



Capturing Results

The Columbia Business School's Executive Education Programs in Social Enterprise

Prepared on Behalf of The Clark Foundation and The Rensselaerville Institute

The Clark Foundation

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I. EXECUTIVE SUMMARY

The Columbia Business School Executive Education Programs in Social Enterprise (PSE) have served more than 1,400 New York City based nonprofit professionals through the Senior Leaders Program (SLP) and Developing Leaders Program (DLP) for over ten years. These programs are designed to increase the capacity of nonprofit senior and emerging leaders, and to increase the performance of the organizations they lead.

PSE partnered with The Rensselaerville Institute (TRI) to understand the extent to which the programs' intended outcomes have been achieved. This assessment was undertaken in collaboration with Columbia Business School faculty and staff who articulated intended outcomes and their approach for achieving them. TRI surveyed 235 alumni and interviewed organizational leaders from 15 nonprofit organizations. Several key themes emerged from the analysis of these responses.

First, participants, their supervisors, and the leaders of their sponsoring organizations, are highly satisfied with the programs and believe they improve the capacity of participants. They regard the programs as worthy of the significant investment of time, energy, and financial resources. These results were anticipated based on PSE's ongoing conversations with participants and organizational leaders, post-program satisfaction surveys, and the rate of repeat participation by many organizations.

Second, respondents reported increased development of useful leadership and management skills, and increased confidence as leaders. Many alumni are retained and promoted within the organizations that sponsor their participation, and the majority of those that leave their organizations remained employed within the nonprofit sector. Organizational leaders noted high levels of participant appreciation of the investment in them. Most significantly, the attitudinal and knowledge-based outcomes are reported to have

led to positive behavioral changes acquired through learning, integration, implementation, and sharing with their organizations as a result of participation. All organizational leaders who were interviewed were clear that the programs were worthwhile and that they remain committed to sending more employees in the future.

Finally, some notable systemic changes were reported at the organizational level. Specific examples included changes based on knowledge and skills obtained during the program, as well as application of skills related to cultivating organizational health and capacity.

This report examines the progress to date in achieving the outcomes that the PSE team uses to define success for DLP and SLP. Also included are recommendations based on these learnings which include:

- Provide more follow-up, programming options, and connections for alumni in order to facilitate continued networking and learning
- Share and support intended participant outcomes and how PSE staff and participants will know if they have been achieved
- Extend additional tools and guidance to organizations for supporting participants
- Expand the curriculum to include topics based on participant and organizational needs; including an equity lens for the changing or emerging shifts in nonprofit leadership

II. BACKGROUND

The Columbia Business School Executive Education Programs in Social Enterprise have served over 1,400 New York City area nonprofit professionals through the SLP and DLP since 2009. PSE consistently collects data on participant backgrounds and experiences as part of the application process. It also collects data on satisfaction and short-term benefits as part of the post-session and post-program assessments. Additionally, they have collected numerous testimonials and observations regarding some of the longer-term benefits. However, they have not systematically captured program-wide results related to the longer-term outcomes, such as enduring changes or benefits to participants and the organizations and communities they serve.

PSE is interested in learning about the outcomes achieved through DLP and SLP in order to strengthen them and make the case for increased participation and support from alumni, organizations, and other partners. PSE engaged TRI to help them better understand the results they are seeking and how to capture them. This work was supported by resources provided by The Clark Foundation. The Clark Foundation and TRI have partnered since 2001 to help nonprofit grantees with developing and implementing practical frameworks to manage for results and achieve improved outcomes in reducing poverty in New York City.

A. SLP and DLP Program Models

DLP and SLP are core ventures within PSE's portfolio of offerings and they speak to the heart of PSE's commitment to supporting the leaders who are "behind every great cause." Both programs are aimed at leaders who are at various stages in their careers and their organizations. The training and support are tailored to meet the changing landscape of needs and challenges facing nonprofits. They focus on strategic leadership and a strong toolbox of skills for improving organization function and outcomes. DLP and SLP rely primarily on Columbia

Business School faculty and include lectures, simulations, small-group work, peer discussions, one-to-one coaching, and a 360° evaluation. Both are run by the same management team. The primary differences between the two programs relate to duration and audience.

- SLP is a 20-day program (one week per month over the course of four months) designed for professionals to gain strategic management and leadership skills and cutting-edge management knowledge to help them develop actionable plans for their organizations.
- DLP offers nonprofit managers training in strategic management skills, including using financial data, planning and implementing change, negotiation, and self-awareness. The duration of this program is 6 days.

B. SLP and DLP Intended Outcomes

TRI began its engagement with PSE by facilitating the creation of a *Strategic Results Map* in December 2017 (located in the Appendix), which specified intended outcomes for participants, alumni, and the sponsoring nonprofit organizations where they work. The *Strategic Results Map* connects strategy to impact. A driving assumption by PSE is that if participants acquire certain knowledge, skills and attitude changes, they will set in motion a series of positive performance outcomes.

For the purposes of this report, PSE and TRI identified and prioritized the following outcomes to investigate and consider. The full range of intended outcomes is available in the *Strategic Results Map* located in the Appendix.



PARTICIPANT KNOWLEDGE, SKILLS, AND ATTITUDE

SLP and DLP participants:

1. Better understand and are more confident in their own current leadership and management competencies and behaviors.
2. Understand the key concepts and skills needed for nonprofit leadership and management.
3. Are in positions that feel like a "good fit".

POSITIVE ALUMNI BEHAVIOR CHANGE

SLP and DLP alumni:

1. Apply ideas they've learned to create initial change and capacity-building in their departments or organizations.
2. Have new responsibilities or roles.
3. SLP participants work and connect with fellow alumni in ways that supports their roles, organizations and sectors; and both SLP and DLP alumni make referrals to these programs
4. Continue leading in a mission-driven sector (nonprofits, government agencies, philanthropy, social impact).

ORGANIZATIONAL CAPACITY AND RESULTS

Organizations where SLP and DLP alumni work:

1. Have stronger systems, structures, policies, and increased human capacity
2. Have more effective and collaborative leaders
3. Provide more and/or higher quality services

Achieving these outcomes is largely dependent on learning and the application of that learning. The content and pedagogy for DLP and SLP have been adapted over the past two years to better meet these outcomes.

C. Methodology and Data Analysis

To understand the extent to which the DLP and SLP programs have achieved their intended results, TRI implemented the following data collection and analysis methods:

- Using an online survey tool, alumni of DLP and SLP from 2014-2018 were asked about their experiences with the program. A small number of responses from 2012 and 2013 were included. Of 475 DLP alumni since 2014 whose email addresses were in the PSE database, we received responses from 151 alumni, with 138 answering all questions. Of 221 SLP alumni who received the survey, 85 submitted responses, with 79 alumni responding to all questions. Survey designs are included in the Appendix.
- TRI conducted one-on-one interviews with 15 organizational leaders (or other representatives designated by the Executive Director or President of an organization). Organizations were interviewed only if they had sent five or more staff members to the SLP or DLP programs since 2014 (see Appendix for interview protocol).
- In order to determine value in respondents' experiences we relied heavily on Likert scale questions. Over half were comprised of a five-point Likert scale from strongly agree to strongly disagree (including a neutral option).

In addition to responses by program, we also examined cohort years given that changes were made over time by PSE. Given there were minimal respondents in 2012 and 2013, we focused this analysis on 2014-2018 cohorts. Additionally, we examined the differences in participants' roles and types of organizations. A few notes about the data subsets:

- Respondents who didn't include roles or organizations were categorized as "Unknown"
- Role categories are slightly different for SLP and DLP based on the types of leaders selected for each program. Additionally, for DLP anyone in an Executive Director or Deputy Director role is captured in the ED category.
- Targeted programs are anything topic specific that didn't fit in another category, such as arts, legal support, and housing.
- If an organization did multiple things (e.g., basic needs and education), we assigned either the category most associated with the person's role, and if it was a general role, the type of work most prominent on the organization's website.

