E-Com Group

LEADERSHIP DEVELOPMENT PROGRAM

BECOMING AN EFFECTIVE LEADER

PRESENTATION 2024

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"The only person you are destined to become is the person you decide to be." - Ralph Waldo Emerson

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E-Com Group

INTRODUCTION

The E-Com Group, headquarted in the vibrant city of New York, has established itself as a leader in e-commerce by curating a wide selection of clothing and lifestyle brands available through exclusive "flash sales" for limited periods, typically 24 to 48 hours. This model creates urgency and exclusivity, drawing customers eager for high-quality products at reduced prices. As the company continues its expansion, E-Com Group is committed to strengthening its leadership pipeline by promoting qualified employees to Vice President roles. To prepare employees for these critical leadership positions, E-Com has launched the Leadership Development Program (LDP), a robust training initiative designed to equip future leaders with the skills and strategic insights necessary to drive the company's growth and success.
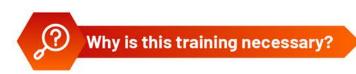
OVERVIEW

The Leadership Development Program (LDP) is a targeted initiative aimed at advancing director-level employees within E-Com Group to fulfill future Vice President roles across key departments, including merchandising, creative, technology, marketing, production, and human resources. Designed to foster leadership skills, strategic thinking, and cross-functional collaboration, the LDP provides comprehensive training through online, synchronous modules, coaching sessions, and interaction with senior leaders. This program empowers participants to excel as leaders, promoting internal growth and ensuring that E-Com Group's leadership reflects the company's values of innovation, agility, and commitment to employee advancement.

Why is this training necessary?

To continue to grow and expand, the company has implemented a leadership training program specifically designed for director-level employees across various functional areas, including: merchandising, creative, technology, marketing, production, editorial, and people. Employee participants of this leadership training program include ambitious and invaluable candidates that are being prepared to transition into Vice President roles. This aligns with the company's values of commitment to promoting their internal growth and succession planning. This training emphasizes the development of leadership skills, strategic thinking, and cross-functional collaboration. A combination of these skills helps equip these future leaders to navigate the complexities of executive leadership effectively.

EVALUATOR TEAM

Priya Boindala: Priya is pursuing her Masters in instructional design and development at the University of Georgia. She holds a doctorate degree in applied mathematics (2010) from Tulane University. She is currently teaching mathematics at Georgia Gwinnett college in the capacity of an associate professor. In her current role, she facilitates classroom lectures in various modalities, designs course work and actively engages students in the classroom. She leads the assessment team on general education mathematics courses in the department, mentors' students across campus and actively leads and participates in service obligations at the department and college level. She is engaged in active research collaborations with her peers leading to multiple presentations and publications.

Tamara Elzey: Tamara is pursuing a M.Ed. in Instructional Design, Learning and Technology at the University of Georgia in support of her goal of providing more impactful injury prevention trainings. After receiving a Master of Physical Therapy (2000) and a Doctor of Physical Therapy (2007), Dr. Elzey gained broad clinical experience in varied settings before finding her passion when she started working with injured Military Service Members in 2016. In 2018 she started a continuing education company, where she has taught courses in running rehabilitation to students in Doctor of Physical Therapy degree programs from over 80 schools as well as physical therapists across the country. She is a contracted corporate injury prevention trainer developing and delivering a 3-month long series of injury prevention courses to companies with over 1000 employees for the past 5 years. Dr. Elzey is currently pursuing a Program Director position with the Department of Defense where she would lead a team of 20 medical professionals in a new injury prevention initiative the Army is bringing to military installations across the country.

Savannah Willis: Savannah, a dedicated student pursuing an Ed. S degree in Learning, Design, and Technology-Instructional Technology at the University of Georgia, holds a bachelor's degree in psychology (2017) and a master's degree in early childhood education (2020), both obtained from the University of Georgia. Her career journey began in 2017 as a social worker with Jackson County DFCS, where she encountered diverse children and their unique needs, igniting within her a passion for education. In 2019, she embarked on her teaching career, instructing 8th-grade ELA. Savannah's teaching experience encompasses a diverse range of grades, including 8th, 1st, 2nd, and Kindergarten, spanning over the first five years of her career. In 2024, she earned a promotion to her current role as a reading instructional coach, where she excels in fostering professional development. Savannah's responsibilities include establishing PLC's for grade-level teams, delivering district-wide professional development training, and evaluating teachers' instructional strategies to provide targeted support and implement effective reading strategies for students from Pre-K to 5th grade.

