



THE LEADeres PROGRAM
Curriculum Documentation
& Evaluation

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Executive Summary

In the summer of 2018, the Latino Talent Initiative began a two-year process of strategically refining its existing leadership program, including renaming the program “LEADeres.” This report summarizes the first year of curriculum-refinement work, as well as program-evaluation findings for the 2018-2019 LEADeres cohort. Curriculum development included documenting the existing curriculum and identifying opportunities to enhance and streamline the program across the existing workshop segments. Program-evaluation findings reveal that the majority of participants felt their personal objectives for participating in the program were met (88%, N = 17) and the program facilitated their learning and development in the core leadership competencies associated with LEADeres learning objectives.

As was expected, opportunities to strengthen delivery of the program across the individual segments were identified. Themes that emerged in this area included enhancing opportunities for networking and engagement with seasoned community leaders and sharing the expectations for the program and various program components, including the expectations and timeline for the Social Impact Project, at the beginning of the program. Specific recommendations for enhancement of the orientation session; further development of the Adaptive Leadership Plan; creation of enhanced participant-networking opportunities; differentiation of the Design Thinking segment and the Social Impact Project; and continued review and refinement of segment content is highlighted in the “Recommendations” section of this report.

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Program Overview

LEADeres is a non-credit leadership lab designed to support Latinx professionals as they pursue their individual career and life goals. Building on the lived experiences of participants, LEADeres emphasizes identity formation and personal development in the areas of cultural awareness, leadership, professional development, and community and civic engagement. Cohorts of professionals learn and grow together over a six-month period, engaging with seasoned leaders and working on teams to identify creative solutions for community issues. With their potential unlocked, graduates possess the skills, resources, and confidence necessary to support each other and future LEADeres participants, and to become the leaders they want to be at home, at work, and in the community.

LEADeres brings cohorts of developing Latinx professionals together over six months to learn and grow. During this time, participants:

- Network with and learn from seasoned community and civic leaders.
- Engage in in-depth learning, based on researched best practices, related to cultural identity, leadership, professional development, and community and civic engagement.
- Gain practice using tools that support self-reflection and personal growth and development.
- Develop an Adaptive Leadership Plan that emphasizes personal growth at home, at work, and in the community.
- Learn about and use the Human-Centered Design framework to explore and solve community issues.

The program is delivered through six researched-based, integrated, daylong segments designed to equip LEADeres participants with the knowledge, skills, and attitudes they need to transform themselves as leaders. Personal narratives are incorporated to illuminate concepts and create opportunities for reflection; guest speakers share their individual stories about cultural identity and their civic and professional life journeys.

Throughout the program, participants develop and execute an Adaptive Leadership Plan that helps them to set and hold themselves accountable for personal goals related to further identity formation, professional growth, and community and civic engagement. Emphasis is placed on goalsetting in the contexts of home, work, and the community.

Participants learn the Human-Centered Design methodology, and working with a team, they apply it to help solve a problem or issue identified by a community partner. Throughout this process, they are mentored by one of the LEADeres program facilitators. The expectation is that by the end of the program, participants will have the knowledge and skills necessary to:

- Effectively use self-assessments to better understand individual traits and strengths and how they are associated with leadership.
- Demonstrate awareness of the intersections among personal, cultural, and professional identities and how they impact individual leadership styles.
- Identify and apply strategies to navigate professional environments.
- Locate and participate in opportunities for community and civic engagement.
- Develop personal and professional goals using the Adaptive Leadership Plan.
- Apply Human-Centered Design principles to create solutions for community issues.

The objectives associated with these abilities are embedded within the five segments of the program. Participant evaluation of the extent to which they felt they learned the objectives, as well as logistics and delivery, are measured at the end of each segment.

Program Segment Descriptions

Orientation

The 2018-2019 program was launched with an orientation session. The description of the orientation follows.

Participants are introduced to the LEADeres program and each other. The journey of self-awareness and reflection begins with acts from the thought-provoking One World Diversity community theater program. The Adaptive Leadership Plan and Human-Centered Design are introduced.

Detailed orientation activities for the 2018-2019 cohort can be found in *Appendix I.A*. Overall, 100% of participants indicated that the orientation session was “excellent” (N = 16). Participants “agreed” or “strongly agreed” that they had a good understanding of the purpose of the program (94%, N = 17) and the expectations for their participation in the program (100%, N = 17). Eighty-eight percent of participants felt they understood the timeline for the Social Impact Project (N = 17). There was slightly less certainty about details related to some program activities, including understanding the basic principles of Human-Centered Design (82%, N = 17) and the purpose of the Adaptive Leadership Plan (76%, N = 17).

Participants shared that one of the aspects they enjoyed most about the orientation was engaging with their teams. The location (100%, N = 17) and food (94%, N = 17) were rated very favorably. A few participants shared that they had some trouble making their way through the building to find the location for the session. See all data and comments from the session evaluation in *Appendix I.B*.

Segment 1: Cultural Intelligence

The Cultural Intelligence segment is covered in the first session after orientation. The description for this segment follows.

Participants are introduced to a research-based Cultural Intelligence model and best practices for applying its framework in the context of leadership at home, at work, and in the community. Emphasis is placed on developing a personal understanding of what it means to be your authentic self, cultural identity and values, and cross-cultural communication. Participants are guided through the process of interpreting their CQ Pro Self-Assessment and Personal Feedback

Report, helping them to begin reflecting on these themes and creating an action plan for personal development.

The **goals** for this segment were to provide an opportunity for participants to:

- Learn about the concept of the “authentic self.”
- Use assessment findings to better understand their individual level of cultural intelligence.
- Learn a framework for storytelling.
- Write and share their personal story.
- Write a Specific, Measurable, Achievable, Relevant, Time-bound (SMART) goal for their leadership development.
- Continue to develop and reflect on their Adaptive Leadership Plan.

The **learning objectives** for this segment were for participants to:

- Understand the meaning of cultural intelligence and why it is important to their life.
- Be able to identify how their personal cultural values impact their experiences at home, at work, and in the community.
- Understand what it means to be your authentic self at home, at work, and in the community.
- Understand the key elements of storytelling and how they relate to leadership.
- Use their individual findings from the CQ Pro Self-Assessment and Personal Feedback Report to identify areas for personal development.

Detailed activities for the Cultural Intelligence session can be found in *Appendix II.A*. Overall, 94% of participants indicated that the Cultural Intelligence session was “very good” or “excellent” (N = 16). Ninety-four percent of participants “agreed” or “strongly agreed” that the session helped them to use CQ findings to articulate goals and to identify how their cultural values impact their experiences at work (N = 17). One hundred percent of students indicated that the segment helped them to identify how their personal cultural values impact their experiences in the community (N = 17).

Areas for further discussion (may include revision of objectives or refinement of content) include understanding of: 1) the meaning of cultural intelligence; 2) the “authentic self”; 3) the connection of storytelling to leadership; and 4) the use of an Adaptive Leadership Plan, as fewer participants (82% or less) felt the session helped them to learn these objectives (N = 17). Seventy-six percent of participants felt time was well used (N = 17), and 82% felt that the

learning objectives for the session were clear (N = 17). The location, session length, and number of breaks were rated very favorably. A couple of participants shared that they had some trouble making their way through the building to find the location for the session. See all data and comments from the session evaluation in *Appendix II.B*.