III. KEY FINDINGS

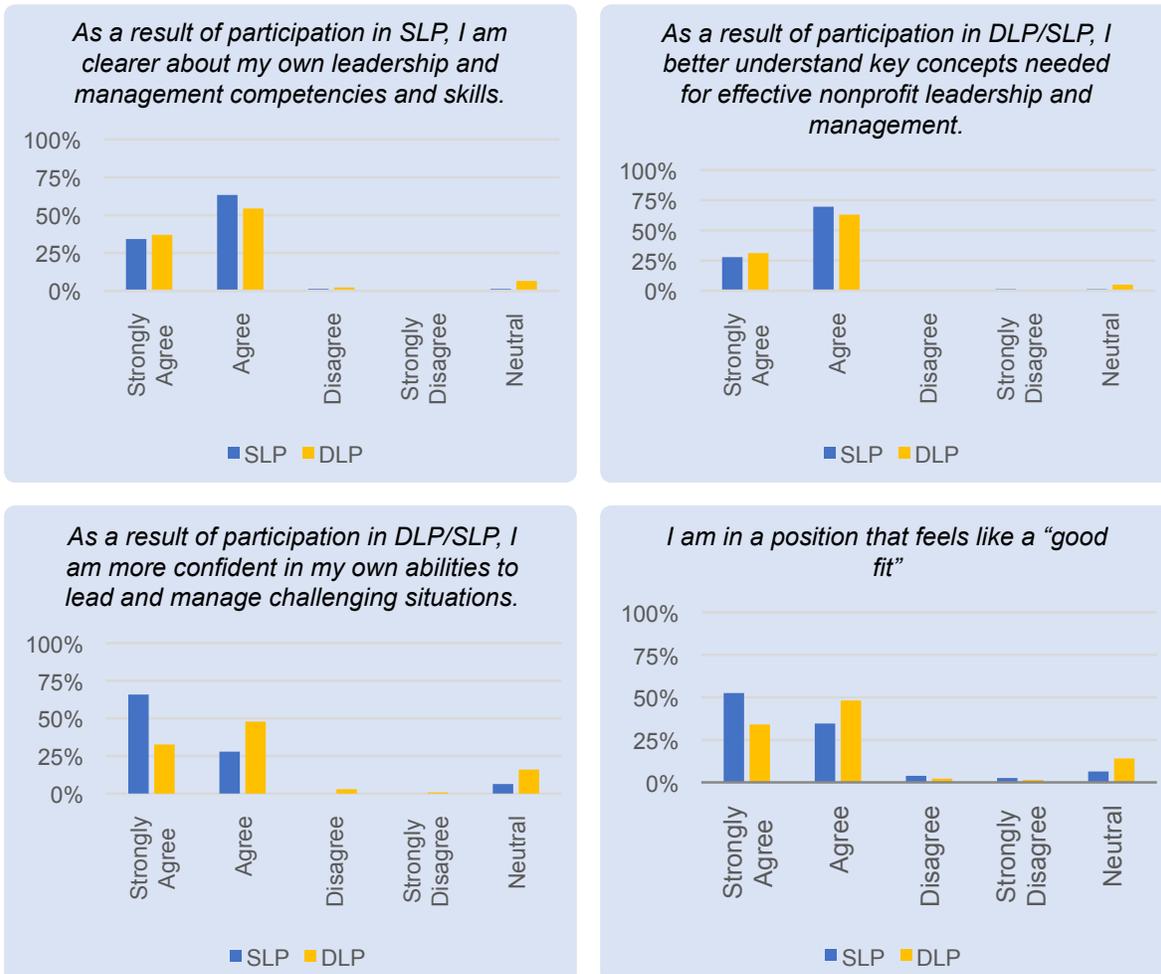
A. Acquisition of Knowledge, Skills, and Attitude

SLP and DLP participants

1. Better understand and are more confident in their own current leadership and management competencies and behaviors.
2. Understand the key concepts and skills needed for nonprofit leadership and management.
3. Are in positions that feel like a "good fit".

These three outcomes are required to progress to the other, more enduring changes in individual and organizational capacity. Overall, both DLP and SLP alumni respondents (as well as the leaders of the organizations where they work) reported that the intended outcomes related to knowledge, skills and attitude were overwhelmingly achieved. Four statements (*Chart A*) related to knowledge, skills and attitude were used to assess respondents' success with these outcomes based on their level of agreement.

CHART A: Participant Responses Regarding Change in Knowledge, Skills, and Attitude



While the overall results are powerfully positive, when we look more carefully at subsets of participants within the full group, we can see some differences in types of impact. In order to better understand what content and approach worked best for certain categories of participants, we looked at the roles in which participants served while engaged in DLP or SLP. As seen in *Charts B and C* the role of the participant matters. SLP Executive Directors and those serving as the second in command (such as Vice President or Deputy Director)

were much more likely to report strong agreement with an increase in their knowledge and skills. In contrast, they were less likely to indicate a strong increase in clarity around their own leadership and management. Based on comments from leaders, it is likely that as the senior leader in their organizations, they already had clarity on their roles and what they brought to them. This may signal that they were looking to gain more external knowledge.

CHART B: SLP Understanding of Concepts by Role

As a result of participation in SLP, I better understand key concepts needed for effective nonprofit leadership and management.

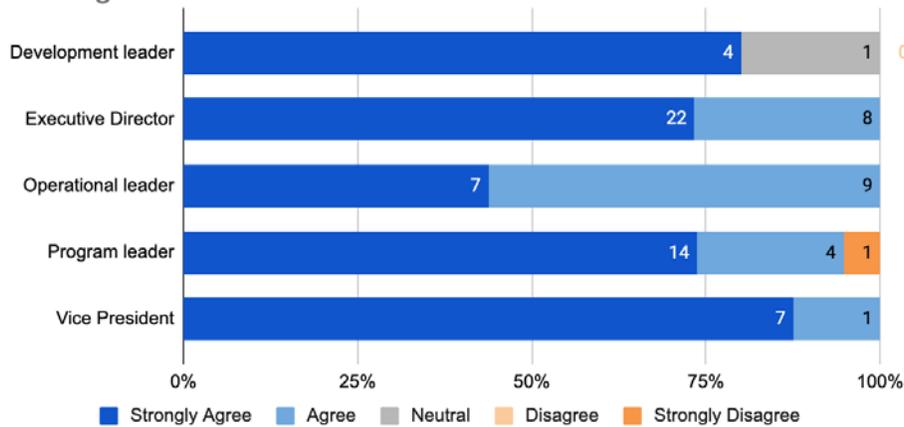
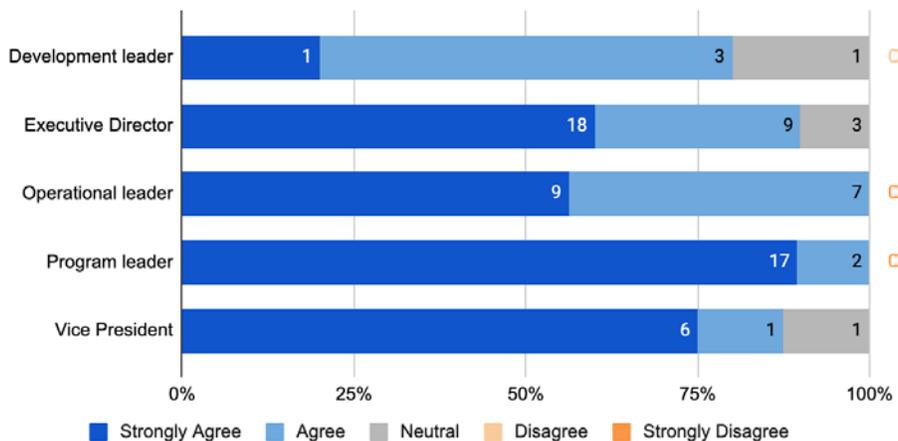


CHART C: SLP Confidence in Leadership by Role

As a result of participation in SLP, I am more confident in my own abilities to lead and manage challenging situations.



Note: All clustered bar graphs in this report will use a scale with percentages as well as note raw numbers within the bars. This is done given significant differences in sample sizes.

"I have more confidence in my ability to lead - and more conviction in my role - as I manage those on my team as well as those on the board."

- 2015 SLP Participant

Program leaders saw a stronger rise in confidence as a result of participation (Chart C). This was noted by organizational leaders as one of the most common observable changes for staff. They were quick to note that DLP provides opportunities for self-reflection and a focus on growth that their organizations didn't typically have the capacity or resources to support.

