



# **Report**

## **Course Evaluation Survey**

### **GSL NY Program (2007)**

Presented to:

Global Student Leadership

Prepared by:

Carolina Casas-Cordero (GSL Alumna 2000)

and Leticia Pio (GSL Alumna 2006)



## *Executive Summary*

With the completion of the Course Evaluation Survey (CES) of the ‘GSL NY Program (2007)’, we now have empirical evidence about experiences, opinions and general satisfaction of the participants in the most recent GSL program. Overall, the participants indicated a high level of satisfaction with the program. The only negative issues related to the food and the dining facilities.

The Leadership for Local Change (LLC) curriculum was considered outstanding. The participants greatly valued the leadership classes. In fact, they ranked them among the two most useful components of the program. Some participants even asked to increase the number of classes and to be tested in the concepts learned. The Information and Technology classes received mixed reviews. . The English classes also received mixed reviews. The Conversations with Role Models classes were positively evaluated by the participants. Most of the comments focused on the positive things learned from these encounters.

Overall, the development of the Action Plan (AP)/Business Plan (BP) and the leadership classes were the most valued components of the entire GSL Program. This is reflected in the higher rating these components received in both the evaluation section as well as in the open-ended question about the Most Valuable Experience in the GSL Program. Finally, the evaluation of the GSL Team (2007) was extremely positive, as was the general administration of the program.

## *Acknowledgements*

Presented by:

Carolina Casas-Cordero<sup>1</sup>, Consultant

Master in Survey Methodology, University of Maryland

Bachelor in Economics, University of Chile

I would like to thank the Global Leadership Program, and in particular Ann Marie Almeida, GSL Executive Director and Michaela Walsh, GSL Founder for their support and guidance in this project. I would like to thank Leticia Pio<sup>2</sup> and Irene Kagoya<sup>3</sup> for their assistance in the development of the data collection instruments, and the follow up of respondents for the *Course Evaluation Survey* of the USA and Africa Programs in 2007. Finally I would like to thank Dr. Tracey Manning, from University of Maryland, for her advice on leadership evaluation approaches and for sharing instruments from the Legacy Leadership Institutes.

---

<sup>1</sup> Mrs. Casas-Cordero participated in the first GSL USA Program in 2000, along with other 25 young women from 9 countries from Latin America and the Caribbean.

<sup>2</sup> Leticia Pio participated in the first GSL USA Program in 2006, along with other 5 young women from 6 countries from America and Europe.

<sup>3</sup> Irene Kagoya participated in the first GSL USA Program in 2003, along with other 7 young women from 5 countries from Africa and America.

## *Table of Contents*

<i>Executive Summary</i> .....	2
<i>Acknowledgements</i> .....	3
<i>Table of Contents</i> .....	4
1. Introduction.....	5
2. The Evaluation Framework.....	5
2.1 Approaches to Leadership Evaluation .....	6
2.2 The GSL Evaluation Approach.....	6
2.3 Questionnaire Design.....	12
2.4 Data Collection .....	13
3. The Results.....	15
3.1 Leadership for Local Change Curriculum .....	15
3.2 English and Information & Technology classes .....	18
3.3 The Action/Business Plan .....	21
3.4 Cultural trips and Other activities .....	24
3.5 Organization and Accommodations.....	25
3.6 Overall Evaluation of the GSL Program.....	26
4. Summary of Findings.....	29
5. Recommendations.....	31

# 1. Introduction

This report evaluates the 8th annual Global Student Leadership Program (GSL) held on campus at Manhattanville College in July and August 2007. This year's Global Student Leadership program was offered in conjunction with the Office of the President at Manhattanville College.

The program featured a six-week Course that included classes on the four pillars of the Leadership for Local Change (LLC) curriculum: (i) Leadership and Communication, (ii) Enterprise Management, (iii) Advocacy, (iv) Information Technology and (v) English as Second Language. The program also included collateral activities such as Conversations with Role Models, Field Trips and Cross-Cultural Trips and Experiences. Participants, representing six countries (Tanzania, Kenya, Zimbabwe, Romania, Kosovo and Japan), took part in the GSL program 2007.

Following this Introduction, the report will present an overview of the GSL Evaluation Project. It will then discuss, in detail, the results of the Course Evaluation Survey (CES). Finally, it will present a summary of the findings and offer some recommendations. The appendices include the survey instruments and tables with the results of the survey.

## 2. The Evaluation Framework

The GSL Program is undergoing its first major redesign since its inception in 2000. In order to achieve the most effective structure, a framework was developed to evaluate the results of the 2007 Program. The framework includes:

- Assessments of change in leadership skills
- Perceptions of learning effectiveness
- Student evaluations of their training experience
- Follow-up to student Action/ Business Plans
- Narratives of leadership experiences.

A credible long-term evaluation strategy is required to assess the effectiveness of the GSL Program and to maintain or gain support from partners, stakeholders, colleagues and funding agencies. In this section we discuss some issues regarding the evaluation of leadership programs, and also present the evaluation framework developed for the GSL Program.

*“Leadership programs reported being frequently asked to document the outcomes and impacts of their programs. While many programs are capturing some outcome data, there are widespread feelings that more focus on evaluating outcomes and impact is needed in order to demonstrate effectively the impact that programs are having”. W. K. Kellogg Foundation, 2002.*

### 2.1 Approaches to Leadership Evaluation

Evaluation approaches vary widely and are shaped by deeply held assumptions regarding what produces knowledge, what constitutes valid knowledge, what makes knowledge useful, and so forth. In this section we present some key findings regarding evaluation frameworks typically used by leadership programs. A detailed discussion of these findings can be found in *“Evaluating Outcomes and Impacts: A Scan of 55 Leadership Programs”* (W. K. Kellogg Foundation, 2002).

***Different approaches yield different learning.*** The evaluation approach that one chooses has an effect on what can be learned. For instance, a *critical reflection approach* emphasizes the learning process and values the ability of participants to articulate what they have learned. A *theory of change approach* focuses on capturing outcomes that prove or disprove the validity of the program theory. Such an approach would be less appropriate to evaluate subtleties such as the nuances of leadership journeys. Although both of these approaches yield valuable information, the right choice depends on the criteria of those making the evaluation.

***Mixed methods studies are a widely used approach for evaluating leadership programs.*** Mixed methods approaches enable leadership program evaluators to take advantage of the diverse learning that different methods make possible.

***Experimental methods are difficult for leadership programs to design and implement.*** Leadership programs are designed to be responsive to the learning needs of the participants. Participants do not experience the same program in the same way. In addition, programs change and evolve over the course of their implementation. For both of these reasons, *experimental studies* do not generally constitute a feasible learning approach for many leadership programs.

***Qualitative approaches to learning.*** Case studies and leadership stories that describe leadership practice can capture the complexities and nuances of change. One of the challenges to using qualitative approaches is the difficulty of identifying common themes from which theories of leadership development can be articulated.

***Participatory and critical reflection approaches transform the purpose and power of learning.*** Participatory and critical reflection approaches empower program participants in their own learning and bring new voices into the process of knowledge creation. These approaches are more time-consuming and demanding of all involved, but they have the potential to radically alter what constitutes useful and valid knowledge.

## 2.2 The GSL Evaluation Approach

The GSL Program Evaluation Approach includes five components that integrate qualitative and quantitative assessments of the *outcomes* and *impact* of the program on the participants<sup>4</sup>. In this section we briefly describe these components, their purposes and the timeframe for their application. The design of this evaluation strategy is an ongoing process that started during the GSL Alumni Weekend 2007 (June 13-14, 2007) and will continue throughout 2008. Figure 1 illustrates the strategy developed to date.

### *Immediate Impact Survey (IIS)*

This first component is a self-administered questionnaire completed by the participants during the last day of their LLC training. It consists of a scale measuring the level of *Leadership Self-Efficacy (LSE)*, an individual's belief in their leadership capabilities. This scale will enable us to measure the change in *LSE* due to participation in the GSL Program. The *LSE* scale will be implemented using the “post-then assessment” methodology.

*“[...] in “post-then assessment” participants are asked to make two ratings on each indicator. One assessment asks the participants to circle the number that best describes their knowledge, skill, etc. today, and a second assessment asks them to circle the number that best describes their knowledge, skill, etc. at some earlier point in time. The difference between the two ratings is the impact of the change on the person’s effectiveness. The Center for Creative Leadership prefers this approach to assessments that are taken at different points in time and then compared because they feel that the changes that people go through change how they perceive their own knowledge, skills, and capacities resulting in an unreliable relationship between assessments that are taken at two different times. For instance, someone may come into the program feeling that they are quite competent at interacting with people who are different from them, but may learn in the program about subtle ways in which power and privilege are communicated to others that radically changes their own self-perception and thus causes them to rate themselves lower than they did at the beginning of the program.” W. K. Kellogg Foundation, 2002.*

This survey strategy is extensively used by the Center for Creative Leadership. A *LSE* scale is currently being developed for the GSL Program and it will be applied to every graduating cohort starting in 2008.

---

<sup>4</sup> The Kellogg Foundation recently published a Logic Model Development Guide that defines *outcomes* and *impact*. Outcomes are the specific changes in attitudes, behavior, knowledge, skills, status, or level of functioning expected to result from program activities. Outcomes may be short-term (1-3 years) or long-term (4-6 years). Impact refers to the results expected 7-10 years after an activity is underway – the future social change a program is working to create.

*“[...] in “post-then assessment” participants are asked to make two ratings on each indicator. One assessment asks the participants to circle the number that best describes their knowledge, skill, etc. today, and a second assessment asks them to circle the number that best describes their knowledge, skill, etc. at some earlier point in time. The difference between the two ratings is the impact of the change on the person’s effectiveness. The Center for Creative Leadership prefers this approach to assessments that are taken at different points in time and then compared because they feel that the changes that people go through change how they perceive their own knowledge, skills, and capacities resulting in an unreliable relationship between assessments that are taken at two different times. For instance, someone may come into the program feeling that they are quite competent at interacting with people who are different from them, but may learn in the program about subtle ways in which power and privilege are communicated to others that radically changes their own self-perception and thus causes them to rate themselves lower than they did at the beginning of the program.” W. K. Kellogg Foundation, 2002.*

### ***Course Evaluation Survey (CES)***

The second component is a self-administered questionnaire completed by the participants 1 month after the completion of the GSL Program. The purpose of this survey is to gather information about the perception of learning, satisfaction with the training experience, and reflections about their GSL experience. This survey will be applied to every graduating cohort beginning in 2007.

*“Individual outcomes, especially the acquisition of new knowledge and skills, and changes in attitudes and perceptions, are widely captured by leadership program evaluations, especially those that have occurred in the course of the program. These outcomes can be documented through surveys and interviews.” W. K. Kellogg Foundation, 2002.*

### ***Business Plan Update (BPU)***

The third component is a self-administered questionnaire applied to all participants approximately 6 months after completion of the GSL Program<sup>5</sup>. The purpose of this survey is to gather information about the implementation of the Business Plans including a description of activities developed, challenges encountered, and results/outcomes. This survey will also help to identify graduates with potentially interesting leadership stories for follow-up. This survey will be applied to every graduating cohort beginning in 2007.

---

<sup>5</sup> The *Business Plan Update* is sent to the GSL graduates in February of every year. Depending on the final date of each GSL Program (USA, Africa or Latin America) six to eight months could have passed by the time the *Business Plan Update* is sent to every participant.

### ***Success Case Story (SCS)***

The fourth component involves the collection of narratives about the leadership experiences of GSL graduates. The purpose of this component is to learn from the participants what they viewed as successes and failures during the implementation of their Business Plans. It will also explore what type of leadership challenges they believe they are facing throughout their lives (long-term impact). These stories will be collected on an ongoing basis among all GSL graduating cohorts<sup>6</sup>. This project will be launched in 2008.

*“An impact of leadership programs that is difficult to fully appreciate during the course of the program, but which is frequently reported anecdotally post-program, is the transformation people experience in how they feel “called” to lead. Particularly for those programs that build in a spiritual or reflective component, the process of self-awareness and self-discovery changes how people think about what work they want to do. The most common approaches for capturing and documenting these changes are “deep interviewing,” storytelling, journaling, or case studies.” W. K. Kellogg Foundation, 2002.*

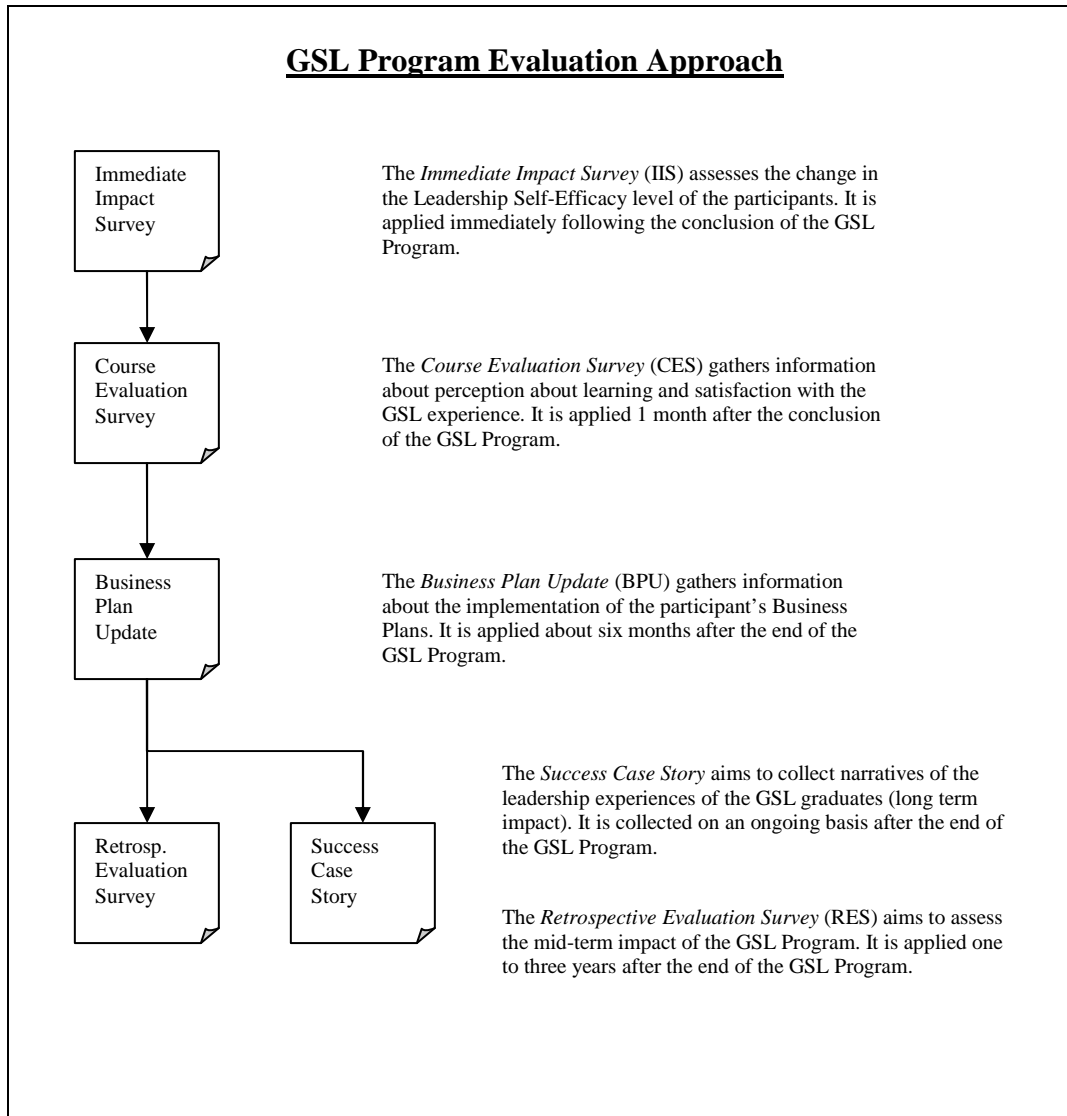
### ***Retrospective Evaluation Survey (RES)***

The fifth component is a self-administered questionnaire applied to all participants 1-3 years after completion of the GSL Program. The purpose of this survey is to measure the short-term outcomes of the GSL Program on the participants. The first RES will be implemented in 2008 and will include cohorts from the classes of 2000 through 2006. Subsequent RES efforts will be conducted every three years for the preceding three-year period (2010 will survey 2007 through 2009).

