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The Role of Leadership Development in Addressing Urban Community Challenges

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Background

Widener University is an independent, metropolitan, doctoral granting institution whose main campus is located in Chester, Pennsylvania. As a leading metropolitan university, Widener is committed to addressing the region's most pressing concerns by contributing to the vitality and well-being of the Chester community. An example of this commitment to civic engagement has resulted in the leveraging of institutional resources toward neighborhood improvement. A major priority for Widener is to enhance the quality of life for the residents of Sun Hill, a community bordering the campus of the university.

Once a vibrant and diverse city with a broad industrial base, Chester is a distressed city of 36,000 predominantly African-American residents who are affected by high rates of unemployment, illiteracy, infant mortality, crime, and environmental risks. In contrast to the larger city of Chester, Sun Hill, named for the Sun Ship employees who lived in the area, currently reflects a multitude of diversity in terms of age, race, and resident status. Residents are African American and White retirees, as well as blue collar, and working class. They include working class residents, many of whom own their own homes and have lived in the community for some time. A number of residents of the community are Widener and other college students from local institutions of higher education.

Unfortunately, like many urban areas of the country, Sun Hill has experienced a range of hardships threatening the quality of people's lives. Issues such as trash, curfew violations, drug-related violence, and a general increase in crimes involving theft of property and violence have pervaded the community. Despite these challenges, Sun Hill characterizes resilient people working to solve complicated problems.

Over the past several years, the Sun Hill community and Widener University have partnered to find innovative solutions to address these complicated problems. During the mid 1990s, residents were actively involved with the Sun Hill Civic Association, a group led by a former Widener employee that sought to address community concerns. Unfortunately, the university never officially recognized the work of the group and discouraged involvement by the employee due to a difference of opinion about its purpose and direction between the employee and the university's president. When the employee left the university the association disbanded.

Throughout the rest of the decade and into the new century the relationship between the Chester community, including Sun Hill, and Widener deteriorated. Frustrated by years of what was viewed by many at the university as partisan politics and corruption in city and county government, Widener took a stance to separate itself from the community. The university's attempts to distance itself from the community were both direct and subtle. For example, the university officially sought to create a separate mailing address and zip code from Chester. Students enrolling at Widener were warned to not go over the bridge into the community and students who were disciplined for bad behavior in the dormitories were expelled from the dorms but allowed to move into Sun Hill as residents. The university president, in the late 1990's at an opening faculty meeting, stated that the university was "securing its borders," and complaints from local residents about rowdy and

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disruptive student behavior in the neighborhood were routinely ignored.

In July of 2002 a new president, James T. Harris III, DEd, began his tenure. The first decision he had to make was whether or not to approve a proposal for the construction of an eight-foot tall fence to surround the freshmen quad that would have separated the Sun Hill community from the campus. The president stopped the proposal immediately and in his inaugural address stated that Widener would commit itself to civic engagement and community outreach. Within his first semester the president received several letters from Sun Hill residents complaining about students who lived in the neighborhood and asking for the university to intervene. Dr. Harris invited those who contacted him to a dinner on campus and he asked those assembled to help him create a new relationship between Widener and Chester. They agreed to meet on a regular basis and during the next year met four times to discuss issues of mutual interest. What emerged from those discussions was a realization that the university and the Sun Hill community had common obstacles to overcome and that the biggest need was for more of a neighborhood voice in community matters. This would require the development of a new generation of community leaders to find innovative ways to strengthen the community and build on the assets of its residents.

During the next year the university hired an experienced social science researcher and service-learning proponent to the position of special assistant to the president for community engagement. Dr. Marcine Pickron-Davis joined Dr. Harris' staff in 2003 and immediately began organizing efforts to connect the university to the community. Some of the early efforts in Sun Hill included helping the residents revive the Neighborhood Town Watch, designed to deter drug activity and related crimes, and the university hiring an off duty police officer to patrol the neighborhoods on weekends. In the spring of 2004, volunteers from Sun Hill and Widener organized days of cleaning streets, painting homes, and doing yard work. Dr. Davis' office arranged for paint to be donated from local vendors and the university's maintenance staff to pick up trash collected on street corners. She also continued to meet with neighborhood residents and invited university students living in Sun Hill to join the conversation.

Since those discussions, what has become apparent is that motivated residents need a broad and diverse set of skills to change these longstanding problems. These caring residents felt they needed to find partnerships with other community residents to provide momentum for change processes, engage public and private leaders to garner support for positive neighborhood initiatives, and harness the strength to continue the work in the face of adversity and setbacks.

To catalyze neighborhood revitalization through resident leadership, three partners collaborated on the design and delivery of the program. These included Widener University, The Chester Education Foundation (CEF), and The Institute for Leadership Education, Advancement, and Development, Inc. (I-LEAD). Widener's contribution came from both the President's Office and The Center for Leadership and Organizational Development (The Center), located within the Institute for Graduate Clinical Psychology. The President's Office provided a foundation for the initiative with financial support. Furthermore, Dr. Marcine Pickron-Davis served as the liaison for residents and met regularly with the Sun Hill community to help define community priorities and develop strategies to address urban challenges.

