



Leadership Without Limits Evaluation of Cohorts One and



Two

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Summary

Leadership Without Limits (LWL), is a program of Promise Neighborhoods of the Lehigh Valley (PNLV). PNLV reimagines leadership by empowering and supporting the leadership of individuals within their own communities. PNLV supports developing a cadre of neighborhood leaders to tap into their inherent leadership ability and provide the resources and training required for residents to actualize their intrinsic ability and emerge as leaders in Allentown and the Lehigh Valley over the next 2-10 years.

Since 2018, there have been two leadership institutes, Cohort One and Cohort Two. Applications were received, reviewed, and participants chosen. Cohort Three will occur in 2020.

Black African Heritage	Latinx	White	Male	Female
21	15	4	13	27

Cohort One enrolled 22 students, Cohort Two enrolled 18 unique students, one student attended some of Cohort One and all of Cohort Two. The 40 students represented: 21 students of Black African Heritage, 15 Latinx students, and 4 white students. With respect to gender: 13 students identified as male and 27 students identified as female.

Five Focus Groups	Two one-on-one interviews	One written submission
17 participants	46% participation rate	

An evaluation of the impact and efficacy of the Leadership Without Limits program began in the fall of 2019. With respect to Phase one of the evaluation, five focus groups were facilitated, two one-on-one interviews occurred, and one written response was received. A total of 17 students participated. While there was a total of 40 students, three students, for various reasons, were no longer available to participate in the evaluation. The evaluation participation rate was 46%.

Phase two of the evaluation was a robust Ripple Mapping session – students, prompted by questions, shared the “ripple effects” of participating in LWL. Please see page 8 for the results.

Suggestions

General	Classes	Instructors	Mentorship	Next Steps
Provide binders instead of journals and provide the option for students to leave the binders in the room from one week to the next.	Make the Goal setting session a Part One and Part Two – or cover less in the one session. Less information, more practice.	Require instructors to manage their time and provide their information within the designated timeframe.	If the mentor does not hear from the mentee, ask the mentor to contact the LWL Project Manager.	Offer LWL Advanced – for people who want to go to another level.
Pre-load the binders with the instructor handouts. Create and distribute a roster of the students.	The Nutrition Session – consider making a Part One and Part Two session.		Ask the mentees to send the LWL Project Manager an update on what they're learning from their mentorship relationship.	Have the ability for leaders to call and request a consultation.
Go digital instead of paper.	Make the Entrepreneurship class two sessions.			Teach leaders how to do a serious overhaul of a situation.
Use technology besides email to connect with participants.	Stephanie – (Entrepreneurship) was organized and could follow her train of thought.			Evaluate right after the Cohort ends.

Brainstorm ways for students to stay in touch.	Make sure the storyhealing evening event happens.			Do a mini storyhealing at graduation, track progress.
Make the graduation a bigger deal, all cohorts need to attend.	Consider 9-10 classes, add a class for introspection, something to prepare students for how to respond when attacked.			Make a YouTube channel – record the classes and use for marketing.
Record the sessions – that would be especially helpful for students who aren't able to make every class.	Add a networking class – teach how to get comfortable with meeting people, getting to know them and practice selling your brand, how to make your pitch.			Hugs in Cohort 3 – if a networking class teach people to hug rather than shake hands.
Have different nationalities of food for dinner.				Prior to the start of classes, have Cohort 3 meet Cohort 1 and 2.

Evaluation of Cohort One and Two – Part 1

What students loved	What students wish for	Overall experience
The instructors, who were from the community – “seemed like they really wanted to help us out.”	Wish the mentor assignment was longer.	Was struggling with life, “felt so honored to be a part of the group, being part of the Institute felt empowering.”
The energy of the class.	Wish there was an ongoing relationship with mentor.	Finally, has come to embrace Allentown and loves the city and so do her daughters.
The classmates- “I returned every week because of them...”		

<p>Connections – if you’re from the community perhaps you have connections. As a “newcomer,” the connections are empowering. She now has people she can call if she has a problem with a particular system.</p>		
<p>Liked that people were taking away their masks and sharing information they probably don’t usually share...vulnerable and healing process.</p>		

<p>What students learned – in general</p>
<p>The importance of being part of and or creating a team rather than being a one-person show.</p>
<p>To focus on strengths rather than weaknesses.</p>
<p>You don’t have to know everything in order to share something.</p>
<p>Learned a lot about self and gained confidence.</p>
<p>Public speaking – just do it.</p>
<p>How to be less aggressive and more diplomatic to get things done.</p>
<p>How to be comfortable being uncomfortable.</p>
<p>How “to ask for what I want.”</p>
<p>It’s ok to say no.</p>
<p>Self-care - It’s ok to take care of self.</p>
<p>How to collaborate with diverse communities.</p>
<p>How to navigate for self when in the minority.</p>
<p>The need to recruit men, because men are lacking in leadership.</p>