*“The leadership path that program participants take in their lives upon leaving the program and how their program experiences affect the choices they make, is a key learning from many retrospective evaluations. Often these stories are only captured anecdotally; however several programs have been more systematic in documenting these stories.... Sometimes leadership paths are defined as movement up a career ladder; other times as sustained commitment to social justice work or to a field; and at still other times, as a commitment to living one’s calling or being an authentic leader. Different methods can capture different aspects of a leadership journey. Surveys can identify changes in leadership positions, and whether a person has remained in a field. Deeper changes require methods like interviewing or reflective writing to fully capture their meaning.” W. K. Kellogg Foundation, 2002.*

---

<sup>6</sup> The GSL cohorts are 2000 (USA), 2001 (USA), 2003 (USA), 2005 (USA), 2005 (Africa), 2006 (USA), 2006 (Africa), 2007 (USA), and 2007 (Africa).



**Figure 1. The Evaluation Framework of the GSL Program.**

*Project (July, 2007).*

## 2.3 Questionnaire Design

The *Course Evaluation Survey* (CES) is a standardized questionnaire that was designed to be completed by all participants in the GSL NY Program at the conclusion of their 6-week training program. The purpose of this survey is to evaluate the implementation of the following components of the GSL Program:

- Leadership for Local Change (LLC) Classes
- English Classes
- Information Technology Classes
- Conversations with Role Models
- The Action/Business Plan
- Cultural Trips and Recreational Activities
- The GSL Team
- Accommodations at Manhattanville College
- Overall Evaluation

For cost and methodological reasons, the CES survey was conducted electronically. It was believed that this method would encourage participants to be more forthcoming in their responses about the quality of the program. It was also presumed to be more economical. With students coming from all over the world, in person interviews or telephone interviews would be extremely costly. Also, the use of interviewers (via in person or telephone survey) is usually not a very good idea when the sponsor of a program is asking for an evaluation from the participants. *Social desirability* could arise. In this context, the interviewers are usually perceived as ‘the representatives of the GSL Program’, so the participants might not feel comfortable admitting they didn’t find a classes useful, or that they did not learn from specific activities, for example. On the other hand, a self-administered questionnaire, applied in paper or via the web, removes the presence of the interviewers and may give a sense of privacy in which the participant

can express ‘more honest’ impressions about the program The Software Application Services, *Survey Monkey*<sup>7</sup>, was used to create, collect and analyze the data.

The first draft<sup>8</sup> of the CES questionnaire was presented to the GSL directors on July 23, 2007. The initial questionnaire was modified in the following weeks, pursuant to suggestions by the GSL directors and the Evaluation Team. A revised Pilot Questionnaire was uploaded to the survey website and pre-tested by August 10. Invitation letters were reviewed by the GSL directors. The pre-testing of the questionnaire by the Evaluation Team made sure all questions were displayed correctly, response alternatives were working as specified, and the wording of the question-and-answer categories were consistent with the last approved revision of the questionnaire.

Because the pre-test indicated that there were errors in the wording and specifications of some of the questions, help was sought from Manhattanville’s IT Department. Unfortunately, for administrative reasons, the implementation of these corrections, as well as the final data collection was delayed three weeks

## 2.4 Data Collection

Final modifications to the CES survey were made during the first week of September 2007 and the first *Invitation Letter* was sent to the participants of the GSL NY Program (2007) on September 6, 2007. A *Reminder Letter* was sent on September 11, 2007. A *Final Reminder Letter* was sent on September 14, 2007 to those who had only partially completed the survey or not completed the survey at all. See the web questionnaire in Appendix B, and the email letters in Appendix C.

This cohort of GSL NY (2007) is comprised of six young women from Japan, Kenya, Kosovo, Romania, and Tanzania and one young man from Zimbabwe. The invitation to

---

<sup>7</sup> See web-based application at [www.surveymonkey.com](http://www.surveymonkey.com).

<sup>8</sup> In spite of the solicitation of ideas and suggestions to the people attending the GSL Alumni weekend, there were no inputs received from them for developing this questionnaire.

participate in the web survey was sent to the email accounts they had provided to the GSL NY Program for contact information. By the end of the data collection period (September 21, 2007), six of the seven participants had successfully completed the CES survey. Additional efforts were made to encourage cooperation by the one participant who did not complete the survey during the data collection period. She completed her survey four weeks later (October 16, 2007). The next chapter presents the results of the CES survey for the seven participants of the GSL NY Program (2007).

## 3. The Results

In this chapter we present the results of the *Course Evaluation Survey 2007 (USA)*. Each section in this chapter discusses the findings in each area under analysis. Appendix A contains tables with the statistics collected in the survey.

### 3.1 Leadership for Local Change Curriculum

#### *Leadership for Local Change (LLC) Classes*

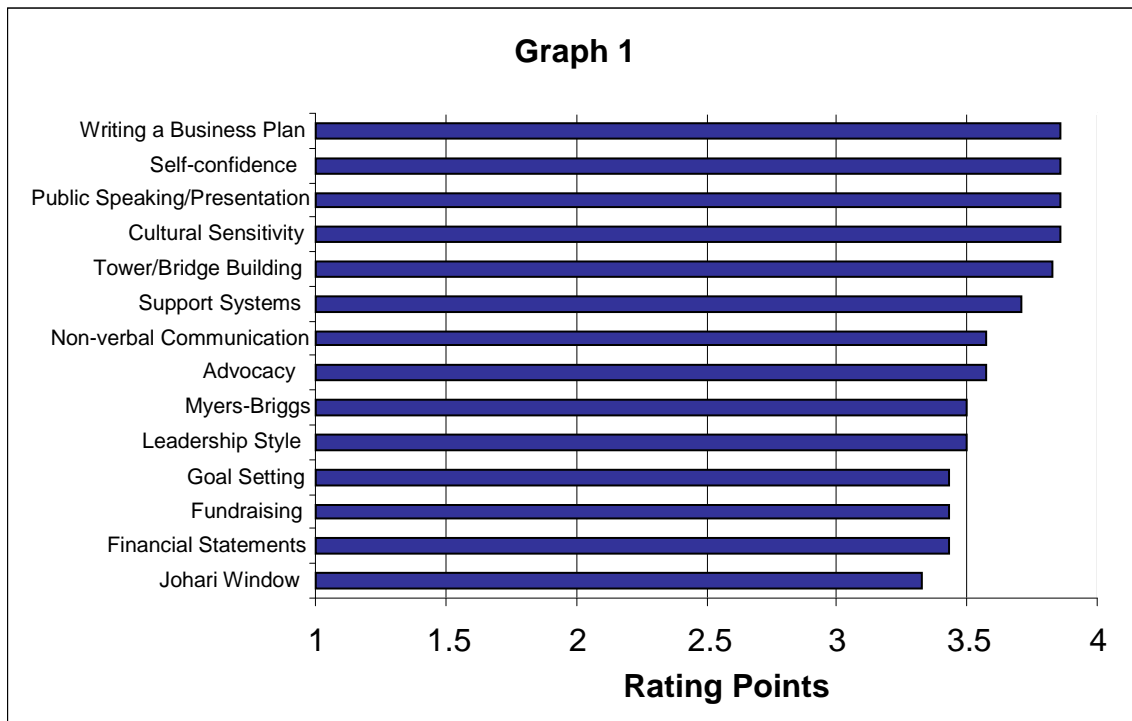
The purpose of this module was to learn about the participants' previous training in leadership, their perception of the novelty and difficulty of the leadership classes, and what classes they found most useful. The response categories for the majority of the questions in this section are Likert-type scales with 4 or 5 options. See questions A1-A4 in Appendix A for the tables related to these questions.

- 57% of the participants declared *not having* had any kind of leadership training before attending the LLC Program, whereas the remaining 43% received training in a *Women Resource Center* and in a *Workshop or Conference*. For the majority of the participants *most* (86%) and *all* (14%) of the topics covered in the Leadership/Enterprise Management classes were new.
- For some students, the pace of the classes was *about right* (57%) and for others the pace was *sometimes too fast* (43%). Finally, the majority of the participants found that the workload of the classes was *about right* (71%), but 28% said the workload was either *sometimes too much* or *always too much*.

Questions A5-A6 presented the complete list of topics covered in the Leadership/Enterprise Management classes. For each class, the participants were asked to rate how much they learned using a Likert-type scale with 4 options: *I learned a great deal* (4 points), *I learned a lot* (3 points), *I learned a little* (2 points), and *I did not learn at all* (1

point). An option of *not applicable* was also offered for those students who, for any reason, did not participate in a particular class. By using a format without a middle option, we attempted to compel the respondents to take a positive or negative position on the value of the classes.

- The classes with the highest ratings (3.86-3.57 points) were: Cultural Sensitivity, Public Speaking/Presentation, Self-Confidence, Writing a Business Plan, Tower/Bridge Building, Support Systems, Advocacy, and Non-Verbal Communication.
- Classes with relatively lower ratings (3.5-3.33 points) were: Leadership Style, Myers-Briggs, Financial Statements, Fundraising, Goal Setting, and Johari Windows. 17% declared to have *learned a little* from the Johari Windows class.
- Finally, the students were asked to select the 3 classes that would be useful for them in the future. All of them (100%) selected Writing a Business Plan, 71% selected Public Speaking/Presentation, and 57% selected Self-Confidence. Other classes mentioned were Fundraising (43%), Leadership Style (14%) and “Cultural Sensitivity” (14%).



*Figure 3. Rating of the Leadership for Local Change classes.*

### ***Conversations with Role Models***

In this module, participants were asked to think about those sessions where they had the chance to hear and talk with Role Models about their life paths and achievements. We asked the participants to discuss what they liked *The Most* and *The Least* about these conversations. Following are some edited examples of their responses. The verbatim responses of all the participants are in Appendix A.

*“The most I liked about conversations is that they [the role models] insisted on the importance of challenging something. Our dream will come true if we never give up and have self-confidence. The least I liked about conversations is just talking about what they are doing now. I think that it is boring. We hope the interesting and special story.”*

*“The conversations were very inspirational and at the end of the day some useful contacts were created. Having young people who have "made it" talk to us made us realize that we can do it too.”*

*“I learned that one can go through a rough patch in life but that this should not deter him or her from achieving their goals. I also learned that people may not always support you in your dream but that you should hold on to it and see it happen. For example, in Claudia’s country (Mexico) , most people do not support women entrepreneurs but Claudia defied the odds and established her businesses. I also learnt about advocacy from Alexandra (IPPF) and I learned that during fundraising, one should not be shy to ask for money.”*

## 3.2 English and Information & Technology Classes

### *English as a Second Language Classes*

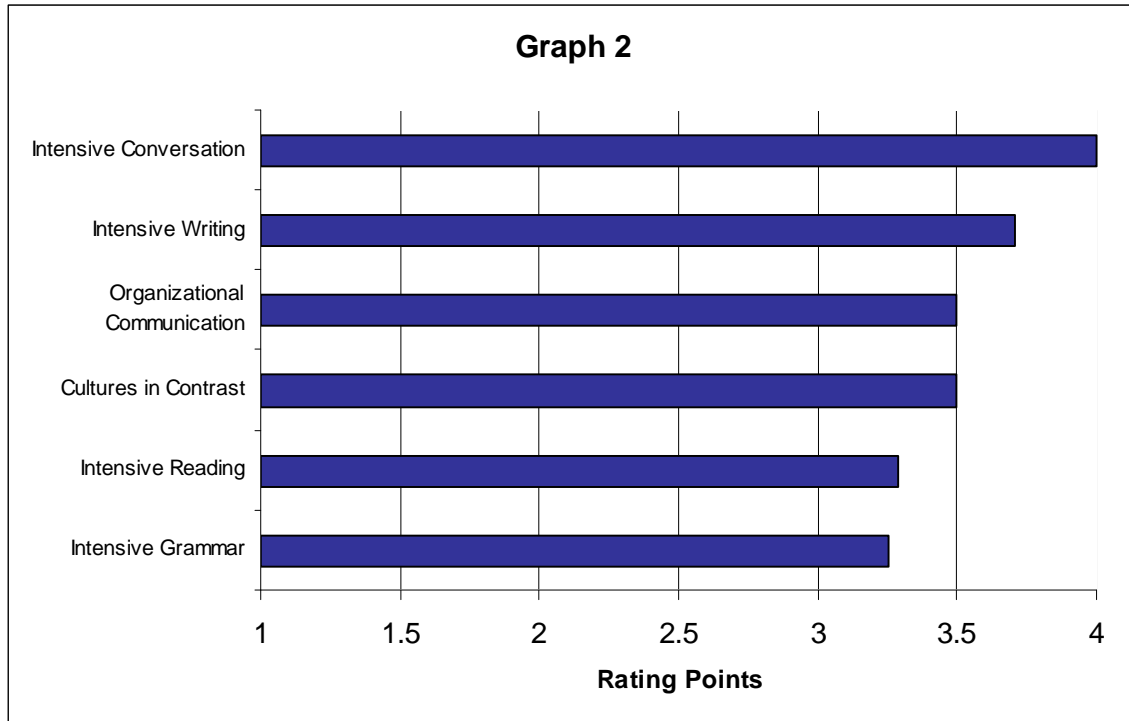
The purpose of this module was to assess baselines levels of formal training in English, the level of novelty and difficulty of the English classes, and the most useful session. The response categories for the majority of the questions in this section are Likert-type scales with 5 options. See questions B1-B3 in Appendix A for the tables related to these questions.