The partnership was intended to provide residents of the community with a comprehensive leadership training and development experience. The program was designed to run for approximately one year, and included two components that ran concurrently. The first was an individualized assessment of leadership skills and ongoing coaching, and the second was an intensive classroom-based training experience.

After CEF recruited participants from the Sun Hill neighborhood, the individualized assessment

portion of the program was conducted by graduate students (under the supervision of Dr. Geoffrey Marczyk) at the center using psychological assessment tools that tap into areas important to leadership development. The assessment process was designed to give participants the opportunity to learn more about their strengths and developmental needs, informed by research about particular areas of functioning central to being an effective leader. These content areas included self-awareness, interpersonal skills, stress management, adaptability, general mood, and personality factors related to effective leadership. Following the assessment, participants were given feedback about their test results and the opportunity to engage in a one-on-one coaching process to facilitate development of desired skills.

As community residents engaged in the individualized coaching process, they also participated in a classroom-based leadership training experience with consultants from I-LEAD. While the individualized assessment and coaching was designed to assess for current skills, help people integrate new skills, and assess change in skill level over time, the classroom-based training was the primary venue for the acquisition of new leadership skills.

Throughout the program, consultants from the center conducted a data analysis based on assessment data and participant feedback data from the coaching and classroom-based sessions. Typically, the services offered during this engagement would only be affordable for well-funded organizations. Therefore, this work presented a unique opportunity to learn about what interventions and skills are most critical for people addressing these kinds of community problems. It was anticipated that the program would both benefit participants and provide valuable information for future community leadership development training initiatives.

In summary, goals of the program included:

- Foster leadership skills among residents of the community, empowering them to address neighborhood problems such as crime and community revitalization
- Address developmental leadership needs among this population, and learn about the types of interventions that are effective
- Improve collaboration and cooperation between active local leaders
- Help grass-roots leaders achieve real, community-based, leadership visions
- Develop recommendations for future leadership initiatives based on the program

Program Design and Delivery

Based on the goals outlined above, the project required three core components: (1) Outreach and Recruitment of Participants, (2) Service Delivery, and (3) Data Analysis. The design and delivery of these components is discussed in the sections that follow.

(1) Outreach and Recruitment of Participants

Building on the community engagement and targeted recruitment work headed by Dr. Pickron-Davis, the goal of the recruitment effort was to find 20 motivated and suitable participants to begin the leadership program in February 2005. Given typical attrition rates and the fact that it was a year long initiative, the goal was to have 10 people complete the program. Dr. Denise Beauchamp of the Chester Education Foundation (CEF) was in charge of recruitment, which extended from November 2004 through the beginning of the program in February 2005.

The original plan was to have representatives from both the center and I-LEAD conduct screening interviews with potential candidates from the pool of recruits. As it turned out, the recruitment efforts did not yield enough participants to make this effort worthwhile. Dr. Beauchamp used a number of outreach methods, including: attending an open house at the regular Sun Hill Civic Association meeting, mailing flyers to approximately 1,000 homes in the Sun Hill community, contacting local block captains to get referrals, and using people who had already signed up for the program as resources to contact others. Nonetheless, only 19 people expressed an interest in attending the program, and four of them dropped out before the program began. Because there were

only 15 people at the outset of the program, the interview screening process became irrelevant.

The other significant part of the recruitment process was to document the success of the recruitment and the methods used for the purposes of program evaluation and future learning. Given that Dr. Beauchamp of CEF had sole responsibility for the recruitment efforts in this program, it made logical sense for her to track all recruiting activities. While the log did not provide a detailed, quantitative account of her activities (e.g., number of outreach contacts made, number of people joining and then dropping out of the program), it did provide an overview of the range of recruiting activities used.

More importantly, the log provided at least two possible explanations for why enrollment fell below expectations. First, both the length of the program (one year) and the duration of I-LEAD classes (three hours) may have been more than many people were willing to commit to. One person who dropped out of the program noted that she was "too tired" after work to attend, and another husband and wife participant pair were hesitant to start the program because of an upcoming family transition. It is possible that a program shorter in duration or with more flexibility might attract more candidates. Second, it is not clear that the program adequately articulated how it could be of benefit to local residents. While leadership skills are clearly relevant to the problems many of the Sun Hill residents are facing, it is not clear that a flyer or brief open house could adequately connect the service being delivered to the local needs. Coupled with the year long commitment for the program, people may not have been willing or able to make such a significant investment of time and energy for a program with unknown benefit.

