



Positive Leadership Development Institute™

Evaluation 2012

July 2012



Ontario AIDS Network

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Executive summary

The Positive Leadership Development Institute™ (PLDI™) is a program of the Ontario AIDS Network with the goal of developing strong networks of leaders among people living with HIV/AIDS. The Pacific AIDS Network is a partner providing similar training in western Canada. Since the founding of the program in 2006, more than 300 people in Ontario have completed at least one of the three levels of training.

This evaluation of the training provided by the PLDI™ summarizes the findings of evaluations done from 2010 to 2012. All evaluations were provided by Ontario participants in the Leadership training. Evaluation methods consisted of an online survey during June/July 2012 and analysis of in-session questionnaires and six-month post-training questionnaires. The online survey and the questionnaires both contained quantitative and qualitative questions.

A total of 65 people responded to the online survey (65% response rate) and 65 people completed in-session and post-training questionnaires. Since responses were anonymous, it was impossible to determine if each respondent had completed only one survey or questionnaire.

Leadership training participants are 72% male and 28% female. Most are over 40 years old (82%) and many have a university or college education (90%). This may reflect the readiness of mature persons to undertake leadership roles. Ethnographic information indicates that the Caucasian, African and Caribbean communities in particular are well represented among the participants but that participation of Aboriginal and Asian participants could be increased.

Most participants are motivated to take the training for personal development, to serve as a role model, to develop skills for volunteering and to obtain paid employment. Participants report that they benefit from the training by Identifying their core values and living by them, networking with others and gaining self-confidence. Some credit the training with giving them the confidence and skills to obtain paid work and to upgrade their education.

The Leadership training requires that each participant develop a personal action plan at the end of Level 1. The concrete results that graduates report include increased volunteering at AIDS service organizations and other community organizations, improved skills at work, greater self confidence, taking on leadership roles, being a better role model and securing paid work.

The content of all levels of Leadership training is highly rated by participants, with some reporting that even training approaches such as role playing, which can be personally uncomfortable, are valued for their learning benefits. Many expressed satisfaction with the variety of learning approaches used in the training. Suggestions for new elements in the training included public speaking, facilitation/chairing skills, mentoring and writing skills. Some of these might be included in the training, while others require longer-term learning which could be provided to Leadership graduates by other organizations.

Many graduates expressed the desire for a means of connecting them and providing ongoing information and support. Suggestions included discussion boards, e-bulletins, use of social media and face-to-face meetings when practical.

In general, demand exceeds supply for the Leadership training. Although more than 40% of participants are enrolled immediately when they apply for training, almost 20% have been on a waiting list for more than a year.

The concrete benefits of the Leadership training are clear from the evaluations, as are the high ratings of all aspects of the program and the enthusiasm shown by participants. Based on feedback from participants, the following options for enhancing the program could include:

- Maintain content while updating and providing more training on requested skills such as public speaking and facilitation
- Develop timely progression for participants from Level 1 through Level 3
- Educate more trainers to meet the high demand for the program and spread training to more regions of Ontario
- Consider working with organizations connecting to Aboriginal, Asian and youth communities to increase their participation in Leadership training
- Develop post-training supports, largely electronic, for graduates to continue networking and supporting each other and exchanging news. Consider working with program graduates to develop these.

At the same time, it must be recognized that significant obstacles and challenges exist to acting on these options. The uncertainty of funding is the most challenging obstacle to continuing to offer the program or expand it to meet the high demand.

Positive Leadership Development Institute™



The Positive Leadership Development Institute™ is a program of the Ontario AIDS Network and the Pacific AIDS Network. The aim of the program is to develop strong networks of leaders among people living with HIV/AIDS. The program supports people to realize their leadership potential and increase their capacity to participate meaningfully in community life. The program in Ontario is supported by the Public Health Agency of Canada (through the AIDS Community Action Program), the Ontario Trillium Foundation and by the Ontario AIDS Network through fundraising.

The PLDI™ training consists of three levels:

- Level 1: Who am I as a Leader?
- Level 2: Bored? Get on Board!
- Level 3: Communications

The curriculum provides participants with the opportunity to:

- Understand the principles and commitments of leadership
- Realize individual leadership potential
- Participate in building a network of leaders within the PHA community
- Realize the potential and strengths that each individual brings to the network
- Learn about and practise leadership skills in a safe environment
- Inspire others to become leaders
- Take on facilitator and mentoring roles in the community
- Expand their awareness of our community

All three levels of training are based on a framework of 5 practices and 10 commitments (developed by James M. Kouzes and Barry Z. Posner, “The Leadership Challenge” July, 2008 ISBN: 978-0-470-90734-4):

Model the Way

1. Find your voice by clarifying your personal values
2. Set an example by aligning actions with shared values

Inspire a Shared Vision

3. Envision the future by imagining exciting and ennobling activities
4. Enlist others in a common vision by appealing to shared aspirations

Challenge the Process

5. Search for opportunities by seeking innovative ways to change, grow and improve
6. Experiment and take risks by constantly generating small wins and learning from mistakes

Enable Others to Act

7. Foster collaboration by promoting cooperative goals and building trust
8. Strengthen others by sharing power and discretion

Encourage the Heart

9. Recognize contributions by showing appreciation for individual excellence
10. Celebrate the values and victories by creating a spirit of community

Since the founding of the Positive Leadership Development Institute™ program in 2006, more than 300 persons with HIV/AIDS in Ontario have completed the first level of leadership training and close to 100 have completed all three levels. There is currently a waiting list of more than 260 people for the various levels of leadership training. Graduates of the program have gone on to serve on organizational boards of directors and occupy other leadership positions, some involving paid employment.

