

**Awaken to Your Potential Leadership Training:
Evaluation Report
November 2011**

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Executive Summary

Awaken to Your Potential: as a Person, as a Parent, as a Leader is a three-day interactive training developed by Strengthening Families Illinois (SFI) to develop participants' self-awareness, interpersonal skills, and ability to articulate and meet personal goals,. In meeting these goals with parent and professional participants alike, the training ultimately seeks to promote leadership development and the six protective factors that guide the work of SFI around the state. The training has been delivered in various Illinois locations since September 2009, and currently has 123 graduates of the program statewide. The purpose of this evaluation is to determine if *Awaken to Your Potential* succeeds in meeting its specific training goals. Data used in the evaluation include (1) feedback forms completed by participants immediately following training, (2) a follow-up web survey completed by participants three months to two years following completion of their training, and (3) a grounded theory qualitative analysis of interviews conducted with a subset of participants. Analysis of these data strongly support the conclusion that the *Awaken to Your Potential* training engenders positive internal and interpersonal change, that these changes appear to be stable over time, and that they are directly related to the six protective factors that promote healthy families. All participants included in this evaluation found the training experience meaningful and growth-promoting, and 97% of participants at follow-up reported that the training continued to have a lasting impact on their lives. Interview segments from the qualitative analysis further augment these strong endorsements, and provide contextual support for how the training achieves these positive results.

I. Introduction

As part of their efforts to support healthy family functioning in communities across the state, Strengthen Families Illinois (SFI) has developed a leadership training based on personal development, psychological resilience, and improved interpersonal relatedness. *Awaken to Your Potential: as a Person, as a Parent, as a Leader* is an 18-hour, three-day interactive group workshop designed to bring about personal growth through engaging and therapeutic activities. The aim of the training is to assist participants in developing life-long reflective habits, clarify life goals, and cultivate strategies for accomplishing these goals. In doing so, the *Awaken to Your Potential* (ATYP) training seeks to allow participants to be in a better position to strengthen their social support, serve as role models and advocates for children, help others improve goal setting, and partner with others to strengthen healthy communities for parents and children. While closely aligned with SFI's work to promote the six evidence-based protective factors that support the optimal development and safety of children and families, the ATYP training is not designed exclusively for parents. The leadership skills fostered through the training are intended to positively impact not only parents, but community leaders and professionals working with families as well.

Strengthening Families Illinois began presenting ATYP trainings in September 2009 and 123 individuals across the state have completing the full training as of November 2011. Having developed this training internally, SFI commissioned an evaluation of this program by external evaluators in order to determine if the training is achieving its intended effects, and if these effects result in lasting change. Using a mixed-methods approach, the researchers reviewed training feedback gathered from two distinct components of the evaluation. The first part of the evaluation consisted of the feedback solicited from all participants immediately following

training, and again at a period three months through two years following the training. The second part of the evaluation consisted of an in-depth grounded-theory qualitative analysis of the training experiences of a subset of participants. While the data gathered from the second part of the evaluation are particular to this subset of the overall training group, their more extensive feedback is consistent with many of the findings from the larger participant population and elucidates many of the responses from this broader group.

II. Methods

A. Evaluation Part 1: Direct Feedback Solicited from All Participants

Beginning with the first ATYP training on September 14, 2009 SFI has collected feedback forms from each of their participants immediately following the completion of training (see Appendix A). The feedback forms used in this evaluation were collected from 75 individuals who participated in seven trainings throughout the state between September 2009 and July 2011. As a component of this evaluation, a second follow-up feedback form was emailed to all participants who had completed the ATYP training between September 2009 and July 2011 who had provided their email addresses to SFI. These 112 participants were sent an email from SFI that described the evaluation and provided a link to a brief web-based survey (see Appendix B). This follow-up survey was sent in October, and therefore the individual responses represented a follow-up evaluation of the training between three months and two years following completion of ATYP. Both the post-training feedback form and follow-up web survey contained a brief number of questions that were almost exclusively followed by a four-point or five-point likert scale.

B. Evaluation Part 2: Qualitative Research from a Subset of Participants

In addition to the feedback solicited from all participants of the ATYP training, SFI commissioned an additional interview-based evaluation of training participants in order to more fully capture the experiences of these participants and the extent of the training's impact. For this aspect of the evaluation, SFI was particularly interested in hearing from participants who identified the training as impactful, in order to learn about the training's potential for long-term personal, parental, and leadership development. Subjects were recruited for this interview-based evaluation from the 17 participants who completed the training between September 2009 and December 2010 and who made the decision to become ATYP trainers following their completion of the course. Ten of these individuals were willing to participate in the study and able to meet with the evaluators during the study period. The 10 participants (8 females, 2 males) ranged in age from 21- to 46-years-old. Seven of the 10 participants identified themselves as African American, two as Hispanic, and one as Filipino.