(2) Assessment Service Delivery Methodology

The Center for Leadership and Organizational Development

The original design for delivery of the individualized assessment included multiple components. First, consultants from The Center devised an assessment battery related to leadership competency that could give participants a baseline reading on their strengths and developmental needs before beginning the program. This battery included:

- *BarOn Emotional Intelligence Quotient Inventory*—This instrument assesses self-awareness, interpersonal skills, stress management, adaptability, and general mood. Research suggests that these skills are an important component of effective leadership (Goleman, 1998).
- *NEO Personality Inventory*—The NEO measures personality traits. It is useful in helping people gain a better understanding of themselves so they can use their unique personality style to their advantage.
- *CPI 260*—This test was empirically developed by looking at the practices of managers who are considered successful. It assesses the skills of self-management, organizational capabilities, team building and teamwork, problem solving, and sustaining a vision. The measure will allow participants to compare themselves in each of these areas to successful leaders.

At the time of implementation, two important changes were made to the assessment battery. First, an *Entrance Information Form* was added to obtain information that would have been gathered at the screening interview, such as demographic information, people's expectations for the program, and what they hoped to accomplish in the community as a result of the program. Also, the *NEO Personality Inventory* was dropped from the battery because with the addition of the *Entrance Information Form*, total administration time would have exceeded four hours. Also, the *CPI 260* already provided some assessment of participants' personality characteristics.

Given that individual assessment sessions would have been difficult to coordinate and time consuming, consultants from The Center decided to administer the assessment instruments in a group format. After consulting with I-LEAD and CEF representatives, it was decided that the first scheduled class session (January 24, 2005) would be designated as an assessment night to get a baseline of participants functioning before the training program began. After this class was cancelled due to a snowstorm, it was rescheduled for February 7, 2005. On that evening,

only seven of the 15 participants attended, but all completed the assessment battery. As a result of the low attendance and the fact that Dr. Beauchamp was still actively recruiting more participants, consultants from The Center agreed to hold an additional group assessment on March 21, 2005. Only two people attended this assessment session, bringing the total number of participants assessed to nine.

After administering the test battery to each participant, the original plan was to analyze the test results and provide individual feedback to each person. Furthermore, the hope was that some participants would form one-on-one relationships with graduate students from The Center during these feedback sessions, and continue to have periodic coaching sessions throughout the year. These coaching sessions would be designed to help participants integrate information learned during the I-LEAD classroom-based training with their particular leadership strengths and developmental needs. Ultimately, this integration would be in the service of helping participants use their new skills and awareness to implement the kinds of community changes that originally drew them to the program. While test results were analyzed for all nine people who completed the assessment battery, only five people received individualized feedback. The other four people either did not respond when called about getting their feedback, were not reachable, or did not show up for scheduled feedback sessions. Of the five people who did receive feedback, two of them continue to be involved in ongoing coaching with graduate students from The Center.

Finally, at the mid-year point and at the conclusion of the program, the hope was to re-administer the assessment battery to participants. The goal was to determine if the coaching and classroom-based training had improved their leadership skills. Due to the low number of participants enrolled in the program, the lower number of people completing the assessment battery, and the even lower number of people engaged in ongoing coaching, repeated assessment was not indicated. Instead, the assessment data was used to support the five people who received assessment feedback, the two cases of ongoing coaching, and a descriptive analysis of strengths and developmental needs in this sample (discussed later).

The Institute for Leadership Education, Advancement, and Development, Inc.

I-LEAD was in charge of delivering the classroom-based leadership training, and their plan was to deliver the training in two, 10-week modules over the course of calendar year 2005. Again, the original plan was to have consultants from The Center administer individualized assessment at three points during this time frame: before the first module, between the modules, and at the conclusion of the second module. This would facilitate an analysis of whether participants improved on measures of leadership effectiveness as a result of attending the I-LEAD classes and receiving coaching from graduate students at The Center. Again, although the first individualized assessment was conducted as scheduled, the next two were not administered due to low enrollment. Tables 1 and 2 below outline both modules of the I-LEAD training curriculum.

(3) Data Analysis

The purpose of the data analysis was to learn as much as possible about the leadership strengths and developmental needs of the people in this program. Within this broad purpose, the analysis had a number of goals, including:

- Examine the demographic characteristics of people participating in the program to better understand the makeup of community-based samples
- Determine whether participants have the leadership skills to be successful in their community
- Determine if participants were satisfied with the training experience
- Examine how participants compare to successful leaders and managers in terms of leadership ability
- Determine where particular leadership strengths or developmental needs exist to inform future leadership training initiatives
- Determine what additional needs exist for this population that might be met by other interventions