- All participants (100%) declared having had *some* training in English before attending the GSL Program. Approximately 57% had *classes at High School*, 43% had *courses at the College or University level*, and 14% had a *Private tutor*. For 43% of the participants *most* of the topics covered in the English classes were new, whereas for 67% only *some* of the topics were new.
- For 14% of the participants the workload of the classes was *about right*, for 71% the workload was *sometimes too much*, and for a 14% it was *always too much*.

Question B4 presented the complete list of topics covered in the English classes (Figure 4). For each class, the participants used a Likert-type scale with 4 options: *I learned a great deal (4 points)*, *I learned a lot (3 points)*, *I learned a little (2 points)*, and *I did not learn at all (1 point)*. An option of not *applicable* was also offered for those students who did not participate in a particular class.

- The classes with the highest rating (4.00-3.71 points) were: Intensive Conversation and Intensive Writing.
- The classes with the lowest ratings (3.5-3.25 points) were: Intensive Reading and Intensive Grammar.
- With a rating of 3.5 each, Organizational Communication and Cultures in Contrast represented the median.
- 17% declared having *learned a little* from Cultures in Contrast, Intensive Reading, and Intensive Writing.

- Some students selected the *not applicable* option. This may reflect the fact that approximately half of the students did not take Cultures in Contrast, Intensive Conversation, and Intensive Grammar.



*Figure 4. Rating of the English classes.*

### ***Information and Technology Classes***

The purpose of this module was to assess baselines levels of formal training in Information and Technology, the level of novelty and difficulty of the classes, and the most useful session. The response categories for the majority of the questions in this section are Likert-type scales with 5 options. See questions C1-C3 in Appendix A for the tables related to these questions.

- 86% of the participants declared having *had some kind of training* in IT before attending the GSL Program. 43% had had *courses at the College or University level*, 43% had had *classes at High School*, and 14% had had a *Private Tutor*. For 71% of the participants *most of the topics* covered in the IT classes were new, whereas for 29% only *some of the topics* were new.

- For all the participants (100%) the workload of the classes was *about right*.

Question C4 presented the complete list of topics covered in the IT classes (Figure 5). For each class, the participants were asked to rate how much they learned using a Likert-type scale with 4 options: *I learned a great deal (4 points)*, *I learned a lot (3 points)*, *I learned a little (2 points)*, and *I did not learn at all (1 point)*. An option of not *applicable* was also offered for those students who did not participate in a particular class.

- The class with the highest rating was Business Card and Brochures (4.00).
- The class with the lowest rating (3.25 points) was Power Point Presentation.
- Electronic Spreadsheets and Databases were both rated 3.75 and Defining IT in Context and Process Flows were both rated 3.67.
- Several students selected the *not applicable* option. Half of the students did not participate in the Power Point Presentation class and 14% did not participate in 4 of the 6 classes offered.

Question C5 asked the participants for their thoughts and recommendations to improve the GSL website. We have summarized some of their comments and suggestions. See the verbatim responses of all the participants in Appendix A.

- Information about GSL alumni: update the website with photos, current activities, and achievements after GSL. Include profiles of the most outstanding graduates.
- Action Plans: upload the original plans developed by the students and follow up on subsequent developments. This will help people better understand the program.
- GSL Forum: create a place in the website where alumni can share thoughts, opinions, and their experiences when implementing their plans or any other leadership task they encounter.
- Communication: provide information about how to reach GSL coordinators and other participants.

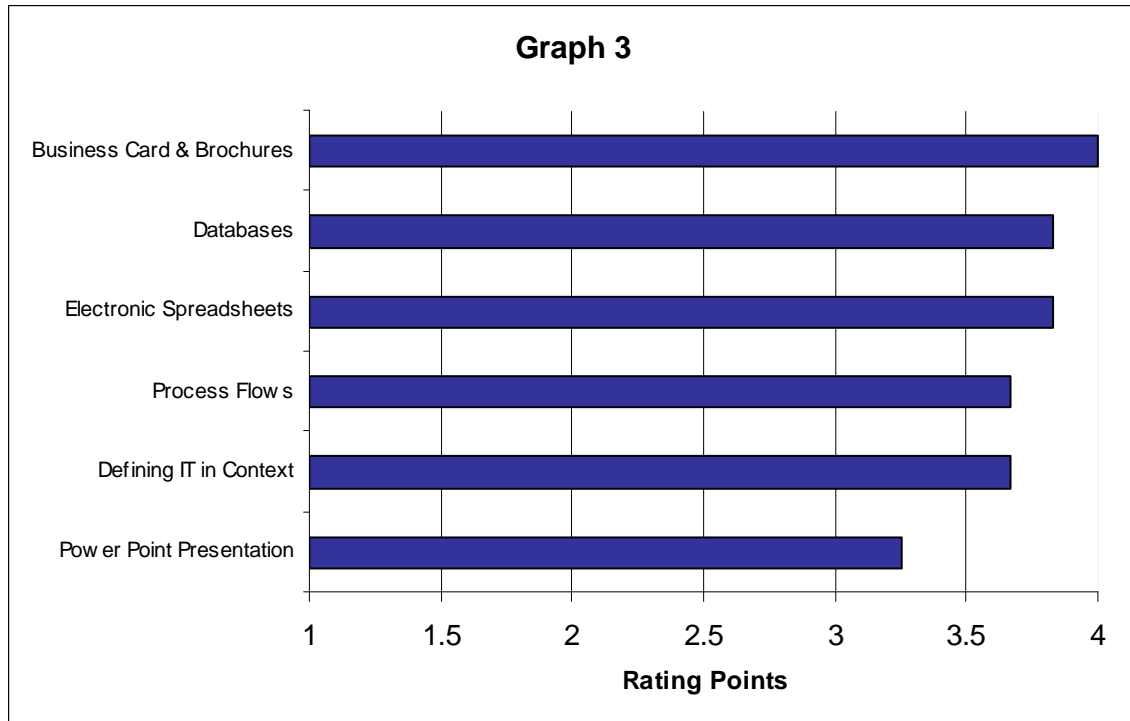


Figure 5. Rating of the Information Technology classes.

### 3.3 The Action/Business Plan

Questions E1 – E4 asked the participants to describe some aspects of their Action Plans/Business Plans (AP/BP), to discuss the impact that their plan would have on their communities as well as how implementation of their plan would change the role they currently play in their communities. Question E5 asked them to identify the *Most Difficult* part and the *Most Enjoyable* part of the development of their AP/BP. We present here some of their thoughts. See the complete responses of all the participants in Appendix A.

In summary, the AP/BP topics of the 2007 cohort included: women’s health care, gender issues, business/education opportunity awareness, environmental education, and leadership education. The target populations for these diverse AP/BPs were: minority communities; minority young people; children and young people; women and girls; and

students of higher education. The majority of the action plans targeted these specific groups in the students' communities.

### **Impact of the AP/BP in their Communities**

“I expect that it will be a better understanding of environmental problems among children in Kurume city, so they will be aware when they grow up. I expect that 200 to 300 children and young people and their parents will learn more about global warming, air pollution, recycling and energy conservation in Kurume city. Hopefully, 200 trees will be planted as the result of education for future generation in my Action Plan. Making the city filled with green for future generation is the impact on my community.”

“Women and girls will have an understanding about their rights, for example, rights to reproductive health, right over the choices of their bodies, to choose who to marry to, knowledge to start small business to support their families, not to be dependent, etc.”

“The impact will be the creation of a new generation of young rural people who are aware and exposed to current issues both business and career wise that are happening around the world - and are committed to the development of the areas in which they come from. These young people will become the agents of development in their own communities rather than waiting for people from outside to help them.”

### **Change of their Role in their Communities**

“Since I am only 20 years old I might take the risk to be called ‘young and without experience’, but as long as I keep doing my job, as I keep proving that our situation can be improved their opinion about me might change and they might even help me.”

“Yes my role will change, I am a different person now who knows what is going on in the world and in my community, now I am an agent of change, I have seen the problem in my community and I intend to eradicate it. I am different because now I am a good leader with skills, I have business skills, information technology skills, English skills and communication skills that guide my life and my actions. Moreover I can express myself and ask for the help whenever I will need it, and I have GSL people to support me in my activities.”

“My role will change. I want to mentor other young people to take charge after I have implemented the program. These will be the YfD [Youth for Development] ambassadors who will continue to work in their communities spreading the philosophies of the initial program.”

“My role in the community may not change because currently my role is to make the community aware of their rights, and this is what I will be doing in my Action Plan. However, the women in the community will change because they will be enlightened and empowered to enforce their succession rights.”

### **Most Difficult / Most Enjoyable part in Developing their AP/BP**

“The most difficult part was to write down, in the proper way, all my ideas. I have done two action plans, both related to the Roma community, and there is a lot to say about this. All the time I had to find better and original ways to express my self. The most enjoyable part was to find day by day new things, new resources and new challenges.”

“The most difficult part was being realistic about the situation. The problems are so big and complex for just one person to solve. Dreaming

big is good but being realistic is better - though it felt bad because it meant cutting down on some of the big ideas and becoming real. The easy part was that I was talking about something I know and that I have seen.”

“The most difficult part was coming up with the Executive summary and the Justification of the Women's forum. The most enjoyable part was the thought that women's lives will be changed through the clinic.”

### 3.4 Cultural Trips and Other Activities

The purpose of this module was to evaluate the level of interest in the extra-curricular activities presented for the participants. Question F1 presented the complete list of trips and visits organized for GSL 2007. For each activity, the participants used a Likert-type scale with 4 options: *Very interesting (4 points)*, *somewhat interesting (3 points)*, *A little interesting (2 points)*, and *Not at all interesting (1 point)*. An option of *not applicable* was also offered for those students that did not participate in a particular trip/activity.

- The activities with the highest rating (4.00-3.67 points) were: the Alumni Weekend, the Hyde Park Tour including Val-Kill, the Museum of Natural History, the President's Dinner, the PepsiCo Garden, the United Nations, the International Women's Health Coalition, the shopping mall (White Plains), and the Fulbright/Jaworski activity.
- The activities with relatively lower ratings (3.33-2.89 points) were: the Woodbury Commons Outlet Mall, the Metropolitan Museum of Art and the visit to Women's World Banking.
- 43% of the respondents found the visits to the Metropolitan Museum and the Women's World Banking a *little interesting* and 14% found the visits to the International Women Health Coalition and to the Woodbury Commons Outlet Mall a *little interesting*. See the complete ratings in Figure 4.
- For 5 of the 12 activities listed, 17% of the participants selected the *Not Applicable* option, indicating that they did not participate in that activity.

## 3.5 Organization and Accommodations

### *The GSL Team*

In this section the students were asked to evaluate the GSL Team as a whole. The GSL Team USA (2007) included: Michaela Walsh and Ann Marie Almeida (the core Leadership for Local Change instructors), Ravi Arps (the core Information Technology instructor), and Ela Dec (adjunct instructor). For each statement related to the GSL USA Team, the participants used a Likert-type scale with 5 options: *Strongly agree*, *Agree*, *Neither agree/nor disagree*, *Disagree*, and *strongly disagree*.

For the following statements, all of the participants (100%) say they *strongly agree*:

- People in the LLC Team seemed to know their subject matter very well.
- I liked the style of presentation of people in the LLC Team.
- I felt like I was able to raise any questions with people in the LLC Team either during or after the sessions.
- People in the LLC Team handled questions from the participants very well.

For the following statements, 86% of the participants say they *Strongly agree*, and 14% of them say they *Agree*:

- People in the LLC Team usually identified and emphasized important points.
- People in the LLC Team presented abstract and complex ideas in a very clear way.
- People in the LLC Team successfully illustrated their points with concrete examples.
- People in the LLC Team were enthusiastic about the LLC Program.

The overall administration of the GSL Program was rated as *Excellent* by 86% of the participants and as *Good* by 14%<sup>9</sup>.

---

<sup>9</sup> To do this rating the participants used a Likert-type scale with 4 options: *Excellent*, *Good*, *Fair*, and *Poor*.