Participants were individually interviewed at the Family Focus office in downtown Chicago. All participants gave their consent to be interviewed and videotaped by signing a consent form stating that their statements would remain confidential and that they would remain anonymous in any presentation of the data. The semi-structured, face-to-face interviews ranged from 38 to 70 minutes. The semi-structured interviews centered around three themes: (1) participants expectations and experiences prior to the training, (2) participants' experiences during the training, and (3) participants' experiences after the training (including their attitudes toward the training and the impact of the training, if any, on their lives)(see Appendix C). The goal of this aspect of the evaluation was purely descriptive and sought to gain understanding of the training's impact from the participants' perspectives.

In keeping with grounded theory, the participants' views drove the collection and interpretation of the data. Initial questions were open-ended and exploratory; follow-up questions merely probed for more detail in the participants' comments. Following transcription of the interviews, two coders (the interviewer and primary research for this aspect of the evaluation) independently read the transcripts and recorded emerging themes by using key words to describe the principal quality of what they found in the transcript. The coders then compared their themes and generated a list of ultimate themes by combining repetitious ideas and generating new themes as needed. The coders then identified superordinate categories using these ultimate themes by noting conceptual links among these items and grouping them accordingly. Lastly, they established operational definitions for the major categories, and then re-read the transcripts independently to apply these operational definitions to each interview. The percent of similar themes and superordinate categories independently generated by the two coders was computed. Possible disagreement when assigning codes to each participant was assessed through an inter-coder reliability estimate, Gwet's AC1 statistic (see Appendix D for inter-coder reliability estimates). Inter-coder disagreements were resolved through discussion between the coders. Table 1 displays the superordinate categories, themes, and operational definitions generated by this series of steps. For the purposes of this broader evaluation, they are grouped into categories that reflect the impact of the training on participants' self-understanding, interpersonal relationships, and ability to successfully meet challenges.

Table 1. Operational definitions for the major themes

Superordinate Categories	Ultimate Themes	Operational Definitions
Impact on Self-Understanding		
Empowerment	<i>Free Will</i>	Participant talks about a sense of independence, self-determination, or efficacy.
	<i>Individual Path</i>	Participant acknowledges that each person has his or her own process/road to travel in self-discovery.
	<i>Taking Action</i>	Participant talks about actually acting on or carrying out specific intentions or goals to improve one's life.
	<i>Self-Esteem</i>	Participant talks about how he or she feels about himself or herself.
Self-Actualization	<i>Deeper Self Awareness</i>	Participant talks about reflecting on themselves on a deeper level or making self-discoveries.
	<i>Process-of-Change</i>	Participant talks about how they have changed, are changing, or are getting ready to change as a person.
	<i>Integration</i>	Participant talks about many facets of self or life coming together as one self or one purpose.
	<i>Achievement</i>	Participant talks about having reached their "top" or an ideal state of well-being.
	<i>Yearning</i>	Participant refers to a desire or momentum for change.
Emotionality	<i>Anxiety</i>	Participant expresses concern regarding change, opportunity for change, the training, or an event in life.
	<i>Grief Work</i>	Participant refers to struggle in or as a result of an actual event in his or her life and/or overcoming that struggle.
	<i>Intense Emotional Experience</i>	Participant refers to some type of emotional release, liberation, elation, or positive overarching shift.
Impact on Interpersonal Relationships		
Collectivity	<i>Social Support</i>	Participant recognizes concrete help or emotional support received from others.
	<i>Social Judgment</i>	Participant shows awareness about how the self is judged or pressured by others at any time in their life.
	<i>Belonging</i>	Participant talks about deeply connecting with someone or a group.
	<i>Making Meaning</i>	Participant talks about feeling connected to or trying to connect to something bigger than self/community.
	<i>Impact Others</i>	Participant expresses a desire to share the workshop information with others or affect others by putting workshop information into practice.
Impact on Ability to Meet Challenges		
Take-Home Messages	<i>Activity</i>	Participant mentions their participation in a specific training activity.
	<i>Coping Mechanisms</i>	Participant talks about using strategies learned in the training to handle life's challenges.