Segment 2: Leadership

Participants were asked to read *The 5 Levels of Leadership* by John C. Maxwell prior to this segment. The Leadership segment description follows.

Participants are introduced to various leadership levels and styles, as well as the perspectives and behaviors associated with them. There is an emphasis on how leaders motivate and influence others, the relationship between leadership and communication styles, and the differing roles of a leader in varying contexts. Participants learn how their own communication style and behaviors affect their interactions with others and explore the role of leadership in the pursuit of their personal and professional goals.

The **goals** for this segment were to provide an opportunity for participants to:

- Learn about the various levels and styles of leadership.
- Reflect on their individual leadership style.
- Make connections between personal and cultural identity and leadership.
- Write a SMART goal for their leadership development.
- Continue to develop and reflect on their Adaptive Leadership Plan.

The **learning objectives** for this segment were for participants to:

- Identify and describe the perspectives and behaviors associated with various leadership levels and styles.
- Understand how cultural and personal identity impacts personal leadership styles.
- Understand how individual communication styles influence leadership.
- Understand how leaders motivate and influence others.
- Understand the contextual nature of leadership and how their leadership role may differ at home, at work, and in the community.
- Identify a personal level of leadership in one or more contexts.
- Develop and articulate personal leadership goals.

Detailed activities for the Leadership session can be found in *Appendix III.A*. Overall, 94% of participants indicated that the Leadership session was “very good” or “excellent” (N = 16). In general, participants felt the learning objectives for the session were met. Participants felt that they learned the most about how individual communication styles influence leadership (100%, N = 17), how their personal identity impacts their leadership style (94%, N = 17), and how leaders influence (94%, N = 17) and motivate others (94%, N = 17). Areas for further discussion (may include revision of objectives or refinement of content) include understanding of how to use the Adaptive Leadership Plan, as only 71% of participants felt that they were able to use the plan to develop leadership goals. The delivery of the session was rated favorably, with the exception of time being well used (59%, N = 17). The location was rated very favorably (100%, N = 17). The food was not rated as highly as in previous sessions (63%, N = 16). There was slight concern about the length of the session and the breaks throughout the day. See all data and comments from the session evaluation in *Appendix III.B*.

Segment 3: Professional Development

The Professional Development segment description follows.

Participants learn about the systems and structures that exist in corporate and professional environments and are introduced to concrete skills to navigate them. Recognition of and focus on elements within the locus of control of the individual as a mechanism to ensure they are fully employed and promoted inside their organizations is a key emphasis. Participants leave this segment with specific resources and tools that help them navigate interviews and negotiation in the hiring and promotion process.

The **goals** for this segment were to provide an opportunity for participants to:

- Engage with community professionals who share their professional journeys.
- Learn about the systems, structures, and assumptions inherent to professional environments.
- Make connections between personal and cultural identity, leadership, and professional development.
- Learn to use a negotiation checklist to help in the hiring and promotion processes.
- Write a SMART goal for their professional development.
- Continue to develop and reflect on their Adaptive Leadership Plan.

The **learning objectives** for this segment were for participants to:

- Understand how job performance, image, and others' perception of them impacts their ability to be hired and promoted.
- Be able to use a negotiation checklist in the context of seeking a new job or promotion.
- Understand and navigate the hidden assumptions of professional workplaces.
- Be able to apply their understanding about their personal identity to the context/environment in which they work or would like to work.
- Understand and be able to describe their current status in their professional career.
- Use strategies to identify and differentiate among things within and outside of their individual control, and to make decisions and take actions accordingly.
- Develop and articulate individual goals for professional and career development.

Detailed activities for the Professional Development segment can be found in *Appendix IV.A*. Overall, 90% of participants indicated that the Professional Development session was “very good” or “excellent” (N = 19). Ninety percent or more of all participants felt that the learning objectives were clear and that the segment helped facilitate their learning in these areas (N = 20). There appears to be slight concern about the length of the session (80%, N = 18). Overall, the delivery of the session was rated favorably, with just a few suggestions provided about creating more time for interaction and discussion or group activities. See all data and comments from the session evaluation in *Appendix IV.B*.

Segment 4: Social Impact Project

The Social Impact Project segment description follows.

Participants re-engage in their learning about Human-Centered Design and apply their learning from the Cultural Intelligence, Leadership, and Professional Development segments. Participants work on a team with a community expert and fellow LEADeres participants to explore and develop a solution to a specific community or business problem. Participants specify the need and then develop and test/pilot a solution. Finally, the solution is presented to the LEADeres facilitators and fellow cohort members.

The **goals** for this segment were to provide an opportunity for participants to:

- Learn the methods and mindsets of Human-Centered Design.
- Learn how to conduct interviews with stakeholders (clients, customers, users).
- Synthesize feedback from stakeholders (clients, customers, users) to inform recommendations.
- Build and test tangible ideas through rapid prototyping.

- Learn how to effectively to test an idea.

The **learning objectives** for this segment were for participants to:

- Be able to describe the phases in the Human-Centered Design process.
- Understand how to conduct interviews with stakeholders (clients, customers, users) to gather user insights.
- Synthesize feedback from stakeholders (clients, customers, users) to inform recommendations.
- Create recommendations for strategies to address identified needs.

Detailed activities for the Social Impact Project segment can be found in *Appendix V.A*. Overall, 95% of participants indicated that the Social Impact Project session was “very good” or “excellent” (N = 21) and the delivery of the session was rated very favorably. Participants felt a little less comfortable in their achievement of the learning objectives in this session. Only 76% of participants “agreed” or “strongly agreed” that the session helped them to synthesize feedback to inform recommendations or create recommendations for strategies to address identified needs (N = 21). This is likely because they are trying to directly apply the skills they are learning, which is always challenging, but a very powerful learning experience. Given that the introduction to the HCD process and conducting stakeholder interviews was introduced at the beginning of the program, perhaps feedback about those objectives should be collected at that time in the future. There was a concern about knowing where to locate the session on the Steelcase campus. Several participants also commented that they felt like they needed more time with this session. The delivery of the session was rated quite favorably. See all data and comments from the session evaluation in *Appendix V.B*.

Segment 5: Community & Civic Engagement

The Community & Civic Engagement segment description follows.

In this final session, participants interact with community and civic leaders and engage in concentrated self-reflection in order to make connections between personal, social, and political issues of interest and opportunities for community and civic engagement. The wide range of opportunities for community engagement and the personal and professional value of such contributions is emphasized. Participants gain initial community connections and identify actionable first steps to becoming an active contributor in their community.

The **goals** for this segment were to provide an opportunity for participants to:

- Gain exposure to and interact with political and community leaders through a leadership panel.
- Identify barriers to becoming involved in the community.
- Register for TEDx.

The **learning objectives** for this segment were for participants to:

- Understand the various ways they may be involved in local government, political advocacy, and the community.
- Identify ways in which they are currently engaged in the community.
- Understand the personal and professional value of the contributions one can make to the community.
- Understand how community engagement supports the identification and development of transferable skills that connect to leadership and professional development.
- Make connections between personal identity and social and political issues of interest and opportunities for community and civic engagement.
- Understand hidden assumptions and differentiate among cultural norms as they relate to political self-expression.
- Develop and articulate individual goals for community and civic engagement.