### *The Accommodations*

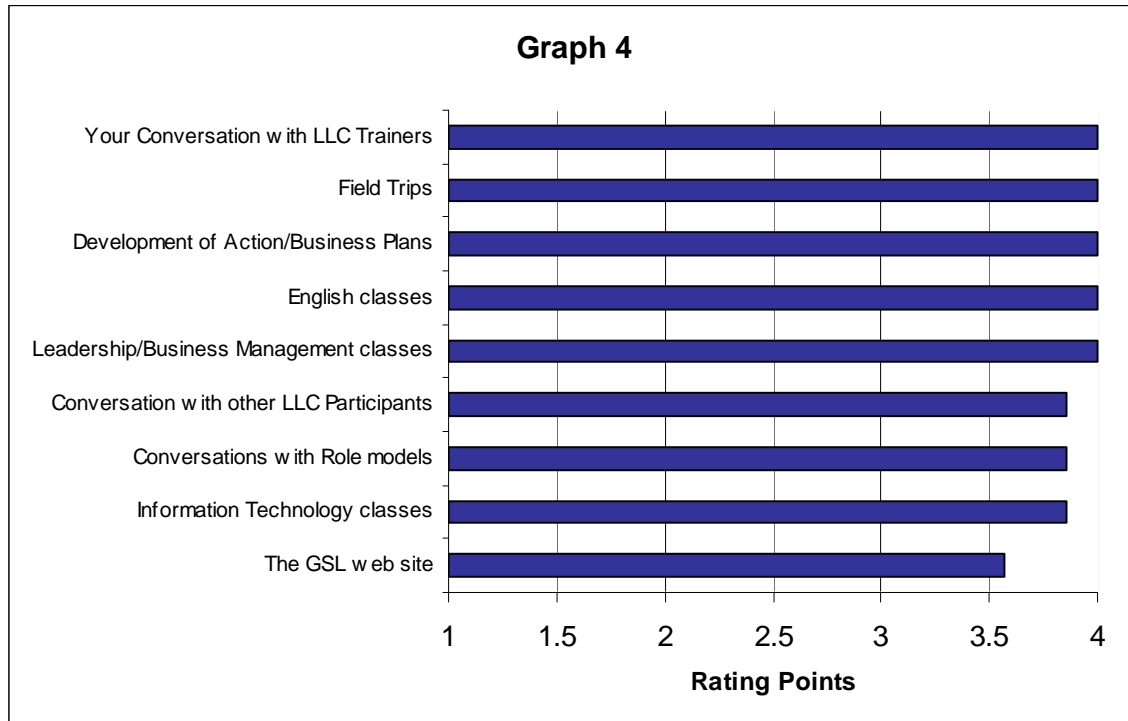
In this section the participants were asked to rate the accommodations available for them at Manhattanville College. They used a Likert-type scale with 4 options: *Excellent*, *Good*, *Fair*, and *Poor*.

- The dormitories, classrooms, and the Library were rated as *Excellent* or *Good* by all the participants (100%).
- The Dining Room was rated *Excellent* or *Good* by 71% of the participants and *Fair* by 29%.
- The Quality of the Food in the college cafeteria was rated as *Excellent* or *Good* by 57% of the participants, *Fair* by 14%, and *Poor* by 29%.

### 3.6 Overall Evaluation of the GSL Program

In this section participants were asked to rate how useful they found the different components of the GSL Program. For each component of the Program, the participants used a Likert-type scale with 4 options: *Very useful*, *Somewhat useful*, *A little useful*, and *Not at all useful*. Some results:

- All of participants (100%) rated the following classes as *Very useful*: Leadership/Business Management, English, Development of Action/Business Plans, the Field Trips, and Conversation with LLC Trainers
- The Information Technology classes, Conversations with Role Models, and Conversations with other LLC Participants were *Very useful* for 86% of the participants and *Somewhat useful* for 14%.
- The GSL web site was *Very useful* for 72% of participants, *somewhat useful* for 14%, and *A little useful* for 14%.



*Figure 6. Rating of the Components of the 'GSL USA Program'.*

### *Most Valuable GSL Experience*

Questions I2 ask the participants to identify the *Most Valuable Experience* they had during their 6-week program. We present here some of their thoughts about these issues. See the complete responses of all the participants in Appendix A.

“...First of the things that indeed changed my perception upon my existence was to consider my self equal and with the same start line as all the others. after that I began asking my self who am I and what are my expectations. As I begun answering I had to face a lot of defects, but also I learned to cherish my self honestly. I had the courage to look back in my past and learned how to deal with and accept it... I can't say just one experience. Global Student Leadership emotionally, psychically and rationally changed me. It actually made me realize my most inspired self.”

“The most valuable experience for me is communication with the people having different cultures. I could know exactly about the feeling and thought of people living in different cultures. I also could rediscover good things and bad things about my country and also had a pride of my country. I think that this cultural sensitivity is necessary for working in the world.”

### ***Improving the GSL Program***

Question I2 ask the participants to provide suggestions about how to *improve* future implementation of the GSL Program. Although the program was considered good as it was, with nothing to improve or eliminate, following are some specific comments<sup>10</sup>:

- Improve promotional methods.
- Increase the number of LLC classes and include a test about the concepts learned in these classes.
- Improve food in cafeteria.
- Reduce class workload.
- Accept only participants 21 years and older.
- Ask participants to do Johari Windows before attending the program.

### ***Best Way to Stay Connected to GSL***

Question I3 asked what are the *best ways to stay connected to GSL*. We have summarized some of their comments and suggestions. See the verbatim responses of all the participants in Appendix A.

- Use new technologies such as email, live chatting, and the GSL website;

---

<sup>10</sup> See verbatim responses of all participants in Appendix A.

- Promote Communication through the GSL forum and report periodically on your own situation.
- Charge participants with the responsibility of making the GSL program known in their countries and lobby organizations for program support.
- Invite alum to stay with the participants during the entire program, so that there is a peer who knows what is happening.
- Invite alum to return as a Role Model and tell others about his/her experiences.

## 4. Summary of Findings

The Course Evaluation Survey of the 'GSL USA Program (2007)' has been completed. The participants indicate high levels of satisfaction with the program in general. Negative attitudes related to food and the dining facilities constitute the only negative points.

The Leadership for Local Change curriculum was ranked as the best part of the program. Participants greatly valued the leadership classes. They ranked these classes among the most useful component of the entire program. Some participants asked to increase the number of these classes and to be tested on the concepts learned. This may be partially attributable to the fact that 57% of the participants had had no leadership training prior to attending the GSL Program. The majority of students found the pace and workload of these classes appropriate.

The Information Technology classes received mixed reviews. Students who participated in the classes reviewed them favorably, however, many students did not participate in some of the classes. The poor attendance may be explained by the fact that 86% of the students had had some level of IT training before attending the program.

The English classes presented a similar pattern, with 100% of the students having had some English training before attending GSL.

The Conversations with Role Models were positively evaluated by the participants, with *almost all* of the comments focusing on the positive things learned from these encounters (in spite of the explicit solicitation to mention both what they liked the MOST and what they liked the LEAST from these conversations).

The section related to the Action Plan/Business Plan (AP/BP) generated extensive comments. The purpose of this section was to gather information about expectations regarding (i) the impact their AP/BP will have on their communities (Question E4) and (ii) the impact that their AP/BP will have on their role in their communities (Question E5).

The answers about the impact of the AP/BP on their communities were generally well focused. There were some tangential comments (e.g. "...The education level in the community, especially that of girls, is also expected to increase with more young people moving on to university"). The answers about how their role would change in their community reflect a misunderstanding of the question. Many stated that they'll continue working for the community (e.g. "My role in the community may not change because currently my role is to make the community aware of their rights, and this is what I will be doing in my Action Plan...").

Overall, the development of the AP/BP and the leadership classes were the most valued components of the GSL Program. This is evidenced by the higher rating these components received in the overall evaluation section (Question I1) and in the responses to the open-ended question about the Most Valuable Experience in the GSL Program (Question I2). Finally, the evaluation of the GSL Team (2007) was extremely positive, as was the general administration of the program.

## 5. Recommendations

The implementation of this first evaluation is an important landmark for the GSL Program. The current *Course Evaluation Survey (CES) Report* provides evidence about expectations of participants as well as a general satisfaction with the impact of the program.

Although this information is very useful, more is still needed. The development of the *Retrospective Evaluation Survey (RES)* of the 2000-2006 cohorts, scheduled to be developed and implemented during 2008, will provide information on the long-term impact that is the major focus of the program. The development of the *RES* questionnaire and the analysis of the survey results will require the involvement of an analysis team with expertise in evaluating leadership programs. There will be only one opportunity to ask the 2000-2006 alumni about the impact of the GSL Program on their lives, so we must do it right the first time!

Finally, we have recommendations for additional assessments of future implementations of the GSL Program. The development of these instruments, the implementation of the data collection, and the data analysis will require the creation of an analysis team to guide future efforts. It is important to include and strengthen the 'Evaluation' element as a fundamental asset of the GSL Program. To do so, it is important to consider the following:

- i) Implementation of a *Background Baseline* measurement. This is a questionnaire that will generate demographic and contact information about the participants. It can be used to request information about previous training in Leadership, English and Information Technology. It should be completed by all applicants. This could help inform the background characteristics of the final pool of participants in advance.
- ii) Implementation of a *Leadership Baseline* measurement. This would be a baseline measurement of the leadership skills of the participants. It would

consist of a *Leadership Efficacy Scale* completed by each student before they begin the GSL classes. This evaluation, in conjunction with the evaluation described in point (iii) below, will help assess the immediate impact of the Leadership for Local Change Curriculum and GSL program.

- iii) Implementation of an *Immediate Impact Survey*. In order to assess the immediate impact of the program, participants would be asked to complete at the end of the program the same *Leadership Efficacy Scale* that they completed at the beginning of the program. The students would be asked the same questions about their leadership skills before the program began and before they returned to their home countries, thus making an assessment of the immediate impact of the program possible.
- iv) Implementation of a *Course Evaluation Survey* at the end of the GSL Program. The CES survey provides invaluable information about overall satisfaction with the program and the uniqueness of the curriculum. Our recommendation is that it be implemented a week after the participants have returned to their home countries, using a web based survey.
- v) Implementation of an *Impact Evaluation Survey* to be scheduled at intervals of three, six and twelve months following graduation from the GSL Program. The purpose of this evaluation is to follow up on the evolution of the Action Plans/Business Plans developed and implemented by the students. An additional benefit of these periodic surveys may be to encourage faster materialization of the AP/BP.

## Section A: Leadership Classes

<b>A1. We are interested in knowing about your previous experience with any kind of leadership training program. This could be a leadership class you may have taken in college, or even a talk/conference you may have attended. Have you taken any leadership training before attending the LLC program? CHECK ALL THAT APPLY.</b>		
Answer Options	Response Percent	Response Count
No.	57.14%	4
Yes. Course at college/university	0.00%	0
Yes. Workshop, Conference or Talk	14.29%	1
Yes. Local/Community Program	0.00%	0
Yes. Women Resource Center	28.57%	2
Yes. Other (please specify)	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>A2. How much of the topics covered by the Leadership/Enterprise Management classes at the LLC Program were new to you? CHECK ONLY ONE.</b>		
Answer Options	Response Percent	Response Count
ALL TOPICS	14.29%	1
MOST OF THE TOPICS	85.71%	6
SOME OF THE TOPICS	0.00%	0
NONE OF THE TOPICS	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>A3. How did you find the pace of the Leadership/Enterprise Management classes at the LLC Program? CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
ALWAYS TOO FAST	0.00%	0
SOMETIMES TOO FAST	42.86%	3
ABOUT RIGHT	57.14%	4
SOMETIMES TOO SLOW	0.00%	0
ALWAYS TOO SLOW	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>A4. How did you find the workload of the Leadership/Enterprise Management classes at the LLC Program? CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
ALWAYS TOO MUCH	14.29%	1
SOMETIMES TOO MUCH	14.29%	1
ABOUT RIGHT	71.43%	5
SOMETIMES NOT ENOUGH	0.00%	0
ALWAYS NOT ENOUGH	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

**A5. Here is a list of Leadership/Enterprise Management classes covered in the LLC Program. Please think carefully about each one of these classes and try to assess how much you learned from each one. IF YOU DID NOT PARTICIPATE IN A CLASS CHECK THE "NOT APPLICABLE" OPTION.**

<b>Answer Options</b>	<b>I learned a great deal</b>	<b>I learned a lot</b>	<b>I learned a little</b>	<b>I did not learn at all</b>	<b>Not Applicable</b>	<b>Rating Average</b>	<b>Response Count</b>
Cultural Sensitivity	6	1	0	0	0	3.86	7
Public Speaking/Presentation	6	1	0	0	0	3.86	7
Self-confidence	6	1	0	0	0	3.86	7
Writing a Business Plan	6	1	0	0	0	3.86	7
Tower/Bridge Building	5	1	0	0	1	3.83	7
Support Systems	5	2	0	0	0	3.71	7
Advocacy	4	3	0	0	0	3.57	7
Non-verbal Communication	4	3	0	0	0	3.57	7
Leadership Style	3	3	0	0	1	3.5	7
Myers-Briggs	2	2	0	0	3	3.5	7
Financial Statements	3	4	0	0	0	3.43	7
Fundraising	3	4	0	0	0	3.43	7
Goal Setting	3	4	0	0	0	3.43	7
Johari Window	3	2	1	0	1	3.33	7
<i>answered question</i>							<b>7</b>
<i>skipped question</i>							<b>0</b>

## Section B: English Classes

<b>B1. We are interested in knowing about your previous experience with any kind of formal English language training. This could be ANY English class you may have taken in high school, or private tutors you may have had. Have you taken any English language training before attending the LLC program? CHECK ALL THAT APPLY</b>		
Answer Options	Response Percent	Response Count
No	0.00%	0
Yes. Course at High School	57.14%	4
Yes. Course at College/University	42.86%	3
Yes. Course at English Institutes	0.00%	0
Yes. Private English tutor	14.29%	1
Yes. Other (please specify)	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>B2. How much of the topics covered by the English classes were new to you? CHECK ONLY ONE.</b>		
Answer Options	Response Percent	Response Count
ALL TOPICS	0.00%	0
MOST OF THE TOPICS	42.86%	3
SOME OF THE TOPICS	57.14%	4
NONE OF THE TOPICS	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>B3. How did you find the workload of the English classes at the LLC Program? CHECK ONLY ONE.</b>		
Answer Options	Response Percent	Response Count
ALWAYS TOO MUCH	14.29%	1
SOMETIMES TOO MUCH	71.43%	5
ABOUT RIGHT	14.29%	1
SOMETIMES NOT ENOUGH	0.00%	0
ALWAYS NOT ENOUGH	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

**B4. Here is a list of English classes taken at the English Language Institute (ELI). Please think carefully about each one of these classes and try to asses how much you learned from each one. IF YOU DID NOT PARTICIPATE IN A PARTICULAR CLASS CHECK THE “NOT APPLICABLE” OPTION.**

<b>Answer Options</b>	<b>I learned a great deal</b>	<b>I learned a lot</b>	<b>I learned a little</b>	<b>I did not learn at all</b>	<b>Not Applicable</b>	<b>Rating Average</b>	<b>Response Count</b>
Intensive Conversation	3	0	0	0	4	4	7
Intensive Writing	6	0	1	0	0	3.71	7
Cultures in Contrast	3	0	1	0	3	3.5	7
Organizational Communication	3	3	0	0	1	3.5	7
Intensive Reading	3	3	1	0	0	3.29	7
Intensive Grammar	1	3	0	0	3	3.25	7
<i>answered question</i>							<b>7</b>
<i>skipped question</i>							<b>0</b>