III. RESULTS

The feedback provided by participants immediately following the training (Time 1/T1) and at a follow-up period of three months to two years after completing training (Time 2/T2) indicates that the significant majority of individuals who completed ATYP found this training to be helpful on multiple levels. For interpretive purposes, participants' evaluation of the program can be categorized by their perceptions of the ATYP training on their own (1) self-awareness and clarification of personal goals (2) interpersonal relatedness, and (3) ability to successfully meet challenges. Information gathered from the qualitative interviews conducted with a subset of the participants expands upon the aspects of the training that may have led to the positive feedback the larger participant group provided. In addition to these thematic categories, the information gathered in both parts of the evaluation addresses (4) the longevity of the changes participants' identified, and (5) the extent to which the ATYP training promotes the six protective factors that Strengthening Families Illinois advances statewide.

A. Impact of Training on Awareness of Self and Personal Goals

One of the principle goals of the ATYP program is to provide participants with the opportunity for expanded self-awareness and an increased clarification in their personal goals. As is evident by the feedback provided from participants immediately following the training (T1) and through the time-lapsed follow-up web survey (T2) in Figures 1 and 2 below, the overwhelming majority of participants believed that ATYP had a positive impact on their self awareness as well as their self-concept.

Figure 1.

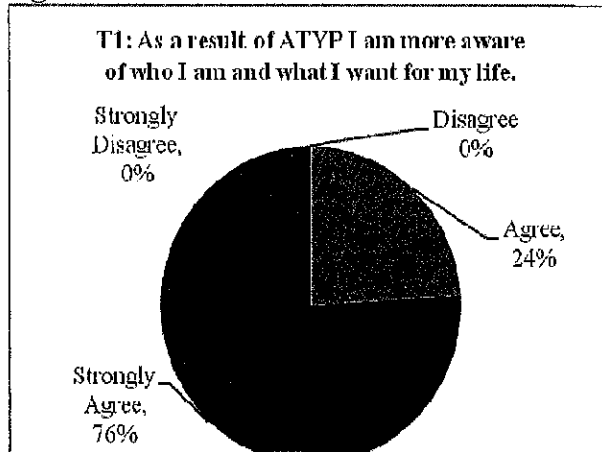
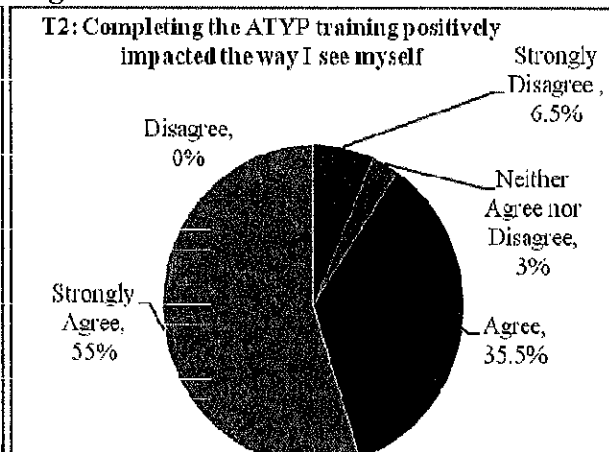


Figure 2.



One-hundred percent of participants either agreed or strongly agreed with the statement “As a result of Awaken To Your Potential I have learned a way to clarify aspirations and set goals that I will use in my life” immediately following the training, and 80% of participants endorsed using the specific ATYP goal-setting steps “somewhat often,” “often,” or “very often” in the follow-up web survey.

The grounded-theory analysis of participant interviews yielded themes that speak to the components of ATYP training that may have generated this deeper self-awareness and goal clarification. Those themes grouped within the superordinate categories of “Empowerment” and “Self-Actualization” (see Table 1, above) in particular appear closely connected to the personal changes that the broader participant group endorsed experiencing through this training.

Regarding their empowerment, participants in the interview portion of the evaluation spoke about welcoming a newfound sense of independence, and about how the training made them feel stronger as individuals:

- *In a nut-shell, I'm more confident.*
- *And so, um, in the doing of it, it was, um, an experience to-to be a little bit*

stronger.

In addition, the interviewed participants noted that they engaged in reflection during the training in ways that were not typical. Their responses suggested that such reflection brought about a deeper awareness about themselves:

- *Once I actually went through the training.....it started opening up my mind and my eyes of.....you can actually do more with yourself...you have something that you-don't realize you have.*
- *It's showing you what it is that's stopping you.*

Such insight afforded participants a process of changing the way they behaved, thought, and felt.