Detailed activities for the Community & Civic Engagement segment can be found in *Appendix VI.A*. Overall, 80% of participants indicated that this session was “very good” or “excellent” (N = 20). Participants felt a little less comfortable in their achievement of the learning objectives, with 82% or less (N = 21) of the participants feeling like the session helped them with differentiating among cultural norms as they relate to political self-expression; developing individual goals for community and civic engagement using an Adaptive Leadership Plan; making connections between personal identity and social and political issues of interest; understanding the various ways they could be involved in local government and political advocacy; and making connections between personal identity and opportunities for community and civic engagement. Participants felt the session was engaging (90%, N = 21) and that time was well used (90%, N = 21). Participants felt there should be more breaks. Fewer participants felt that the learning objectives were clear (71%, N = 21) and that the activities helped them learn the concepts being presented (76%, N = 76). See all data and comments from the session evaluation in *Appendix VI.B*.

Program Evaluation Findings

Overall, 76% of participants indicated that the program was “very good” or “excellent” (N = 17). Participants feel confident in the knowledge and skills they gained in the program. They feel slightly less confident in understanding the existing opportunities for community and civic engagement; feeling empowered to identify ways they can become involved in the community; and using Human-Centered Design principles to create solutions for community issues.

Table 1: Participant self-assessment of abilities associated with program learning objectives (N = 18)

As a result of participating in the LEADeres program, I...	
Am able to effectively use self-assessments to better understand my individual traits.	100%
Understand how my individual traits are associated with leadership.	94%
Have an awareness of the intersections among personal, cultural, and professional identities and how they impact individual leadership styles.	100%
Am able to identify strategies needed to successfully navigate professional environments.	94%
Will be able to successfully use the strategies I learned to navigate professional environments.	100%
Understand existing opportunities for community and civic engagement.	83%
Feel empowered to identify ways I can become involved in the community.	78%
Understand how to develop personal goals.	94%
Understand how to develop professional goals.	94%
Am able to apply Human-Centered Design principles to create solutions for community issues.	83%

Participants were relatively positive about the structure of the program. Eighty-two percent “agreed” or “strongly agreed” that the structure of the program was conducive to their learning (N = 17) and 88% (N = 17) felt that their personal objectives for participating in the program were met. Participants especially enjoyed working in their Social Impact Project teams and would appreciate more structured time for that work in the sessions.

Participants enjoyed the content of the sessions, but in some cases would have preferred to have more activities that allowed for the application of the knowledge and skills they were learning, either within the session or as homework. Sixty-five percent (N = 17) felt there was enough time allotted to cover the material, and 59% (N = 17) felt that topics and content met their expectations.

Networking is a critical component of the program and a key strength of LEADeres. Participants enjoyed the opportunity to network with each other, the facilitators, and the guest speakers and panelists. In fact, they would like *more* time to network with facilitators and “experts”: Only 47% of participants felt the networking opportunities in the program met their expectations, and 41% felt they had sufficient time to work with seasoned experts and community leaders. One of the core assets of the program was the exposure of participants to various workplaces and leaders for the companies at which the sessions were held. Graduates are interested in continued networking opportunities. Some also expressed a desire to be part of a closed social-media group with their cohort.

Participants identified the facilitators as an area of strength for the program; however, a few participants mentioned concerns about the diversity of the facilitators and presenters or expressed that they would have liked to see a broader representation of the Latinx community. Some participants felt Latinx professionals with Mexican backgrounds may have been overrepresented.

Participants who expressed a desire for further professional development specifically suggested additional LEADeres classes; guidance on joining boards or commissions; and support in navigating the West Michigan professional landscape.

Table 2: Program delivery (N = 17)

The structure of the program was conducive to my learning.	82%
My personal objectives for participating in LEADeres were met.	88%
There was sufficient time to meet and network with other participants throughout the program.	41%
The amount of time spent networking with and learning from seasoned community and civic leaders met my expectations.	47%
The topics and content for the program met my expectations.	59%
Enough time was allocated to cover the program materials.	65%

Eighty-two percent of the participants “agreed” or “strongly agreed” that the program was well managed (N = 17). Ninety-four percent of participants felt the Program Director was approachable and that their questions were answered in a timely manner (N = 17). A couple of students expressed frustration with graduation – not with the structure or the event itself, but due to their feeling that some attendees were not as focused on the presentations as they would have liked them to be.

Table 3: Program management (N = 17)

The program was well managed.	82%
The communications I received throughout the program were timely.	100%
My questions were answered in a timely manner.	94%
The Program Manager was approachable.	100%
The Program Director was approachable.	94%

Participants were asked what they wished they would have known before they started the program. Many of the responses were related to better understanding the program's structure, its content, and expectations for the amount of time they would need to allocate for participation. For example, some participants would have liked to have a clearer sense of the expectations for the program, the preliminary agenda for the program, and what would be covered in each segment. Others indicated they would have liked to know how much time they would need to spend outside of the program on the Social Impact Project – both for meeting with their groups and for conducting interviews. Participants also mentioned that they would have liked to know who the facilitators and speakers were going to be.

Recommendations

Orientation

- Develop pre-program activities/timeline in order to maximize time in segments.
- Include payment details with application and reconcile issues prior to the first session.
- Consider launching the program with a “social” opportunity for the participants to meet and engage with the Program Manager, Program Director, and facilitators.
- Consider having the following available to participants *in writing*, perhaps in a program guide or workbook format, the first time they come together:
 - Program and segment descriptions, goals, and learning objectives.
 - Facilitator bios.
 - A clear description of and timeline for the Social Impact Project.
 - Introduction and explanation of the Adaptive Leadership Plan.
- Highlight the Theory of Change. Explain the connections among the program objectives, the order of sessions, the Adaptive Leadership Plan, the Social Impact Project, and the rationale for why components are scheduled as they are.

Adaptive Leadership Plan

- Formally introduce the Adaptive Leadership Plan and the expectations for working on and completing it.
- Identify who will be a point person for individual participant questions and/or support throughout the program.
- Create structure (specific activities and timeline) for the participants to work on the plan throughout the program.
- Create an opportunity for participants to share their plan at the end of the program. Perhaps consider a friendly competition.

Social Impact Project & Design Thinking

- Differentiate between the role of student experience with and leadership in the Social Impact Project and learning / being trained in Design Thinking.
- Consider calling the Social Impact Project segment “Design Thinking” or “Human-Centered Design” in order to communicate the value of the Design Thinking training that participants receive.

- Further define the Social Impact Project: Develop a timeline for the work, identify expectations for project requirements outside of the sessions (and/or add time within the sessions); identify common expectations for output (presentation); and include a defined introduction to this component of the program.

Participant Networking

- Consider beginning and ending the program with an opportunity for participants and facilitators to interact and network (other than at graduation).
- Consider ending the program with an opportunity for participants to present their Adaptive Leadership Plan.
- Identify other opportunities for networking for participants – perhaps “endorsed” community events or events sponsored by program leaders and facilitators.

Segment Content

- Content and learning-objective alignment: Review segment evaluations and identify the learning objectives with lower scores. Refine the segment descriptions and learning objectives and/or identify whether content refinement is warranted.
- Delivery: Review segment evaluations to identify any changes needed in the delivery of each segment (e.g., scheduling more breaks, incorporating more opportunities for students to apply their learning, etc.).
- Identify and incorporate reflection questions for each segment (as appropriate).
- Allocate some time to work with Social Impact Project teams during the program sessions.

Methods

The following methods were used to develop the content and collect the data found in this report.