## Section C: Information and Technology Classes

**C1. We are interested in knowing about your previous experience with any kind of Information Technology training. This could be a class you may have taken in high school, or private tutors you may have had. Have you taken any Information Technology training before attending the LLC program? CHECK ALL THAT APPLY.**

Answer Options	Response Percent	Response Count
No.	14.29%	1
Yes. Course at High School	42.86%	3
Yes. Course at College/University	42.86%	3
Yes. Private tutor	14.29%	1
Yes. Other (Please specify)	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

**C2. How much of the topics covered by the Information Technology classes were new to you? CHECK ONLY ONE**

Answer Options	Response Percent	Response Count
ALL TOPICS	0.00%	0
MOST OF THE TOPICS	71.43%	5
SOME OF THE TOPICS	28.57%	2
NONE OF THE TOPICS	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

**C3. How did you find the workload of the Information Technology classes? CHECK ONLY ONE.**

Answer Options	Response Percent	Response Count
ALWAYS TOO MUCH	0.00%	0
SOMETIMES TOO MUCH	0.00%	0
ABOUT RIGHT	100.00%	7
SOMETIMES NOT ENOUGH	0.00%	0
ALWAYS NOT ENOUGH	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

**C4. Here is a list of Information Technology classes covered in the LLC program. Please think carefully about each one of these classes and try to assess how much you learned from each one. IF YOU DID NOT PARTICIPATE IN A CLASS CHECK THE "NOT APPLICABLE" OPTION.**

<b>Answer Options</b>	<b>I learned a great deal</b>	<b>I learned a lot</b>	<b>I learned a little</b>	<b>I did not learn at all</b>	<b>Not Applicable</b>	<b>Rating Average</b>	<b>Response Count</b>
Business Card & Brochures	7	0	0	0	0	4	7
Electronic Spreadsheets	5	1	0	0	1	3.83	7
Databases	5	1	0	0	1	3.83	7
Defining IT in Context	4	2	0	0	1	3.67	7
Process Flows	4	2	0	0	1	3.67	7
Power Point Presentation	3	0	0	1	3	3.25	7
<i>answered question</i>							<b>7</b>
<i>skipped question</i>							<b>0</b>

**C5. Finally, we would like to have some feedback about our GSL website (www.gslnet.org). What would you recommend to IMPROVE our site? That is what do you think needs to be included, or deleted, or re-formulated to better serve the purposes of the GSL Program? PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**

Respondents	Verbatim Responses
<b>1</b>	the site is well realised but in my opinion it has to be centered on the benefits that it offers to the students. It should be related on the experiences of the ones that went trough the program, their life stories, their buisness options more then generalising the curricula. is a great program which has to be known, and a site is a good way to promote it. it needs a better design, a more attractive one, and the links should be mush easier to access. and of course, it has to be uploaded daily.
<b>2</b>	i think you should show people's action plans,this can be from each year participants.Also the website should show the implementation of action plans so that we can know what GSL has made people do.
<b>3</b>	How about including the comments of alumnis and participants with their picture? I think the people who look GSL website are interested in alumni and participant's voice. I'm sure that their comment will must be connected to the purpose of GSL program. It is easy for people to understand the purposes of the GSL program.
<b>4</b>	1. THERE SHOULD BE PARTICIPANTS PHOTOGRAPHS AND DESCRPTIONS ABOUT THEIR ACTIONS PLANS, YEAR ATTENDED AND THEIR ACHIEVEMENTS SO FAR ESPECIALLY AFTER COMING OUT OF GSL-PROGRAM. 2. GSL PARTICIPANTS OF EACH YEAR SHOULD HAVE SPACE FOR NEWS SO THAT THEY CAN SHARE THEIR THOUGHTS, OPINIONS AND EXPERIENCE THEY FACE IN THEIR DAY TO DAY ACTIVITIES SPECIFICALLY ON THIER ACTION PLANS OR ANY LEADERSHIP TASK THEY COME ACROSS.
<b>5</b>	I think the website is quite good though i feel it still needs to be improved in terms of content and layout. More stuff could be included on the site such as the business plans produced by students and profiles of some of the most outstanding alumnae. Also, a place where alumni can talk and send each other information would be great. The site also needs to be constantly updated as some of the information is sometimes outdated such as the call for participants for the past program 2007 (you can still find this on the site up to today). the layout can also be improved into a more exciting site especially with the iclusion of alumni profiles, pictures etc.
<b>6</b>	the website is good bou it will be wonderfull if you could put new picutures of new generation of gsl 2007 any intersting koment about them .
<b>7</b>	Information of how to reach the GSL Co-ordinators should be given such as telephone numbers and e-mail addresses.
<i>answered question</i>	<b>7</b>
<i>skipped question</i>	<b>0</b>

## Section D: Conversation with Role Models

D1. Thinking about those sessions where you had the chance to meet some Mentors/Role Models. What did you like THE MOST about these conversations? What did you like THE LEAST? PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.	
Respondents	Verbatim Responses
1	the most important thing to say about all of that they had a great impact on our experience. talking to them and listening to them give us a pragmatic and realistic perspective. for me, the person that impressed me the most is john long. not just because he gave the "be uour own journalist" but because his life story is impressing by his personal choiceses.
2	i liked what they have done in their community,their stories on how they become successful, and what they do to bring changes in the societies.
3	The most I like about conversations is that they insisted on the importance of challengeing to something. Our dream will come ture if we never give up and have a self-confidence. The least I like about conversations is just talking about what they are doing now. I think that it is boring. We hope the interesting and special story.
4	1.I LIKED ABOUT THE SELF DETERMINED THE MODELS HAD, THEIR ACHIEVEMENTS AND THEIR ADVICE ESPECIALLY ON THE IMPORTANCE OF NETWORKING AND BUILDING TRUST. I LIKE SHAMINAS EXPERIENCE AT UN, SHE IS YOUNG, TALENTED AND WELL FOCUSED. SHE INSPIRES ME TO DREAM BIG. THERES NOTHING I LIKED THE LEAST.
5	the conversations were very inspirational and at at the end of the day some useful contacts were created. having young people who have "made it" talk to us made us realise that we can do it too.
6	to tell more about the new generation of gsl 2007 photos and action plaanes of them
7	I learnt that one can go through a rough patch in life but that this should not deter him or her from achieving their goals. I also learnt that people may not always support you in your dream but that you should hold on to it and see it happen. For example, in Carolina's country, most people do not support women entrepreneurs but Carolina defied the odds and established her businesses. I also learnt about advocacy from Alexandra(IPPF)and I learnt that during fundraising, one should not be shy to ask for money.
<i>answered question</i>	7
<i>skipped question</i>	0

## Section E: Action / Business Plan

E1. What is the title of the Action/Business Plan you developed in the LLC Program?	
Respondents	Verbatim Responses
1	Roma Student Leadership Program
2	gender awareness program for the students of higher learning education in Tanzania
3	Geen Organization (The Power of Green Life)
4	WOMENS' HOPE PROGRAM
5	Youth for Development (YfD)
6	HEALTH CARE AWERENESS FOR ROMA,ASHTKALI,AND EGIPTIAN COMMUNITY IN KOSOVO
7	WOMEN'S SUCCESSION RIGHTS CLINIC - KENYA
<i>answered question</i>	7
<i>skipped question</i>	0

E2. Some Action Plans are targeted towards some specific portion of the population like “teenage girls”, “women under the poverty line”, or “imprisoned people”. Other Action Plans are targeted towards a very specific community like “the inhabitants of Los Boldos village” in southern Chile. Thinking about your Action/Business Plan - Which particular group of people is your Plan aiming to help/serve?	
Respondents	Verbatim Responses
1	Roma students from Romania, aged 18 to 25, that have the potential for becoming leaders in their communities, and in Roma Movement across Europe.
2	students of higher learning education in Tanzania both females and males
3	The children and young people of my city, Kurume.
4	WOMEN AND GIRLS
5	Rural young people in the Matabeleland province of Zimbabwe
6	THE target group is ROMA,ASHKALI.AND EGIPTIAN community in Kosovo
7	Women in general
<i>answered question</i>	7
<i>skipped question</i>	0

<b>E3. When you implement your Action/Business Plan, What do you think will be the impact on your community?</b>	
<b>Respondents</b>	<b>Verbatim Responses</b>
<b>1</b>	as i do not have a specific location, i will extend my action plan's impact on a large space. first of all i intend to work in partership with the Roma Organizations from Romania. on a short term the impact will be that this generation shall have the opportunity to increase the chances of improbing the rroma society's status. more of them, positive examples, will succede to change the majority's opinion. moreover, they can work in their local comunities, on aspects such us justice, health, education and emplymnt. on a long term, i expect that rromas situation will have entirely changed.
<b>2</b>	creation of enabling learning environment for the higher learning education in Tanzania. gender awareness will provided to the students. women empowerment.
<b>3</b>	My Action Plan will maintain three programs; the environmental educational program, the volunteer program and the tree-planting program. I talk to children and young people about the importance of recyng, pollution, energy consevation using puppet theatre as a tool. I expect that it will be a better understanding of environmental problems among children in Kurume city, so they will be aware when they grow up. I expect that 200 to 300 children and young people and their parents will learn more about global warming, air pollution, recycling and energy conservation in Kurume city. Hopefully, 200 trees will be planted as the result of education for future generation in my Action Plan. Making the city filled with green for future generation is the impact on my community.
<b>4</b>	1.WOMEN WILL BE EMPOWERED AND HAVE CONFIDENCE TO SAY NO TO GENDER VIOLENCE 2.WOMEN AND GIRLS WILL HAVE AN UNDERSTANDING ABOUT THEIR RIGHTS FOR EAXAMPLE RIGHTS TO REPRODUCTIVE HEALTH, RIGHT OVER THE CHOICES OF THEIR BODIES, TO CHOOSE WHO TO MARRY TO, KNOWLEDGE TO START SMALL BUSINESS TO SUPPORT THEIR FAMMILIES NOT TO BE DEPENDENT ETC 3. MEN WILL BECOME PART OF SOLUTION TO WOMENS PROBLEMS AND NOT PART OF THE PROBLEM 4. DODOMA COMMUNITY WILL BE AWARE OF WOMEN AND GENDER ISSUES
<b>5</b>	The impact will be the creation of a new generation of young rural people who are aware and exposed to current issues both business and career wise that are happenning around the world and are committed to the development of the areas in which they come from. These young people will become the agents of development in their own communities rather than waiting for people from outside to help them. The education level in the community especially that of girls is also expected to increase with more young people moving on to university.
<b>6</b>	they will be aweward of the health imortanats and we will have more safe pragnency,contraseptipons will be used people will be away of the sexual trasmetit desese.
<b>7</b>	Women will be enlightened on their succession (inheritance) rights and will gain access to valuable tools that will enable them enforce their rights.
<b>answered question</b>	<b>7</b>
<b>skipped question</b>	<b>0</b>

<b>E4. Once you have implemented your Action Plan/Business Plan your role in the community might change. Thinking about the moment in the future where you have completely implemented your Plan .... Do you think your role in the community will change? What exactly do you think will be different then?</b>	
<b>Respondents</b>	<b>Verbatim Responses</b>
<b>1</b>	since i am only 20 years old i might take the risk to de called "young and without experience", but as long as i keep doing my job, as i keep proving that our situation can be improved their opinion about me might change and they might even help me.
<b>2</b>	yes my role will change,i am a different person now who knows what is going on in the world and in my community,now i am an agent of change,i have seen the problem in my community and i intend to eradicate it. i am different because now i am a good leader with skills, i have bussiness skills,information technology skills,english skills and communication skills that guide my life and my actions.Moreover i can express myself and ask for the help whenever i will need it, and i have GSL people to support me in my activities.
<b>3</b>	I don't think that my role in my community will change. There are already many women leader in my community. I hope that the environment rather than my role in Kurume city will change.
<b>4</b>	IT IS MY EXPECTACTION THAT AFTER COMPLETING MY ACTION PLAN MY ROLE WILL NOT CHANGE BUT I WILL GIVE WAY FOR OTHERS WHO HAVE IN ONE WAY OR ANOTHER BENEFITED FROM MY ACTION PLAN TO TAKE ROLE AND JOIN THE EFFORTS TOWARDS CONTINUING SPREAD IT TO OTHERS. I WILL THEN BE ABLE TO MOVE TO OTHER PARTS NOT TO MY COMMUNITY ONLY, MY ROLE WILL EXPAND AND CONTINUE UNTIL WHEN I DIE. LEADERSHIP ROLE IS MY LIFE ROLE!
<b>5</b>	My role will change. I want to mentor other young people to take charge after i have implemented the program. these will be the YfD ambassadors who will continue to work in their communities spreading the philosophies of the initial program. The community will also have changed - they will value the girl child , they will value education, school going children will gain exposure to universities and the like, and the community will value the importance of taking the initiative to develop their own communities. All they will need then is consatnt reminders of these values and more up to date information.
<b>6</b>	yes i trully belive in that, the most inprtant thing is that people will have more self confident to fight about theyr rights in life and speak up,for theyr self especially the youth.
<b>7</b>	My role in the community may not change because currently my role is to make the community aware of their rights, and this is what I will be doing in my Action Plan. However, the women in the community will change because they will be enlightened and empowered to enforce their succession rights.
<i>answered question</i>	<b>7</b>
<i>skipped question</i>	<b>0</b>

**E5. Thinking about the overall process of developing your Action/Business Plan. What was THE MOST DIFFICULT part of developing your Action/Business Plan? What was THE MOST ENJOYABLE part? PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**