"I think there is a typically greater level of confidence from deep reflection that they do and understanding of themselves; and deeper understanding of their role in organization and leaders. More likely to propose strategic changes, communication with board, more likely to have ownership for their role."

- Organizational Leader, Spring 2019

While all participants clearly gained from the content and methodology of DLP and SLP, what these findings by role point to is the that the value proposition may be different based on the leader roles participants are in. This will affect the kinds of professional learning participants seek and what they respond to in program sessions. More seasoned and senior leaders may be looking to deepen skills and knowledge, whereas confidence to lead at the next level or more strongly within their current role is not something that holds as much influence for them.

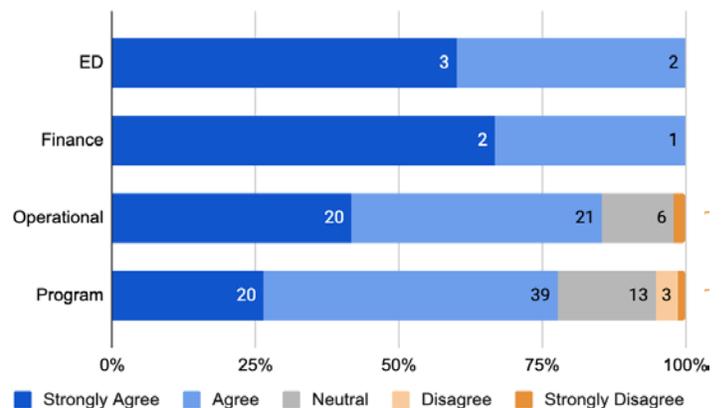
In analyzing DLP participant responses, type of organization was more likely than participant role in revealing variances. Participants in organizations that targeted a specific population (homelessness, advocacy, arts, etcetera) were 15-20% more likely to strongly affirm increased clarity about their leadership competencies and confidence to lead in challenging situations.

When it comes to "fit" as a retention predictor for their organization and the sector, the DLP participants in operational and program roles were less likely to strongly define their roles in this way at the time of participation (Chart D). Based on survey responses, this resulted from two factors. The first was simply (as expected) that these leaders were looking to move to a more senior position. This issue most likely relates to career trajectory. Many were enrolled in the program in order to increase their skills and likelihood for promotion. Organizational leaders were clear that a primary motivation for sending staff to DLP was to develop leaders internally and "build the bench" by ensuring that mid-level leaders have what they need to grow. They consistently noted that DLP provided the knowledge and skills that are important in building leader capacity; oftentimes in ways they knew they were unable to deliver internally.

The second issue is more nuanced and connects to the support for middle leadership within an organization. As DLP participants grew more confident in their roles, they sought to have stronger voices and influence on organizational decision-making that not all felt they received upon returning to their organizations. While the majority were still in agreement that they were in the right place, there is an indication that some leaders struggled to figure out how to balance healthy ongoing commitment and newly energized ambition.

CHART D: DLP Sense of Fit by Role

My current position feels like a "good fit."



B. Participant Behavioral Change

SLP and DLP alumni:

1. Apply ideas they've learned to create initial change and capacity-building in their departments or organizations.
2. Have new responsibilities or roles.
3. SLP participants work and connect with fellow alumni in ways that support their roles, organizations and sectors; and both SLP and DLP alumni make referrals to these programs
4. Continue leading in a mission-driven sector (nonprofits, government agencies, philanthropy, social impact).

APPLICATION OF LEARNING

Longer-term outcomes for DLP and SLP are behavioral in nature. Both programs are structured with applied learning requirements to underscore and support the transition of knowledge to behavior change. The current *Content Roadmap* used by SLP leaders as a programmatic guide, lays out the three key areas where application is expected:

FIGURE E: 3 Key Applied Projects



(from "SLP 2020 Content Roadmap")

To better understand the connection between this set of outcomes and the role of applied learning, we sought to learn what alumni changed in their own actions based on the content, experience and skills acquired in the program. A leading indicator for lasting impact is the extent to which individual participants actually changed behaviors.

88% of DLP respondents and 99% of SLP respondents agreed with the statement, "I have integrated into my personal practice at least one of the ideas or skills I learned during DLP/SLP." 70% of SLP leaders and 43% of DLP leaders strongly agreed with the statement. Those responding with strong agreement were much more likely to provide clear and concrete examples of how they integrated skills or ideas in their daily leadership. The most common program topics in which examples were cited for both groups included:

- *Self-Awareness and Personal Leadership Style*
- *Negotiation*
- Specific management skills (such as finance or human resources)

SLP respondents also emphasized the importance of *Networking* and *Favor Economy* as important areas from which they continued to draw post-participation. They used the tools and scenarios discussed in class back at their organizations to create professional learning opportunities for other staff, program development, fundraising, negotiation, and personnel management. The clarity and awareness among SLP participants in particular indicate retention of learning and the likelihood that application will continue.

The transfer of skills and knowledge into practice was also observed in DLP, though with differences in the applied learning. In addition to the three major areas for skill integration that are noted above, DLP also referenced *Diversity and Inclusion* and *Change Management* as key influencers on their behavior. DLP alumni frequently shared that participation was helpful as they transitioned into a managerial role or took on more responsibilities with current roles.

"The experience at DLP has been one that continues to teach me as I develop professionally. I'm working to be comfortable in leadership positions. It's a process but I'm lucky to be surrounded by people I can emulate. I'm learning to 'manage up' when needed and reduce frustrations by being aware of communication styles. All of which I learned from DLP."

- DLP Participant

The Organizational Impact Plan (OIP) allows you to select an important professional or organizational challenge that you would like to tackle with the help of a peer group. The process will provide you the opportunity to give and receive coaching from a diverse group of SLP peers with a variety of skills and experiences.

SLP 2020 Content Roadmap

In addition to personal behavior change and thinking, we looked at organizational changes that were made by participants. All but one DLP respondent out of 163, indicated that they had created at least one change in their department or the organization subsequent to participation.

It is not surprising given the supervisory responsibility level of leaders at the time of participation as well as the increased intensity of the SLP program, that more SLP respondents were able to detail the organizational changes. It seems clear that professionals with more seniority would have greater opportunities to create significant changes in their departments, and 90% of SLP respondents did so. Specific examples included successfully advocating for changing a region's organizational structure after participating in the program; redesigning departmental structure or the organizational chart; using data in new ways; and shifting leadership styles to create more learning opportunities for teammates.

The majority of these fell into two categories:

- Changes to organizational structures
- Leading more collaboratively

Since 2011 participants have identified and analyzed an area for organizational change at their respective organizations as they each create an Organizational Impact Plan (OIP) which supports them in undertaking at least one specific change. In 2016 PSE hired additional staff to extend the coaching that was being offered around participant OIPs.

Given their more senior roles, and the intensity of their program, SLP respondents answered additional questions about impact on structures, policies, and capacity within their organizations. 80% agreed that the OIP helped them make an important change.

Examples of success included:

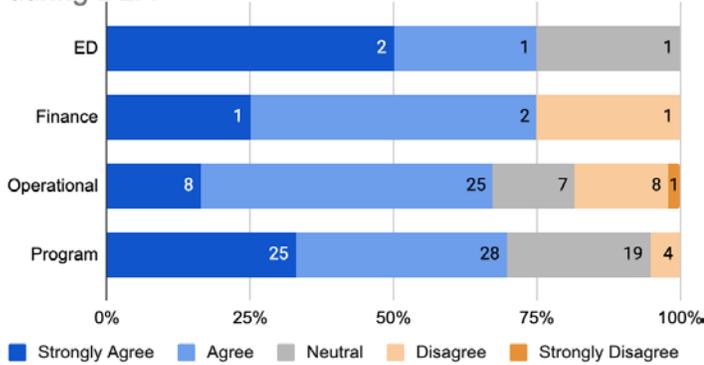
- Creating personalized goals and evaluations for all staff that directly linked to the annual strategic outcomes developed by the board of directors
- Rebranding the organization
- Further building the foundation for crisis response
- Making investments in marketing and policy work

69% of DLP respondents reported creating a change in their department or organization. The remainder were either unable or unclear when it came to initiating and carrying out a change beyond their own personal behavior. Some expressed frustration that their efforts were not encouraged or supported. When we give more weight to those who strongly agreed, leaders in operational roles (human resources, fundraising, and operations) were less clear and strongly inclined than those in program roles, as seen in *Chart F*.