Semi-Structured Interviews

Semi-structured interviews were conducted with facilitators, the Program Director, and the Program Manager in order to create the program and segment descriptions, goals, and learning objectives.

Segment Evaluations

At the end of each segment, participants were asked to complete a segment evaluation. The segment evaluations were administered on paper at the end of each segment. Participants were asked to indicate the extent to which they agreed or disagreed with several statements about the logistics, learning objectives, and delivery of the sessions. The scale for each ranged from 1 to 5, with “1” indicating “Strongly Disagree” and “5” indicating “Strongly Agree.”

Program Evaluation

At the end of the program, participants were asked to complete the LEADERes Program Evaluation. This survey was administered via Survey Monkey. Participants were asked to indicate the extent to which they agreed or disagreed with several statements related to the program learning objectives and the overall delivery of the program. The scale ranged from 1 to 5, with “1” indicating “Strongly Disagree” and “5” indicating “Strongly Agree.”

Appendices

Appendix I.A. Orientation Activities

Activity	Time
Welcome	2 min.
Welcome – Site Host	10 min.
Program History	10 min.
Program Agreements, Expectations, & Logistics	15 min.
Participant Introductions – Picture Activity: Name, Position, Company/Profession, Picture	45 min.
Program Goals Introduction to the Adaptive Leadership Plan Introduction to the Social Impact Project	30 min.
Overview of Future Sessions (5 min. each) Cultural Intelligence Leadership Professional Development Social Impact Project Community & Civic Engagement	25 min.
Team Formation – Lunch With Team	30 min.
One World Diversity	2 hours
Introduction to Design Thinking (Phases I & II)	2.5 hours
Reflection & Goals for the Program / Adaptive Leadership Plan	30 min.

Appendix I.B. Orientation Data Summary

Logistics

	N	% 4/5	Comments Related to Suggestions for Improvement
I was able to find the location for today's session easily.	17	82%	<ul style="list-style-type: none"> • Couldn't enter through front door. • Signs at the location for where meeting would be held.
The location was conducive to learning.	17	100%	No comments
The food met my expectations.	17	94%	<ul style="list-style-type: none"> • More water please.

Additional comments related to suggestions for logistical improvements:

- More breaks (2 mentions).
- Make the meeting more environmentally friendly and provide recycle bins for recyclable plastic items. Healthy meetings. Fruits and veggies for snacks, please.
- Too long.
- More activities so we're not sitting all the time. More music. Savory snacks.
- A lot of information was only provided verbally.

Goals

	N	% 4/5	Comments Related to Suggestions for Improvement
I understand the purpose of the LEADeres program.	17	94%	No comments
I understand the expectations for participating in the program.	17	100%	<ul style="list-style-type: none"> • Orientation manual to be able to read and prepare beforehand.
I was able to get to know someone new today.	17	94%	<ul style="list-style-type: none"> • Maybe more ice-breakers to get to know each other.
I understand the basic principles of Human-Centered Design.	17	82%	No comments
I understand the timeline for the Social Impact Project.	17	88%	No comments

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I know what homework I have to complete before the next session.	17	94%	<ul style="list-style-type: none"> • Homework listed on the agenda for the next session. • Maybe at the end of presentation show a slide bullet pointing next steps and homework before each session. Simple and concise.
I understand the purpose of the Adaptive Leadership Plan.	17	76%	<ul style="list-style-type: none"> • A little more on Adaptive Leadership Plan.
The performance helped me to understand how diversity issues are connected to leadership development.	15	93%	No comments
The performance helped me to understand diversity issues in the workplace.	17	88%	No comments

Participants made the following comments about **what they liked best about the orientation session.**

- Experience design thinking (4 mentions).
- The performance and conversation, the design and interaction.
- The performance showed me that I am not alone in my thoughts and how as a Latina I undermine myself sometimes. It was great to hear encouragement.
- I enjoy the activities and the presenters.
- Intros and the adaptive leadership. They were very enjoyable and allowed us to learn from each other.
- Excellent presentation and facilitator (design thinking).
- The bonding felt right away.
- Project in teams, two teams competing.
- Interactive.
- All activities, sharing and meeting new people. Learning that I can have an impact in my community.
- Sharing about ourselves and the other people. Eating with our teams.
- Childhood picture exercise to get to know each other.
- The presentation from Spectrum employee and diversity issue performance and discussion.
- The session on workplace and design thinking.
- Interactive modules to maintain engagement.

Appendix II.A. Cultural Intelligence Segment Activities

Activity	Time
Welcome & Housekeeping (Carlos Facilitated)	9:00am – 9:30am
Welcome	
Welcome – Site Host	
Participant Questions	
Introduction of Cultural Intelligence Facilitator	
Cultural Intelligence	9:30am – 12:00pm
Cultural Intelligence	
Authentic Self	
Break	
Cultural Values & CQ Results Review of Individual CQ Reports	
Lunch	12:00pm – 1:00pm
Telling Your Story	
Guest Speaker – Framework for Storytelling	
Writing Personal Stories	
Sharing of Stories from Table Selections	
Break	3:15pm – 3:30pm
Presenting Stories for Feedback to Tables	
Sharing Stories to Group	
Closing Remarks – Carlos	

Appendix II.B. Cultural Intelligence Data Summary & Comments

Learning Objectives

This session helped me to...	% 4/5	Comments Related to Suggestions for Improvement
Understand the meaning of Cultural Intelligence.	82%	No comments
Understand why Cultural Intelligence is important to my life.	88%	No comments
Identify how my personal cultural values impact my experiences at home.	82%	<ul style="list-style-type: none"> • Too short to get into how to apply personally and at work and in the community well.
Identify how my personal cultural values impact my experiences at work.	94%	
Identify how my personal cultural values impact my experiences in the community.	100%	
Understand what it means to be my authentic self at home.	71%	No comments
Understand what it means to be my authentic self at work.	76%	No comments
Understand what it means to be my authentic self in the community.	76%	No comments
Understand the key elements of storytelling and how they relate to leadership.	82%	<ul style="list-style-type: none"> • I love these kind of assessments and the reflections they encourage us to do. I also love the chance to share stories – not sure two minutes was really sufficient. I think ideally we would have gotten feedback from the whole group on the four stories that were shared to see if they met the goals/how they could be improved. • More individual time on the “tell your story” section.

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Use my individual findings from the CQ to identify areas for personal development.	88%	<ul style="list-style-type: none"> • Maybe explore some of the CQ in pairs. • More time to compare results of the CQ Test with people in my work group. • Maybe more time to discuss our individual results – stuff that surprised us or examples of how we see them show up in our work/life.
Use the findings from the CQ assessment to articulate goals for personal growth in Cultural Intelligence.	94%	<ul style="list-style-type: none"> • I'm always skeptical of assessments that tell me about myself. I feel if I took this test on a different day, my assessment would be totally different.
Use the LEADeres Adaptive Leadership Plan to articulate goals for personal growth in the area of Cultural Intelligence.	82%	No comments

Logistics (N = 17)

	% 4/5	Comments Related to Suggestions for Improvement
I was able to find the location for today's session easily.	88%	<ul style="list-style-type: none"> • Add once one has found red elevators, go to lobby to get access to the floor.
The location was conducive to learning.	94%	No comments
The food met my expectations.	100%	No comments
There were enough breaks throughout the day.	94%	No comments

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The length of the session was appropriate.	100%	<ul style="list-style-type: none"> This was a lot of good and deep information to absorb in a two-day class. This would be helpful offering the class in a part 1 and part 2. Instead of cramming cultural intelligence into one day, maybe allow another day or two to fully understand or deep dive on the program.
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Delivery (N = 17)

	% 4/5	Comments Related to Suggestions for Improvement
This session's activities helped me learn the concepts being presented.	88%	<ul style="list-style-type: none"> Need more activities to move around. Thought it was very good, but maybe more activities.
The session was engaging.	94%	<ul style="list-style-type: none"> The facilitator is very knowledgeable; great facilitator.
Time was well used in this session.	76%	No comments
The learning objectives for this session were clear.	82%	No comments

Participants made the following comments about **what they liked best about the Cultural Intelligence session**.