Table 1: Module 1 of the I-LEAD Training Curriculum

Class Topic	Description
Listening/Reflection/Meditation: Insight: Power of Listening	Quieting your own thoughts and letting go of your own desires so that you can hear and understand the thoughts of others and observe the truth.
Surfacing Mental Models Insight: Mental Models Shape Perceptions	Recognizing precisely and expressing clearly how assumptions, beliefs, and prejudices—both our own and those of others—affect how we interpret the world.
Identifying Interests Insight: Interests Underlie Negotiations	Recognizing precisely and expressing clearly what you and others want to accomplish.
Negotiating: Insight: Negotiations are Built from Complex Dialogue Processes	Through dialogue, resolving interests that differ, and creating options for cooperation that allow individuals and groups with differing interests to accomplish their goals.
Resolving Conflicts Insight: Conflict Arises from Dialogue Breakdown	Helping people to use dialogue and negotiation to accomplish their goals when they have resorted to force and/or stopped communicating.
Coping with "Difficult" People Insight: Motivations Behind Dysfunctional Group Behaviors	Helping a group to prevent people who are mentally ill or suffering from psychological weaknesses or disabilities from breaking down dialogue.
Broadcasting: Insight: Structure of Leadership Communications; Use of Technology to Amplify Message	Using technology to amplify a message and to enhance a group's dialogue over time and space.

Results of the data analysis are outlined below.

Services Delivered by The Center for Leadership and Organizational Development

Analysis of the services delivered by consultants from the center break into five categories: (1) Demographics, (2) BarOn Emotional Intelligence Quotient Inventory Assessment Results, (3) CPI 260 Assessment Results, (4) Correlation Analysis, and (5) Qualitative Analysis.

Demographics

A total of nine participants completed the Entrance Information Form as part of the assessment battery. A majority of the clients were female (n=6), and most of the sample was African American (n=7). Other ethnicities included Hispanic (n=1) and Caucasian (n=1). Most of the participants were single (n=5), but some were married (n=3) and an additional person (n=1) was married but separated. Most of the participants reported having a high school education (n=5), while others had a GED (n=2) or Associates degree (n=2).

In terms of recruitment, some people heard about the program from a friend (n=4), while others heard about it through the President's Office at Widener (n=3), a relative (n=1), or the *Sun Hill Coalition* (n=1). Interestingly, some participants had previous leadership training and exposure to psychological testing (n=3), while the remaining participants did not report previous experience with either (n=6).

BarOn Emotional Intelligence Quotient Inventory Assessment Results

Research suggests that emotional competence represents an important component of effective leadership (Goleman, 1998). The BarOn Emotional Quotient Inventory (BarOn EQ-i) provides an empirically based indication of both an individual's overall level of emotional functioning and competence as

Table 2: Module 2 of the I-LEAD Training Curriculum

Class Topic	Description
Visioning Insight: Creative Energy Within Visioning	Creating a detailed mental picture of what you truly want to create.
Analyzing Current Reality Insight: Problem Solving Creates Problems	Observing precisely and expressing clearly the ways in which the world, as it is known, differs from your vision.
Creating "Structural Tension" Insight: Healthy Response to Creative Tension	Keeping a firm grasp of both your vision and the way that the world really is now—not letting the shortcomings in current reality persuade you to change your vision, and not letting your vision prevent you from seeing the world as it really is.
Recognizing "Structural Conflict" Insight: Patterns Underlying Failure	Knowing whether you have mutually exclusive visions (you want outcomes that are inconsistent); knowing whether you actually believe that you cannot accomplish your vision.
Building Shared Vision Insight: Motivations Underlying Shared Vision; Power of Engaging Freedom	Through dialogue, negotiation, and conflict resolution, helping people with diverse visions, and diverse understandings of current reality, to share in one unified vision.
Systems Thinking and Modeling Insight: The Meaning of Leverage	Identifying what you and others can change in current reality in order to allow you to realize your shared vision, working so that the least effort produces the greatest change in the direction of your shared vision.
Recognizing and Building on Strength Insight: Strengths Involve Leverage	By understanding what you and others do best, using your natural skills and abilities to achieve your shared vision with the least effort.
Team Building Insights: Teams Magnify Strength and Neutralize Weakness	Helping the members of a group to arrange their roles and their mutual efforts so that strengths are maximized and weaknesses are made irrelevant.
Team Learning: Team Learning Comprises the Ongoing Deployment of the Entire System of Skills and Insights	Helping the members of a group use dialogue, negotiation, conflict resolution, and systems thinking to allow the following factors to evolve over time: their shared vision, their understanding of current reality, their appreciation of their strengths, and their roles and mutual efforts.

well as more specific indicators of emotional strengths and developmental needs. An individual's responses to the items on the inventory produce a score that is compared with a national sample of same age peers. This comparison score is the individual's Emotional Quotient (EQ). The EQ score is placed on a continuum with average scores ranging from 90 – 109. Scores falling in the Average range suggest effective functioning, scores below the Average range suggest a developmental need, and scores above the Average range suggest a strength.