<p>More aware that if you want things to happen it’s not enough to have good ideas, must take the initiative to actualize the idea.</p>

Evaluation of Cohort One and Two – Part 2

What students learned per class

Storyhealing

- How to face own story, which gave her back her voice.
- Break through – learned a lot about self, which initiated a new path.
- This class provided a way of relieving the pressure of the thoughts difficult to get away from.
- “Gave me my why.”
- Take ownership and be proud of your life, don’t be so hard on yourself.
- So good –a part two would be helpful.
- Learned it is ok to be hurt when something bothers you, you’re not alone, others have been hurt too.
- After storyhealing, felt happier, something came off her shoulders.
- Made the connections of life events and how they impact life over all.
- Later realized should have been honest...what she wrote was not going to heal her.

Strengthbuilders

- Very accurate – defined her as a person.
- Strengthbuilders helped and provided more confidence.
- Know your strengths – and learned something he considered a flaw is actually considered a strength.
- Figured out not to have expectations for others to be similar to him.
- Would have liked the results gone over personally.

Leadership

- Remembers she went along with picking a team member to make it easy rather than pick the one she really wanted, now drawing the line and showing up more authentic.
- Really enjoyed the role play activity, it revealed some biases as well as a fear of how she is perceived.

Trauma

- Amazing class. Appreciated all that Hasshan shared, his story is amazing.
- Check the emotional thermometer and check on whether there are different opinions.

Goal Setting

- Wrote down the three things she wanted to do but didn’t have enough time in class do flush them out.
- The instructor was good at what he does – “he’s sharp.”
- Helped us make our goals a reality.
- Taught to focus on one thing and track it, has applied the process with respect to purchasing a home, finishing school and her job.

Communication

- “Hovering is a temporary state.” Appreciated the reference to a mall map “you are here.”
- Time is valuable and others need to respect your time and vice versa.
- Appreciates being reminded we can pick and choose where we go – we don’t have to show up everywhere we are invited.
- Impressed with the instructor. Knows she poured a lot into the students. • The instructor kept it real – kept it 100.

Nutrition and Self-Care

- Real and eye-opening information. The instructor came with the facts and she lives it. You believe her.
- Introduced the snow globe to the students at Central Elementary.
- Believe the snow globes should be a requirement for each class.
- Loved the activity Sharon did with the stress jars – on her desk right now. • The way we eat has a lot to do with leadership.
- Surprised at what is good and what is not good.
- Always reads the back of the box now for the nutrition facts – so much more conscious of what he eats.

Entrepreneurship

- Amazing – inspired to open own business.
- Has never thought about or considered a business – was taken out of comfort zone (good thing).
- It was an awakening of how a leader could be an entrepreneur.
- Enjoyed. One day would like to start a business so it was good to learn about LLC’s etc.

Evaluation of Cohort One and Two – Part 3

How are you using what you learned to uplift/improve/give back to the community?

Now volunteering at the Boys & Girls Club (developed and delivering program on female advocacy).

Volunteer with the Allentown Visioning 2020 project – very vocal on creating a whole Allentown image vs. a downtown Allentown image. Believes that would create a sense of inclusivity – and learned about the need for inclusivity from the stories heard in class.

Reaching out to businesses to design their logos.

Stepped up in church, now an usher.

As a union leader, teaching members to be kind to one another – gave each member a Kind bar to take and pass on.

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Attending meetings and knows they don't always want her there but comes prepared and gives her input - "making her moment her moment."

Working to incorporate art with elementary and middle school children in the Lehigh Valley – art was an out for him

Plan on stepping up with Girl Scout group.

Volunteering in the community more (Back to School drive, Puerto Rico Day, Inside Allentown) and brings her children along.

Able to connect to a variety of people and has a stronger sense of hope. Believes can make a difference even if a small one.

Evaluation of Cohort One and Two – Part 4

Are they a leader?

Attended JP Reilly's corporate meeting. She didn't have to pay. When asked who she was, told them she was a community leader. Accepted into [Clemson's Master of Science Youth Leadership and Development Program](#) – starts August 2020.

When she walks into community events, they see a white person advocating for minority rights...

Institute helped with self-esteem with respect to negotiating for custody of son.

Always a cheerleader for her clients especially by providing information that helps them move their life forward.

At work, wrote a two-page letter and placed in the suggestion box. The company made the changes the same day. Felt like he spoke for a lot of people that were not speaking up.

Started helping as a Sunday school teacher at her church –took the lead on the class.

Yes, no longer being hesitant when opportunities come up.

Since the Institute, runs her church youth program.

Yes – started a Christian Women's group.

Joined the military and what he learns in the military will reinforce what he learned during LWL. The leadership training will be reinforced from the outside in.