- Our stories matter. It was great to hear people's stories and understand (or make sense of) why people are the way they are.
- Identificar a travez de la evaluacion comde estoy y haciadonde voy para avanza en un tema nuevo pero importante en mi vida diaria.
- Conversations with my group and stories they shared.
- Sharing our stories and reviewing our results.
- The data on ourselves.
- Mariano and storytelling session.
- The storytelling and understanding how to do that while being culturally aware.

- Understanding who I am and what shapes me is so important. I absolutely loved and enjoyed and it put a lot of things into perspective and it made me curious to learn more. Sharing with others and hearing where others are at!
- Was very engaging/informative and helpful personally. Storytelling was great.
- Presenters/facilitators had passion in how they delivered the info.
- The storytelling part was very informative. I learned how to write a story.

Participants made the following comments about **what they would change about the Cultural Intelligence session.**

- There were lots of moments when Kristin didn't need to make any comments on people sharing their experiences and views. Representation matters and it would be great to see representation from the presenter as well. On a regular basis, we have to deal with the dominant culture and it would be nice to get a break.
- Saber como se puede manejar la situacion de comentar en Espanol y que alguien traduzca. No es mi intencion excluir a nadie cuando expreso mis pensamientos o opinion en espanol. Solo es mas facil poder enviar el mensaje comecto. Tar ni en espanol algunas veces.
- Public speaking is hard.
- It would be great to also include social-emotional piece, although talked about in general, but were it more intertwined into CQ.

Appendix III.A. Leadership Segment Activities

Activity	Time
Welcome & Housekeeping (Carlos Facilitates)	9:00am – 9:20am
Welcome	2 min.
Welcome – Site Host	3 min.
Reflection About Prior Session (Carlos Facilitates)	7 min.
Project Updates (Informal)	5 min.
Introduction of Facilitator	1 min.
Leadership	9:20am – 12:30pm
Session Overview	5 min.
Introductions Coin Exercise – Story Sharing based on Date of Coin	60 min.
Debrief About Coin Exercise	10 min.
Changing America Video & Debrief	25 min.
The Authentic You (Values, Focus, Vision, Mission) What Drives You?	
Break	11:00am – 11:10am
Cross-Cultural Communication	80 mins.
Trust & Credibility	
Leadership & Communication – Communications Style Inventory & Debrief	
Building Trust Exercise & Debrief	
Lunch	12:30pm – 1:00pm
Debrief About Morning Session	30 mins.
Five Levels of Leadership	10 mins.
Team Activity	40 mins.
Debrief About Learning From Maxwell	60 mins.
Overview of Levels of Leadership	
Leadership Characteristics & Self-Reflection	
Break	3:20pm – 3:30pm
Successful-Leader Case-Study Group Exercise	75 mins.
Reflection Questions – Independent Reflection	15 mins.

Appendix III.B. Leadership Data Summary & Comments

Logistics

	N	% 4/5	Comments Related to Suggestions for Improvement
I was able to find the location for today's session easily.	16	100%	No comments
The location was conducive to learning.	15	93%	<ul style="list-style-type: none"> • Heat obviously. • Location with heat is important. • Make sure the temperature in the room is adequate.
The food met my expectations.	16	63%	<ul style="list-style-type: none"> • Please provide more water. • Would like a warm lunch. • More fruit/veggies to snack on.
There were enough breaks throughout the day.	16	75%	No comments
The length of the session was appropriate.	16	75%	No comments

Learning Objectives (N = 17)

This session helped me to...	% 4/5	Comments Related to Suggestions for Improvement
Identify the perspectives and behaviors associated with leadership.	88%	No comments
Understand how my cultural identity impacts my leadership style.	88%	No comments
Understand how my personal identity impacts my leadership style.	94%	No comments
Understand how individual communication styles influence leadership.	100%	No comments
Understand how leaders influence others.	94%	No comments
Understand how leaders motivate others.	94%	No comments
Understand how my leadership role may differ at home, at work, and in the community.	88%	No comments

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Identify a personal level of leadership in one or more contexts.	88%	No comments
Develop personal leadership goals using the LEADeres Adaptive Leadership Plan.	71%	No comments

Delivery (N = 17)

	% 4/5	Comments Related to Suggestions for Improvement
This session's activities helped me learn the concepts being presented.	94%	No comments
The session was engaging.	94%	No comments
Time was well used in this session.	59%	<ul style="list-style-type: none"> • More time management. • Didn't get to personal brand. • Appreciated time devoted to questions but missed out on branding parts. • Activities cut into reflection time which is very helpful. • Have more time for the case studies.
The learning objectives for this session were clear.	88%	No comments

Participants made the following comments about **what they liked best about the Leadership session.**

- Ana was amazing. I learned a lot and she is very dynamic. Gracias Ana.
- The speaker Ana was very engaging.
- Facilitator's delivery.
- Group work was fun. It was great to get to interact with different groups of people than our regular team.
- Group work.
- Team aspects, storytelling by group.
- The activities as a team and collaborating with each other.
- The engaging activities.
- Breakout sessions.

- Case-study activity.
- Good information!
- Great session. Thank you!
- Very engaging and I learned much about my leadership role.
- My leadership role and how to grow from here.
- The amount of time the participants were able to contribute with questions. Activities.

There was one comment made by a participant about **what they would change about the Leadership session**:

- Be more dynamic, more active.

Appendix IV.A. Professional Development Segment Activities

Activity	Time
Welcome & Housekeeping (Carlos Facilitates)	9:00am – 9:20am
Welcome	2 min.
Welcome – Site Host	3 min.
Reflection About Prior Session (Carlos Facilitates)	7 min.
Project Updates (Informal)	5 min.
Introduction of Facilitator	1 min.
Professional Development	9:20am – 11:55am
Session Overview	20 min.
Introduction Activity – Hope to Gain	8 min.
Cultural Axiology	25 min.
Performance, Image, & Exposure	45 min.
Break	11:00am – 11:15am
Feedback	10 min.
Proactive Leadership – Circle of Influence/Circle of Control	30 min.
Lunch	11:55pm – 12:50pm
Social Impact Project Check-In (Review Data, Start to Understand Insights)	5 min.
Guest Speaker	45 min.
Break	1:40pm – 1:55pm
Total Compensation	45 min.
Negotiation Preparation	40 min.
Break	3:20pm – 3:25pm
Adaptive Leadership Plan	40 min.
Self-Care	10 min.
Reflection Questions	15 min.
Group Time (Optional)	30 min.