Emotional Quotient scores are produced in two general domains. The first is the overall Emotional Quotient (Total EQ). This score is interpreted as an overall indicator of the individual's level of emotional competency. The second domain consists of five subscales:

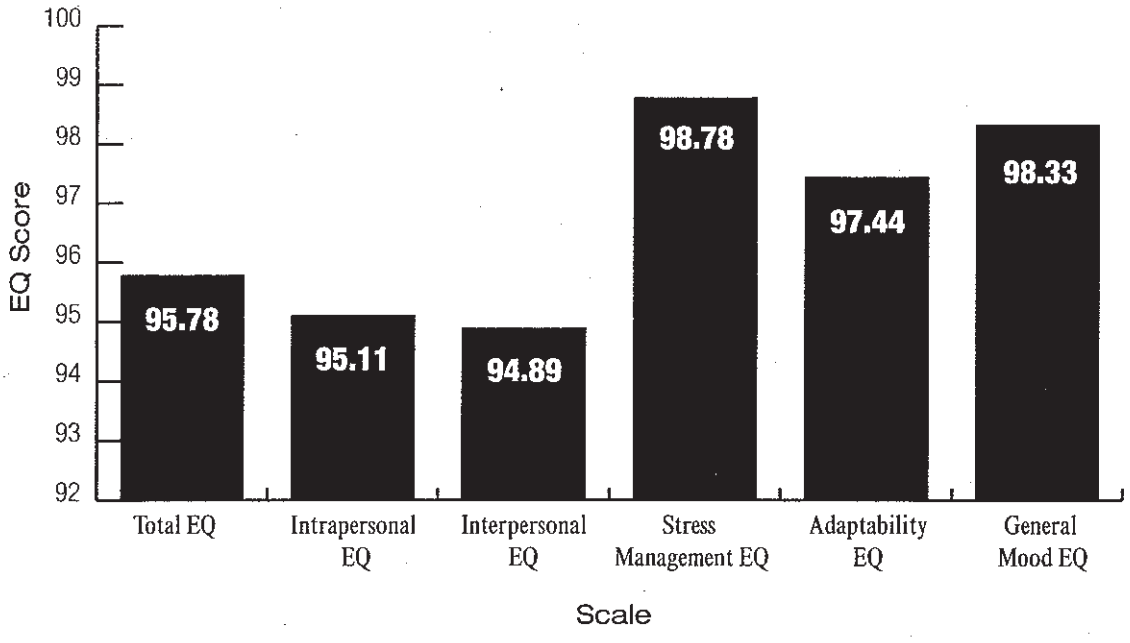
- *Intrapersonal EQ*—High scorers are people who are aware of their feelings and able to express them effectively.
- *Interpersonal EQ*—High scorers are people with good social skills who enjoy teamwork and interacting with others.
- *Stress Management EQ*—High scorers are people who can withstand significant levels of stress without losing control or acting impulsively.
- *Adaptability EQ*—High scorers are people who are flexible, realistic, and good problem solvers.

- *General Mood EQ*—High scorers are people with a cheerful, positive, and hopeful disposition.[1]

Overall, participants in this leadership training program scored in the Average range on Total EQ and on all five subscales of EQ (see Figure 1). This provides evidence to suggest that even before intervention, this population exhibits a typical level of emotional functioning and competence. In turn, based on the limited research to date, these results suggest that participants already possess some of the skills and qualities necessary to be effective leaders. Furthermore, these findings replicate findings from The Chester 21st Century Career Skills & Assessment Center project where a sample from the same geographic area scored in the Average range on all subscales, before *and* after targeted leadership coaching.

One additional point is worth noting. Each of the five subscales on the BarOn EQ-i has additional subscales (see Figure 2). In this sample, all of those subscale scores except one also fell within the Average range. The score that fell in the Below Average range (M=89.9) was Emotional Self-Awareness, a component of the Intrapersonal EQ score. Although this mean score is just below the Average range and the sample size is small, it is informative that Emotional Self-Awareness both represents the area of greatest need and a content area where psychologists can apply significant expertise in coaching and therapeutic roles.

Figure 1



[1] The preceding background information on the BarOn EQ-i is based on information reported in the Chester 21st Century Final Evaluation Report of June 2004.

Figure 2: All BarOn EQ-i Subscale Scores

Subscale	Mean Score
Parent Subscale: Intrapersonal EQ	**M=95.11**
Self-Regard	M=99.56
Emotional Self-Awareness	M=89.89
Assertiveness	M=96.22
Independence	M=98.67
Self-Actualization	M=98.78
Parent Subscale: Interpersonal EQ	**M=94.89**
Empathy	M=96.78
Social Responsibility	M=105.22
Interpersonal Relationship	M=90.78
Parent Subscale: Stress Management EQ	**M=98.78**
Stress Tolerance	M=98.22
Impulse Control	M=99.56
Parent Subscale: Adaptability EQ	**M=97.44**
Reality Testing	M=95.33
Flexibility	M=101.44
Problem Solving	M=97.44
Parent Subscale: General Mood EQ	**M=98.33**
Optimism	M=100.00
Happiness	M=97.33