I'm happy to say that I recently accepted a contract position.

I am returning to school full time

I have used my skills to gain two jobs – am working full time.

I've been asked to speak at a conference about being an HIV-positive person who returned to work.

The training helped me to find my path and make a career change.

Evaluations of PLDI™ training: 2010 – 2012

This report summarizes a series of evaluations of the Positive Leadership Development Institute™ training programs since 2010. An initial evaluation was done in 2008 after the first two years of programming. Since then, in-session evaluations have been done at training sessions and six-month follow-up questionnaires have been completed by training participants. An online survey of all training participants was conducted in June-July 2012.

Online survey

An online survey of past participants in the three levels of PLDI™ training and those waiting to take Level 1 training was conducted in June-July 2012. After discarding outdated e-mail addresses, an e-mail invitation to participate in the survey was sent to 100 people. The survey was open for three weeks on Survey Monkey. The response rate was high: 65 people responded to the survey, for a 65% response rate.

The survey consisted of 20 questions, both quantitative (multiple choice and rating scales) and qualitative (allowing written comments). A copy of the survey is provided in Appendix A. Quantitative answers were analyzed with Survey Monkey software and Microsoft Excel. Written comments were analyzed and sorted into themes according to frequency by the project consultant.

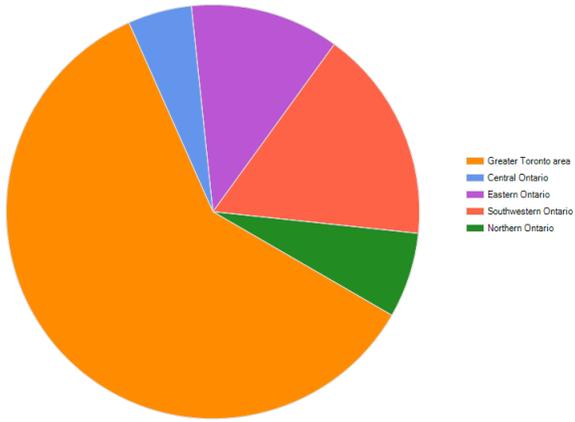
Demographic profile of participants

The predominant profile of the leadership training participant is a male (72%) who lives in the Greater Toronto area (60%), gay/lesbian (62%) or straight (35%), is likely to be Caucasian (53%) or African/Caribbean (26%) ethnicity and is age 40-54 (57%), 55+ (25%) or 25-39 (18%). The majority have attended university (56%) or college (34%).

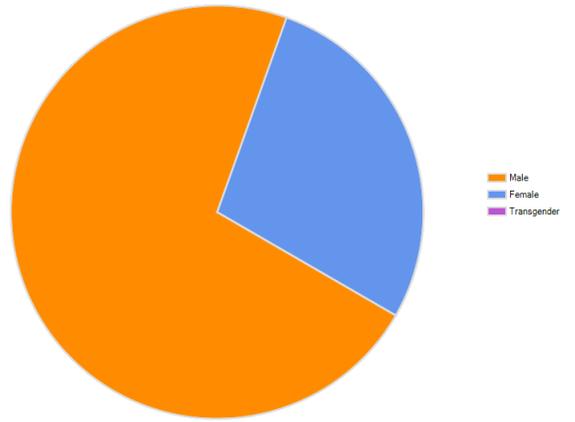
In more detail:

- Male (72%); Female (28%)
- Gay/lesbian (62%); Straight (35%); Bisexual (3%)
- Caucasian (53%); African (18%); Caribbean (8%); Hispanic/Latin American (7%); Aboriginal (3%); Asian (2%); Other – unspecified (10%)
- Age 40-54 (57%); 55+ (25%); 25-39 (18%); 18-24 (0%)
- University (55%); College (34%); High school (10%)

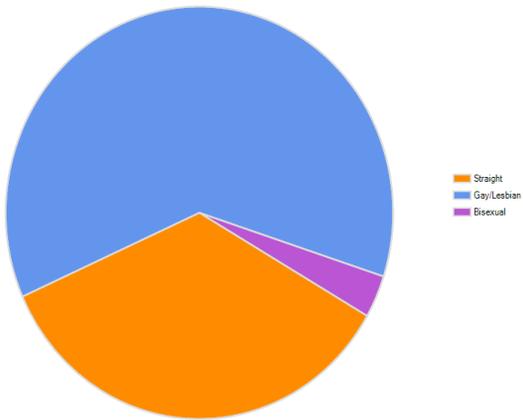
I live in:



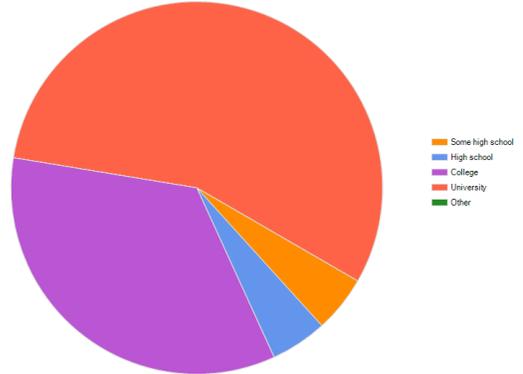
My gender:



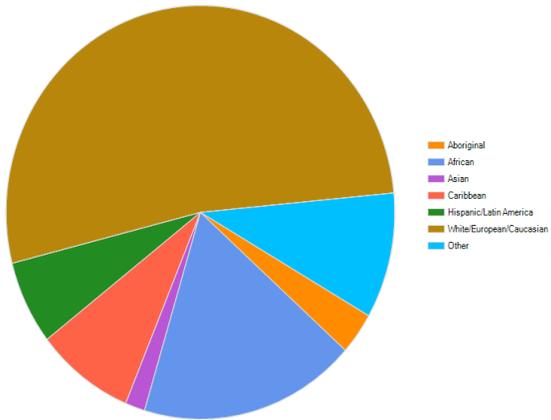
My sexual orientation



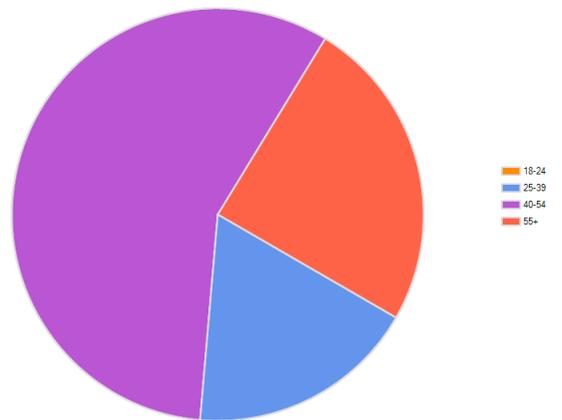
My education



My ethnicity



My age



Motivation for taking the training

The main motivation for taking the training is personal development, followed in order of ranking by the desire to become a role model for other HIV-positive people, to develop skills for volunteering at an ASO or in other community organizations, and to develop skills to get paid work. A large majority of respondents (77%) are “very interested” in taking all three levels of training.

Impact of the training on participants

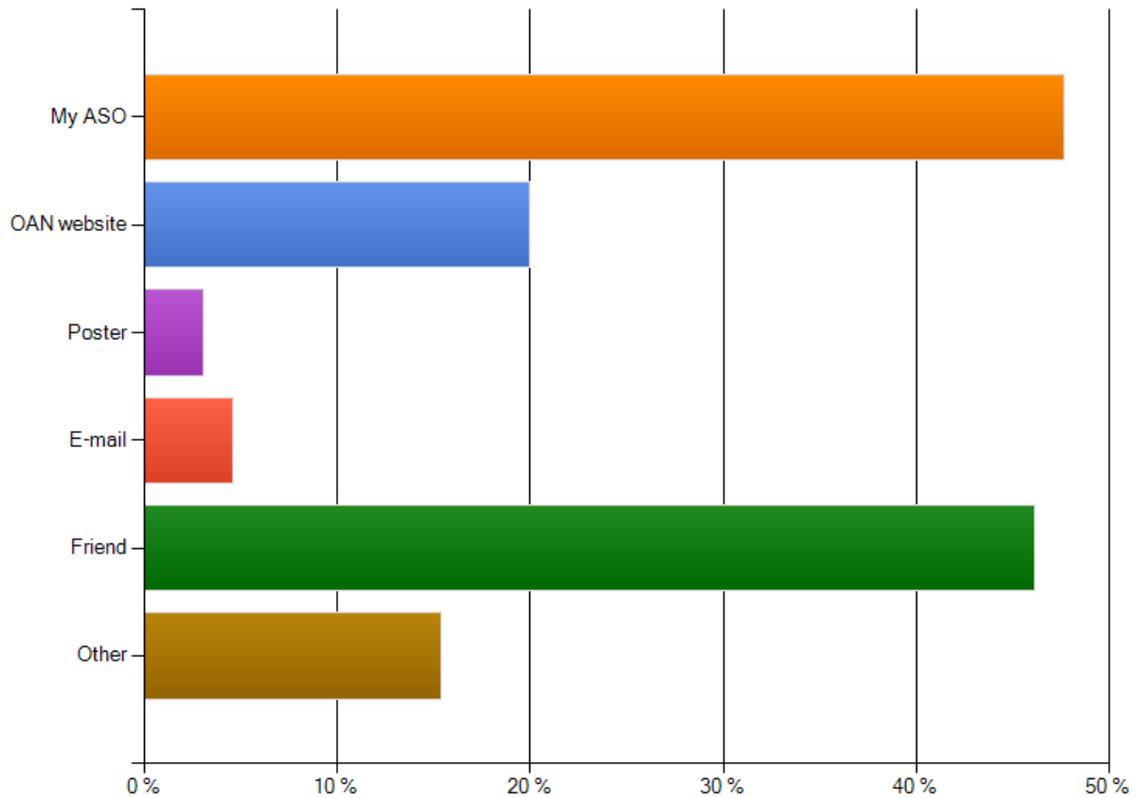
The greatest benefits that participants derived from the training are identifying personal core values and living by them (83%), meeting other people at the training (83%), and enhanced self-confidence (76%). Other benefits reported are enhanced skills for volunteering (50%), enhanced skills for obtaining paid work (28%) and motivation to upgrade education (13%).