EVALUATION PURPOSE

The purpose of this evaluation plan is to assess the effectiveness and impact of the leadership training program implemented for the E-com company. The training was originally designed to be in person, however due to the COVID-19 pandemic, it transitioned to an online training delivery. This evaluation will assess whether the online format continues to meet the needs of E-Com's leadership development program effectively and remains the most viable training option moving forward. To effectively transition into leadership roles and fulfill their new positions, candidates must meet essential objectives. These objectives are crucial for the development of leadership skills necessary for their new roles as Vice Presidents of various departments within the company. The evaluation will determine if the online training program effectively meets the stakeholder's needs while optimally supporting the E-Com company's organizational goals.

Time management

Communication skills

Decision-making capabilities

Problem-solving abilities

STAKEHOLDERS

Stakeholder	Importance Level	Perspective of Interest	Role in the Evaluation
E-Com company leadership	Secondary	Performance Metrics	Recipient of the evaluation reports and data-informed suggestions as a result of the data collection
Human Resources Department	Secondary	Effectiveness	Recipient of the data report as a result of the data collection and evaluation planning
Client Success Manager/Facilitator	Primary	Effectiveness	Data collection contributor, program delivery, participant experience, liason, logistics, and overall feedback
Facilitator	Primary	Effectiveness and Implementation	Observing, reporting, implementation, delivery of training sessions
E-Com Direct Managers of Program Participants	Primary	Impact	Recipient of the evaluation report, evaluation planning
E-Com Vice Presidents	Secondary	Efficiency	Recipient of the evaluation report
Learners/E-Com Directors	Primary	Impact	Recipient of trainings, data source
Aspiring E-Com Directors	Secondary	Impact	Potential future recipients of trainings and possible data source
E-com Evaluators/Instructional Designers	Primary	Effectiveness and Quality	Analyzing qualitative and quantitative data, assess instructional strategies, improve program content

LOGIC MODEL

The emphasis of this training program is on leadership development, strategic thinking, and cross-functional collaboration. While originally designed for in-person delivery, the program was restructured to an online format following the onset of COVID-19 in 2020. It continues to be offered synchronously, facilitated by client success managers.

The program duration is six months and includes five learning modules, one-on-one coaching sessions, discussions with senior leaders, and culminates in a change initiative pitch presentation by the participants. Throughout the program, learners are supported with peer learning partner check-ins, manager check-ins, and group coaching. To ensure full engagement, learners are required to prioritize attendance at each module live group session (lasting 3 hours), as recordings are not available. A comprehensive timeline is provided in advance for better planning and time management. Facilitators are provided with instructional guides as part of presentation slides to lead group discussions during live sessions ensuring learner progress.
The seven modules of the program focus on various aspects of leadership:

Modules of the Program:

1 Module 1: Introduction

2 Module 2: Self-Leadership

3 Module 3: Leading with a Coach Mindset

4 Module 4: Developing Coaching Skills for Leadership

5 Module 5: Leading High-Performing Teams

6 Module 6: Functional Leadership

The program concludes with Module 7, where each participant develops a Continuing Action Plan (CAP) to be shared with their manager as part of a "growth first" conversation.

CONTEXT

The design of the training program is in alignment with the company's goals for growth and expansion by providing equitable opportunities for employee development. Leadership support ensures access to, and continuous improvement of, high-quality digital tools necessary for program delivery and success of learners.

The program's success is contingent upon the following key factors:

- Effective communication of the program's importance to participants, who are potential future leaders within the organization.
- The availability of trained success managers to facilitate a seamless and engaging online learning experience.
- Participants' readiness and commitment to fully engage in the virtual learning environment.
- Access to reliable technology to support live video sessions, peer interactions, and one-on-one coaching.
- The involvement of supervisors in one-on-one check-ins with participants.
- The quality of feedback provided by supervisors on the Continuing Action Plans (CAPs) developed by participants upon program completion.

POPULATION AND NEEDS

The program is tailored for the company's director-level employees from diverse areas within the company, including merchandising, creative, technology, marketing, production, editorial, and human resources. Its long-term objective is to foster the organization's growth by bolstering leaders with the tools that they can use to create opportunities for their teams, ultimately driving the company's expansion.

AGE AND PHASE

The training program has been implemented in the online modality since 2020.

RESOURCES, INPUTS, ACTIVITIES, OUTPUTS, AND OUTCOMES

Resources/Inputs: The training modules were structured to be delivered synchronously over a six-month period, providing a comprehensive learning experience. Facilitators were equipped with PowerPoint presentation slides, accompanied by detailed facilitator notes, to support effective session delivery. Each module also included a workbook, designed to engage participants through pre-work or active participation during the synchronous sessions. Participants were required to have reliable internet access and a quiet, conducive learning environment. To maximize their learning experience, participants needed familiarity with online collaboration tools, including Jam board, Mentimeter, and the video conferencing platform used for the training.

