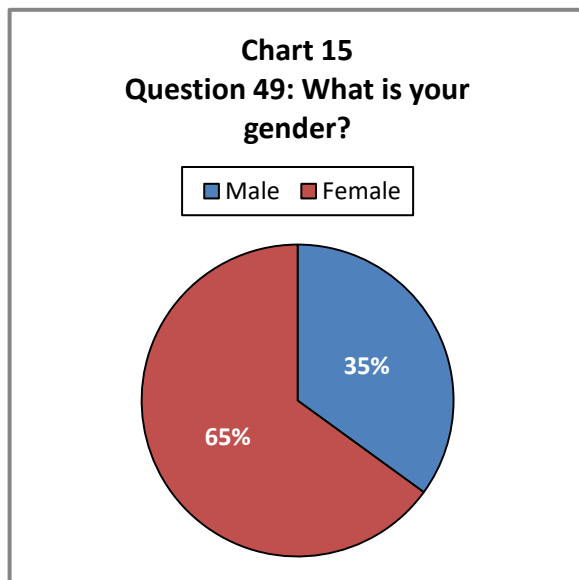


Chart 15 and Table 15 shows the distribution of respondents by gender, question #49. Nearly two-thirds of the survey respondents were female.

Table 15. Question 49: What is your gender?				
Category	Male	Female	Total	Missing
Number	56	104	160	17
Percent	35%	65%	100%	na

Residency in the community prior to the leadership institute and currently are displayed in Chart 16 and Table 16, questions #50 and 51. The highest percent of respondents (29%) had lived in the community the longest (21 or more years) prior to participating in their leadership program. When looking at the current length of residency, the 11 to 20 year category had the greatest percent response (35%). However, the longest residency group still accounted for a large percent, 33%. Participation and length of residency seem to be related.

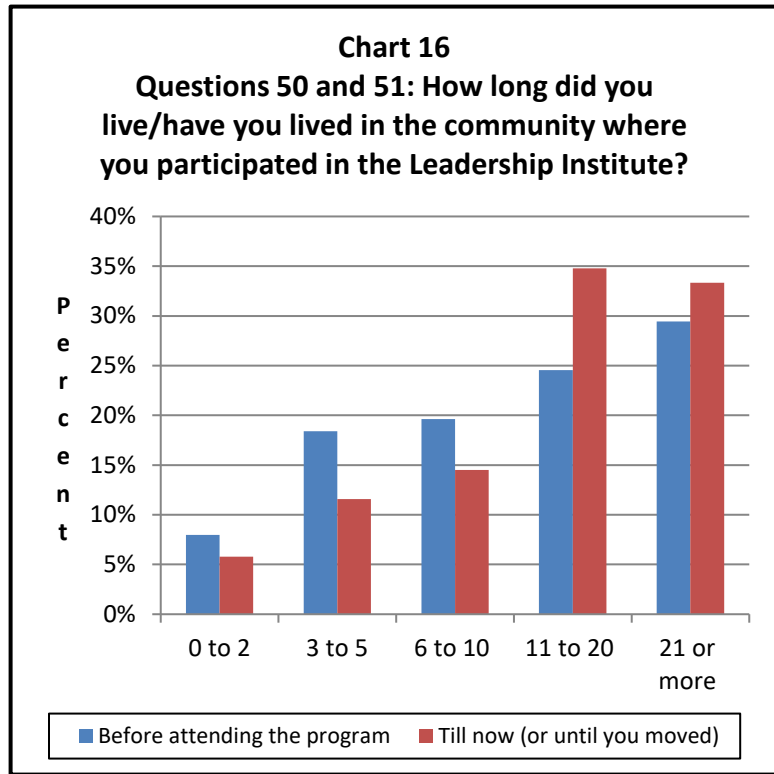
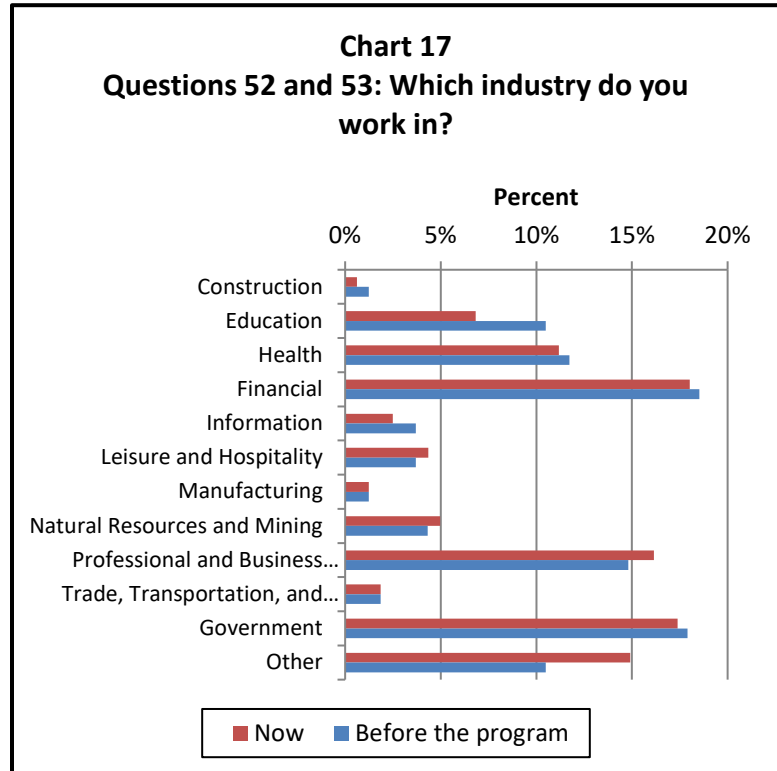


Table 16. How long did you live/have you lived in the community where you participated in the Leadership Institute?								
Question Number	Statement	Percent					Number	
		Years					Responses	Missing
		0 to 2	3 to 5	6 to 10	11 to 20	21 or more		
50	Before attending the program	8%	18%	20%	25%	29%	163	14
51	Till now (or until you moved)	6%	12%	14%	35%	33%	138	39

Chart 17 and Table 17 show that participant employment by industry was rather consistent before the program and currently, questions #52 and 53. The largest percent of participants worked in the financial sector (19% and 18%, respectively) and the Government sector (18% and 17%, respectively). Professional and business services sector and the health sector also had significant percentages. Few participants came from the construction or manufacturing sectors (1% each).