Written comments giving examples of how participants have used their leadership training amplified these quantitative results. In order of ranking, participants reported: more volunteering with an ASO or with the poz community; improved skills at work (especially active listening, dealing with difficult situations and having better information about HIV issues); greater confidence and personal effectiveness; taking on leadership roles in an ASO; getting involvement in the community beyond the ASO; enhanced life skills; being a better role model; and securing paid work as a result of training.

Feedback on logistics and course content

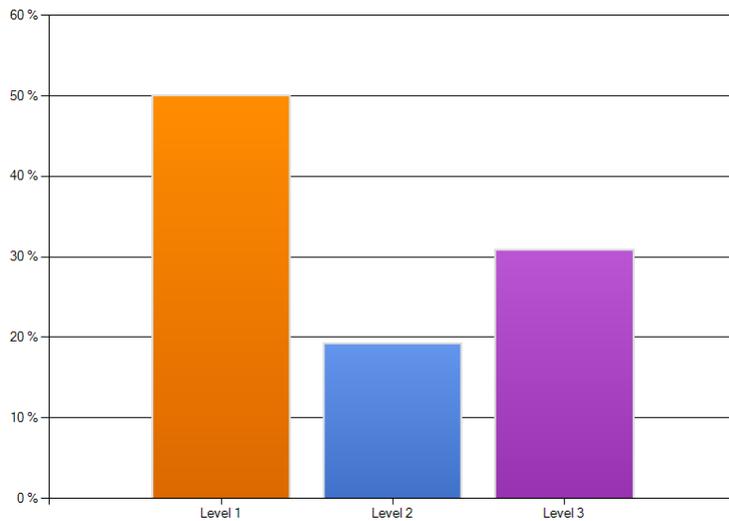
1. Many of the survey respondents had completed all three levels of training (39%). Others had completed earlier levels or were waiting to do the Level 1 training (Completed Level 1: 20%; Level 2: 20%; waiting to complete Level 1: 22%). Most learned about the training from their ASO (48%) or from a friend (46%). Others learned about it from the OAN website (20%) and a small number learned from an e-mail message (5%) or a poster (3%). The overlap in percentages is explained by some people having learned about the training from more than one source.

How did you learn about the Positive Leadership training?

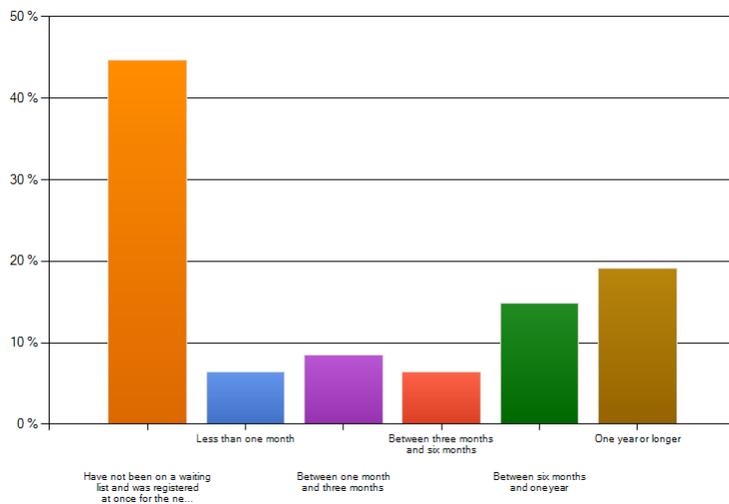


Many who want the training had no problems enrolling and were immediately registered for the next training session (45%), while others had been on a waiting list for one year or more (19%) or for a period ranging from 6-12 months (15%). Those waiting for shorter periods than six months represented 23 % of the total. The majority of those on a waiting list were for Level 1 training (50%) and some for Level 2 (19%) or Level 3 (31%).

If you have been on a waiting list, for which level (1, 2 or 3) have you been waiting?



If you are on a waiting list to take the leadership training, how long have you been on the waiting list?



In terms of course content, most found the discussions in the large group and the opportunities to speak or present most helpful (top pick by 74% of respondents). Also rated highly were speakers sharing their own experience (72%), talking with others during breaks and leisure time (70%), presentations (63%) and small group work (59%). Less valued was role playing (46%), although some participants said that the role playing had been uncomfortable but useful.

The components of Level 1 training, *Who am I as a Leader?*, were ranked according to interest or helpfulness as follows. #1 is the highest ranking.

1. Developing a personal action plan (highest ranking)¹
2. Making a collage²
3. History of HIV and GIPA-MIPA (equally rated)
4. The five practices

The quality of my volunteer work has changed...I now take chances to do things that I would probably not have done otherwise.

I have an 18-year-old grandson and I was hesitant about giving him condoms. Now I fill bags full.

I've been going small and, with all the support, I'm going big.

Those who completed Level 2 – *Bored? Get on Board!* - ranked the training components according to interest or helpfulness as follows:

1. Board governance models
2. Understanding committee structures and purpose
3. Board accountability/bylaws/policies/procedures
4. Conflict of interest
5. The role of Board members

Now I'm going to college and I applied for a job

I've already started a small business...and want to see how it goes.

I'm not going to say, "I'll leave it for next time." Not any more.

Those who completed Level 3 – *Communications* - ranked the content as follows:

1. Effective feedback
2. Public speaking
3. Dealing with difficult situations
4. Active listening and Conducting effective meetings (ranked equally)

¹ Developing the personal action plan involves each participant in setting personal goals, creating strategies for attaining goals and establishing timelines for achievement.