Activities: The training combined a variety of instructional methods, including facilitator-led content delivery, pre-work assignments, and individual self-reflection exercises. Group activities were a significant component and were used to engage learners in think-pair-share sessions that were facilitated through chat or online breakout rooms. Learners had opportunities for feedback and consultation with both peer leaders and immediate supervisors. The group discussions during their live call and offline were designed to foster collaborative learning and critical thinking, helping learners apply newly acquired knowledge in practical, real-world contexts.

Outputs: Throughout the course, participants completed workbook exercises that prompted self-reflection and analysis. By the end of the training, each learner developed a draft of their personal action plan (CAP), outlining specific steps they would take to apply the skills learned during the program. This action plan served as a tangible output of their learning, helping to translate knowledge into practical, actionable goals for their current roles.

Outcomes: The short-term outcome of the training was to enable participants to demonstrate the application of newly acquired skills in their current roles. This fosters immediate improvements in their leadership and management capabilities.
In the long term, the development of the personal action plan (CAP) positioned participants for future leadership roles within the organization, providing them with a clear roadmap for continued professional growth and career advancement. The training, therefore, aimed to enhance immediate job performance for each learner as well as build the foundation for sustained leadership development within the company.

MODULE 1: LAUNCH

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Zoom or an equivalent videoconferencing platform to deliver the synchronous online session.	Learners attend the live launch webinar which includes introductions of the group as well as facilitator.	Each learner will complete their coaching Style indicator by a due date.	Learner previews their time commitment	Establish a baseline understanding of each learner's current expertise and skills, leveraging data from the coaching style indicator to promote continuous engagement and development throughout the leadership program.
Availability of an alternative office space for learners to take the live call.		Each learner will hold their first coaching session.	The first online coaching session creates a sense of belonging and sets stage for upcoming discussions and growth plan.	
Learner access to the portal that will broadcast the fireside chats.		Each learner will schedule their second coaching session to occur before an indicated due date.		

MODULE 2: SELF-LEADERSHIP

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Zoom or an equivalent videoconferencing platform to deliver the synchronous online session.	**Pre-work:** • Reading of a HBR article, "Who's got the monkey". • Introduced to resilience.	• Participants complete individual reflections in the workbook • They create a resilience planner and debrief with their assigned partners	Participants have an opportunity to make observations of themes from peer learners.	Better allocation of time by each participant and improved delegation of tasks.
Availability of an alternative office space for learners to take the live call.	**Live group online session:** • Opening exercise to kick off session • Discussion of pre-read article with learners raising hands and sharing experiences to facilitator prompts.		• They begin to create a summary of their planned actions under the theme of – self leadership. • Builds a sense of community among potential leaders in the company.	

MODULE 2: SELF-LEADERSHIP, CONTINUED

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Learner access to the portal that houses the pre-work workbook.	• Followed by a task and debrief related to their current calendar activity sorting them between boss imposed, system imposed, subordinate imposed and discretionary. • Participants are introduced to delegation, how to delegate effectively and led through an exercise related to their pre-work and a think pair (role play) activity.	• Participants learn and apply a model for time management. • Participants identify the main reasons they don't delegate and discuss the flaws in that line of thinking.	Participants have an opportunity to make observations of themes from peer learners.	Better allocation of time by each participant and improved delegation of tasks.
Learner access to jam-boards and knowledge of zoom functions such as use of stamps.	• Facilitators introduce resilience, the AIIR model and facilitates breakout discussions. • Learners are introduced to peer learning and assigned breakout rooms to debrief. • Learners are surveyed.	• Participants generate a written task assignment. • Learners co-create a definition for resilience. • Learners complete the specific workbook section • Learners hold their first peer learning partner conversations. • Learners submit their feedback for this session.	• They begin to create a summary of their planned actions under the theme of – self leadership. • Builds a sense of community among potential leaders in the company.	

MODULE 3: LEADING WITH A COACH MINDSET

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Zoom or an equivalent videoconferencing platform to deliver the synchronous online session.	**Pre-work** • Introduced to coaching style indicator.	• Learners complete their coaching style indicator workbook section.	• Debunks some common myths about coaching.	Leaders are equipped with an improved coaching style that advances their peers and supports the company's growth.
Availability of an alternative office space for learners to take the live call.	**Live group online session** • Introduction and debrief of prework is followed by Game- Fact or fiction about coaching styles	• *Learners actively participate in chats to various prompts* • *Learners discuss the benefits and risks to each style.*		
Learner access to the portal that houses the pre-work workbook.	• Learners are introduced to the four coaching styles of a coaching mindset • Learners are introduced flexing a coaching style.	• Learners complete individual workbook prompts and participate in a think, pair share. • Learners summarize and share their action plans with their peer coach.	• Learners commit to a flexed modified coaching style to implement. • Learners practice some new behaviors and approaches	
Learners have access to a free account at mentimeter.com	• Learners plan for peer coaching • Learners are surveyed	• Learners submit their feedback for this session.		