- *But, this training just really like, changed my entire life.*
- *If I could make a book, it would be my life and how the ATYP changed it and I also changed myself and how I move into the steps. I think my ending of my book would be excellent.*

Themes found in the superordinate category “Emotionality” suggest that the interactive, therapeutic activities that generate emotional reactions within the ATYP training are an important factor in producing some of the changes articulated above:

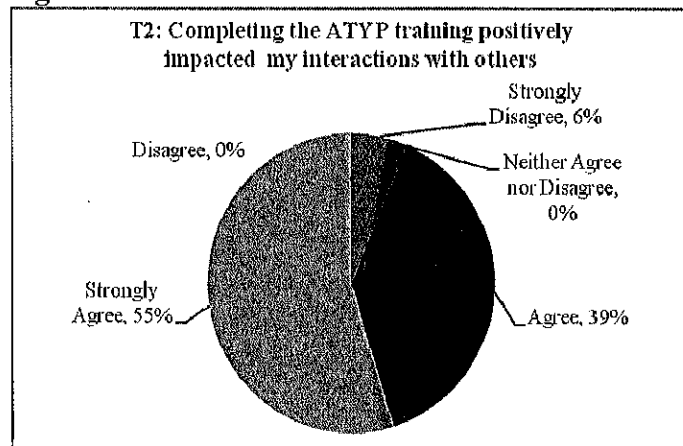
- *I feel like going through the training – it brightens something. It's an explosion of ideas.*
- *It was a relief (to talk)*
- *It was just so like, "wow!" IEE It's-it's-it's empowering. It's-it's almost like, uh, a breath of fresh air or if you're really, really thirsty and you finally get that drink of water.*

In all, these interview segments demonstrate that these participants not only had opportunities to reflect more deeply on themselves, but that these opportunities were the catalyst for important emotional experiences and improved self-image.

B. Impact of Training on Interpersonal Relatedness

Another consistent finding in the participant feedback was that the majority of individuals at follow-up felt that the ATYP training had a positive impact on their interpersonal lives.

Figure 3.



The ATYP training seeks to both help participants identify their support networks, and learn the communication and interpersonal skills that will ensure the strength and longevity of these networks. The post-training feedback forms revealed that 96% of participants believed that the training increased their support networks, and 78% of participants at follow-up agreed or strongly agreed that the training had made a lasting improvement to their support network.

Themes that arose from the qualitative interviews suggested that ATYP engaged participants' interpersonal relatedness both during the training and after training completion. One of the successful aspects of ATYP in promoting interpersonal skills appears to be the training's ability to help participants feel part of a group, and connected with others around them in a more emotionally intimate way during the training itself.

- *I like to hear other people's ideas.*

- *OK, I'm not alone.*
- *I'm some of these people too.*

The qualitative interviews also revealed numerous themes about how the training had helped uncover the impact of social support in participants' lives, and motivated these individuals to want to have a positive impact on others' lives in turn.

- *I'm going to tell everybody (about training)*
- *I'm bringing a whole bunch of people here.*
- *I want to grow up and be a role model; I want to be a leader.*
- *I bring it to my school life; I bring it to my home life; I bring it to my friends.*
- *I feel that this should be around the world; everybody should join in, it can help you throughout life.*
- *I want to share change with others, want others to change too*

C. Impact of Training on Managing Challenges and Stressors

In addition to promoting internal and interpersonal growth, the ATYP training is also designed to provide its participants with concrete tools to manage challenges and stressors in daily life. In this way, participants are not only encouraged to articulate the goals that they have for their lives, but also given tools to help achieve these goals. As with the first two categories of change describe above, this aspect of the training also appears to be successful in both immediate and long-term time frames. As seen in Figure 4 and Figure 5, ATYP participants endorses learning skills and tools for managing challenges at a rate of 100% following training, and 90.5% of participants at follow-up confirmed that this was a lasting and positive change in their lives.

Figure 4.

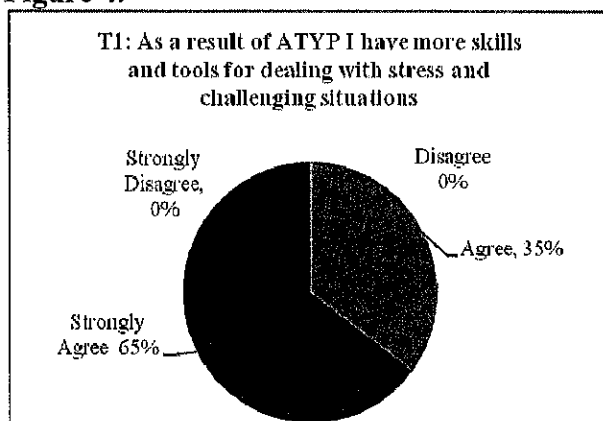
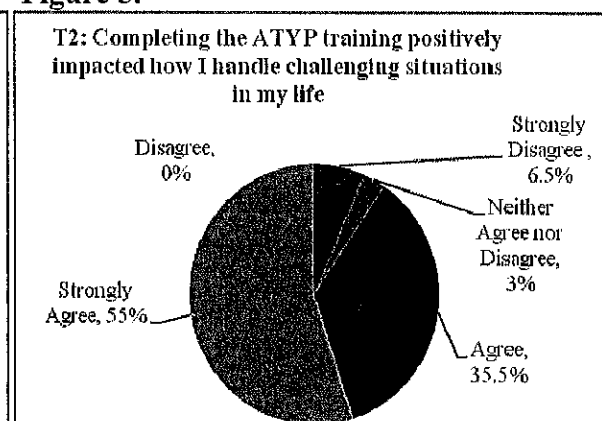