² Each participant makes a collage about leadership. Members of the group name the leadership qualities they see in each collage. This is the first time that many participants have had others see leadership qualities in them; it can be life-changing.

Prior to taking the program, I was unemployed and on disability. After taking the program, I was offered a full-time position at my local ASO.

I'm now putting together projects – everything from fundraisers to creating the not-for-profit grocery store, to helping with the harm reduction group...

I've been doing a writing course part-time and I applied for a full-time master's degree program.

Respondents were asked what they would change about the curriculum for Level 1. A number of people made suggestions.

- Change nothing – 11 replies
- Eliminate:
 - Collage – 3
 - History of HIV – 2
 - Five practices – 1
 - Action plan – 1
- Reduce the number of presentations – 1
- Update all material – 1

The same question for those who had completed Level 2 yielded these responses:

- Change nothing – 12
- Remove:
 - Presentations – 1
 - Board governance models – 1
- One respondent remarked that role playing was uncomfortable, but stressed that it should be kept in because the challenge to learn new skills is worth it
- Update all material – 1

And for Level 3:

- Change nothing: 7
- Remove:
 - Presentations – 1; and 1 who stressed not removing them
 - Dealing with difficult situations - 1
 - Update all material – 1

I'm a volunteer in support of community outreach and I sit on five committees. I've been using the leadership skills in every group that I go to.

In-training evaluations

Participants in all three levels of training are asked to complete an evaluation at the end of the training session. In general, the in-training evaluations align closely with the survey findings.

For example, an in-training evaluation by 19 participants at Level 1 training, *Who Am I as a Leader?*, in June 2011 found that most participants learned about the session through friends or ASOs. Suggestions about promoting the Leadership training included advertisements in community papers and posters in ASOs. Most participants rated the session benefits highly in terms of increased understanding of themselves and their core values and being more confident and knowledgeable about being a leader. Participants liked the program content and variety of training styles and did not suggest substantial changes.

An in-training evaluation of Level 2 training, *Bored? Get on Board!* by 12 participants in March 2012 showed positive ratings for the session in terms of interest, information, and meeting needs and expectations. Interestingly, several people rated the role plays as most useful or satisfying whereas a few survey respondents rated these negatively or said they were useful though uncomfortable.

I have learned that despite being HIV-positive and feeling sorry for myself I can actually be useful to the community.

Six-month follow-up evaluations

A good test of the effectiveness of training is the impact it still has after some time has passed. A six-month follow-up questionnaire was sent in July 2011 to graduates of Level 1 training. 34 people responded. It is clear from their responses that the training continued to have an important effect on their lives.

95% reported using the information given in the training. 90% reported taking on new leadership roles and 85% continued in previous roles. 68% reported taking additional professional or volunteer development training since completing Level 1 and 91% credited Level 1 training with giving them the confidence and ability to take further professional or volunteer training. 68% reported that the training helps them to understand their core values, which are important in making life and work choices, and 74% reported feeling more connected to their community. 77% reported that the Level 1 Personal Action Plan was useful.

Personal confidence triggers a domino effect in that everything...follows easily.

I've learned that I don't have to live my life alone in isolation, being poz in secret.

Most reported concrete actions resulting from the training. In order of number of responses, they named a variety of actions taken:

- More involved in my ASO
- More involved in other community organizations
- Got a job or made a career change
- Generally more self-confident
- Able to be a more effective role model
- Got more education or training
- Took on leadership roles (e.g. Board of Directors and committees)
- Have more effective communication skills
- Am able to give constructive feedback to others

Graduates suggested additions to the training content that would help them. The most frequently mentioned in order of ranking were:

- Public speaking
- Facilitation and chairing skills
- Mentoring and coaching skills
- Improving writing skills – for letters and news releases

When asked how the Ontario AIDS Network could support their leadership activities, graduates responded:

- E-bulletins
- Discussion board
- Face-to-face meetings (e.g. alumni)

- Create opportunities to form groups to practise what we learned and help us work toward common goals
- Support us to create networks

A further recommendation was that a well-timed progression from Level 1 to Level 3 should be established instead of the current timing which is perceived as unpredictable.

It's only since I've begun to learn about the GIPA principles, and what that actually means to me, that I recognize it when meaningful involvement actually happens. I now better understand the importance of community involvement...Strong leaders build strong communities.

Comparison with the 2008 evaluation

An initial evaluation of first two years of leadership training was done in 2008.³ This evaluation found that 80% of participants experienced increased self-worth and 85% reported greater self-confidence. The demographic profile of participants was similar to that found in the 2012 survey: predominantly male (66%), gay (>50%), over half were 40-54 years old and had a university or college education. Half of participants lived in the Toronto area. A majority (54%) were of Caucasian ethnicity and 31% were of African or Caribbean ethnicity.

Six months after completing Level 1 training, 94% reported that they used what they learned. 80% had taken on new leadership roles; the same number had continued their previous leadership roles. Overall ratings of the training were highly positive and similar to those found in the 2012 online survey and the 2011 in-training and post-training evaluations.

³ *Learning to Lead: An Evaluation of the Leadership Development Program*. 2008. Nancy Weir for the Ontario AIDS Network.