CPI 260 Assessment Results

The purpose of the CPI 260 is to give a person feedback about areas of strength and developmental need as they relate to leadership and managerial effectiveness. In contrast to the BarOn EQ-I, which assesses the broad domain of emotional functioning and competence, the CPI 260 was specifically developed based on skills and personality characteristics of successful managers and executives. The test has a strong empirical foundation, and it has been shown to be predictive of managerial and leadership competency. Norms for the test were developed based on the performance of 5,610 successful[2] managers participating in workshops with the Center for Creative Leadership. While the sample from the Sun Hill leadership training program has less formal education and managerial experience than the normative sample from the CPI 260, use of the instrument was still appropriate given that the goal of the Sun Hill training was to equip participants with the leadership skills necessary to address complex neighborhood problems. Furthermore, an explicit goal of the training program was to give people the skills necessary to organize with local leaders and decision-makers, and the CPI 260 provides a reasonable measure of the skills gap between this sample and people accustomed to working as leaders and decision-makers.

While the CPI 260 does not provide an overall measure of leadership and managerial effectiveness, it groups the feedback into five main content areas. They include:

- *Self-Management*—Assesses people's self-awareness, self-control, and resilience.
- *Organizational Capabilities*—Assesses people's use of power and authority, comfort with organizational structures, responsibility and accountability, and decisiveness.
- *Team Building and Teamwork*—Assesses people's interpersonal skill, understanding of others, capacity for collaboration, and ability to work with and through others.
- *Problem Solving*—Assesses people's creativity, ability to handle sensitive problems, and action orientation.
- *Sustaining the Vision*—Assesses people's self-confidence, influence, ability to manage change, and comfort with being visible to others.

Unlike the BarOn EQ-I, which utilizes interval data to produce scaled scores on various subscales,

[2] "Successful" is based on the fact that people in the normative sample were (a) engaging in an elite executive training program, and (b) average scores from the sample tended to be higher than the general population on all scales except the Sensitivity Scale (as reported in the CPI 260 Users Guide).

the CPI 260 uses nominal data to classify different competencies as Strengths, Developmental Needs, or Context Dependent. Essentially, people get report cards that indicate where they fall among these three categories for each of the competency areas.

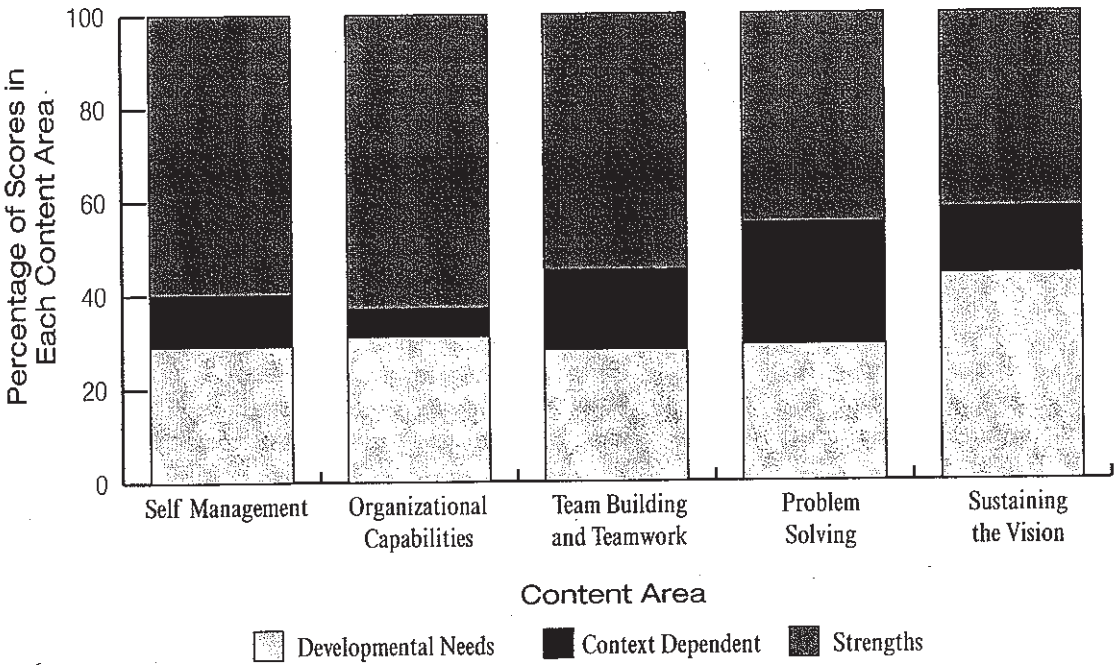
Interestingly, while the Sun Hill sample scored in the Average range on the BarOn EQ-i, the CPI 260 results revealed more developmental needs. One hypothesis for this discrepancy is that norms for the CPI 260 were developed on professional managers, while the BarOn EQ-i is based on a more general sample of the population. Nonetheless, this group of community residents is not well represented in the BarOn EQ-i norms, so additional research is warranted. Figure 3 below displays the percentage of Strengths, Context Dependent abilities, and Developmental Needs in this sample for each of the five main content areas of the CPI 260.