Question Number	Statement	Percent												# Responses
		Construction	Education	Health	Financial	Information	Leisure and Hospitality	Manufacturing	Natural Resources and Mining	Professional and Business Services	Trade, Transportation, and Utilities	Government	Other	
52	Before the program	1%	10%	12%	19%	4%	4%	1%	4%	15%	2%	18%	10%	162
53	Now	1%	7%	11%	18%	2%	4%	1%	5%	16%	2%	17%	15%	161

According to these demographic results, one could describe the typical respondent as a female, age 41 to 50 who had lived in their community 21 plus years and worked in the financial or government sectors. They most likely graduated from their leadership program from 2014 to 2018.

Appendix A - Survey Instrument



Assessment of Participation in Leadership Development Program

THANK YOU FOR YOUR WILLINGNESS TO SHARE THE IMPACT THAT YOUR PARTICIPATION IN A LEADERSHIP PROGRAM HAD ON YOU AND YOUR COMMUNITY!

The University of Wyoming Extension Community Development Education team is exploring the benefits that participation in a leadership development program can have on the lives of participants and the communities they live in. Your willingness to share your experiences will help us to improve the programs we work with, ensure their continued success, and where applicable, develop new programs to support our emerging and long-standing leaders.

After selecting the leadership development program that you participated in, please respond to the questions on the following page by selecting the response that best represents your experience with that leadership program.

Leadership Development Program you participated in:*

-- Please Select -- ▼

AmeriCorps Leadership Institute
Converse County Leadership Institute
Leadership Big Horn County
Leadership Hot Springs County
Leadership Jackson Hole
Leadership Laramie
Life Leadership in Niobrara County
Lincoln County Leadership Institute
Park County Leadership Institute
Uinta County Leadership Institute
Washakie Leadership Institute
Wind River Leadership School

Next



Assessment of Participation in Leadership Development Program

I feel that I am a more effective leader as a result of my participation in _____ Leadership Institute.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Please describe what is different and how _____ Leadership Institute contributed to your effectiveness as a leader.

As a result of participating in _____ Leadership Institute, I am more:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effective in engaging others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open to asking advice and accepting help from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciative of diverse perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledgeable of community issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involved in community decision-making processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likely to think things through first, then decide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of my strengths & weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As a result of participating in _____ Leadership Institute, my comfort level with:

	Greatly increased	Increased	Stayed about the same
Accepting ideas different from my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating ideas to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making good decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influencing others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with groups to tackle issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing and implementing action plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using my skills, network, and drive to benefit the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What other skills did you acquire in _____ Leadership Institute?

As a result of participating in _____ Leadership Institute my involvement in my community in the following ways has...

	Greatly increased	Increased	Stayed about the same	Decreased	Greatly decreased
Running for an elected office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading an effort to change or support an issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving in a leadership role (Chair/President, Secretary, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving on a board or committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting fundraising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering in community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there other ways that your participation in _____ Leadership Institute benefited your community?

Were Community Based Experiences (CBEs) a part of _____ Leadership Institute?

(CBEs: on-sight visits with representatives of community assets representing a wide variety of community sectors such as business, education, tourism, historical, cultural, etc.)

Yes No

The Community Based Experiences I attended contributed to...?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
my increased understanding of community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my increased awareness of community issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my increased involvement in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you participate in a Group Project during _____ Leadership Institute?

Yes No

Participation in the Group Project enhanced my effectiveness as a leader.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Was time dedicated to exploring community issues during _____ Leadership Institute?

Yes No

As a result of the time spent on community issues my understanding of ...?

	Greatly increased	Increased	Stayed about the same
Local issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you serve on the steering committee (or board) for _____ Leadership Institute?

Yes No

What role did being a member of the steering committee (or board) have on your effectiveness as a leader?

What have you done after participating in _____ Leadership Institute that you would not have done otherwise?

Is there a quote you would like to provide that we could use in our written reports or marketing materials?

Any additional comments you would like to make?

PLEASE TELL US A LITTLE BIT ABOUT YOURSELF

In what year did you graduate from _____ Leadership Institute?*

-- Please Select -- ▼

Where do you currently reside?

City
State
Zip

What is your age?

21 to 30 31 to 40 41 to 50 51 to 60 61 to 70 71 or older

What is your gender?

Male Female

How long did you live/have you lived in the community where you participated in _____ Leadership Institute?

	0 to 2 years	3 to 5 years	6 to 10 years	11 to 20 years	21 or more years
Before attending Leadership Institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Till now (or until you moved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which industry do you work in?

	Construction	Education	Health	Financial	Information	Leisure and Hospitality	Manufacturing	Natural Resources and Mining	Professional and Business Services	Trade, Transportation, and Utilities	Government
Before Leadership Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>