Discussion

It is clear that the training provided by the Positive Leadership Development Institute™ results in significant changes for participants and is valued by them. Several indicators show this. The high response rate to the 2012 online survey (65%) indicates a high level of enthusiasm for the program and a desire to support it. Participants consistently rate the program highly in terms of increased self-confidence, which is perceived by many as a pre-condition for greater engagement in making beneficial life choices and contributing to one's community.

Participants also report improved life skills and general personal effectiveness, concrete involvement in their ASOs and other community organizations, taking on leadership positions and, in some cases, creating new initiatives to benefit others. The desire to help other HIV-positive people comes across in responses to surveys, with many reporting that they are acting as role models and mentors for those living with HIV/AIDS. Many are involved as speakers in schools and other venues to raise public awareness of HIV/AIDS and, as some have said, put an individual face on the epidemic.

Many report securing paid employment or making a positive career change if they were already employed. Others gained the confidence to return to school to upgrade their skills and open up new opportunities.

The benefits of leadership training appear to be durable. Six-month follow-up surveys indicate that graduates retain what they learned and are acting on it. Overall, the effect of the training has a positive impact on several determinants of health: income and social status; social support networks; education; employment; social environments; and personal health practices and coping skills.⁴

Since the program, I've been more involved with supporting people living with HIV/AIDS. I make home-made bread every week and now make 10-16 loaves of bread for people living with HIV/AIDS. I run a cafe at my ASO for HIV-positive people.

⁴ Taken from the list of key determinants of health provided by the Public Health Agency of Canada: <http://www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php#determinants>

Feedback from participants also makes it clear that there is room for improvement, especially in the logistics of organization, enhancing the content of training and providing post-training support for graduates.

Although many people reported not waiting to be enrolled in sessions (45%), almost 1/3 of those who responded to the online survey said they had been waiting for at least six months; of these, close to 20% had been waiting one year or more. This indicates that demand exceeds supply, which shows that communication about the training through ASOs and word of mouth is effective, given the present enrollment capacity of the program. More frequent training would be desirable if more funding could be found to support it.

A participant suggested that an orderly progression from Level 1 to Level 3 would be desirable instead of the current unpredictable availability of training. A planned sequence of training would help participants to structure their learning and continue to build on what they have learned.

In answer to the survey questions about enhancing the content of the sessions, most participants replied that they liked the content, although the need to update information was noted. The personal action plan emerged as helpful in the six-month follow-up surveys. Some training elements, especially the role playing, were reported as being uncomfortable but, at the same time, their value was recognized. The need for training in public speaking, facilitation, chairing meetings, coaching/mentoring skills and writing was stressed.

Many graduates reported that they would like post-training supports established to help them continue to build skills and networks. The element of building networks emerged as important in the post-training surveys. This is consistent with the value that participants found during the sessions in meeting and establishing relationships with other positive people. Suggestions included electronic means and face-to-face meetings of graduates. Given the tight budget for the program, electronic means may be the most practical means of creating a sense of community and interpersonal support.

The demographic profile of participants shows that most are male from the Toronto area, predominantly of Caucasian and African/Caribbean ethnicity, middle-aged (age 40-54) and well educated (56% have attended university). Gender balance in the Leadership training is aligned with the proportion of male and females with HIV in Ontario. The predominance of male gay men also reflects the reality that 60% of all people testing positive since 1985 have been men who have sex with men. The age of training participants is more heavily weighted to those over 40 than toward younger people while close to 90% of diagnoses from 1985-2008 in Ontario have been among those aged 20-49. It could be that older people are more likely to see themselves as potential leaders and to choose training to realize that potential. The greater

Toronto area (GTA) is strongly represented in the training (60% of participants) while this area represents only 38% of total diagnoses from 1985-2008.⁵ This strong GTA representation reflects the reality of the expense of travel and accommodation for participants to come to training offered in Toronto or for trainers to go to the regions where numbers may not be sufficient to justify travel expense.

The ethnicity profile of Leadership training participants is in line with Canadian HIV epidemiological information in some respects. Participants are 53% Caucasian and 56% of those infected during 1998-2009 are Caucasian. Some communities participate in training in a higher proportion than the total profile of the epidemic. African/Caribbean participants represent 26% of those taking training and 12% of those infected in Canada. Similarly, Latin American/Hispanic participants represent 7% of those taking training and 3% of those infected in Canada. Other groups participate in Leadership training at a lower rate. Asian and South Asians represent 6% of those infected from 1998-2009 in Canada, but 2% of training participants. People of Aboriginal ethnicity represent 3% of Leadership training participants and 25% of those infected in Canada from 1998-2009.⁶

These figures indicate that the balance of participants in the Leadership training reflects well the profile of the epidemic in many respects, but that greater representation could be sought especially from Aboriginal and younger participants.

⁵ All epidemiological information in this paragraph is from Remis R, Swantee C, and Liu J. 2010. Report on HIV/AIDS in Ontario 2008. www.ohemu.utoronto.ca/doc/2011/PHERO2008_report_final_rev_Sept2010.pdf

⁶ Epidemiological statistics in this paragraph are taken from Public Health Agency of Canada. *HIV and AIDS in Canada. Surveillance Report to December 31, 2009*. Surveillance and Risk Assessment Division, Centre for Communicable Diseases and Infection Control, Public Health Agency of Canada, 2010. Ethnicity data are reported from provinces/territories that report these data.

Enhancing the Leadership program: options and obstacles

Based on the feedback from Leadership training participants, some options for maintaining and enhancing the program can be put forward. At the same time, it is realistic to recognize the obstacles and challenges that exist and whether or not they can be overcome.