Appendix IV.B. Professional Development Data Summary & Comments

Logistics

	N	% 4/5	Comments Related to Suggestions for Improvement
I was able to find the location for today's session easily.	19	90%	No comments
The location was conducive to learning.	17	80%	No comments
The food met my expectations.	18	85%	<ul style="list-style-type: none"> • Lunch needs to improve.
There were enough breaks throughout the day.	18	85%	<ul style="list-style-type: none"> • More breaks.
The length of the session was appropriate.	18	80%	No comments

Learning Objectives (N = 20)

This session helped me to...	% 4/5	Comments Related to Suggestions for Improvement
Understand the hidden assumptions of the professional workplace.	90%	No comments
Understand job performance, image, and exposure as they relate to navigating hidden assumptions of the professional workplace.	100%	No comments
Know how to use a negotiation checklist in the context of seeking a new job or promotion.	100%	No comments
Understand my personal identity in the context of my work environment.	95%	No comments
Use strategies to identify and differentiate among things within and outside of my control.	95%	No comments
Make decisions and take actions based on whether something is within or outside my control.	100%	No comments
Develop and articulate individual goals for professional and career development using the LEADeres Adaptive Leadership Plan.	100%	No comments

Delivery (N = 20)

	% 4/5	Comments Related to Suggestions for Improvement
This session's activities helped me learn the concepts being presented.	95%	<ul style="list-style-type: none"> • Some group discussions/activity. • We should do more role-playing to make it more fun.
The session was engaging.	90%	<ul style="list-style-type: none"> • More engaging, but good info! • Maybe do more engaging activities. • A few more interactive activities but not necessary. • It was a lot of sitting and listening. Maybe more interactive.
Time was well used in this session.	95%	<ul style="list-style-type: none"> • Have time with our project groups.
The learning objectives for this session were clear.	100%	No comments

Participants made the following comments about **what they liked best about the Professional Development session.**

- The skills taught are the most practical and easily applicable to current professional career.
- I enjoyed Mindy's engagement and interaction with everyone. She kept us engaged and used examples which is always good when explaining things.
- Very informative and great material given. We had time for reflection.
- SMART goals. Learning how to narrow down your goals and achieve them.
- Compensation, I learned to ask for what I have worked for.
- Mindy was amazing. I loved how she shared her personal life. She is my favorite speaker so far.
- The entire session was engaging and interesting.
- It was very practical and actionable with tools that I can use in the future.
- The information is great.
- Milinda's concrete advice and great presentation!
- Pie. Salary conversation. Best session so far. Useful, practical, relevant.
- Material/topic was presented very well. Facilitator was great.
- Definitely the most practical session so far. Lots of valuable information.
- Lots of great information.

- Content/presentation was useful.
- The real-life examples provided by the presenter and participants.
- The insights given by speaker. Salary negotiation.
- Milinda is engaging and easy to relate to. She kept it real, and that's helpful for this type of program. The topic is great.
- Mindy did an awesome job! Please keep this session for future cohorts.
- Everything.

Participants made the following comments about **what they would change about the Professional Development session**. Half of them commented about when they felt the session should be offered.

- I highly recommend teaching this session at the very beginning of the cohort.
- This should be the first class of the program just so we can also make goals for the program.
- To be moved to first session. It is the base of all we are doing.
- A more early time offered.
- Be a more goal-orientated session.
- We could dedicate more time to talking about our experiences, maybe in a smaller group setting.
- I think talking about wages is helpful, but there are not enough safe spaces for us to do that, generally.
- I didn't understand how the guest speaker related to today's topic. I think that time could have been better used continuing with Mindy's presentation and reflection time at the end.

Appendix V.A. Social Impact Project Segment Activities

Activity	Time
Welcome & Housekeeping (Carlos Facilitates)	9:00am – 9:20am
Welcome	2 min.
Reflection About Prior Session (Carlos Facilitates)	7 min.
Re-Introduction of Facilitator	1 min.
Human-Centered Design	9:20am – 12:00pm
What Do You Remember – Recap/Reflection on Human-Centered Design	35 min.
Individual Reflection & Sharing	
Reflections & Takeaways From Research – Group Debrief Time & Report Out	50 min.
Paper Airplane Exercise	15 min.
Lunch	12:00pm – 1:00pm
Steelcase Tour	45 min.
6 Blocks of Creative Thinking	5 min.
Understanding What We Want to Explore	55 min.
User Stories – User, Needs, Why	45 min.
How Might We...	15 min.
Break	3:45pm – 3:55pm
Ideation/Brainstorming	10 min.
Sense-Making – Ideation	15 min.
Prototyping Agile Work	25 min.
Diffusing Risk & Embracing Uncertainty	10 min.
Wrap-Up – What to Expect for Next Session	5 min.

Appendix V.B. Social Impact Project Data Summary & Comments

Logistics (N = 21)

	% 4/5	Comments Related to Suggestions for Improvement
I was able to find the location for today's session easily.	76%	<ul style="list-style-type: none"> The email had the location and address, but the building name was not provided in the email. Please add "Learning and Education Center" in reminder.
I was able to park easily.	95%	No comments
The lunch met my expectations.	81%	<ul style="list-style-type: none"> Other types of Latin food would be nice. The food was amazing.
There were enough breaks throughout the day.	86%	No comments
The length of the session was appropriate.	86%	<ul style="list-style-type: none"> It's not long enough. More time will be great. More time. Time needs to be shorter.

Learning Objectives (N = 21)

This session helped me to...	% 4/5	Comments Related to Suggestions for Improvement
Be able to describe the phases in the Human-Centered Design process.	86%	No comments
Understand how to engage in stakeholder interviews to gather user insights.	81%	No comments
Synthesize feedback to inform recommendations.	76%	No comments
Create recommendations for strategies to address identified needs.	76%	No comments

Delivery (N = 21)

	% 4/5	Comments Related to Suggestions for Improvement
This session's activities helped me learn the concepts being presented.	95%	None

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The session was engaging.	95%	No comments
Time was well used in this session.	90%	No comments
The learning objectives for this session were clear.	90%	No comments

Participants made the following comments about **what they liked best about the Social Impact Project session.**

- Love it.
- I have a better understanding about what my project is about.
- Collaboration component. Thinking outside the box. Being uncomfortable.
- Having time to connect and have conversations.
- I was challenged to think outside the box. We shifted our tour.
- Brainstorming activity.
- Development. The idea to develop is unique for each person.
- Engagement. Helpful tools.
- Activities and tour of Steelcase.
- Tour!
- Touring Steelcase. Working on our project with Marlene.
- Marlene is very professional. Me encanta su metodo de facilitar. Gracias.
- Airplane activity.

Participants made the following comments about **what they would change about the Social Impact Project session.** Many commented that they felt they needed more time and/or that the session should be earlier in the program sequence.

- Do it earlier in the program so that we have more time to work on the project.
- Maybe having this session earlier in the program.
- I would have preferred this session to be number 2, like in November or December. Now I feel like I have to rush during this last month before graduation.
- More time is needed to go through the HCD and the project.
- More explanation.
- Move this session earlier in the program.
- Nothing about the session, but it is hard working with a team.
- The classroom – it would be nice to have windows and more of an open space.

Appendix VI.A. Community & Civic Engagement Segment Activities

Activity	Time
Welcome & Housekeeping (Carlos Facilitates)	9:15am – 9:45am
Welcome – Carlos	2 min.
Welcome Progressive AE	5 min.
Housekeeping – Graduation	15 min.
Re-Introduction of Facilitator	1 min.
Community & Civic Engagement	9:45am – 12:00pm
Defining Community & Civic Engagement	
Barriers to Becoming Involved	
Lunch	12:00pm – 1:10pm
Community & Civic Engagement Guest Panel	80 min.
Moving From Excuses to Action	90 min.
Finding Ways to Be Involved	
TEDx	
Group Work Time	60 min.