MODULE 4: DEVELOPING COACHING SKILLS FOR LEADERSHIP

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Zoom or an equivalent videoconferencing platform to deliver the synchronous online session.	**Live group online session** • Learners are introduced to team performance imperative, why teamwork goes wrong and the impact of a team leader on the team's functioning.	• Learners share one thing they would change about their team. • Learners produce a chat storm as a group and discuss common themes.	• Improvement in individual leaders' contribution to their team.	
Availability of an alternative office space for learners to take the live call.	• Learners are introduced to factors that improve team culture and the four types of team's framework.	• Learners complete an individual reflection activity in their workbook. • Discussion follows with the reflection prompts in the workbook.		Improvement in team culture Improvement in team performance across all units in the company.
Learner access to the portal that houses the pre-work workbook.	• Learners self-select into breakout rooms (one room for each team framework) and discuss their teams. • Learners are introduced to ongoing performance management and its impact. They participate in a scenario discussion. • Learners are surveyed	• Learners discuss how they can apply ongoing performance management to a real scenario. • Learners share a commitment to elevating their team's performance. • Learners submit their feedback for this session	• Application of new techniques to improve their team culture.	

MODULE 5: DEVELOPING COACHING SKILLS FOR LEADERSHIP

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Zoom or an equivalent videoconferencing platform to deliver the synchronous online session.	**Live group online session** • Learners are introduced to the impact of leaders on a team's performance.	• Learners participate in a chat storm on a prompt about what changes would be made to their current team. • Learners complete the companion self-reflection in the workbook. This is followed by breakout room discussion and a full group debrief.	• Improvement in individual leaders' approach to leading a high-performance team.	
Availability of an alternative office space for learners to take the live call.	• Introduced to the ways to optimize the environment to improve team effectiveness and the mindset of ongoing performance management.	• Learners discuss how they can apply ongoing performance management to a real scenario • Learners share their commitment to elevating their team's performance and follow up with their peer leaders in two weeks.	• Application of new techniques to improve their team culture.	Improvement in team performance across all units in the company
Learner access to the portal that houses the pre-work workbook.	• Learners are surveyed	• Learners submit their feedback for this session		

MODULE 6: FUNCTIONAL LEADERSHIP

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Zoom or an equivalent videoconferencing platform to deliver the synchronous online session.	**Live group online session** • Learners are introduced to functional leadership and the role of a functional leader. • They are introduced to the first way leaders can influence beyond authority - by developing compelling messages.	• Learners complete a self-reflection exercise in their workbook. • Learners share their reflection and give feedback as a group in breakout rooms. • Learners complete an exercise in their workbook.		
Availability of an alternative office space for learners to take the live call.	• They are introduced to the second way leaders can influence beyond authority -by cultivating leadership presence. • They are introduced to the third way leaders can influence beyond authority - by building strategic networks.	• Learners share suggestions on how a leader can project warmth and improve their presence. • Learners discuss the aspect of weak ties. • Learners engage with a person from the cohort they want to get to know better. • Learners complete the strategic networking tool in their workbooks.	Improvement in individual leaders' presence and leadership approach.	Improvement in leadership presence across all units of the company, facilitating its overall growth.
Learner access to the portal that houses the pre-work workbook.	• Learners are introduced to the spheres of influence model to build their strategic network • Learners are surveyed	• Learners complete the prompt in the workbook and share their commitment to the group. • Learners meet with their peer coach. • Learners submit their feedback for this session.		

MODULE 7: CLOSING

Resources/Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Zoom or an equivalent videoconferencing platform to deliver the synchronous online session.		• Learners complete a self-reflection exercise in their workbook about their individual leadership characteristics. • Learners respond to the question- "What has this program unlocked for me that I didn't think about before or didn't consider part of my role?"		
Availability of an alternative office space for learners to take the live call.	**Live group online session** • Learners are introduced to the idea of a leadership brand. • Learners review their program thus far. • Learners are surveyed	• Learners participate in a word cloud activity on mentimeter. • Learners generate a long-term leadership goal by thinking about their impact over the next 5-10 years.	• Learners implement their leadership brand and act on their CAP • Learners share their CAP with their managers • Learners continue to check in with their peer learning partner.	Leaders are equipped with an improved coaching style that advances their peers and supports the company's growth.
Learner access to the portal that houses the pre-work workbook.		• Learners complete their workbook prompts and generate a leadership brand statement followed by a discussion. • Learners complete their continuing action plans with their peer learning partners		
Learners have access to a free account at mentimeter.com		• Learners submit their feedback for this session.		

EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
E-Com company leadership	Needs proof that the training program will deliver the outcomes expected	Resources, Activities, Outputs, Short-Term & Long-Term Outcomes	To what extent did the Leadership Development Program improve participants' leadership skills as measured by pre- and post-program assessments? What percentage of program participants were successfully promoted to VP positions within 12 months of completing the program? How did the program impact key business metrics (e.g. employee retention, team performance) in departments led by program graduates?	Mixed-methods approach: Quantitative analysis of key performance indicators (KPIs) Semi-structured interviews with leadership team members Review of company-wide metrics related to leadership development

EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
Human Resources Department	Needs to know this is a valuable resource for employees.	Resources, Activities, Outputs, Short-Term & Long-Term Outcomes	How effective was the participant selection process in identifying high-potential candidates for the program? What was the completion rate of the Leadership Development Program? How satisfied were participants with various aspects of the program (e.g. content, delivery, support) as measured by post-program surveys?	Mixed-methods approach: Tracking of program completion rates and engagement metrics over time Regular surveys and focus groups with HR staff Analysis of talent management and succession planning data

EVALUATION QUESTIONS

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EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
Client Success Manager/Facilitator	Needs feedback about how to improve the training they created	Activities, Outputs, Short-Term Outcomes	How effective were the instructional guides in facilitating group discussions during live sessions? What percentage of participants actively engaged in each module's live group session? How did the online delivery format impact the effectiveness of the program compared to the original in-person design?	Formative evaluation with ongoing reassessments: Regular debriefing sessions after each module Analysis of facilitator notes and observations Surveys to assess facilitators' experiences with online delivery

EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
E-Com Direct Managers of Program Participants	Need to know that the Directors have the information they need to transition to Vice Presidents	Outputs, Short-Term & Long-Term Outcomes	What observable changes in leadership behaviors did managers notice in program participants, as reported in post-program interviews? How did the program impact team performance metrics in departments led by program participants? To what extent did the program help address specific leadership development needs identified by managers prior to the program?	Pre-post course analysis: Surveys before and after their direct reports complete the program Semi-structured interviews to assess observed changes in participants Analysis of performance reviews and goal-setting documents

EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
E-Com Vice Presidents	Need to know that the incoming Vice Presidents who went through the training are prepared for their new roles as peers	Outputs, Short-Term & Long-Short-Term Outcomes Outcomes	How well does the Leadership Development Program address the critical skills needed for success in VP roles? What additional topics or skills should be incorporated into the program to better prepare participants for VP positions? To what extent do current VPs feel the program participants are better prepared for executive roles compared to those who haven't completed the program? How effective are the opportunities for current VPs to engage with and mentor program participants?	Mixed-methods approach combining quantitative surveys and qualitative interviews: In-depth interviews with VPs about program impact on their departments Survey on perceived changes in leadership capabilities of participants Analysis of collaboration metrics

EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
Learners/E-Com Directors	Need to know that they have the required training, skills, and knowledge to successfully fill the role of Vice President	Activities, Outputs, Short-Term & Long-Term Outcomes	To what degree did participants improve their strategic thinking skills as measured by pre- and post-program assessments? How often are participants applying the cross-functional collaboration techniques learned in the program, as reported in follow-up surveys? What percentage of participants successfully implemented their Continuing Action Plan (CAP) within 3 months of program completion?	Mixed-methods approach combining quantitative surveys and qualitative interviews: Pre- and post-program surveys to measure changes in leadership skills Semi-structured interviews with a sample of participants at program completion Analysis of Continuing Action Plans (CAPs) developed by participants

EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
Aspiring Learners	Need to know that there is a valuable training that can help them transition from Director to Vice President	Outputs & Short-Term	What are the expectations of potential participants regarding the Leadership Development Program? How do potential participants perceive the value of the program for their career advancement? What skills or competencies do potential participants feel they need to develop most to prepare for VP roles? How well does the program's structure and time commitment align with potential participants' work responsibilities?	Comparative Analysis: Surveys comparing expectations and perceptions of the program Focus groups to understand motivations and perceived barriers Analysis of application trends and demographics