Training publicity and content

1. Option: Continue to offer the Leadership training. It clearly benefits both individuals and communities
 - a. Challenge: Strengths of the program are that it is offered free of charge to participants from all regions of Ontario and that travel, accommodation and meals are covered. However, funding increases have not kept up with costs or demand for the program.
2. Continue to use ASOs, Leadership training graduates and other networks to publicize the training
3. Consider adding components on public speaking, facilitation/chairing, mentoring/coaching and writing skills where appropriate. Some of these skills take time to learn and practise. Consider linking graduates with such training offered by other organizations.
 - a. Challenge: The Leadership training is not an ongoing support program; resources do not permit ongoing support of graduates. Graduates are encouraged to take charge of their personal action plans.

Logistics

4. Consider an organized, timed progression for participants from Level 1 to Level 3
 - a. Challenges: High demand for the program and uncertain funding. The OAN has encountered ongoing obstacles to smoothly running the program due to funding uncertainty by the principal funder of the program, the AIDS Community Action Program of the Public Health Agency of Canada. During the past four years, the funder has issued a request to the OAN to wind up the program. In response the OAN has continued to try to raise additional funding to support the program. In 2012-2013, 45% of the budget has been fundraised. It should be noted that this funding will serve only to address the lengthy waiting lists and will not support

any new innovations or additions requested by the participants. Given the ongoing funding uncertainty, it is impossible for the OAN to issue a calendar of planned trainings for more than one fiscal year at a time. An expanded training schedule within a given year depends on the success of fundraising activities.

5. As time and resources permit, educate more trainers. This could address the high demand for training seen in the waiting lists and could make more training available to all regions of Ontario.
 - a. Challenge: The OAN has developed funding proposals to address this need. The availability of train-the-trainer programs depends on the success of these proposals.

Outreach to communities

6. Consider strategies to maintain enrolment from current demographic groups while increasing participation, particularly by Aboriginal, Asian and younger people
 - a. Challenge: The OAN has good outreach to these groups through partnerships with organizations serving these communities. Among some communities, an obstacle to participation is fear of disclosure. The Leadership program does not accept participants who are newly diagnosed (must be at least one year past diagnosis) and is not a support group, which may impact the level of youth participation.

Post-training follow-up

7. Consider the establishment of learning and networking supports such as discussion boards, e-bulletins, and social media pages. Graduates of programs may be able to develop and facilitate these. Use opportunities such as conferences to bring alumni together.
 - a. Challenge: Although it would be desirable to bring together alumni when resources permit, or to use opportunities such as conferences, this must be balanced against the cost of such activities, which would reduce the number of training sessions that could be offered to potential participants on the waiting lists

Appendices

A. Online survey questions 2012

We need to hear from you to know about your experience with the Positive Leadership Development Institute™. Your answers will help us to know how well we have served you and how we could do even better. Thank you.

1. Which level of the Leadership Training have you completed?
 - a. I have not yet completed Level 1
 - b. Level 1
 - c. Level 2
 - d. Level 3
2. What is your motivation for doing this leadership training? Check all that apply. [Use a scale from 0-5 to rate the importance of each: 0=not important; 5=very important]
 - a. Personal development
 - b. Develop skills for volunteering at an ASO
 - c. Develop skills for volunteering in the community (not an ASO)
 - d. Develop skills to help me get paid work
 - e. Become a role model for other HIV-positive people
 - f. Other _____ (write answer)
3. How did you learn about the Positive Leadership training?
 - a. My ASO
 - b. OAN website
 - c. Poster
 - d. E-mail
 - e. Friend
 - f. Other _____ (write answer)
4. If you are on a waiting list to take the leadership training, how long have you been on the waiting list?
 - a. Have not been on a waiting list and was registered at once for the next training session
 - b. Less than one month
 - c. Between one month and three months
 - d. Between three months and six months

- e. Between six months and one year
 - f. One year or longer
5. If you have been on a waiting list, for which level (1, 2 or 3) have you been waiting?
- a. Level 1
 - b. Level 2
 - c. Level 3
6. How interested are you in taking all three levels of training?
- a. [rating scale from 0 - 5]
-

In this section, we want to know more about you. Your answers to these questions will help us know who we are serving and whether we are reaching those who could benefit from this training.

7. I live in:
- a. Greater Toronto area
 - b. Central Ontario
 - c. Eastern Ontario
 - d. Southwestern Ontario
 - e. Northern Ontario
8. My gender:
- a. Male
 - b. Female
 - c. Transgender
9. My sexual orientation
- a. Straight
 - b. Gay/Lesbian
 - c. Bisexual
10. My ethnicity
- a. Aboriginal
 - b. African
 - c. Asian
 - d. Caribbean
 - e. Hispanic/Latin America
 - f. White/European/Caucasian
 - g. Other _____ (written answer)
11. My age
- a. 18-24
 - b. 25-39

- c. 40-54
 - d. 55+
12. My education
- a. Some high school
 - b. High school
 - c. College
 - d. University
 - e. Other _____ (written answer)
-

Please answer the following questions if you have already completed Level 1, 2 or 3 of the Leadership training.