Figure 5.



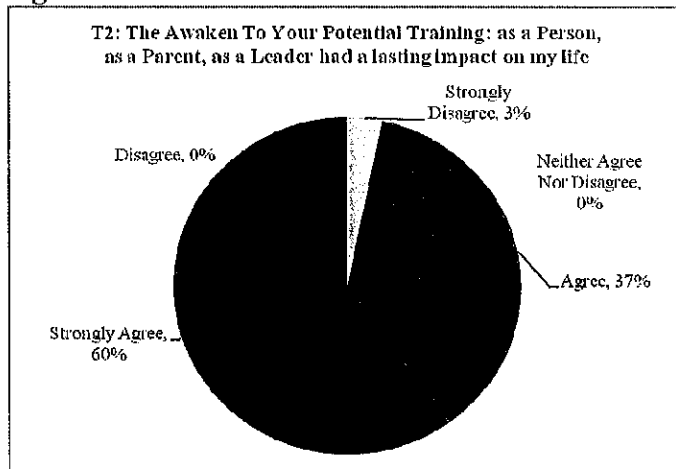
The coders for the qualitative portion of the evaluation also noted numerous instances where participants described using skills and strategies from the training in their everyday lives.

- *I can see myself checking my energy.*
- *Wow, I'm living what I'm saying*
- *I know I have several tools.*
- *I started knowing about how to shift energy instead of just being so negative at times.*
- *You need to think before you react.*
- *If you think positive you get positive; if you think negative you get negative.*

E. Ability of the Training to Affect Lasting Change

The responses gathered from participants immediately following training suggested that these individuals found the training effective and the experience meaningful. One-hundred percent of participants stated that they grew as a person, parent, and leader as a result of the training. One-hundred percent also reported that they would recommend the training to others, and 98% gave a 4 or 5 rating (out of a possible 5) to the training overall. As impressive as this feedback is, perhaps even more notable is the fact that 97% of participants at follow-up indicated that the training had a lasting impact on their lives (Figure 6).

Figure 6.



These figures strongly support the success of the ATYP training at not only affecting positive change in the lives of participants, but succeeding in making this change lasting over time.

When asked about how ATYP impacted participants' lives in the time since completing training, those completing the follow-up web survey responded with particularly positive statements, including the following:

- *The most noticeable difference in my life is the fact that I'm no longer afraid to be ME!!!! I no longer shrink back from my OWN power and strength. I move POWERFULLY through my days now.*
- *Gave me a new way to look at things... to realize that I am only in control of myself and that what others say/do is on them.*
- *It brought to my awareness concepts I said were important but was not living actively.*
- *It re-enforced by commitment to being a better person and trying to make a positive impact on those that cross my path*
- *I have become humble to others, my temper has drastically calm down, I also used two of the four agreements and implement don't take things personally and poison tongue, I really believed it made a big difference when I started going through the process of change*
- *My attitude has changed. I learn how to set my goals when I'm in a bad mood I think before I react. Everything I have learned from ATYP I follow every day of my life. Thanks SFI*
- *I'm able to be open to suggestions and ideas. I am able to stop building a wall around myself and except things at face value.*
- *So often, as a manager, I focus on helping others build strengths. This training made me pause and focus on assessing myself.*

F. ATYP and the Six Protective Factors

As with all SFI activities, the ATYP creators also had an interest in strengthening the six protective factors that keep children and families safe and strong at home, in schools and in communities. Post-training survey results indicated that 98% of participants felt that ATYP had a direct impact on being “better able to be the parent I want to be with my children.” In addition to this finding, the interviews conducted with ATYP participants also supported the notion that this training was effective in promoting the six protective factors that guide SFI’s work. Because building the protective factors in others begins by building the factors in oneself, this training advances SFI’s goals by affecting personal change in parents as well as the professionals that work with families in Illinois. The grounded-theory qualitative analysis of the interview transcripts revealed the following direct connections between the impact of ATYP and the six protective factors in the following ways:

(1) *Enhanced Resilience.* During the interviews, participants freely discussed stresses from their lives, both daily stressors and more serious life struggles. Often this hurt and anxiety was associated with childhood experiences (e.g., being disregarded or treated as a second-class citizen, foster care placement, having children too early, having lost children, adoption, divorce). In line with both the immediate and follow-up feedback surveys, these participants felt the training offered them a chance to be more aware of who they were. More importantly, they found a safe space to develop a deeper awareness of the hurt they experienced in life as well as a chance to make sense of it. Many talked about learning through suffering, emerging as a much stronger, empowered person: resilient. Participants felt like they were more in charge of their well-being and in control of their destiny, the locus of control had shifted. In confirmation of the quantitative survey results, the participants talked about using the new coping strategies they

learned through the training to manage stressors and take action. As they were more aware of what they wanted from life they felt more efficacious. In short, the interview participants expressed being happier with themselves and more available to help others as friends, parents and leaders.

(2) *Improved Social Connections.* An informal network of trusted friends or a community provides a support system for meeting both practical and emotional needs. As in both sets of survey findings, many of the participants talked about conscious decisions they had made to build their social network and be closer to other people. The interview participants made frequent reference to the role that social support played in their lives and their gratitude for it. In turn, they wanted to offer such support to others.

- *Thinking of everything, like my life now, I think ATYP, I think...I would do anything for...family. If anything they ask me to do something today and I'm busy, I will come and do it.*

(3) *Increased Knowledge.* Although this protective factor pertains to knowledge of parenting and child development, such knowledge can be acquired on one's quest for information in general. Participants in the qualitative portion of the evaluation frequently expressed a yearning for more information about themselves, more growth, and a desire to share this yearning with others. It is expected that as one seeks to understand oneself better and how one developed, one will naturally extend that awareness to others.

(4) *Increased Concrete Support in Times of Need.* Instrumental to connecting families to concrete assistance is instilling a sense of self-determination in parents, as well as an ability to articulate the type of help that is necessary. Interviewed participants fully recognized the help they received from family, friends, coworkers and the training itself. For some, the training gave them help when they felt they needed it most. One pulled herself out of a depression after losing

her job. Another graduated after almost failing out of school. Another changed jobs when she started feeling burnt out. Receiving help kept them (and their families) strong. For certain participants then, the training helped them to realize their well-being depended on improved support.

(5) *Enhanced Social and Emotional Competence*. Although this protective factor pertains to children communicating their feelings appropriately and interacting positively with others, achieving these goals requires parents and professionals to model this behavior. For this reason, adults must possess the social and emotional skills they intend to teach. As stated earlier, understanding a child's feelings and actions can come by understanding one's own feelings and actions. In addition, finding strategies to manage one's own life's challenges parallels the strategies professionals use to help parents address challenging behaviors.

(6) *Healthier Parent-Child Relationships*. When interviewed participants were exposed to their peers' needs they came to respect their individual processes for growth. When participants felt what it was like to be listened to during the training rather than lectured, they learned how to be supportive of another's personal discovery. As noted in the immediate post-training survey, this trickled into their parenting helping them achieve the parenting style they had always wanted.

- *I want to be a better parent.*
- *I'll be able to grab more of the principles and apply them to my real life, you know, with like children and church and work and school and-and all that.*
- *I have four children at home with three that are teenagers (both laugh) and, you know, um, my past has not always been great, you know, and so, I've been home for a while...with my children, if I see they're in a negative space, I'm learning to ask them, "Well, you know, you seem kind of negative today. What's going on? Where's your energy at today?" ...The goal for me was to become peaceful about the situation and to teach my child to be peaceful. And we've actually had success with that. You know, we're doing well.*

IV. CONCLUSION

Strengthening Families Illinois created the ATYP leadership training in order to enhance participants' self-awareness, goal setting skills, social support networks, and capacity to serve as role models and advocates for children. As there are now 123 graduates of the ATYP leadership training, sufficient participant data is available to ascertain SFI's success in achieving its stated goals. Given their relationship to the program materials and the individual trainings themselves, SFI commissioned a set of outside researchers to perform a thorough assessment of the training. In an effort to include the most comprehensive data on this training program, both quantitative and qualitative data were included in the evaluation. The assessment data were comprised of the participant feedback forms distributed immediately following training and at a follow-up period of three months to two years following training, as well as a grounded theory qualitative analysis of ten participant interviews.