DLP participants generally interpreted the difficulty in implementation as a lack of receptivity to change on the part of a supervisor, or that the organization wasn't culturally receptive to new ideas and thinking from someone at their less senior level.

CHART F: DLP Participant Change in Organization

I have created at least one change in my department or organization based on what I learned during DLP.



“Despite the skills learned in the program, the organization I worked for was not open to collaboration with staff at my level. I was not able to effect any change within the organization, which reinforced my desire to move on and grow professionally.”

- 2016 DLP Participant

SLP data appears to support the lack of agency (real or perceived) on the part of DLP leaders. Executive Directors in both programs were more likely to strongly agree that they had made an impact on their organizations. Certain cohorts had larger numbers of Executive Directors in SLP. In 2015, 2016, and 2018 38-43% of the cohort members were Executive Directors, versus 2014 and 2017 when only 20-27% were the senior leader at their organizations. When we look at Chart G, we see in the 2015, 2016, and 2018 cohorts (with significantly more senior leaders) that there appears to be a correlation to strong agreement with increased impact.

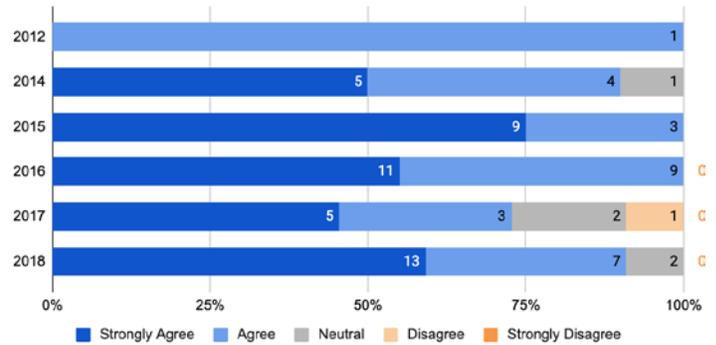
It also appears that in part DLP participants were more likely to encounter drop-off from what they implemented, citing workload and competing interests in addition to the aforementioned lack of support.

“I did shortly after the course, but close to a year later I feel as if much of the information I learned was lost in my day to day because of workload, time, capacity.”

- 2018 DLP participant

CHART G: SLP Participant Change in Organization (by Year)

I have created at least one change in my department or organization based on what I learned during SLP.



Finally, most examples of organizational change provided by DLP alumni fall into the category of leadership style rather than institutional shifts. This was echoed by organizational leaders, who were most likely to report that the personal growth in confidence, skills, and experience benefited participants, their team or departments, and by extension the organization. There were some exceptions to this, most of which were not strategic in nature. For example, changes to program meeting structure, documentation, assessments and branding.

Part of what may be occurring is the level of expectation that results from converging cognitive biases. As newly empowered developing leaders, participants return anchored in a new set of information that is valuable and tested by others but not yet acted on and experienced by them personally. This may run up against an actor-observer bias where the middle level DLP leader is attributing the actions of supervisors to poor internal causes. In some instances, this may cause friction that leads to poor response from senior organizational leaders.

While these responses showed up through the 2018 cohort, PSE took feedback into consideration and in 2019 began to include and provide guidance to organizational leadership (notably the supervisors of DLP participants) so that expectations about the work during the program as well as and clear channels of communication were established between all parties.

"I led a training for my team on Social Styles. Also used insights on motivation to push myself and my boss to be more innovative, to not always approach things from a punitive way."

- 2015 DLP participant

The other influencing factor on the differences between SLP and DLP responses about impact relates to the significant structural differences in the two programs. SLP leaders meet multiple times for a total of 20 days with structured follow-up, and DLP leaders meet once for 6 days with informal follow-up. SLP leaders to return to their organizations with an expectation that they apply new learning and meet with program colleagues to discuss. While DLP leaders have the opportunity to connect with others from their program, the reduced time and lack of a cyclical nature naturally affects sustained application.

"It's not reasonable for us to track back to one week of [DLP]. As beneficial as it is to our program, we can't trace it back to success of [participants] work. There's a benefit to their personal development and that is great; we benefit from that."

- Organizational Leader, Spring 2019

EXPANDED RESPONSIBILITIES

In developing middle leaders, PSE is clear that they are helping to support the growth and readiness of leaders for expanded or higher-level roles in the non-profit sector. 51% of DLP respondents reported that they have been promoted since their participation in the program. Of those promoted, 62% felt that participation in DLP contributed to their promotion.

For SLP, 36% were already Executive Directors at the time of their participation. Of those who were not yet in the most senior role at their organization, 42% reported that they were subsequently promoted. Of those who were promoted, 75% agreed that their participation in SLP contributed to their promotions.

"I received my first 360 from participating in this program and the coaching with peers and the assigned staff was extremely helpful in pushing me to find my voice as a leader. This was the first time I had thought about what it meant to think globally or big picture about my organization and it was the first step in pushing me toward the promotions I received since participating."

- 2015 SLP Participant

Beyond formal promotions, participants in both programs shared that they grew professionally in other ways. One 2015 participant shared, "Although I wasn't promoted, I have grown my department from 2 people to 7 and have received a salary increase." This echoes the opinions of many of the organizational leaders who felt that participation in DLP and SLP, along with other factors, contributed to their employees' advancement, citing that many or all gained additional responsibilities and expanded roles.

BUILD CAPACITY THROUGH CONNECTION AND COLLABORATION

Successful collaboration and connection are largely determined by the degree to which participants maintained a high opinion of and connection to the programs after they concluded. We saw this through how well SLP participants contributed to and received support from their respective alumni networks with 71% of SLP participants engaged with other alumni after the conclusion of the program. Connection to programs was also demonstrated by 96% of DLP participants who said they would recommend the program to others. Additionally, organizational leaders reported that many staff return to the organization and encourage or facilitate the inclusion of others in the

programs. These internal “word of mouth” referrals were common and are the means by which many participants learned about and ultimately participated in both SLP and DLP.

We heard from both leaders and alumni that networking is helpful in a variety of ways: from finding a fundraising consultant, to developing programmatic partnerships, to strategies for “adapting to the ever-changing external environment.” Alumni appreciated having a trusted, ongoing network through both virtual and in-person meetings. A 2017 participant shared that “Our SLP cohort meets approximately every 3 months. The best part is that we go deep quickly because there is a strong foundation of trust that was developed during SLP.”

In addition to the feedback from the participants, organizational leaders also expressed the value they saw in networking with peers from a diverse group of organizations and roles. The program opportunities for connecting and learning side-by-side with people in different organizations, sectors, and levels added depth to their employees’ learning. This was one factor that significantly distinguished DLP and SLP from other sector-based training programs.

“It is important for people to have external reference points. Many managers have heavy workloads, are deep in the weeds, and a lot of supervisory work. Participation gives them an opportunity to contextualize in a broader context, reflect on challenges of their work, and learn with people with parallel experiences in other organizations.”

- Organization Leader, Spring 2019

Several leaders reported that the divergent thinking of the cohort (supported by the critical thinking embedded in all aspects of the content) gave employees a broader perspective; expanding their narrow area of focus, to “looking up” and getting an organization-wide view. Similarly, they gained a concept of organizational health and the understanding that in addition to direct service, a healthy and smart culture is part of “success” for the organization.

“In terms of helping our staff understand interconnected components of their work and more “enterprise thinkers,” the programs have been invaluable – to think about own programs and leadership and the enterprise as a whole and understand organizational perspective. Historically social services organizations haven’t paid attention to the leadership pipeline – delivered services and trained to be social work supervisor but not purposely think through how we train the next generation of organizational leadership. This gives our staff the opportunity to see the business side of what they are doing.”