Appendix VI.B. Community & Civic Engagement Data Summary & Comments

Logistics

	N	% 4/5	Comments Related to Suggestions for Improvement
I was able to find the location for today’s session easily.	21	95%	No comments
I was able to park easily.	20	100%	No comments
The lunch met my expectations.	21	95%	No comments
There were enough breaks throughout the day.	21	71%	<ul style="list-style-type: none"> • More breaks.
The length of the session was appropriate.	20	85%	<ul style="list-style-type: none"> • I believe the sessions should be shorter, such as 3 PM.

Learning Objectives (N = 21)

This session helped me to...	% 4/5	Comments Related to Suggestions for Improvement
Understand the various ways I could be involved in local government.	76%	No comments
Understand the various ways I could be involved in political advocacy.	71%	No comments
Understand the various ways I could be involved in the community.	86%	No comments
Identify ways I am already engaged in the community.	86%	No comments
Understand the personal value of the contributions I can make to the community.	86%	No comments
Understand how community engagement supports the identification and development of transferable skills that connect to leadership and professional development.	76%	No comments
Make connections between personal identity and social and political issues of interest.	62%	No comments
Make connections between personal identity and opportunities for community and civic engagement.	81%	No comments
Differentiate among cultural norms as they relate to political self-expression.	57%	No comments
Develop individual goals for community and civic engagement using the LEADeres Adaptive Leadership Plan.	57%	No comments

Delivery (N = 21)

	% 4/5	Comments Related to Suggestions for Improvement
This session's activities helped me learn the concepts being presented.	76%	None
The session was engaging.	90%	None
Time was well used in this session.	90%	None
The learning objectives for this session were clear.	71%	None

Participants made the following comments about **what they liked about the Community & Civic Engagement session.**

- The panel was very inspiring. It motivated me to do more.
- The facilitators.
- Panel was excellent. Group conversations were excellent.
- It got me motivated to GTSDI.
- The speaker was engaging.
- The interactive nature of it kept me engaged.
- I am motivated to keep working for my community.
- Some of the videos.
- Understanding how I am already making an impact on my community.
- Raul, you have great passion and energy. Your experience adds so much value to what you teach. Thank you for motivating me to get that shit done.
- Working in groups and sharing our experiences was helpful. There was a lot of lifting each other up, so that was really well done.
- Videos shown and small group discussion.
- Really good conversations.
- The discussion.
- The conversation.

Participants made the following comments about **what they would change about the Community & Civic Engagement session.**

- More structured tools.
- Start with the panel and build from there.
- Have a clear goal. At some parts of the day, I was confused and did not get the connection.
- Maybe skipping ahead to the systems and collaboration conversation directly.
- Better dissemination between collective vs. individual responsibility. Systems vs. individual responsibility.
- Facilitation at times felt divisive/aggressive but led to good conversation, so ultimately goal achieved.
- I don't know. Felt like I was being shamed for not doing enough in the community.
- I think the discussion was framed in terms of doing more and everyone having to do more, rather than starting with the ways we already engage to see if there was room to improve from that. The room is largely high-achieving women who are initially engaged

and do give back. We are taught to overload ourselves and never say no, even when saying no can be really healthy for us. I wish the discussion had been more tailored to the audience, in that sense.

- Not much. More on the subject on how often we diminish our accomplishments.
- Raul's approach was a bit hard for me to handle. The way he presents is alright, but he interrupts people when they talk. To me, that's disrespectful. Sometimes when we are talking, we are developing our ideas, and his interruptions made it hard for me to concentrate. A lot of it felt like mansplaining, and we deal with that all the time.
- The facilitator's approach did not encourage engagement from several of the women in the group. The interruptions of those speaking were frequent and distracting. I felt discouraged to contribute in the way I wanted to and work through my civic engagement portion like I would have liked to because of this approach.
- Make sure the speaker is not preaching to the choir.

Appendix VII: Program Evaluation Comments

VII.A. Comments related to better supporting personal growth and development

- I believe that an alumni group that remains active after the program would be a great point of connection for myself and for other participants. To promote & invite other participants to my initiatives and for me to learn and support initiatives by other people new to my network.
- More time learning from each other, less listening to speakers. More dialogue.
- I believe the program would be stronger if there was a more genuine interest from the director towards the participants. It seems he was there to facilitate but not to get to know the participants.
- I believe that the curriculum of the classes made it for me to understand better the objectives of the course, but I wish we were able to apply the information we learned and that we had “homework” to do between the courses or even a small portion at the next meeting to discuss what we learned instead of the class assignment.
- I think it would be nice to hear from two different speakers for each topic so we would have different perspectives on the topics. I would have appreciated more discussions in class amongst ourselves, together with lectures.
- Was a great experience. Self-awareness of our great skills. Sometimes we do not recognize those skills that we already have.
- Sessions are too long. More breaks between sessions would be great.
- I’m 15 years into my career and would have liked a more advanced session on professional development or leadership.
- There were a lot of presenters who have roots in or are from Mexico. I think in order for it to be a “Latino”-focused group, there need to be more diverse voices. It would send a more encompassing message vs. just having a monochromatic identity.
- I would’ve liked to go out in the community and in some way showed each other tricks or strategies to engage more with the community.
- Raul was not a good choice. Replacing him with another speaker would have been a good idea.
- I believe that a little more structured time for the groups to meet during in class might have been helpful to other groups. My group met quite often other than in class.
- Closed social-media group for graduates with opportunities and resources.
- It would have been useful each time to have us sit with different participants to network a bit more and get to know the other participants.

- I believe the hosts and speakers were all amazing, and I would've loved a social meeting/panel discussion at the end of the course including everyone to speak, too. Yes, we kind of had the opportunity at the graduation, but between getting ready for the class assignment presentation, family, friends, Start Garden, etc., we weren't given much time to mingle and network.
- Assume that there is a high level of community involvement already. Most of us hear about the program through friends and colleagues who attend the same meetings we attend and are involved in the same programs and committees we are.
- Thinking out of comfort zone or an activity outdoors to provide a different skill.
- The content is good as is.
- I would've liked the training sessions to have been done in one week with monthly connections to work on the assigned project. I would have enjoyed less politics and more sessions on development to include strengths, communication skills, continuing education, career-path counseling, etc.
- If folks were working on an item related to their personal development, it would be great to have the space to promote those items at the end of each session. We did it informally after class, but something at the end of class would be nice, too.
- Having a subsequent program, focused on navigating the West Michigan professional landscape. Possibly introductions to professional-development groups.
- Creating more LEADeres classes.
- Info/training on how to join boards/commissions.
- Regarding the curriculum, less time should be spent on the culture component. It seems like we touched on this quite heavily over the first 3 meetings. Culture is a very important topic, and I am glad that we discussed this during the program. However, I believe that it would be more useful to the program if a clear delineation was made between the personal work people should do in terms of understanding culture and the professional and collective work that would be done surrounding culture. I think of this as the difference in understanding my personal culture vs. the culture of my people (Latinos).
- The curriculum didn't always align with or account for the talent or expertise in the room. Personally, I'd hoped the material would have challenged our thought and behaviors about what it means to be a mid-level Latino professional in Grand Rapids / West Michigan. It would've been nice to have had the opportunity to learn from one another (e.g., Carola present on self-care as a Latino leader or Sergio present on civic engagement / being on boards or commissions). In doing so, we'd learn more about each other professionally and it would widen the facilitator talent pool for future cohorts.
- There were several aspects of the program that seemed centered on Mexican culture (i.e., most of the facilitators were of Mexican descent and the food was mostly Mexican

cuisine). It is important that the cuisine and facilitators give a full representation of Latino culture, minimally those represented within our community.