A thorough evaluation of these data strongly supports the conclusion that the training has a direct impact on the desired outcomes for the participants in this study. Quantitative participant feedback data and qualitatively-analyzed interview selections demonstrate that participants consistently believe completing the ATYP training positively impacted their self-understanding, interpersonal relatedness, and skills for managing challenges and stressors. Survey and interview responses indicated that the training's interactive and emotionally-evocative exercises generated not only increased self-understanding and personal goal clarification, but that these changes prompted feelings of empowerment and more positive self-regard. Participants overwhelmingly endorsed the notion that the training improved their appreciation for and connection to their support networks, and this change appears to be stable over time. In addition, the concrete tools provided in this training to manage challenging

situations proved long-lasting, with the majority of participants at follow-up indicating that they continued to use skills learned in ATYP long after the completion of training. All immediate post-training feedback forms included in this study reported that participants believed they grew as individuals, parents, and leaders as a result of this training, and 97% of the participants at follow-up stated that the training continued to have a lasting impact on their lives.

While not including feedback from every graduate of the program, 90% of graduates (or, all participants with an email address on file with SFI) were invited to participate in this particular evaluation. In any follow-up evaluation, there is always the risk that the participants who respond to requests for further feedback are the participants with the most positive impressions of the program. That said, all participants are invited to evaluate their experience immediately following ATYP trainings, with most individuals agreeing to complete a feedback form at this time. Based on the singularly positive feedback of these immediate post-training feedback forms, there is no reason to suspect that the similarly positive participants who provided feedback at follow-up are an especially anomalous group. Instead, the feedback provided by individuals that did participate in each part of this evaluation was so overwhelmingly positive that it suggests that *Awaken to Your Potential* is a powerful tool for promoting SFI's six protective factors, and developing leadership skills in parents and professionals alike. As articulated by one interviewed participant, the training appears to provide effective tools for life-long growth that graduates confirm using to their benefit long after the training is complete.

It almost doesn't matter what level you're at in your life...there's always other heights you can go to... it was completely life changing...I was still hungering for more...it provides a foundation for growth...we could have training for the rest of our life but who's gonna show up for that...it lays a powerful foundation.

Appendix A: Immediate Post-Training Feedback Form

strengthening families
I L L I N O I S

LOVE
IS NOT ENOUGH

AWAKEN TO YOUR POTENTIAL EVALUATION SUMMARY

1. I would recommend Awaken to Your Potential Leadership Training to others.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

2. As a result of Awaken To Your Potential: as a Person, as a Parent, as a Leader I:
 - 2a. Am better able to be the parent I want to be with my children.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

 - 2b. Am more aware of who I am and what I want for my life.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

 - 2c. Have learned a way to clarify aspirations and set goals that I will use in my life.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

 - 2d. Have more skills and tools for dealing with stress and challenging situations.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

2e. Am more aware of how my attitude affects others.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

2f. Have learned strategies to be more positive.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

2g. Have grown as a person, as a parent, and as a leader.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

2h. Have increased my network of support.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

3. How do you rate the presenters/facilitators? (1 = lowest, 5 = highest)

- 1
- 2
- 3
- 4
- 5

4. How do you rate the support materials?

- 1
- 2
- 3
- 4
- 5

5. How do you rate the timing, pace, and organization of the training?

- 1
- 2
- 3
- 4
- 5

6. What is your overall evaluation of this Leadership Training?

- 1
- 2
- 3
- 4
- 5

7. Would you be interested in sharing your story about how Awaken To Your Potential: as a Person, as a Parent, as a Leader has changed your life?

If yes, please provide your name and contact information.

Appendix B: Participant Follow-Up Web Survey

1. The Awaken to Your Potential Training: as a Person, as a Parent, as a Leader had a lasting impact on my life

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

2. Please describe any difference Awaken To Your Potential has made in your life:

(essay)

3. Completing training positively impacted:

(a) The way I see myself

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

(b) How I handle challenging situations in my life

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

(c) My outlook on life

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

(e) My interactions with others

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

4. I have used AIM SMART goal setting since completing the training.

(very often, often, somewhat often, not often, not at all)

5. I learned tools for dealing with stress that I have used since the training.

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

6. Identifying my A Team in the training has improved my support network:

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

7. Since completing the training, the following areas / activities have been valuable in my life:

(5 – strongly disagree, 4 – disagree, 3 – neither agree nor disagree, 2 – agree, 1 – strongly agree)

- Meditation
- Visualization techniques
- Affirmations
- The Four Agreements
- The Energy Self / Perception Chart / Reading and
- A-Team
- Collages
- Leadership Style (Animals)
- Goal-setting
- Breathing techniques.

8. When did you complete the Awaken to Your Potential Leadership training?

Appendix C: Qualitative Evaluation Interview Stems

1. How did you learn about this training?

- a. Probe for details if vague (And then what happened? What did you do after that?)