- Organizational Leader, Spring 2019

The SLP alumni were generally more assertive about the strength of their network. The DLP respondents were mixed in their responses. A number noted that they wished the network had stronger expectations for post-program support and participation. DLP participants saw the unrealized potential value of networking (which bodes well for current PSE efforts to increase alumni connections post-program):

-
- *“Communication with my cohort dropped a couple of months after training. I would have wanted better forms of communication with them.”*
 - *“Could improve the networking opportunities after the program.”*
 - *“More networking with other participants and follow-ups with the group.”*

- DLP Participants

Overall, connecting and collaborating were areas where the programs may not have been as successful in achieving their intended outcomes. The successes were less clear and concerted, and the shorter timeframe of DLP presents a hurdle to the organic development of enduring relationships. Based on responses from participants, this may be due to a prior lack of clarity on what constitutes capacity-building opportunities. It could also stem from the likelihood that in a time of scarce resources, nonprofits are inclined to cast a wide net among staff when it comes to professional

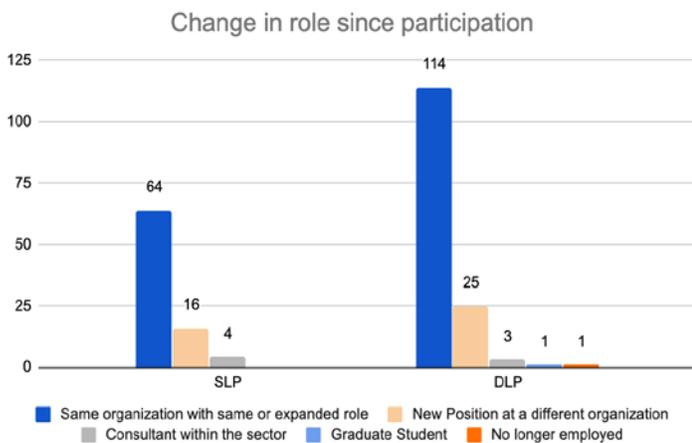
development opportunities. Both are concerns that became clear to PSE and are under discussion; particularly as they relate to strengthening existing efforts with alumni. New efforts include a post-program campaign to connect alumni with helpful “tidbits to help remind them of what they learned and their experience in the program to reinforce their post-program integration and application.” Other thinking is still in the nascent stages at PSE but is targeted toward a more tightly knit alumni community.

CONTINUE LEADING IN THE SECTOR

PSE is not currently able to track participant contact information if it changes after participation in the programs. From an evaluation standpoint, this makes it challenging to assess this outcome unless alumni opt into notification (which creates a self-selection effect on results). Acknowledging this, we examined the data from respondents to the alumni surveys.

Of the 84 SLP respondents, all remained in the sector: 64 in the same organization with the same or an expanded role; 16 in a new position at a different organization within the sector; and 4 as consultants within the sector. For DLP, of the 147 respondents: 114 remained at their organization; 25 changed organizations within the sector; 3 became consultants within the sector; 1 enrolled in graduate school; and 1 is no longer employed.

CHART H: Participant Change in Role or Organization



C. Organizational Outcomes

Organizations where SLP and DLP alumni work:

1. Have stronger systems, structures, policies, and increased human capacity
2. Have more effective and collaborative leaders
3. Provide more and/or higher quality services

To understand outcomes at the organizational level and answer the question of whether participation in DLP and SLP increased organizational capacity, TRI interviewed fifteen organizational leaders who were selected because they head organizations that had five or more participants in the programs over the past 5 years. Of these leaders, three had participated in one of the PSE offerings (including one who was a participant in SLP at the time of the interview).

Overall, organizational leaders shared the high satisfaction levels of alumni. 100% of those interviewed said that they would recommend it to another leader who was considering having employees participate.¹ Two thirds said that they had already done so, calling themselves strong champions of the program among those interviewed. One of the most enthusiastic promoters was a leader who had himself attended both DLP and SLP.

While this report is not intended to assess program content, it is hard to divorce impact on participants from the work they engaged in while participating in the program. The organizational leaders spoke to several elements that had the most helpful impact on their staff. Leaders expressed high levels of satisfaction with the organization and substance of the programs. This included the faculty, content, structure, and the PSE leadership (notably Ray Horton and Matthew Harty).

¹ This represents 14 of the 15 leaders interviewed, one HR director was not aware of the program, as they allocate yearly Professional Development dollars and employees choose how, when and where to spend this allocation. Even with this non-centralized approach, 5 employees of this organization have participated in DLP and SLP over the past five years.

"The programming quality is so high. You take a bunch of Business School professors who are brilliant and put them in room with nonprofit professionals who just want to learn and don't care about grades (like B school students). Then the way it is structured, everything is taken care of for you so you can commit to process and learning."

- Organizational Leader, Spring 2019

Organizational leaders also recognized that as much as program participation might tax an organization to have staff away for extended periods of time, it had a positive net impact. They understood the benefits of a break from the day-to-day pressures of serving high-needs populations and the time and space to think and learn. This in itself led participants to feel supported, valued, and invested in by their organizations; a viewpoint shared by nearly every leader interviewed.

STRONGER STRUCTURAL AND INTERPERSONAL CAPACITY

As previously noted, based on the program structure and their role at the time of participation, SLP participants were clearer than DLP participants about what they were able to accomplish at their organizations beyond their own personal behavior change. 99% of SLP respondents found an opportunity to support others subsequent to participation in ways that included:

- Mentoring and supporting others
- Sharing SLP skills and resources with others within their organizations
- Engaging in strategic and fundraising planning efforts
- Connecting or inviting others to SLP events and Columbia Business School Executive Education webinars
- Developing in-house professional development programming

While it is not surprising given their senior leadership roles that they provided opportunities, it is encouraging

to see how much of the content and skills emphasized in the SLP is evident in the type of support they offered others at their own organizations.

EFFECTIVE AND COLLABORATIVE LEADERS

"The impact organizationally through SLP is that part of the value is brought back is understanding with more clarity your role as a leader and embracing that role, understanding and embracing power and being thoughtful about how that power is used to make decisions, be a leader."

- Organizational Leader, Spring 2019

The PSE 360° assessment process and subsequent individual coaching were considered universally helpful by both leaders and alumni in understanding "blind spots" and how participants were perceived by others. The 360° assessment is a multi-rater instrument developed by Columbia Business School faculty and calibrates input from supervisors, peers, and direct reports.

The detailed feedback analysis ranges from key organizational leadership practices to the interpersonal and personal competencies that reflect emotional intelligence or EQ. Feedback from the 360 assessment and coaching process all contribute to a more integrated approach to leadership.

SLP 2020 Content Roadmap

The 360° assessment is closely tied to individual coaching. DLP participants found this so beneficial that over a third expressed a desire for additional coaching time around it. All of the organizational leaders felt the program led to personal growth for those participating. About half of the leaders explicitly made the connection to organizational impact, while others felt it was too much of a stretch to do so, given organization size, total number of employees, and additional internal and external factors that determine organizational effectiveness.

IMPACT ON ORGANIZATIONAL OUTCOMES

When asked about a larger organization-wide impact on serving their clients or meeting their mission, few organizational leaders were able to connect programs to improved organizational results. The majority noted that they couldn't "say anything specific about the causal relationship." However, this did not diminish their belief that the measurable increase in staff capacity by definition made their organizations better.

"The program helped staff to think more holistically about how to create larger impact beyond one student at a time. This is valuable to us to have folks who "get it." Organizations that do nonprofit work attract young go-getters who are trying to make fast change - but those who understand organizational health are important to creating change and system change, and they do best in our organization: they have the sense that we have to grow organizationally, partners with others, collective mindset."

- Organizational Leader, Spring 2019

"There is not one specific change we can point to; but this is not what we seek. To me this is about development, growth and learning; where the benefit to the individual is a benefit to organization. Making [the] best people, better serves us."

- Organizational Leader, Spring 2019

This was especially true for leaders of organizations that have hundreds or thousands of employees with fewer than ten SLP or DLP participants. In these instances, the scale of larger organizations made it particularly difficult to identify changes. Some suggested that a direct supervisor might be more aware of specific impact, but there was broad agreement that what did happen was improved skills, confidence and connection.



IV. RECOMMENDATIONS

A. Post-Program Networking and Extension

Following the intensive, connected, and content-rich experience with the programs, alumni are seeking continued relationship-building and learning. "What more can PSE offer to us and our staff?" was a common theme from leaders and participants. Alumni want more support and learning. The desire to deepen their involvement with PSE and their peers speaks to the benefits and quality of the programs. Organizational leaders echoed this request, saying they would be open to more investment if PSE offered additional programming.