- The research projects were pre-selected, which didn't allow participants to explore other community issues that were important to them as Latinos. Some topics that would have been of interest to me: health equity, policy reform, education, mental health, etc.
- The graduation program should be timely. There didn't seem to be enough time to fit everything on the program during the time allotted. Graduation ceremony funds should be used to fund business of women and people of color (e.g., host the graduation at Baxter, LINC, or Grandville Arts Academy). This will also provide community members who may not normally be exposed to these areas in our community to do so.
- The exclusion of Caribbean and South American countries on the LEADeres logo is very concerning. The absence of these countries gives a strong impression that they aren't important and that they are not solicited as a part of the program's target audience/demographic.
- Lack of diversity of Latino participants. Why is there an under-representation of Afro-Latino participants? What is being done to recruit these participants and learn from them? This lack of representation caused this experience to feel isolating at times. This was amplified due to the other factors mentioned in the comments made in 3, 4, & 6. Having more diverse Latino participation helps acknowledge the complexity of the Latino experience and reinforces that all these experiences are valid.
- I think taking StrengthsFinder 2.0 and dividing groups based on their strengths would be helpful. Groups should then have a member of each of the StrengthsFinder categories represented.
- Groups should present to each other prior to graduation to provide constructive criticism, accountability, and practice. This will provide more opportunities to practice and support (if appropriate) points made by other groups to drive our collective point home for the audience. Also since the graduation is community facing and we want to ensure polished & professional communication.
- Provide more hands-on/active learning opportunities. Sitting for 8 hours is difficult. Collaborating with facilitators from other leadership programs or networks such UCC's Transformational Leadership, BLEND, Black Women Connect, etc.

VII.B. Comments about what participants wish they would have known before they started the program

- A little bit more about the people participating and maybe some of their goals for the program to help to meet them and connect over future projects or to invite them to networks.

- The amount of time required meeting with group members outside of the LTI sessions.
- Some of the comments from the director that I feel were demeaning at times when he was trying to get a point across. This is where I feel he did not take the time to get to know participants from their résumés.
- I am content with how much I knew about the program when I started. It was enough to get me excited, but not too much to make me want to find out more as the program developed.
- How great was the program.
- No further comments, I knew the concept of what the program was about.
- I would have had an overall idea of what to expect from the program. Preliminary agenda, or even expectations were clearer.
- I wish I would have known about the different modules and layout of the program. Some of the topics can be reduced, while others can be expanded.
- I can't think of anything else. The previous graduation I attended and the information including Paola's conversation were very helpful.
- I wish it had a more social-emotional component to leadership, and explore a bit more the types of leadership.
- N/A; the program was very good and definitely helped me in my professional and personal growth.
- Nothing.
- The final project. I think knowing the project firsthand will help us to develop thru the 8 months.
- I think attending the graduation gives folks a pretty fair representation of what the program will be. I had no questions since I attended the previous year's graduation.
- Who the presenters were going to be.
- The specific learning outcomes and curriculum.

VII.C. Comments about the strengths and positive aspects of the program

- The facilitators and the cohesiveness of the different modules.
- Networking.
- The affinity grouping is very important because it provides a safe place to talk about different topics, specifically interactions in the workplace.
- The program curriculum was amazing! I enjoyed everything I learned, the resources provided to us, and the people we met.

- Networking. I think there is such a great value in getting a bunch of us together forming the bonds that we do. I loved my team and got the chance to form strong relationships with them during our time together.
- Open the eyes of many professionals. We work every day, sometimes we do not have the hungeriness of other workers. We need more!
- Facilitators.
- Civic engagement.
- Connecting other Latinx leaders.
- I think one of the strengths is the vision. There is a vision to what this program strives for. I am not entirely sure if that direction should remain, but the vision should.
- The speakers and the activities that follow.
- Professional development skills, tools for salary negotiation.
- It's Latino-oriented. Being in a class with so many Latinos with so much shared experience was powerful, somewhat emotional for me. Thank you for this.
- Milinda's session was excellent.
- I got to work with some amazing people.
- The instructors and locations for the program.
- The professional development session was great because it brought up the topic of salaries. I think we do not spend enough time talking about our salaries, and it becomes such a taboo topic as opposed to making it okay to talk about money in the workplace and with our circles.
- Self-awareness, go beyond our position, to see that many others Latinos are looking for us or looking at us, we need to do great and the best we can always.
- Networking.
- Networking, branching out.
- Seeing the different premiere companies in West Michigan. The exposure to design thinking is very useful as well.
- The activities were interesting.
- Great locations, great food, met a lot of great people.
- Getting to meet other Latinos. Being all Latinos in a room.
- The program's reputation and access it gives participants to leaders in the community, specifically at graduation. The program continues to pave the way for other leadership programs which support leaders of color to thrive. This is a great form of advocacy. Mindy's workshop.
- Opportunity to tour and be connected with businesses hosting us for our workshops.

VII.D. Comments about what should be changed about the program

- A little more structure for the civic engagement. Also leading with Milinda Ysasi portion as the first class just seems to make more sense.
- The leadership book assigned should not be written by a white man.
- I appreciated the graduation ceremony, but was very disappointed by the low interest of invitees that appeared to have nothing to do with the program. If possible I think it would be beneficial to have a presentation with people that are actually interested in the topics we presented, and invite people that could have had a more critical view of the presentations that could have had a bigger impact of the work done by each group. I feel we were preaching to the choir instead of exposing ideas to new people.
- Instead of having a class project to work on all year long, maybe homework between the courses so that we can put into practice the items we were learning in the courses.
- Diversity of the speakers would be great. With the exception of Katie, all our speakers were Mexican (or Mexican American or Mexican descent). I know there is talent in the Latinx community that is not Mexican. Another thing would be the Civic Engagement session. Raul is a great human, but his facilitation skills do not facilitate a healthy dialogue when you have different views than him. There is also a lot of pressure to be involved in official formal ways and little focus on the small ways in which our community supports each other. I would value more facilitators for the session so we don't hear only one perspective.
- The order of some topics. The design thinking will be first with the project assigned. This way we can develop the project already with the skills thru the other topics.
- Need more breaks.
- Already provided that feedback in another box.
- To my first point, there needs to be more diverse voices in this program. I found that while the presenters were knowledgeable, it was very monochromatic and very universal message. For example, there was no presenter that is LGBTQIA or an Afro Latinx, just as an example. As Latinos, we are more than one culture, one ethnicity, and one nationality. At the graduation, it needs to be a little closed off to the wider community. It was very disrespectful that while graduates were presenting their findings, there were people networking who were not there for those individuals. I am glad that one of the presenters called them out, but that was not their job nor their purpose.
- Be outdoors for community engagement or activities outside.
- Change out Raul Alvarez for another speaker.