Respondents	Verbatim Responses
1	the most difficult part was to write down,in the proper way, all my ideas. i have done two action plans, both related to roma community and there are a lot to say about this.all the time i had to find better and original ways to express my self. the most enjoyable part was to find day by day new thigs,new resources and new chalenges
2	the most difficult time was to find the problem and to show how that problem is the big problem that need attention,to show how you will eradicate the problem and to do financinal statements about it. the most enjoyable time was to present it to other people,it was a very happiful moment because i did it(action plan was alive!)
3	For the environmental educaitonal program, I will be working with 3-4 schools in Kurume city for one year. The most difficult part of developing my Action Plan is making the network with many schools in Kurume city. The most enjoyable part is the tree-planting program. This will follow the education. The content is planting new trees and caring for them. We will grow seeds or young plants, and then we will sell them to be planted by many volunteers. We will also offer schools that students participate.
4	THE MOST DIFFICULT PART WAS TO INTERGRATE BUSSINESS AND ACTION PLAN. THE ENJOYABLE PART WAS WHEN I FINALLY MADE IT. I COULD NOT BELIEVE THAT I DID IT.
5	the most difficult part was being realistic about the situation. the problems are so big and complex for just one person to solve. dreaming big is good but being realistic is better though it felt bad because it meant cutting down on some of the big ideas and becoming real. the easy part was that i was talking about something i know and that i have seen.
6	the worl is changing every day belive in it.
7	The most difficult part was coming up with the Executive summary and the Justification of the Women's forum. The most enjoyable part was the thought that women's lives will be changed through the clinic.
<i>answered question</i>	<b>7</b>
<i>skipped question</i>	<b>0</b>

## Section F: Field Trips and Activities

**F1. Here is a list of some of the places you visited and activities you participated during the LLC Program. Please rate how interesting you found each one of these places/activities. IF YOU DID NOT PARTICIPATE IN A PARTICULAR TRIP CHECK THE “NOT APPLICABLE” OPTION.**

Answer Options	Very interesting	Somewhat interesting	A little interesting	Not at all interesting	Not Applicable	Rating Average	Response Count
Alumni Weekend	6	0	0	0	1	4	7
Hyde Park Tour – Eleanor and Franklin D. Roosevelt Home	7	0	0	0	0	4	7
Museum of Natural History	6	0	0	0	1	4	7
President’s Dinner	7	0	0	0	0	4	7
PepsiCo Garden	5	1	0	0	1	3.83	7
United Nations	5	1	0	0	1	3.83	7
International Women Health Coalition	6	0	1	0	0	3.71	7
Shopping Mall (White Plains)	5	2	0	0	0	3.71	7
Fullbright/Jaworski LLC	4	2	0	0	1	3.67	7
Woodbury Commons Outlet Mall	3	2	1	0	1	3.33	7
Metropolitan Museum of Art	4	0	3	0	0	3.14	7
Women’ World Banking	2	2	3	0	0	2.86	7
<i>answered question</i>							<b>7</b>
<i>skipped question</i>							<b>0</b>

## Section G: The GSL Team

G1. Think about your overall experience with the LLC Team 2007 – that is all the persons involved in running the LLC Program in 2007. Please rate how much do you agree or disagree with the following statements about the 2007 LLC Team. CHECK ONLY ONE IN EACH ROW.							
Answer Options	Strongly agree	Agree	Neither agree/nor disagree	Disagree	Strongly disagree	Rating Average	Response Count
People in the LLC Team seemed to know about their subject matter very well.	7	0	0	0	0	5	7
I liked the style of presentation of People in the LLC Team.	7	0	0	0	0	5	7
People in the LLC Team handled questions from the participants very well.	7	0	0	0	0	5	7
I felt like I was able to raise any question with People in the LLC Team either during or after the sessions.	7	0	0	0	0	5	7
People in the LLC Team usually identified and emphasized important points.	6	1	0	0	0	4.86	7
People in the LLC Team presented abstract and complex ideas in a very clear way.	6	1	0	0	0	4.86	7
People in the LLC Team successfully illustrated their points with concrete examples.	6	1	0	0	0	4.86	7
People in the LLC Team were enthusiastic about the LLC Program.	6	1	0	0	0	4.86	7
<i>answered question</i>							7
<i>skipped question</i>							0

## Section H: The Accommodations

<b>H1. Please rate the condition of the dormitories. CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Excellent	57.14%	4
Good	42.86%	3
Fair	0.00%	0
Poor	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>H2. Please rate the condition of the dining room. CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Excellent	42.86%	3
Good	28.57%	2
Fair	28.57%	2
Poor	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>H3. Please rate the quality of the food in the college cafeteria. CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Excellent	14.29%	1
Good	42.86%	3
Fair	14.29%	1
Poor	28.57%	2
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>H4. Please rate the condition of the classrooms. CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Excellent	42.86%	3
Good	57.14%	4
Fair	0.00%	0
Poor	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>H5. Please rate the condition of the library. CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Excellent	100.00%	7
Good	0.00%	0
Fair	0.00%	0
Poor	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

<b>H6. Please rate the overall administration of the LLC Program. CHECK ONLY ONE.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Excellent	85.71%	6
Good	14.29%	1
Fair	0.00%	0
Poor	0.00%	0
<i>answered question</i>		<b>7</b>
<i>skipped question</i>		<b>0</b>

## Section I: The Overall Evaluation

I1. The LLC Program incorporates different components and learning tools to be able to communicate skills related to leadership and business management. Here is a list of some of these elements. Please think carefully about every one of these components and learning tools and rate how useful they were to help your learning experience. CHECK ONLY ONE IN EACH ROW.						
Answer Options	Very useful	Somewhat useful	A little useful	Not at all useful	Rating Average	Response Count
Leadership/Business Management classes	7	0	0	0	4	7
English classes	7	0	0	0	4	7
Development of Action/Business Plans	7	0	0	0	4	7
Field Trips	7	0	0	0	4	7
Your Conversation with LLC Trainers	7	0	0	0	4	7
Information Technology classes	6	1	0	0	3.86	7
Conversations with Role models	6	1	0	0	3.86	7
Your Conversation with other LLC Participants	6	1	0	0	3.86	7
The GSL web site	5	1	1	0	3.57	7
<i>answered question</i>						<b>7</b>
<i>skipped question</i>						<b>0</b>

12. In your opinion, what was the MOST VALUABLE experience you had in the LLC Program? PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.	
Respondents	Verbatim Responses
1	the entire program is for me and it will be for rest of my life the most valuable experience. first of the things that indeed chanded my perception upon my existence was to considere my self equal and with the same start line as all the others. after that i begun asking my self who am i and what are my expectations. as i begun answering i had to face a lot of defects, but also i learned to cherish my self honestly. i had the courage to look back in my past and learned how to deal with and accept it. i deeply believe that i am a lucky person that had the chance to change his life in this manner,meeting amazing people, with special and colegues and brightful teachers, in a wonderful envoriment. i don t have enough words, exexcept with the ones that are my heart. i can't say just one experience. global student leadership emotionally, psyhically and rationally changed me. it actually made me realise my most insipired self.
2	everything was the valuable experience to me,but llc class was the most valuable class to me,it gave me the most valuable experience.
3	The most valuable experience for me is communication with the people having different cultures. I could know exactly about the feeling and thought of people living in different cultures. I also could rediscover good things and bad things about my country and also had a pride of my country. I think that this cultural sensitivity is necessary for working in the world.
4	CONFIDENCE AND LEADERSHIP EXPERIENCE
5	the most valuable experience was getting together and making friends with many differnt people from diverse backgrounds. Learning about the issues that affect the different continents and countries was very useful. the xposure i gained was amazing. Also, the lesson on not judging other people and accepting the values and culture of other people was important.
6	i cant sefinne everything was exellenttttttttttttt
7	The most valuable experience I had in the Program was developing the Action Plan and learning about the financial statements. The IT classes also really helped me learn how IT can be used in a business. The field trips, especially the one to Eleanor Roosevelt's home, were very inspiring and enriching.
<i>answered question</i>	7
<i>skipped question</i>	0

**13. Now think about future implementations of the LLC Program. What would you recommend to CHANGE, IMPROVE, or SIMPLY ELIMINATE for the next time? PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**

Respondents	Verbatim Responses
1	i would only improve the prompting methods. beside this, is perfect!!
2	nothing to change,the class is excellent.
3	I hope that the foods in college will be better. I'm satisfied with the content of this program. I don't have anything to change or eliminate.
4	THERE SHOULD BE TESTS ATER THE END OF LLC TOPIC IF POSSIBLE. IT CLASSES SHOULD ATLEAST BE THRICE A WEEK TO MAKE STUDENTS COVER ALOT.
5	i think the program was good enough as it was.
6	everything to be like it is but before you accept the participants to be over 21 and to do the johari window before they come .
7	I would recommend a reduction in the workload given to the participants so as to give room for enjoyment of the course.
<i>answered question</i>	<b>7</b>
<i>skipped question</i>	<b>0</b>

14. Finally, What do you think it is the best way to stay connected and involved with the LLC Program?	
Respondents	Verbatim Responses
1	due to the fact that all of us are from different countries and continents, the new technology is why easiest way. writing mails and maybe live chatting. it would also be a possibility to create a global student's leadership forum.
2	use of emails and gsl website
3	The best way to be involved with GSL is to report the situation or the information of events periodically each other on e-mail.
4	I THINK IT IS EACH PARTICIPANTS RESPONSIBILITY TO GET CONNECTED AND STAY IN TOUCH IN GSL-NET BY GIVING THEIR OPINIONS ABOUT LLC PROGRAM AND TAKE THEMSELVES AS PART AND PARCEL OF THE PROGRAM TO MAKE SURE THAT THE PROGRAM DEVELOPS REMAINS SUSTAINABLE FOR THE BENEFIT OF ALL. PARTICIPANTS SHOULD BE ASSIGNED DIFFERENT DUTIES LIKE OF MAKING GSL KNOWN TO THEIR RESPECTIVE COUNTRIES AND IF POSSIBLE ASK FOR PEOPLE TO SUPPORT THE PROGRAM. FOR EXAMPLE FOR THOSE GSL ALUMNI FROM EAST AND CENTRAL AFRICA, CAN FIND MEANS TO SUPPORT GSL- AFRICA BY SHARING INFORMATION WITH OTHER PEOPLE WHO CAN EITHER SUPPORT THE PROGRAM OR SEND STUDENTS TO PARTICIPATE IN THE PROGRAM.
5	the best way is to have an online connection via the gslnet of alumni so that they are able to chat and keep each other informed. each year one alumni can also be invited to stay with the participants during the entire program so that there is a peer who knows what is happening.
6	o my good my dream is to come again with my implanted plane to tell others like role model what i have done in my country!
7	The best way to stay connected is via e-mail.
<i>answered question</i>	7
<i>skipped question</i>	0

## Introduction

\*\*\*\*\*

PLEASE READ THIS INTRODUCTION BEFORE STARTING THE SURVEY

\*\*\*\*\*

Welcome 2007 graduates!

We really appreciate you're taking some time to share your recent experience at the Leadership for Local Change Program (LLC), formally Global Student Leadership Program. Your participation is very important for us!

As you already know, evaluation is a fundamental part in the development of any project. That's why we have developed a set of tools to evaluate the impact that the LLC Program has in the participants.

The questionnaire you're about to start is related to your experience during the 6-week LLC Program that took part in Manhattanville College (New York, 2007). Each section in the survey is targeting a different component of the program like the Leadership classes, the Conversations with the Role Models, and others. As you take this survey, please try to recall your experiences as accurately as possible.

Overall, the completion of this on-line questionnaire may take between 25-30 minutes. Your feedback is extremely valuable for the continuing development and improvement of the LLC Program, so please take as much time as you need to thoroughly answer each question.

Finally, we want you to know that your answers to this survey are absolutely confidential.

Thank you very much for your feedback!

The GSL Team 2007

**Leadership/Enterprise Management Classes**

\*\*\*\*\*

Section A:

Leadership/Enterprise Management Classes

This section is focused on your experiences in the following classes: Advocacy, Communication, Cultural Sensitivity, Goal Setting, Leadership Style, Non-verbal Communication, Public Speaking, Self-confidence, Support Systems and Writing a Business Plan.

\*\*\*\*\*

**Leadership/Enterprise Management Classes**

**A1. We are interested in knowing about your previous experience with any kind of leadership training program. This could be a leadership class you may have taken in college, or even a talk/conference you may have attended. Have you taken any leadership training before attending the LLC program? CHECK ALL THAT APPLY.**

- No.
- Yes. Course at college/university
- Yes. Workshop, Conference or Talk
- Yes. Local/Community Program
- Yes. Women Resource Center
- Yes. Other (please specify)

**Leadership/Enterprise Management Classes**

**A2. How much of the topics covered by the Leadership/Enterprise Management classes at the LLC Program were new to you? CHECK ONLY ONE.**

- ALL TOPICS
- MOST OF THE TOPICS
- SOME OF THE TOPICS
- NONE OF THE TOPICS

**Leadership/Enterprise Management Classes**

**A3. How did you find the pace of the Leadership/Enterprise Management classes at the LLC Program? CHECK ONLY ONE.**

- ALWAYS TOO FAST
- SOMETIMES TOO FAST
- ABOUT RIGHT
- SOMETIMES TOO SLOW
- ALWAYS TOO SLOW

**Leadership/Enterprise Management Classes**

**A4. How did you find the workload of the Leadership/Enterprise Management classes at the LLC Program? CHECK ONLY ONE.**

- ALWAYS TOO MUCH
- SOMETIMES TOO MUCH
- ABOUT RIGHT
- SOMETIMES NOT ENOUGH
- ALWAYS NOT ENOUGH

**Leadership/Enterprise Management Classes**

**A5. Here is a list of Leadership/Enterprise Management classes covered in the LLC Program. Please think carefully about each one of these classes and try to asses how much you learned from each one. IF YOU DID NOT PARTICIPATE IN A CLASS CHECK THE “NOT APPLICABLE” OPTION.**

	I learned a great deal	I learned a lot	I learned a little	I did not learn at all	Not Applicable
Public Speaking/Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Johari Window	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Myers-Bring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-verbal Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tower/Bridge Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a Business Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Leadership/Enterprise Management Classes

**A6. Here is a list of Leadership/Enterprise Management classes covered in the LLC Program. Please think carefully and indicate the 3 classes that you think will be most useful for you in the future. CHECK 3 OPTIONS.**

- Financial Statements
- Public Speaking/Presentation
- Writing a Business Plan
- Support Systems
- Tower/Bridge Building
- Leadership Style
- Non-verbal Communication
- Fundraising
- Cultural Sensitivity
- Advocacy
- Goal Setting
- Self-confidence
- Myers-Bring
- Johari Window

### English Classes at ELI

\*\*\*\*\*

Section B:

English Classes at the English Language Institute (ELI)

This section is focused on the evaluation of the classes you took at the English Language Institute, like: Cultures in Contrast, Intensive Grammar, Intensive Reading, Intensive Conversation, Intensive Writing, and Organizational Communication.