Additionally, participants are seeking more formal and informal networking, both in-person and through social media, within the cohort and across cohorts, as well as post-program lectures, webinars, and other educational opportunities. One leader asked if the programs could be longer; another asked: "What else could Columbia Business School do that is similar but different? Since it is a good program, I might be a consumer for other offerings. I like their product and I am discriminating. So, what else can they offer?"

PSE has already received and listened to this feedback as part of their commitment to continuing to learn and adapt based on sector and participant needs and interests. Since 2016 they have added staff who are focused on coaching and support as well as extending opportunities for alumni. In 2018 they undertook changes to address what they'd heard from participants. These included hosting an annual Nonprofit Leadership Network reception. PSE also provided a day-long Mindful Leadership retreat free of charge to SLP. In fall 2019, PSE initiated a post-program campaign to follow-up with participants. According to Lan To, Associate Director for PSE, "The aim is to drop tidbits to help remind them of what they

learned and their experience in the program to reinforce their post-program integration and application." These quarterly infusions of useful resources are intended to bolster retention of learning as well as connection of alumni to each other.

Additionally, the Columbia Business School Executive Education website lists a number of opportunities for engagement with Columbia Business School. Matthew Harty, Head of Programs in Social Enterprise, sends out a monthly jobs-posting to all alumni. Mr. Harty also meets with past participants whenever they needed to touch base on professional matters. Alumni participate in designated LinkedIn and Google groups as well as the Columbia Business School Executive Education LinkedIn page. Most alumni cohorts also have a Google group that is self-managed as well, but PSE notes that they have "little oversight and insight on this."

Efforts like these address and mitigate many of the recommendations from alumni around networking and support. A few additional recommendations to PSE's new efforts include:

- Similar to the jobs-postings already offered, PSE may want to help alumni access other professional learning resources related to the persistent challenges nonprofit leaders encounter. PSE could serve as a clearinghouse and vetting agent, lending their expertise while not necessarily being the primary provider of all support and resources.
- Historically SLP participants received 1:1 visits from PSE staff. These were prohibitive from a human capacity perspective for PSE. The focus groups that were implemented to replace these struggled to attract participants. One suggestion would be to shift the intent of the focus groups and design them more around what is of pressing interest to alumni. The 2019 session agenda asks questions that are more general and tied specifically to SLP, versus setting the stage for extended learning and discussion:

- *Reflect upon SLP and identify one key behavioral change and/or area of personal improvement as a result of your participation in the SLP.*
- *Which components and/or sessions of the program have impacted your way of thinking and/or your behavior or performance? How?*
- *What organizational change(s) have you implemented as a result of participating in SLP? How effective have these changes been?*
- (2019 SLP Post-Program Focus Group Agenda)

- Another approach might be to poll participants on current successes and struggles and undertake a pared down peer learning experience by asking participants to share one thing they are doing that is worth repeating and another that is a challenge that is keeping them up at night. This would build on the OIP process and PSE staff and faculty would still be able to learn from observation what learning endured for alumni.
- Focus groups could engage organizational leaders around challenges they are facing internally and externally. Connecting with them at an annual event

could provide insight into what priorities are most relevant and where PSE might be helpful in follow-up with their existing or potential participants. It also would establish stronger linkages with organizations as pipelines for participants and added organizational support for alumni.

B. Support Enduring Learning and Outcomes

As highlighted throughout this report, there is evidence of behavior change among participants. Applied learning is key to increasing outcomes; both at the level of enduring change in individual behavior as well as increased organizational results. While application has always been an integral component of SLP and DLP, in recent years PSE has sought to increase the strength of this. The development of an Organizational Impact Plan (OIP), support from faculty and peers in problem-solving for the OIP, and the expectation that at least some elements of it be implemented back at participants' organizations, all speak to this deeper commitment to application. SLP participants culminating work focusses on this as seen in *Chart 1*.

CHART 1: OIP Week 4 Case Review Protocol

Step	Item	Notes	Suggested Timing
1	Case-writer presents their Executive Summary	Case writer briefly shares their responses to the questions below: 1. Were you able to make progress? How? 2. What issues remain? 3. How do you hope to address them post-program?	5 minutes
2	Case writer poses a question for the group to consider & solicits additional feedback	Case writer shares final questions for Pod feedback	2 minutes
3	Group Feedback	<ul style="list-style-type: none"> ▪ Group discusses questions posed in step 2 ▪ Case presenter may participate vocally, or just listen 	10 minutes
4	Confirm Next Steps	<ul style="list-style-type: none"> ▪ Case writer identifies 2-3 next steps that they commit to taking after the program concludes ▪ "I will..." 	3 minutes

(from SLP 2020 Content Roadmap)

As part of the OIP approach, PSE asks SLP participants while attending the program to commit to a post-program meeting where they will check in on progress and offer peer-to-peer feedback and support. The OIP coupled with the 360° Assessment and the Leadership Credo, are strong elements that support applied learning for the SLP participants.

In addition to the expectation to follow-up with the OIP learning group component, it might be helpful to have recommendations about how the Leadership Credo is shared and revisited. Similarly, PSE is considering follow-up with the 360° results for those who provided feedback. To further support and improve this, we recommend setting targets with participants at the conclusion of each program (these could build on existing components such as OIP, 360° Assessment, and the Leadership Credo) and then reaching out to alumni within a month of the program (and again at 3-month and 6-month intervals) and asking questions such as:

- What is one thing you have done differently as a result of the program? Talk a little about what you've tried and how it's worked.
- Have you connected with other alumni, and if so, what about that has been helpful?
- Have you achieved the goals you set out to achieve in your impact project? Has this benefitted the organization? And if so, how?
- Have you delivered your Leadership Credo? To whom and how did it go?
- How can we help you maintain momentum now that you're back in the mix of work?

If every participant left the program with a stated commitment to do one to two things differently and one project they want to initiate, PSE could be clear on the behavior change that they are seeking, and structure follow-up to learn what was achieved. While it might not be financially feasible, several participants requested a final coaching session to help participants tie all the pieces together in order to develop a plan to implement the learning. In order to fully ground the DLP and SLP applied learning, support for the transfer to participants' own organizations will be critical. It will also be important to carefully consider the changes

made in 2019 and 2020 for SLP and how to integrate the learnings from them into DLP as well.

C. Organizational Support

The ways in which organizations and participants engage with DLP and SLP are important to increasing the already positive outcomes of the programs. Expectations prior and subsequent to programming can support this.

"We did not do pre and post work around their participation. To get clarity around expectations ... and integrate with [an] ongoing development plan wasn't codified and didn't happen in meaningful way. CBS could encourage that and make it part of how they prepare and follow up."

- Organizational Leader, Spring 2019

If organizations and supervisors were clearer about expectations for participants and more intentional about supporting actions taken following the program it would likely increase the positive changes initiated by alumni in organizations post-participation. In order to better assure application by participants and the resulting impact at the organizational level, it was suggested by several leaders that PSE take steps to better prepare both participants and their managers, and then follow up with both.

"It is a little challenging to see how much they [SLP alumni] are putting into practice. I meet with them every week. We could have discussed it every time, but they didn't bring up and I didn't ask. What I might change is all of us meeting a day a month to try some things with them, talk more and lessons learned, and how applied."

- Organizational Leader, Spring 2019

PSE provides consistent messaging in pre-admission sessions around the need for support from the organization and supervisor. Preparation for participation includes organizational approval from a

manager which might serve as a useful initial connection point. This is frequently hindered by applicants listing a human resources manager instead of their direct supervisor. While it might present some logistical and interpersonal challenges to determine how best to reach supervisors, given the importance of supervisory support to application of learning and enduring behavior change, it is important to place some attention on this.

Currently the responsibility is on the participant to convey full program expectations to supervisors, and for DLP participants in particular, this can prove challenging to communicate effectively. In the case of SLP applicants who serve as Executive Directors, many often cite not having a manager. In these instances, the applicants are reporting directly to their boards. While PSE has not yet explored the issue of "managing up" it may well be something to consider, particularly since the application process itself begs the question of how the most senior leader in an organization asks for and receives support.