EVALUATION QUESTIONS

Stakeholder	Stakeholder Needs	Evaluation Focus Areas	Evaluation Questions	Evaluation Design
E-com Evaluators/Instructional Designers	Need to show how effectively the training is meeting the needs of the stakeholders and show where it can be improved	Inputs, Activities, Outputs, Short-Term & Long-Term Outcomes	How effective were the online modules in achieving their intended learning outcomes? To what extent did the program's instructional strategies promote active learning and engagement in the online environment? What aspects of the program design were most effective in facilitating the development of leadership skills? How well did the program's content align with the company's leadership competency framework?	Mixed-methods approach combining quantitative surveys and qualitative assessment of feedback Ongoing analysis of program content and structure Regular review of participant feedback and performance data Prototyping and testing of potential program improvements

EVALUATION DESIGN RATIONALE

The overall evaluation design consists of a mixed-methods approach, structured around each stakeholder group's perspective and needs. This strategy allows for a thorough assessment of the Leadership Development Program's effectiveness and impact across various levels of the organization.

1. The design incorporates both formative and summative elements, enabling continuous improvement and overall impact assessment.
2. Multiple data collection methods (surveys, interviews, document analysis, performance metrics) are used to compare findings and enhance validity.
3. Assessments are conducted at different time periods to track changes over time and assess long-term impacts.
4. The design considers the online, synchronous nature of the program by including specific elements to assess the effectiveness of this delivery method.
5. By involving multiple stakeholders, the design ensures a complete view of the program's impact, from individual learners to company-wide factors.
6. The inclusion of both quantitative metrics and qualitative data allows for a thorough understanding of both measurable outcomes and developmental processes.
7. The design incorporates elements of evaluation specific to the participants, particularly for facilitators and instructional designers, fostering ownership and continuous improvement.
8. Comparative elements (e.g., would-be learners, pre-post assessments) help establish the program's direct contribution to observed changes.

This comprehensive approach supports a thorough evaluation of the Leadership Development Program and addresses the need to evaluate both its immediate effects and its contribution to the company's broader goals of building strong leaders and ensuring internal growth. It also allows for adaptations and associated refinements of the program based on ongoing feedback and analysis.

EVALUATION INSTRUMENTS

DATA COLLECTION & ANALYSIS PLAN

The evaluation of the Leadership Development Program (LDP) is structured around a mixed-methods approach to assess its effectiveness and impact comprehensively. The data collection and analysis plan integrates quantitative and qualitative methods, allowing for a thorough understanding of the program's outcomes as related to different aspects of the program. This approach ensures that we capture measurable improvements in leadership skills, career advancement, participant satisfaction, and the effectiveness of instructional materials in facilitating group discussions.

Pre- and post-program surveys will be administered to participants to assess how much the Leadership Development Program improved their leadership skills. These surveys will include Likert scale questions to measure changes in leadership competencies based on the participant's participation in the program. Descriptive statistics will be used to analyze the quantitative data from the Likert scale questions. This approach allows us to quantify skill improvement and participants' subjective experiences of its impact on their leadership development.

In addition to skill development, the evaluation will focus on the percentage of program participants successfully promoted to VP positions within 12 months of completing the program. To address this question, HR records will be reviewed to track promotions over time. Content analysis will be used to analyze this data, providing insight into whether participation in the LDP correlates with career advancement. This analysis will help stakeholders understand whether the program is achieving its long-term goal of preparing participants for executive roles.

Another critical area of evaluation is participant satisfaction with various aspects of the program, such as content quality, delivery methods, and support provided during the course. Post-program focus group sessions with semi-structured interview questions will be conducted within 1 month of the completion date to gather this feedback. Thematic analysis will be applied to the responses to assess the feedback. This approach ensures that we not only measure satisfaction levels but also gain insights into specific areas where participants feel improvements could be made.

Finally, we aim to evaluate how effective the instructional guides were in facilitating group discussions during live sessions. Data for this evaluation question will be collected through facilitator observations and participant feedback. Facilitators will complete an observation form with open-ended questions at the end of the program, noting how well the instructional guides supported engagement and discussion flow. Participants will also provide feedback through post-session surveys at the end of each module using a Likert scale to obtain feedback about their experience with the instructional materials. Descriptive statistics will be used to analyze the quantitative data from the Likert scale questions and thematic analysis will be applied to facilitator observations, allowing us to identify recurring themes related to how well the guides facilitated learning and group dynamics.

Overall, this data collection and analysis plan ensures a comprehensive evaluation of the Leadership Development Program by combining quantitative metrics (e.g., skill improvement, promotion rates) with qualitative insights (e.g., participant satisfaction, effectiveness of instructional materials). By triangulating data from multiple sources including surveys, HR records, and facilitator observations, we can provide stakeholders with a detailed understanding of the program's strengths and areas for improvement. This mixed-methods approach evaluates immediate outcomes and considers long-term impacts on participants' careers and leadership development within the organization.