Rating scales 0-5 in the following questions: 0=not important; 5=very important

13. What are the greatest benefits you gained from the Leadership training? Please check all that apply. (Rating scale 0-5)
- a. Enhanced self-confidence
 - b. Identifying my core values and being able to live by them
 - c. I gained skills to become more involved in my community as a volunteer
 - d. I gained skills that led to paid work
 - e. I am motivated to go back to school or get more education
 - f. Meeting other people at the training
 - g. Other _____ (written answer)
14. What elements of the Leadership training were most helpful to you? [Rating scale 0-5]
- a. Presentations
 - b. Speakers talking about their own experience
 - c. Discussions in the large group
 - d. Role playing
 - e. Small group work
 - f. Opportunities to speak or present myself
 - g. Talking with others during breaks and in the evening
 - h. Other _____ (written answer)
15. What subjects were most interesting or helpful for you in Level 1 – *Who Am I as a Leader?* [Rating scale 0-5]
- The 5 practices
 - History of HIV
 - GIPA-MIPA
 - Collage

Action Plan

16. If you completed Level 2 – *Bored? Get on Board!*, which subjects were most interesting or helpful for you in Level 2? [Rating scale 0-5]
- a. The role of Board members
 - b. Conflict of interest
 - c. Board accountability/ bylaws/policies/procedures
 - d. Understanding committee structures and purpose
 - e. Board governance models
17. If you completed Level 3 – *Communications* – which subjects were most interesting or helpful for you in Level 3? [Rating scale 0-5]
- a. Conducting effective meetings
 - b. Active listening
 - c. Dealing with difficult situations
 - d. Effective feedback
 - e. Public speaking
18. What subjects, if any, would you remove from the content of: (answer for the levels you have completed)
- a. Level 1 _____
 - b. Level 2 _____
 - c. Level 3 _____
19. Please give us an example of how you have used the Positive Leadership training
_____ (written answer)
20. Additional comments _____ (written answer)

Thank you for participating in this survey. Your answers will help us to make the Positive Leadership training the best possible.

B. In-training evaluation form 2010-2011

Dear Program Participant,

Your thoughts about the Leadership Program will help with our future planning activities. Please take a few minutes to answer the following questions. Thank you.

1. How did you find out about the Leadership Program?
2. This source of information about the program was: [Rating scale 0-10; 0=strongly disagree; 10=strongly agree]
 - a. Appealing
 - b. Easy to find
 - c. What I needed to help me decide to register
3. What would you suggest we change about the way we promote the Leadership Program? [written answers]
4. The Leadership Program has helped me to: [rating scale – a lot; somewhat; no]
 - a. Understand my core values better
 - b. Understand my personality better
 - c. Feel more confident about being a leader
 - d. Be more knowledgeable about how to be a leader
 - e. Be aware that anyone can be a leader
5. If you said “No” to any of the above, please explain (written answer)
6. The Leadership Program helped me to: [rating scale – a lot; somewhat; no]
 - a. Feel more connected to the HIV/AIDS movement
 - b. Feel I can be part of a community response
 - c. Increase my confidence to be more meaningfully involved
 - d. Feel my peers are willing to support my participation
7. What would you suggest we change about the Leadership Program? (written answer)
8. What else would you like to tell us? (written answer)

C. Six-month follow-up evaluation form

Dear Leadership Program Graduate -

Approximately 6 months ago you completed a level of the Leadership Training Program. Below is the follow-up evaluation. Your participation in the evaluation is important. Please take a few minutes to answer the following questions that will help us assess and strengthen the program.

1. The Leadership Program continues to help me to: [rating scale – Yes, a lot; Yes, somewhat; No]
 - a. Understand my core values better
 - b. Understand my personality better
 - c. Be aware that anyone can be a leader
 - d. Feel more connected to my community

If you answered “No” to any of the above, please explain [written answer]

2. Since you finished the Leadership Program, do you feel more confident getting involved in your community (for example, attending meetings or speaking at meetings?) If so, how? [written answer]
3. Since taking the Leadership Program, have you: [Yes or No]
 - a. Taken on new leadership roles?
 - b. Continued in previous roles?
4. Do you feel that your leadership role is well matched to your values? [Yes or No]. If you answered “No”, please explain.
5. Do you feel that your leadership role is well matched to your interests? [Yes or No]. If you answered “No”, please explain.
6. Do you still remember the information given in the course? [Yes or No] Please tell us the key information that you remember.
7. Generally, have you been using what you learned in the course? [Yes or No]. Please tell us about how you’re using the Leadership Training. [written answer]
8. Please tell us what information from the Leadership Training you found to be useful. [written answer]
9. Do you use the principles of structured feedback in your role as a leader? [Yes or No]
10. Have you found the Action Plan useful? [Yes or No]
11. Have you taken any professional/volunteer development or related courses since taking the Leadership Training? [Yes or No]

12. Has the Leadership Training impacted your confidence and ability to take these courses?
[Yes or No]
13. What additional skills development would help you to enhance your involvement? (e.g. Public Speaking, Chairing Skills, Conducting Effective Meetings, Facilitation skills, Having multiple roles in your agency, Peer Mentoring/Coaching). [written answer]
14. What recommendations can you give on how the OAN can support your leadership activities? (e.g. Discussion boards, e-bulletins, posting OAN Board opportunities)
[written answer]
15. Please tell us about any success stories or learning experiences since you began your involvement with the Leadership Training Program. [written answer]
16. What else would you like to tell us? [written answer]

Thank you for taking the time to fill out this evaluation form.