2. What did you think about the training before you went?

3. I'd like to find out about your experience during the training. Could you tell me about what it was like to be in the training, what did you think and feel during the training?

- a. first/last/general impressions
- b. Stimulate conversation about particular examples of why participants formed the impressions mentioned
- c. "How did you feel about that?"

4. I'd like to find out about your experience after the training.

a. What did you think or feel about the training once it was over?

- i. get examples, describe how/why
- ii. What parts of this training did you find the most helpful or meaningful? (appealed to you?)
 - 1. What did you like?
 - 2. Why?
- iii. What parts did you find not helpful (not appeal to you)?
 - 1. What did you not like?
 - 2. Why?

b. What impact, if any, did this training have on you?

- i. How you feel as a person now?
- ii. Your outlook on life?
- iii. The benefits/the setbacks?
- iv. Mood?
- v. Self-perception?
- vi. Interactions with others?
- vii. If they mention a lot of things try to identify what was the most important change/impact.
 - 1. Encourage them to pursue a line of thought. "The part about xxx is interesting. Could you say more about that?" "Tell me more." This will be especially important if the interviewer notices non-verbal cues that may signal more ideas than the participant mentions.

2. Get the person to clearly explain herself. "Could you tell me more about the part about xxx." "I'm not sure I understood the part about xxx - could you explain that some more?"
3. How would you characterize or summarize change (if none what is continuous)?
 - a. Get examples of how any new sense of self (IF PRESENT) had affected their experience of themselves and interactions with others since the training.

5. How does this relate to the kind of person you were before the training?

- a. Is this the same or different from before the training and how so?
- b. Focus on participant's experience ("different kind of person" puts psychological pressure to be a different kind of person as a result of the training)
- c. Explore why change or no change.
 - i. What are the main reasons for this impact or why you think none occurred?
 - ii. Reflect back something important the person just said in order to get them to expand on that idea. You may simply repeat the exact words the person used, or you may sometimes add in some thought or feeling that you detected in what the person said. "So you believe that the training helped this happen." "Then you do you agree with its philosophy." "It seems like that was a very important event for you." The interviewer will encourage a person to talk more about something so the interview doesn't turn into a "question and answer" session where you ask questions and they give short answers.
 1. Explore issues of faith/spirituality/life journey, or other dimensions as they arise. These dimensions of experience should be explored **only** if the participant identifies them, but it would help to have some ideas in mind.
 - iii. Was this change connected to the training? If so, how?
 1. What was it about the training that impacted you so?
 - iv. Do you have concrete examples of using the training strategies and ideas in your life?

6. Did your participation in the training affect others in your life?

- a. If so How? (get examples)
- b. Who?
 - i. Has this training impacted your work with children?
- c. At what levels?
- d. Is this effect long lasting, permanent or short-term? Why?

7. It's time to wind down now. Let me see if I can summarize your ideas.

- a. So what you're saying is ...
- b. So your major point was that ...

8. Do you have anything else to offer?

- a. What suggestions would you have for future training situations?

9. How was it to talk about this?

Appendix D: Qualitative Analysis Inter-coder Reliability Estimates

Inter-rater reliability estimates for the ultimate themes and superordinate categories using the interview and participants' responses¹ as separate units of analysis.

Superordinate Categories	Interviews (n= 5)	Participant Responses (105 responses from 3 interviews)
Take-Home Messages	1.0	.73
Empowerment	1.0	.79
Self-Actualization	1.0	.92
Emotionality	1.0	.75
Collectivity	1.0	.80
Ultimate Themes	Interviews (n=5)	Participant Responses (105 responses from 3 interviews)
Activity	.78	.89
Coping	1.0	.77
Free Will	1.0	.84
Individual Path	1.0	.86
Taking Action	1.0	.92
Self Esteem	1.0	.91
Deeper Awareness	1.0	.77
Process of Change	1.0	.71
Integration	1.0	.84
Achievement	.57	.94
Yearning	1.0	.84
Anxiety	1.0	.73
Intense Emotional Experience	1.0	.93
Grief Work	1.0	.82
Social Support	1.0	.86
Social Judgment	1.0	.81
Belonging	1.0	.87
Making Meaning	.78	.94
Impact Others	1.0	.90

¹ Two separate units of analysis were used to analyze the data: the interview as a whole (did coders agree that a particular participant discussed a particular category or theme at some point during the interview) and participants' individual responses to the interviewer's comments/questions (did coders agree that a participant discussed a particular category or theme in a given response to one of the interviewer's comments or questions).