TABLE 4. EVALUATION DATA COLLECTION AND ANALYSIS PLAN

Evaluation Questions	Data Collection Method	Data Source	Activities	Data Anaylsis Method
To what extent did the Leadership Development Program improve participants' leadership skills as measured by pre- and post-program assessments?	Pre- and post-program surveys	Program Participants	Administer surveys before andd after program completion	Likert scale and descriptive analysis
What percentage of program participants were successfully promoted to VP positions within 12 months of completing the program?	Review of HR records	Existing HR Data	Analyze promotion records within 12 months of program completion	Content analysis
How satisfied were participants with various aspects of the program (e.g., content, delivery, support) as measured by post-program surveys?	Focus group interviews	Program Participants	Phone interviews conducted within 1 month of completion of the program	Thematic analysis
How effective were the instructional guides in facilitating group discussions during live sessions?	Surveys and facilitator observations	Facilitators and Participants	Collect feedback during and after sessions	Thematic anaylsis

Selected Evaluation Questions

1. To what extent did the Leadership Development Program improve participants' leadership skills as measured by pre- and post-program assessments?
2. What percentage of program participants were successfully promoted to VP positions within 12 months of completing the program?
3. How satisfied were participants with various aspects of the program (e.g., content, delivery, support) as measured by post-program surveys?
4. How effective were the instructional guides in facilitating group discussions during live sessions?

INSTRUMENT 1: PRE AND POST SURVEY

Evaluation Question: To what extent did the Leadership Development Program improve participants' leadership skills as measured by pre- and post-program assessments?

Data Collection: This survey will be provided to participants before the start of the program and once they've completed the program to quantify skill improvement and participants' subjective experiences of its impact on their leadership development.

PRE/POST-SURVEY: On a scale of 1–5 how would you rate yourself as a leader in the following areas.
1: STRONGLY DISAGREE **2:** DISAGREE **3:** NEITHER AGREE/DISAGREE **4:** AGREE **5:** STRONGLY AGREE

1. SELF AWARENESS
- I am comfortable identifying my strengths as a leader
- I am comfortable identifying my weaknesses as a leader
- I can effectively manage tasks by prioritizing both strategic and operational responsibilities
- I actively seek feedback on my leadership skills.

2. COACHING AND EFFECTIVE COMMUNICATION
- As a leader I have a clear understanding of my coaching style.
- I actively listen to my team's concerns and can provide constructive guidance.
- I understand how to adapt my coaching style based on the situation and individual.
- I understand how to ask powerful questions that invoke thought, reflection and introspection.
- As a leader and coach, I understand the complementary approaches to finding solutions.

3. EFFECTIVE TEAM MANAGEMENT AND FOSTERING GROWTH
- As a leader I can help my team manage stress effectively in a high-pressured situation.
- I am confident in my ability as a leader to clearly communicate the vision and ideas.
- I can clearly define roles and expectations when delegating tasks to my team.
- I am aware of strategies to effectively drive team productivity.
- As a leader I can foster a culture where challenges are viewed as an opportunity for the team's growth.

4. EFFECTIVE PERFORMANCE MANAGEMENT AND TEAM COHESION
- I understand how to effectively perform ongoing performance management.
- I understand how to design compelling messages to inspire team fellowship.
- I understand the importance of functional leadership.
- I am confident in my ability to create a collaborative and inclusive team environment.

INSTRUMENT 2: HR RECORDS REVIEW

HR Records Review
for Leadership Development Program (LDP) Promotions

Evaluation Question: What percentage of program participants were successfully promoted to VP positions within 12 months of completing the program?

Data Collection: This template will be used to collect data from existing HR records. The data will include information on participants who completed the Leadership Development Program and whether they were promoted to VP positions within 12 months of program completion.

Precautions:
- Confidentiality: All participant names will be anonymized, and only aggregated data will be reported to ensure privacy.
- Accuracy in Data Retrieval: HR personnel will cross-check promotion data with official records to ensure accuracy. Multiple sources, such as employee profiles and promotion letters, will be used to verify the information.
- Data Security: The template will be stored in a secure, password-protected system, and access will be restricted to authorized personnel involved in the evaluation process.