PSE could be helpful both with written communications and initial welcome phone calls to supervisors. This would lay groundwork by establishing the value proposition for increased capacity, introducing what to expect around the OIP, and sharing ideas for how to navigate the oftentimes challenging introduction of newly learned ideas and skills. Setting expectations with organizational leaders prior to employee participation would enhance the programs' ability to create positive behavior change.

Preparing supervisors will increase the likelihood that they approach post-participation from a growth mindset. PSE can provide managers useful and relevant tools and thinking. These should address both the organizational leaders' understanding of what their staff will be experiencing, as well as their role in supporting participants in changing their behavior and building lasting capacity within organizations.

"I would give the program a 'Net promoter score' of 9 (out of 10) with the caveat that organizational leadership should integrate it into the existing developmental culture; not stand alone. For example, the manager can be involved in terms of setting expectations, deliverables, reflection. It gives people time way from work to reflect on what is working in leadership role and how it impacts the organization. I would say that managers should invest time too to maximize the benefit."

- Organizational Leader, Spring 2019

Subsequent to the program, a short survey of organizational leaders (and supervisors if not the same person) is recommended. This would provide useful feedback and serve as a reminder to focus on and support staff alumni. If they are alerted on the final day of the program that this survey will be coming, it will further serve to emphasize the importance of the work and follow-up. PSE may want to create a few recommendations; including suggestions from experienced organizational leaders (much the way "words of advice" from other participants are included in program materials). Providing a few questions to ask the staff member who participated, and guides for supporting applied learning could also be useful.

Based on the analysis of alumni and organizational leader feedback, a brief survey at the 3-week post-participation mark is recommended. Questions might include:

- Have you observed any changes in the behavior of the participant post-program?
- Has the participant suggested or implemented any changes at your organization?
- What do you think of these suggested or implemented changes (do or will you be supporting them - why or why not)?

Finally, organizational leaders noted that criteria and insight for recommending staff to DLP or SLP would be helpful. There are guidelines for the types of leaders who participate in each program but further support to leaders on choosing who to recommend would be well-

received. Some organizational leaders felt strongly that the process of selecting staff to participate impacted outcomes; with those who were eager to participate having stronger benefits than those the organization had to convince to join.

D. Add or Expand Content

In the discussions of the programs, thinking was raised around the current SLP and DLP content. As noted previously, this report is not intended to evaluate the programs and it should be noted that organizational leaders and participants in both SLP and DLP overwhelmingly and enthusiastically praised what they received. The recommendations here are for addition or extension, not supplanting existing material and methodology. PSE might want to consider these as options for extension work outside of the core programs, or for focused alumni gatherings (as suggested in earlier recommendations). Areas of interest include:

- Creating stronger and more sustainable financial health in an uncertain external environment (particularly when most funding sources are government agencies)
- Use of data to be data-informed and clearer about results and impact
- Understanding of diversity, equity, and social justice; both for managing internally across differences and understanding its relationship to the larger nonprofit sector
- Navigating human resource issues; particularly talent development and retention

The other consideration around programs is the changing demographics of non-profit leadership and how to look more deeply at equity within the SLP and DLP programming itself. PSE leadership has recently engaged in examining issues of equity and the role that they play not just for, but within nonprofits. Extending more formal and intentional opportunities to receive feedback from their diverse cohorts of participants on the responsiveness of programs could prove useful to PSE. Both the content and pedagogy might be informed if an equity lens were applied. Additionally, how all

participants leave the program and apply learning at their own organizations could be impacted by a tailoring of materials with a heightened or added look at equity and diversity.

To accomplish this initially, PSE might want to engage advisors around the addition of 2-3 questions in participation surveys that might capture responses around equity – both content and experience in the program. These could in turn inform how current classes are taught, the supports that are provided to different groups during and after participation, and what additional focus areas might be added. Few programs nationally are putting this type of lens on initiatives like this and Columbia Business School could be a frontrunner in tailoring SLP and DLP accordingly.



V. CONCLUSION

It is clear from all data collected and analyzed for this report that DLP and SLP alumni, as well as their organizational leaders, find the programs to be very beneficial. Leaders continue to invest in staff participation each year and alumni recommend or facilitate participation by others. Many leaders report sending as many staff as they can find the resources to support and expressed their desire to send more. Most organization leaders use foundation funding to underwrite the costs and are grateful for the capacity-building support.

As PSE thinks about the DLP and SLP opportunities moving forward, PSE leadership can be confident that its faculty are consistently described as of the highest quality and the coaching and 360° reviews are viewed as exceptionally helpful. Peer support during the program was an integral part of success and alumni requested assistance in continuing this; which is a testament to its value. The fact that both alumni and leadership are also asking for additional services and offerings from PSE points to the benefits of the programs.

The alumni have made substantial and lasting gains in the intended outcomes related to knowledge, skills and attitude. There is also clear evidence of

behavioral change, particularly around improved personal leadership. The evidence for achievement of the outcomes related to organizational impact is less significant and clear. Much of what will help assure this going forward will take stronger connections at the organization levels. While PSE has added capacity in the past three years, it will likely need to consider adding more staff to develop and implement these changes.

As PSE continues to examine outcomes, there are additional opportunities to assess success:

1. Revisit the intended outcomes for organizational impact to ensure that these are appropriate after two years of implementation (as part of the *Strategic Results Map*).
2. Share the PSE outcomes broadly with participants and organizations as a way of tracking intentionally to success; and modeling the importance of a results focus.

The power of SLP and DLP is in the positive change it creates in leader behaviors and the increased capacity that adds to the individuals, their organizations, and the sector. PSE's commitment to its own continuous learning, and the changes it has adopted at its own initiative, bode well for future outcomes and success as a leader in the field of nonprofit leadership.