For Self-Management, Organizational Capabilities, and Team Building and Teamwork, participants had far more Developmental Needs than Strengths. In Problem Solving, although there were fewer Developmental Needs (44 percent), there were still a limited amount of Strengths (30 percent). Finally, Sustaining the Vision represented the area of greatest proficiency for Sun Hill participants, with 44 percent of the competency areas reported as Strengths. Nonetheless, in all categories, the CPI 260 suggested that this population requires skill development in order to most effectively lead in today's organizations.

Correlation Analysis

After analyzing the data from the BarOn EQ-i and the CPI 260 individually, a correlation analysis was performed to examine significant relationships between factors on the two assessment tools. To facilitate this analysis, all competency areas on the CPI-260 were collapsed so that each participant received a combined total score for Strengths, Developmental Needs, and Context Dependent

Figure 3



areas. For example, across 18 competency areas (encompassing the five main content areas), an individual might have six Strengths, 10 Developmental Needs, and two Context Dependent scores. These totals were then treated as continuous variables and entered into a Pearson's correlation to examine relationships with scores on the BarOn EQ-i.

Pearson correlations were conducted to examine the relationships between the number of Strengths on the CPI 260 and BarOn EQ-i scores for Total EQ, Intrapersonal EQ, Interpersonal EQ, Stress Management EQ, Adaptability EQ, and General Mood EQ. The results of these correlations are reported below in Figure 4 (significant relationships are printed in bold).

Figure 4: Correlations Between CPI 260 Strengths and BarOn EQ Scales

BarOn EQ Scale	Bivariate Correlation (r)	Significance (p)
Total EQ	**.773**	**.015**
Intrapersonal EQ	**.682**	**.043**
Interpersonal EQ	**.796**	**.010**
Stress Management EQ	.642	.062
Adaptability EQ	**.744**	**.022**
General Mood EQ	.660	.053

Significant positive correlations were found between the number of Strengths on the CPI 260 and Total EQ ($r = .773$, $p = .015$), Intrapersonal EQ ($r = .682$, $p = .043$), Interpersonal EQ ($r = .796$, $p = .010$), and Adaptability EQ ($r = .744$, $p = .022$). This suggests that as the number of Strengths increased on the CPI 260, the Total, Intrapersonal, Interpersonal, and Adaptability EQs also increased. However, significant correlations were not found between the number of Strengths on the CPI 260 and Stress Management EQ and General Mood EQ.

What is compelling about these results is that Stress Management EQ and General Mood EQ were not related to the number of leadership and managerial Strengths a person exhibited on the CPI 260. Interestingly, in the Sun Hill sample, the Stress Management EQ (M=98.8) and the General Mood EQ (M=98.3) represented the two highest subscale scores across participants. This finding presents the possibility that some elements of EQ (as assessed by the BarOn EQ-i) may be more important than others for leadership competency in community samples. Future research should explore this possibility.

Qualitative Analysis

As part of the coaching process with consultants at The Center, participants were asked to fill out evaluation forms to provide information on their experiences getting psychological feedback and ongoing coaching. Participants were given one page evaluation forms at the conclusion of every psychological feedback or coaching session, along with a self-addressed stamped envelope to send the form back to The Center. Unfortunately, only one form was returned over the course of the work. In this case, the person was "extremely satisfied" with all elements of the psychological feedback session. Furthermore, the participant noted that she found the feedback particularly applicable to her employment where she manages a team.

Services Delivered by the Institute for Leadership Education, Advancement, and Development, Inc.

Although it is not known whether participants improved their leadership ability through the classroom-based training from I-LEAD, it is clear that those who attended were satisfied with the experience. Approximately seven people (M=7.60) attended each class (for classes held through July 25, 2005). To reiterate, the goal for the training program was to have 10 people complete the entire course of training. Although having seven participants per class on a consistent basis was good, it was usually not the same seven participants. Essentially, this made an analysis of leadership skills improvement over time impractical.