\*\*\*\*\*

### English Classes at ELI

**B1. We are interested in knowing about your previous experience with any kind of formal English language training. This could be ANY English class you may have taken in high school, or private tutors you may have had. Have you taken any English language training before attending the LLC program? CHECK ALL THAT APPLY**

- No
- Yes. Course at High School
- Yes. Course at College/University
- Yes. Course at English Institutes
- Yes. Private English tutor
- Yes. Other (please specify)

### English Classes at ELI

**B2. How much of the topics covered by the English classes were new to you? CHECK ONLY ONE.**

- ALL TOPICS
- MOST OF THE TOPICS
- SOME OF THE TOPICS
- NONE OF THE TOPICS

### English Classes at ELI

**B3. How did you find the workload of the English classes at the LLC Program? CHECK ONLY ONE.**

- ALWAYS TOO MUCH
- SOMETIMES TOO MUCH
- ABOUT RIGHT
- SOMETIMES NOT ENOUGH
- ALWAYS NOT ENOUGH

**English Classes at ELI**

**B4. Here is a list of English classes taken at the English Language Institute (ELI). Please think carefully about each one of these classes and try to assess how much you learned from each one. IF YOU DID NOT PARTICIPATE IN A PARTICULAR CLASS CHECK THE “NOT APPLICABLE” OPTION.**

	I learned a great deal	I learned a lot	I learned a little	I did not learn at all	Not Applicable
Intensive Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultures in Contrast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Information Technology Classes**

\*\*\*\*\*

Section C:

Information Technology Classes

This section is focused on the evaluation of the lectures based on Information Technology topics: Defining IT in Context, Process Flows, Electronic Spreadsheets, Databases, Business Card & Brochures, and Power Point Presentations.

\*\*\*\*\*

### Information Technology Classes

**C1. We are interested in knowing about your previous experience with any kind of Information Technology training. This could be a class you may have taken in high school, or private tutors you may have had. Have you taken any Information Technology training before attending the LLC program? CHECK ALL THAT APPLY.**

- No.
- Yes. Course at High School
- Yes. Course at College/University
- Yes. Private tutor
- Yes. Other (Please specify)

### Please specify your answer

**C2. How much of the topics covered by the Information Technology classes were new to you? CHECK ONLY ONE**

- ALL TOPICS
- MOST OF THE TOPICS
- SOME OF THE TOPICS
- NONE OF THE TOPICS

### Information Technology Classes

**C3. How did you find the workload of the Information Technology classes? CHECK ONLY ONE.**

- ALWAYS TOO MUCH
- SOMETIMES TOO MUCH
- ABOUT RIGHT
- SOMETIMES NOT ENOUGH
- ALWAYS NOT ENOUGH

**Information Technology Classes**

**C4. Here is a list of Information Technology classes covered in the LLC program. Please think carefully about each one of these classes and try to assess how much you learned from each one. IF YOU DID NOT PARTICIPATE IN A CLASS CHECK THE “NOT APPLICABLE” OPTION.**

	I learned a great deal	I learned a lot	I learned a little	I did not learn at all	Not Applicable
Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Card & Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process Flows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining IT in Context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power Point Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Information Technology Classes**

**C5. Finally, we would like to have some feedback about our GSL website ([www.gsl.net.org](http://www.gsl.net.org)). What would you recommend to IMPROVE our site? That is what do you think needs to be included, or deleted, or re-formulated to better serve the purposes of the GSL Program? PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**

**Mentors/Role Models Conversations**

\*\*\*\*\*

Section D:

Mentors/Role Models Conversations

This section is focused on the Conversations held with the different Role Models you had the opportunity to meet during the LLC program.

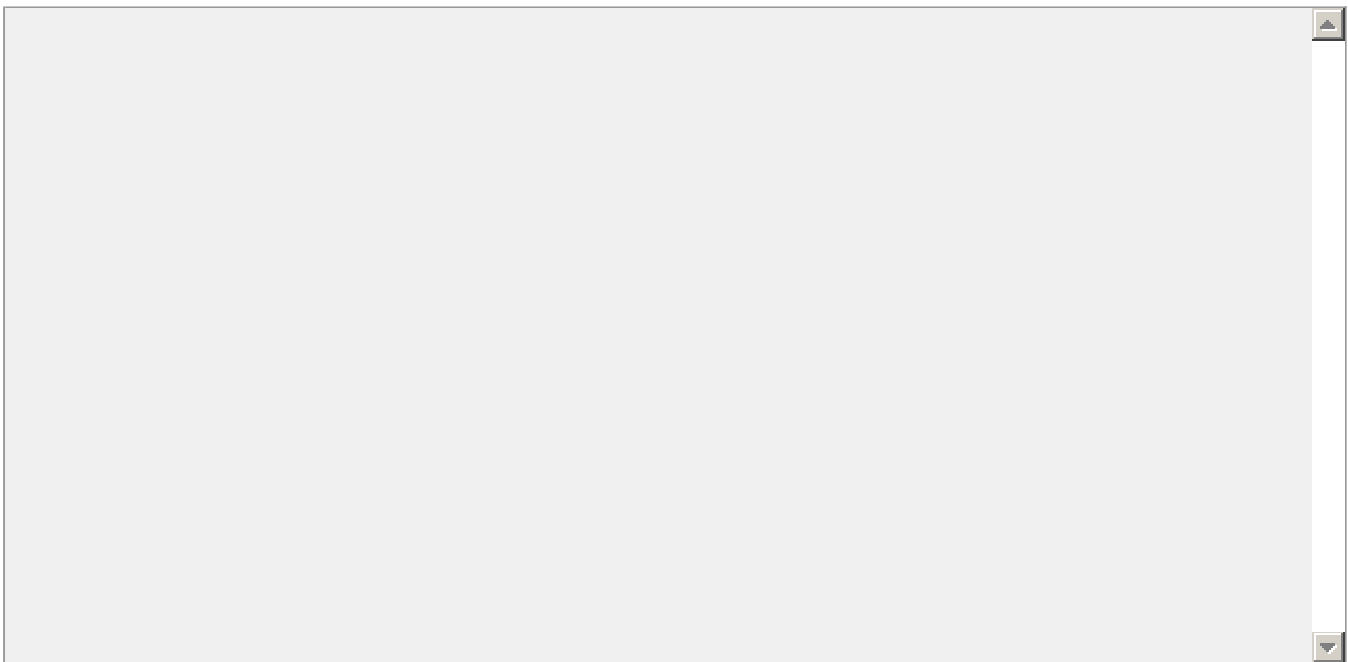
The role models we are referring to here include: Alexandra Garita (IPPF), Bill Buhnett, Carolina Casas-Cordero (GSL Alumni), Gala Rezo (United Nations), Georgina Montero (GSL Alumni), John and Paulette Long, Shamina Gonzaga (United Nations).

\*\*\*\*\*

**Mentors/Role Models Conversations**

**D1. Thinking about those sessions where you had the chance to meet some Mentors/Role Models. What did you like THE MOST about these conversations? What did you like THE LEAST?**

**PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**



**Action Plan/Business Plan**

\*\*\*\*\*

Section E:

Action Plan/Business Plan

In this section we will ask you about your overall experience in developing your Action/Business Plan - that is the development of vision, mission, problems, rationale, goals/objectives, scope of work, budget, marketing, personnel etc.

\*\*\*\*\*

**Action Plan/Business Plan**

**E1. What is the title of the Action/Business Plan you developed in the LLC Program?**

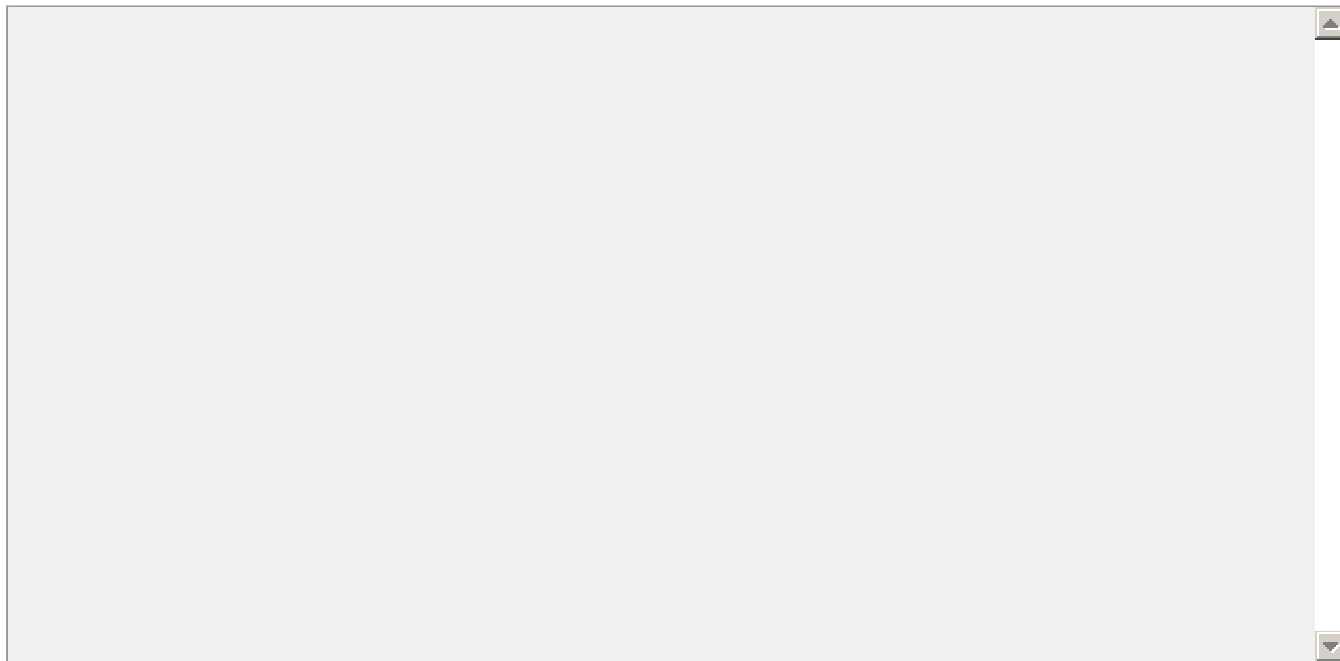
**Action Plan/Business Plan**

**E2. Some Action Plans are targeted towards some specific portion of the population like “teenage girls”, “women under the poverty line”, or “imprisoned people”. Other Action Plans are targeted towards a very specific community like “the inhabitants of Los Boldos village” in southern Chile.**

**Thinking about your Action/Business Plan - Which particular group of people is your Plan aiming to help/serve?**

### Action Plan/Business Plan

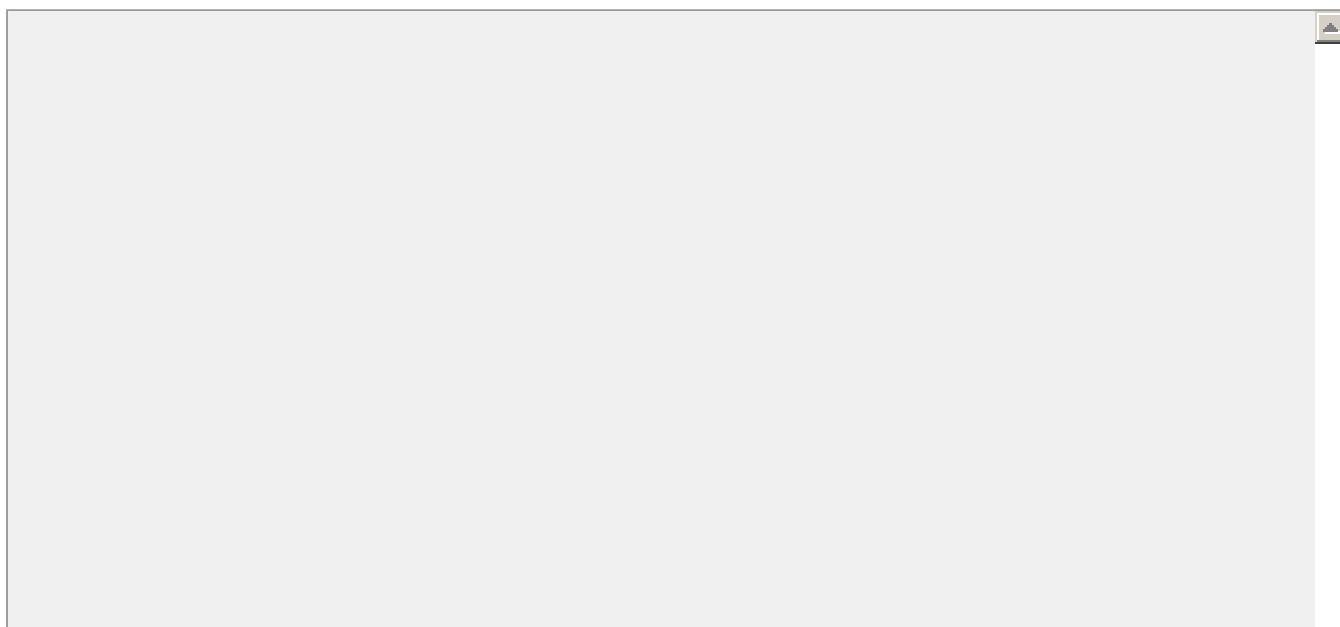
**E3. When you implement your Action/Business Plan, What do you think will be the impact on your community?**



### Action Plan/Business Plan

**E4. Once you have implemented you Action Plan/Business Plan your role in the community might change. Thinking about the moment in the future where you have completely implemented your Plan ....**

**Do you think your role in the community will change? What exactly do you think will be different then?**



**Action Plan/Business Plan**

**E5. Thinking about the overall process of developing your Action/Business Plan. What was THE MOST DIFFICULT part of developing your Action/Business Plan? What was THE MOST ENJOYABLE part?**

**PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**

**Field Trips & Activities**

\*\*\*\*\*

Section F:

Field Trips & Activities

This section pretends to evaluate the overall experience you had during the LLC field trips.