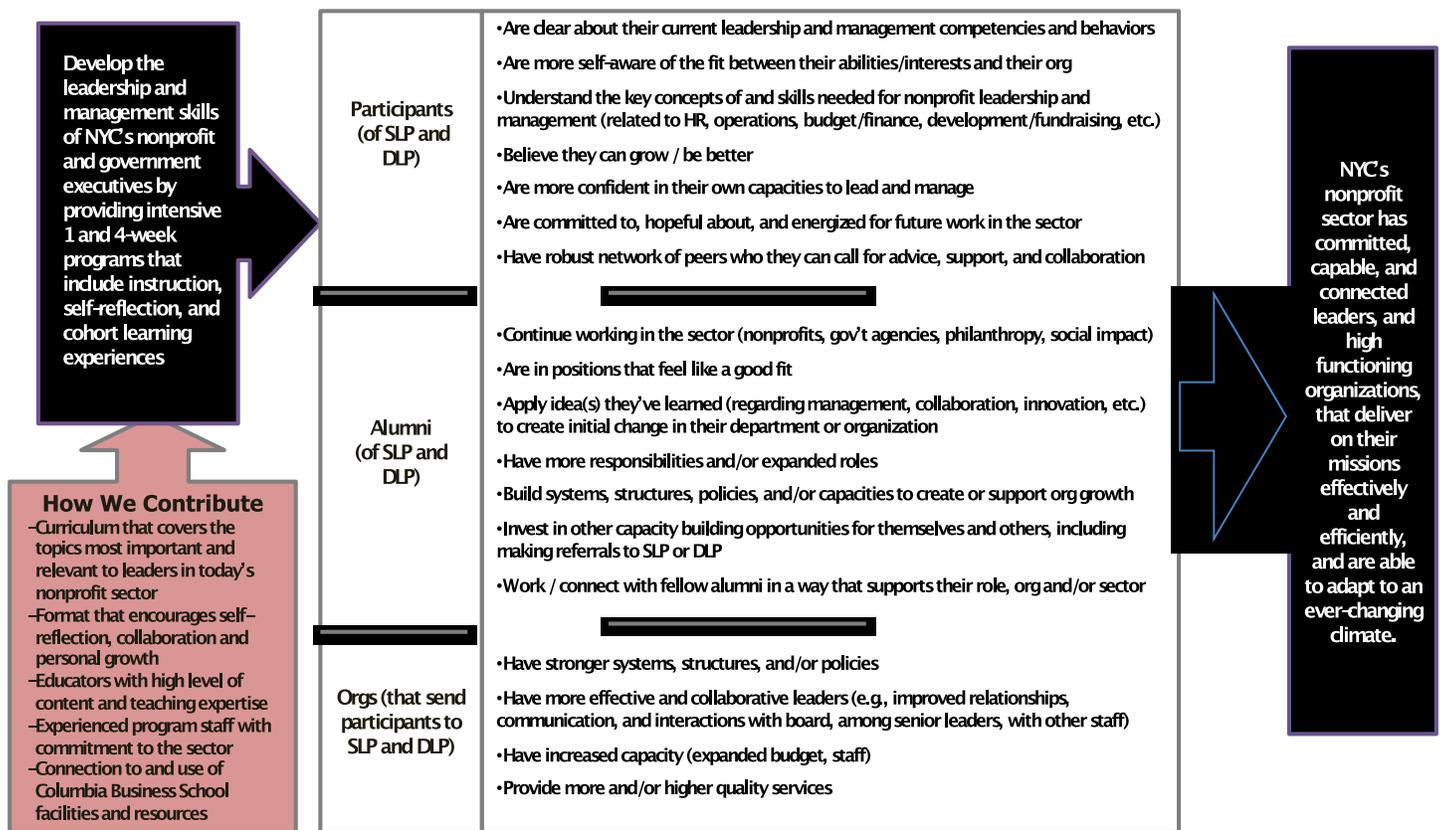
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- City Harvest, Jilly Stephens, Chief Executive Officer
- DREAM, Richard Berlin, Executive Director (Designees Jeremy Abarno, Chief Talent Officer and Shikha Dalal Angeline, Director of Professional Development and Training)
- Goddard Riverside Community Center, Roderick Jones, Executive Director (joined by Roberta Solomon, Deputy ED for Adult and Community Services and past SLP participant)
- Good Shepherd Services, Sister Paulette LoMonaco, Executive Director
- Graham Windham, Jess Dannhauser, President & Chief Executive Officer
- Lenox Hill Neighborhood House, Warren B. Scharf, Executive Director
- New Visions for Public Schools, Mark Dunetz, President
- Sunnyside Community Services, Judith Zangwill, Executive Director
- Uncommon Schools, Brett Peiser, Chief Executive Officer (Designee Julia Houlihan, Director of Talent Development)
- Year Up, Gerald Chertavian, Founder & CEO (Designee Kailey Cartwright, Senior Director, Staff Learning and Development)
- Youth Represent, Michael Pope, Interim Executive Director

VI. APPENDICES

1. Strategic Results Map
2. Interview Protocol for Organizational Leaders
3. Developing Leaders Program Survey
4. Senior Leaders Program Survey

1. Strategic Results Map for Open Enrollment Developing and Senior Leader Programs (DLP/SLP)



(Created 12/2017)

2. Interview Protocol for Organizational Leaders

BACKGROUND INFO

Name and current title:

Current organization:

Participation in DLP and/or SLP?

And if so, what year?

of staff sent to DLP within the last 5 years _____

of staff sent to SLP within the last 5 years _____

How many years have you been the leader of this organization? (#)

How many employees work in your organization?

What is the annual budget of the organization?

1. Have you noticed changes in the behavior of your employees who have participated in DLP/SLP? If yes, please describe and share an example. (e.g. organization has more effective and collaborative leaders - defined as improved relationships and communication with board, among senior leaders, and with other staff)
2. Please describe benefits to organizational sustainability and/or efficiency due to employees' participation in SLP/DLP. Please share an example. (e.g. has stronger systems, structures and/or policies)
3. What (if any) benefits have you noted in terms of delivering on your mission and achieving outcomes for clients, due to employees' participation in DLP/SLP?
4. What (if any) benefits from participation in DLP/SLP have you noted in terms of helping your organization to navigate/adapt to the ever-changing environment?
5. Are there areas of organizational development not covered in DLP/SLP that you think would be helpful for employees to learn?
6. Compared to other capacity building programs about which you may be aware, what makes DLP/SLP different?
7. would you recommend DLP/SLP to another organizational leader who was considering having an employee participate?
8. Other feedback?

3. Developing Leaders Program - Alumni Survey

Administered using Survey Monkey

Demographic

- Q1. In what year did you participate in the Developing Leaders Program (DLP) for Nonprofit Professionals at Columbia Business School, Programs in Social Enterprise Executive Education?
- Q2. Where did you work and what was your job title when you attended DLP? (Please provide the full name of the organization AND your title at the time of participation.)
- Q3. Where do you currently work and what is your current job title? (Please provide the full name of the organization where you work now and your current title.)

Likert Scale (5-degree)

- Q4. To what extent do you agree with the following statement: As a result of participation in DLP, I better understand key concepts needed for effective nonprofit leadership and management.
- Q5. To what extent do you agree with the following statement: As a result of participation in DLP, I am clear about my own leadership and management competencies and skills.
- Q6. To what extent do you agree with the following statement: As a result of participation in DLP, I am more confident in my own abilities to lead and manage challenging situations.
- Q7. To what extent do you agree with the following statement: My current position feels like a "good fit."
- Q8. To what extent do you agree with the following statement: I have integrated into my personal practice at least one of the ideas/skills I learned during DLP. Please share example(s).
- Q9. To what extent do you agree with this statement: I have created at least one change in my department or organization based on what I learned during DLP. Please share example(s).

Yes/No/Not Sure

- Q10. I have been promoted since my participation in DLP.
- Q11. If you were promoted since your participation in DLP, to what extent do you agree with this statement: I feel that my participation in DLP contributed to my promotion.
- Q12. To what extent do you agree with this statement: I would recommend DLP to a colleague.

Open-Ended Response

- Q13. What, if anything, would you have wanted to learn during DLP that was not included?
- Q14. Any other feedback you'd like to share about DLP?

4. Senior Leaders Program - Alumni Survey

Administered using Survey Monkey

Demographic

- Q1. In what year did you participate in the Senior Leaders Program (SLP) for Nonprofit Professionals at Columbia Business School, Programs In Social Enterprise Executive Education?
- Q2. Where did you work and what was your job when you attended SLP? (Please provide the full name of the organization and your title at the time of participation in SLP.)
- Q3. Where do you currently work and what is your current title? (Please provide the full name of the organization where you work now and your title.)

Likert Scale (5-degree)

- Q4. To what extent do you agree with the following statement: As a result of participation in SLP, I better understand key concepts needed for effective nonprofit leadership and management.
- Q5. To what extent do you agree with the following statement: As a result of participation in SLP, I am clear about my own leadership and management competencies and skills.
- Q6. To what extent do you agree with the following statement: As a result of participation in SLP, I am more confident in my own abilities to lead and manage challenging situations.
- Q7. To what extent do you agree with the following statement: My current position feels like a "good fit."
- Q8. To what extent do you agree with the following statement: I have integrated into my personal practice at least one of the ideas/skills I learned during SLP. Please share example(s).
- Q9. To what extent do you agree with this statement: I have created at least one change in my department or organization based on what I learned during SLP. Please share example(s).
- Q10. To what extent do you agree with this statement: As a result of my participation in SLP, I have built or implemented systems, structures, policies, and/or capacities to create or support organizational sustainability and efficiency. Please explain why or why not.
- Q11. Have you been promoted since your participation in SLP? (Please select N/A if you were already Executive Director/CEO/President at the time of participation.)
- Q12. To what extent do you agree with this statement: I feel that my participation in SLP contributed to my promotion.
- Q13. To what extent do you agree with this statement: I have contributed to the growth and development of others (e.g. supported capacity-building opportunities for staff, mentored others, passed on learnings from SLP). Please explain why or why not.
- Q14. To what extent do you agree with this statement: I am connected with alumni from SLP in a way that supports myself, my organization and/or the nonprofit sector. Please explain why or why not.

Yes/No/Not Sure

- Q15. Have you participated in other capacity building opportunities since SLP? Please describe.
- Q16. Have you made a referral to SLP or DLP since your participation?
- Q17. Would you recommend SLP to a colleague?

Open-Ended Response

- Q18. What, if anything, would you have wanted to learn during SLP that was not included?
- Q19. Any other feedback you would like to share?

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