Nonetheless, participants who attended the classes reported that they were happy with the training experience. At the conclusion of each class

session, participants filled out evaluation forms to rate various aspects of the class. Most of the feedback was collected in a quantitative format on a Likert type scale. Participants were asked to rank statements on a scale of 1–5, with 1 signifying the most positive responses to class sessions. Figure 5 below presents the average scores for each statement across all class sessions.[3]

In addition, participants were given a multiple choice question (developed by I-LEAD) on the form which asked them to report what they had learned during class. The total frequency for each response across all classes is reported below in Figure 6.[4]

Figure 5: Average (Mean) Participant Feedback Scores Across Classes

FEEDBACK STATEMENT	Mean Ranking (1=strongly agree; 5= strongly disagree)
The information presented in this session was relevant.	M=1.71
This session met my expectations.	M=1.73
I had the necessary tools and information I needed to get the most out of the session.	M=1.77
	Mean Ranking (1=outstanding; 5=poor)
The presenter(s) ability to create a positive learning environment was:	M=1.55
The presenter(s) ability to present the material in a clear manner was:	M=1.66
The presenter(s) ability to encourage an open exchange of ideas was:	M=1.64
The presenter(s) ability to provide structure and keep the session moving was:	M=1.66
On a scale of 1–5, how would you rate the session overall?	M=1.68

Figure 6: Frequency of Responses

This session I learned...	# of Times the Response was Endorsed
Something profound	n=4
Something very important	n=21
Something important	n=2
Some new information	n=3
Nothing	n=0
Number of times the question was skipped	n=15

[3] Note: Class sessions included: April 11, April 25, May 9, May 23, June 6, June 20, July 11, and July 25, 2005. Classes held on March 14 and March 28 were not included in the analysis because the center did not receive evaluation forms from those class sessions.

[4] Note: Data includes responses from class sessions held on April 25, May 9, May 23, June 6, June 20, July 11, and July 25, 2005. The form used on April 11, 2005 did not contain this multiple choice question.

Conclusions and Recommendations

On the whole, the Sun Hill leadership development program was successful. Although not every element of the program was delivered as it was originally conceived, many of the original goals of the program were met. These include:

- Participants in the program received significant feedback and training related to their leadership abilities
- Participants reported a high level of satisfaction with the training experience
- The evaluation of the project codified lessons learned, provided direction for future research, and informed recommendations for future initiatives (discussed below)

Nonetheless, there were aspects of the initiative that present open questions for how best to intervene with this population. As part of the project analysis, coaches from the center were asked to report on salient themes, issues, and dilemmas that were discussed as part of the work. In the aggregate, an important finding is that while some of the people involved with the initiative are successful in their professional lives, they are struggling to bring their success and skills to bear on improving the Sun Hill community. While people reported that they were satisfied with the program and felt they learned a lot, there is a question of whether these skills match the problems in the neighborhood. For example, one person reported that she found the training most helpful for her performance at work. This is not surprising given that many of the assessment tools and interventions employed are those used to help people in organizations operate more effectively. But when it comes to addressing community issues such as vandalism, drug traffic, and theft, determining the most effective skill sets and intervention points is difficult.

As a result, it is important to view the Sun Hill leadership training initiative as a successful step in the right direction. The following recommendations outline considerations for future initiatives between Widener University and the Sun Hill community.

Recommendations for Future Initiatives

- ***Conduct Needs Assessment Prior to Intervention***—While many of the participants were pleased with the material covered during the training initiative, some others were disappointed that the material did not directly relate to the problems they were experiencing in the community. For example, being a better leader in a traditional, organizational sense does not necessarily translate to finding creative ways to revitalize the neighborhood. Conducting a needs assessment prior to designing the program is not only respectful of the residents' expertise, but it helps determine what resources and interventions will be most effective.
- ***Incorporate Additional Stakeholders into the Program***—Some participants felt that the residents who they were trying to engage in community change were not part of the initiative. An aspect of the needs assessment would be to determine which stakeholders from the community need to be present in order to solve the particular neighborhood problem(s) in question, and then find effective ways to include them.
- ***Create More Flexible Programming and Options for Participation***—It is likely that some people never started the program or dropped out prematurely because of the significant commitment of time and energy that was required of participants. There may be ways to make the curriculum more flexible. For example, modules could be shortened so that people can attend a small set of classes and then decide to continue – or not. Class time could also be shortened so that people have the stamina to participate after the work day.
- ***Refine Select Aspects of the Program Delivery***—In retrospect, some elements of the program might benefit from changes. First, the response rate for the center's feedback and coaching satisfaction forms was poor. Instead of asking participants to mail them in, an alternative would be to have a participant fill out

the form at the conclusion of the session and place it in a sealed envelope so the coach can collect the form but not personally view it. Second, if possible, it would be helpful to get more information from people who dropped out of the program. While participant satisfaction with the classroom-based sessions was high, it is possible that only people who liked what was being offered were still in the program and available to fill out the feedback forms.

- ***Use Lessons Learned from the Sun Hill and Chester 21st Century Projects to Tailor Future Initiatives***—Based on these two community programs, there is now sufficient knowledge to tailor future leadership training programs. For example, both the Chester 21st Century project and the Sun Hill project demonstrated that improving people's emotional intelligence is not easily done. However, based on the Sun Hill program, certain components of emotional intelligence may be more strongly related to effective leadership, and interventions should be tailored to focus on those elements. Also, Sun Hill participants reported that the leadership skills gained helped them professionally. Consequently, there might be effective ways to engage the community around leadership interventions in the workplace.

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