\*\*\*\*\*

**Section F: Field Trips & Activities**

**F1. Here is a list of some of the places you visited and activities you participated during the LLC Program. Please rate how interesting you found each one of these places/activities. IF YOU DID NOT PARTICIPATE IN A PARTICULAR TRIP CHECK THE “NOT APPLICABLE” OPTION.**

	Very interesting	Somewhat interesting	A little interesting	Not at all interesting	Not Applicable
Women' World Banking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hyde Park Tour – Eleanor and Franklin D. Roosevelt Home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Woodbury Commons Outlet Mall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni Weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Nations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Museum of Natural History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fullbright/Jaworski LLC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metropolitan Museum of Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
President's Dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Women Health Coalition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shopping Mall (White Plains)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PepsiCo Garden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The LLC Team**

\*\*\*\*\*

Section G:

The LLC Team

These next question is related to your learning experience with the group of people in charge of running the 2008 LLC Team.

The members of the LLC Team that we are referring to here include: Michaela Walsh, Ann Marie Almeida, Ravi Arps, and Ela Dec.

\*\*\*\*\*

**The LLC Team**

**G1. Think about your overall experience with the LLC Team 2007 – that is all the persons involved in running the LLC Program in 2007. Please rate how much do you agree or disagree with the following statements about the 2007 LLC Team. CHECK ONLY ONE IN EACH ROW.**

	Strongly agree	Agree	Neither agree/nor disagree	Disagree	Strongly disagree
People in the LLC Team presented abstract and complex ideas in a very clear way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in the LLC Team successfully illustrated their points with concrete examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in the LLC Team handled questions from the participants very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in the LLC Team usually identified and emphasized important points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like I was able to raise any question with People in the LLC Team either during or after the sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked the style of presentation of People in the LLC Team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in the LLC Team were enthusiastic about the LLC Program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in the LLC Team seemed to know about their subject matter very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Accommodations**

\*\*\*\*\*

Section H:

Accommodations

These questions are related to your experience with the accommodations at Manhattanville College.

\*\*\*\*\*

**Accommodations**

**H1. Please rate the condition of the dormitories. CHECK ONLY ONE.**

- Excellent
- Good
- Fair
- Poor

**Accommodations**

**H2. Please rate the condition of the dining room. CHECK ONLY ONE.**

- Excellent
- Good
- Fair
- Poor

**Accommodations**

**H3. Please rate the quality of the food in the college cafeteria. CHECK ONLY ONE.**

- Excellent
- Good
- Fair
- Poor

**Accommodations**

**H4. Please rate the condition of the classrooms. CHECK ONLY ONE.**

- Excellent
- Good
- Fair
- Poor

**Accommodations**

**H5. Please rate the condition of the library. CHECK ONLY ONE.**

- Excellent
- Good
- Fair
- Poor

**Accommodations**

**H6. Please rate the overall administration of the LLC Program. CHECK ONLY ONE.**

- Excellent
- Good
- Fair
- Poor

**Overall Evaluation**

\*\*\*\*\*

Section I:

Overall Evaluation

In previous sections you evaluated individual components of the LLC Program.

In this section we want you to evaluate the LLC program “as a whole” - that is – thinking about the overall experience you had during the 6-week LLC Program.

\*\*\*\*\*

**Overall Evaluation**

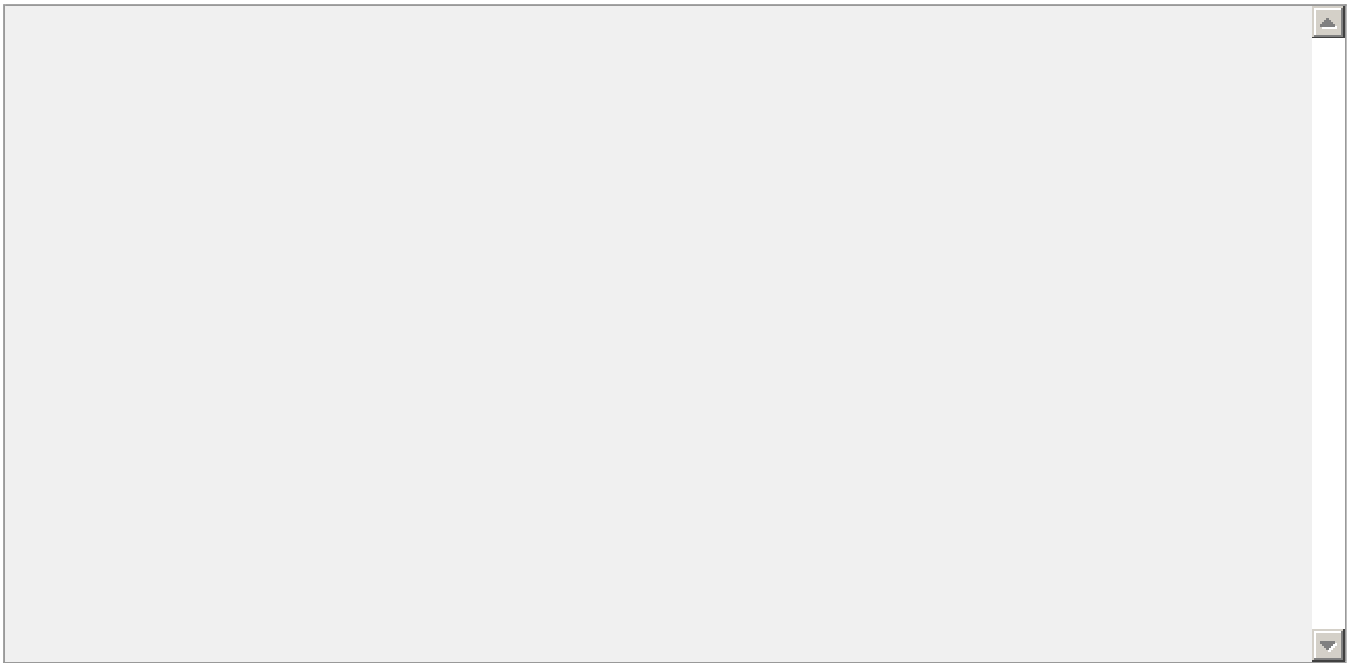
**I1. The LLC Program incorporates different components and learning tools to be able to communicate skills related to leadership and business management. Here is a list of some of these elements. Please think carefully about every one of these components and learning tools and rate how useful they were to help your learning experience. CHECK ONLY ONE IN EACH ROW.**

	Very useful	Somewhat useful	A little useful	Not at all useful
Field Trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Conversation with other LLC Participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of Action/Business Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership/Business Management classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversations with Role models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The GSL web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Conversation with LLC Trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Overall Evaluation**

**I2. In your opinion, what was the MOST VALUABLE experience you had in the LLC Program?**

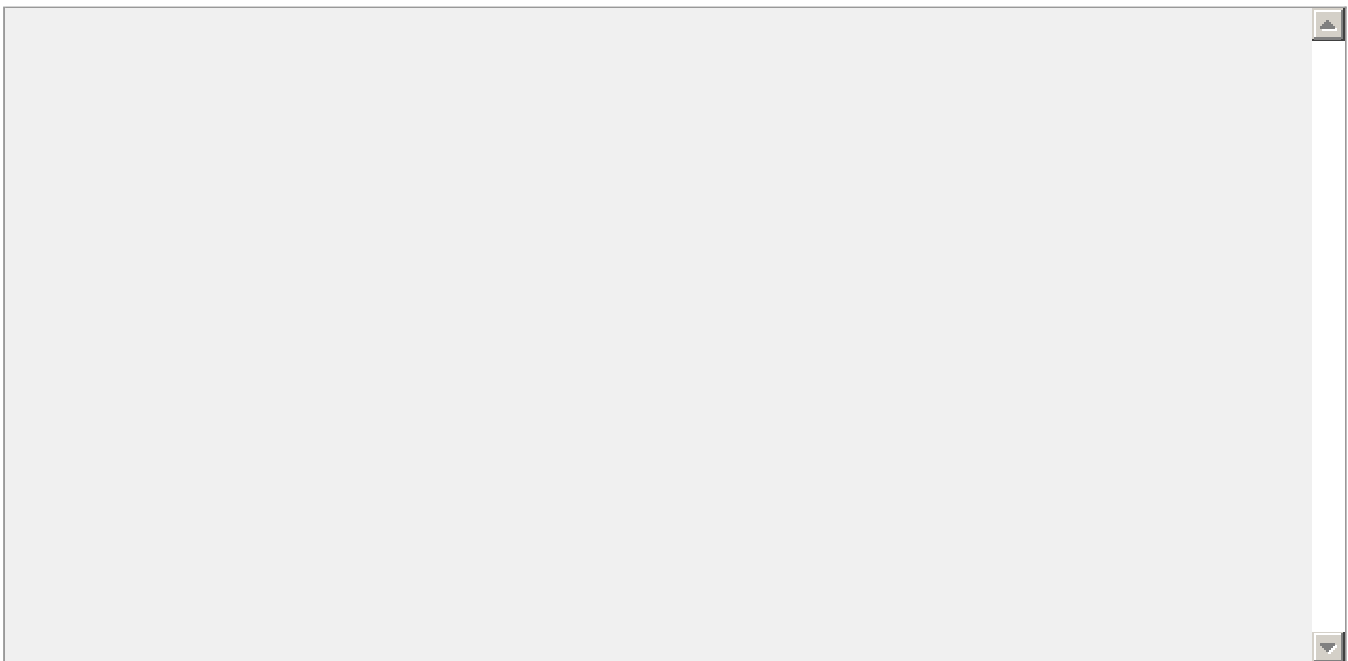
**PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**



**Overall Evaluation**

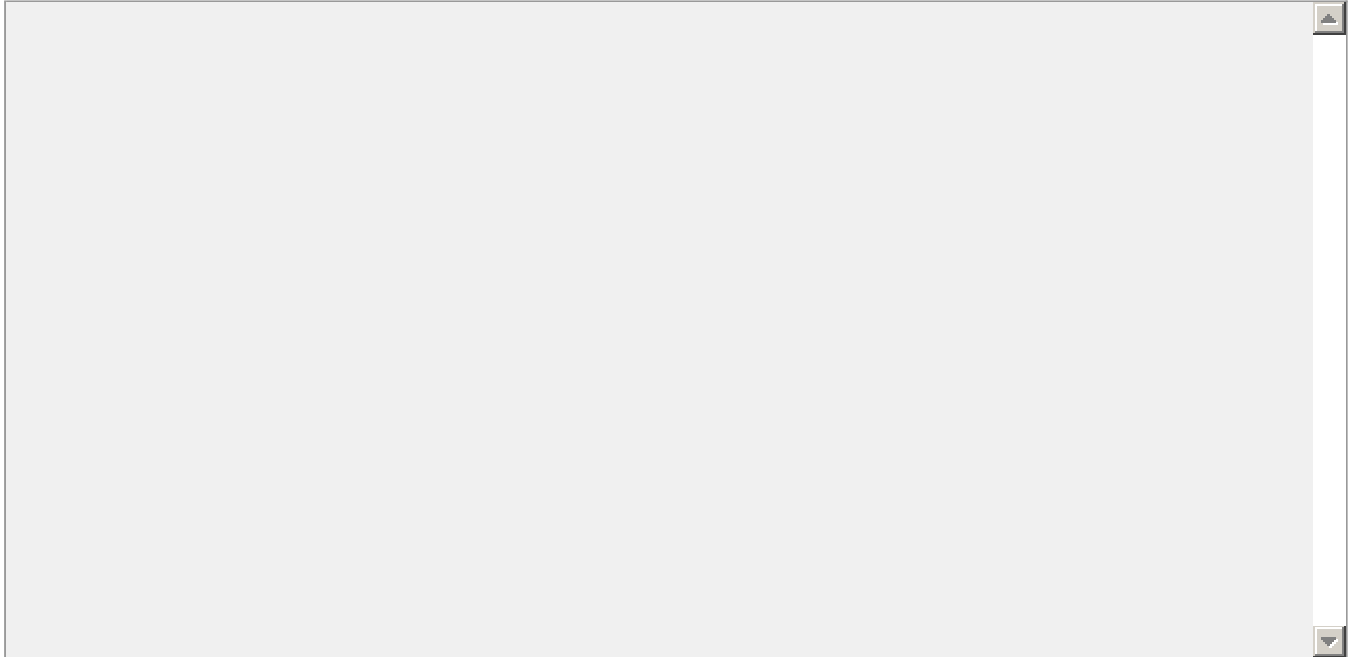
**I3. Now think about future implementations of the LLC Program. What would you recommend to CHANGE, IMPROVE, or SIMPLY ELIMINATE for the next time?**

**PLEASE TYPE ANY THOUGHTS IN THE BOX BELOW. GIVE EXAMPLES IF NECESSARY.**



**Overall Evaluation**

**I4. Finally, What do you think it is the best way to stay connected and involved with the LLC Program?**



**The End**

\*\*\*\*\*

THANK YOU SO MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!!!

Your feedback is extremely valuable for continued improvement and expansion of the GSL Program.

The GSL Team 2007

\*\*\*\*\*

## Invitation Letter

To : [EMAIL ADDRESS]  
From : walshm1@mville.edu  
Subject : Evaluation GSL 2007 Program (New York)

---

Body: Dear [NAME] ,

We are contacting you to request your help to evaluate of the Leaders for Local Change Program.

As you well know, evaluation is a fundamental part of the development and improvement of any project. Today, we want to invite you to tell us about your LEARNING EXPERIENCES as a participant of the GSL Program 2007 (New York, USA).

Please click on the link below to access our web survey:

<http://www.surveymonkey.com/s.aspx>

As you complete this survey, PLEASE TRY TO RECALL YOUR OWN EXPERIENCES as accurately as possible.

Overall, the survey may take you between 30-35 minutes to complete. Please, make sure you submit your answer no later than Friday September 14th, 2007. We'd really appreciate your timely response.

Once you finish the survey, please let us know any further comment you have regarding this evaluation or your participation at the 2007 GSL Program at leticiapio@gmail.com. Your feedback is extremely valuable for us!

Finally, we want to let you know that YOUR ANSWERS TO THIS SURVEY ARE COMPLETELY CONFIDENTIAL. We don't require your name or any kind of identification for completing the survey.

Thanks in advance for helping us improve and advance the GSL Program!

Michaela Walsh  
Ann Marie Almeida  
The GSL 2007 Team

(\* If you don't want to receive more messages from us, please check this link <http://www.surveymonkey.com/optout.aspx>