Instructions for HR Personnel:
1. For each participant who completed the LDP, enter their anonymized identifier into the "Participant Name" field.
2. Record the date they completed the program in the "Program Completion Date" field.
3. Indicate whether they are still an employee of this company 12 months after the program completion date by selecting "Yes" or "No" under "Employment Status"
4. If the participant is no longer an employee, record the exact date they left the company under "Separation Date."
5. Provide any information about the circumstances surrounding their separation, such as whether they were involuntarily terminated or voluntarily ended their employment and any details available about the context of their departure.
6. Indicate whether they were promoted to a VP position within 12 months of completing the program by selecting "Yes" or "No" under "Promotion Status."
7. If the participant was promoted, record the exact date of promotion under "Promotion Date."
8. Whether the participant was promoted or not, note their current job title under "Current Job Title" and their department under "Department".
9. Provide any additional relevant information in the "Additional Notes" section, such as lateral moves or other career developments that may provide context for their career trajectory.
10. Indicate the official documents used to verify the information cited in the HR Records Review Document

INSTRUMENT 2: HR RECORDS REVIEW DOCUMENT

HR Records Review
for Leadership Development Program (LDP) Promotions

Participant Name: [Anonymized for confidentiality]

_____

Program Completion Date: [MM/DD/YYYY]

_____

Employment Status: Yes/No
    a. **Separation Date (if applicable):** [MM/DD/YYYY]

_____

    b. **Additional Notes Regarding Separation** (if applicable):
      [Any relevant notes or context]

_____

_____

Promotion Status (Within 12 Months): Yes/No
    a. **Promotion Date** (if applicable): [MM/DD/YYYY]

_____

    b. **Current Job Title:** [Job Title]

_____

    c. **Department:** [Department Name]

_____

    d. **Additional Notes** (if applicable):
      [Any relevant notes or context]

_____

_____

List official documents used to obtain the information above:

_____

_____

INSTRUMENT 3: FOCUS GROUP INTERVIEW PROTOCOL

Evaluation Question: How satisfied were participants with various aspects of the program?

Data Collection: Focus group semi-structured interviews will be facilitated via an online platform, such as Zoom, with small groups of 3-4 participants within 1 month of completing the program to measure satisfaction levels and gain insights into specific areas where participants feel improvements could be made

1. **Overall Experience:**
   - How would you describe your overall experience with the Leadership Development Program?
   - What aspects of the program did you find most valuable?
2. **Content and Relevance:**
   - How satisfied were you with the relevance of the program's content to your role and career goals?
   - Were there specific modules or topics that stood out as particularly useful or less relevant?
3. **Delivery Format and Accessibility:**
   - How effective did you find the online delivery format for learning and engagement?
   - Did you encounter any challenges with accessing or navigating the online resources?
4. **Facilitation and Support:**
   - How satisfied were you with the support and guidance provided by the facilitators?
   - Did the facilitators' methods encourage interaction and engagement among participants?
5. **Practical Application:**
   - How well do you feel the skills and knowledge gained from the program can be applied to your daily work and leadership responsibilities?
   - Have you started to implement any of the techniques or strategies introduced in the program?
6. **Program Structure and Time Commitment:**
   - Was the program's structure and duration manageable alongside your work responsibilities?
   - Are there any adjustments you would suggest to improve the structure or timing of the sessions?
7. **Areas for Improvement:**
   - What improvements, if any, would you suggest for future iterations of the program?
   - Were there any additional topics or skills you wish had been covered?
8. **Leadership Development and Skill Growth:**
   - How has this training influenced your approach to leadership?
   - Did the program help you identify any new strengths or growth areas in your leadership style?
9. **Future Recommendations:**
   - Would you recommend this program to other directors aspiring to VP roles? Why or why not?

INSTRUMENT 4: FACILITATOR OBSERVATION FORM

Evaluation Question: How effective were the instructional guides in facilitating group discussions during live sessions?

Data Collection: This survey, utilizing open ended questions, will be administered to the facilitators after the program to determine how well the instructional guides supported engagement and discussion flow.

1. CLARITY AND COMPREHENSION
- How clear was the instructional guide? Were there any sections confusing or difficult to follow?
- Which parts of the guide were most helpful and where could more detail be added ?

2. PRACTICALITY AND EASE OF USE
- How easy was it to apply the guide's instructions during discussions? Were there any challenges?
- Were any steps or materials difficult to implement ? How can they be improved?

3. RELEVANCE AND APPLICABILITY
- Are there any other topics or tools you wish you had to support your facilitation of discussions?
- Did the discussion prompts address participants' specific needs?

4. ENGAGEMENT AND PARTICIPANT OUTCOMES
- How effective was the guide in keeping learners engaged during debriefing and peer exercises?
- How effective were the suggested guide prompts in keeping learners stay engaged in chat or jamboard discussions?

5. OVERALL EXPERIENCE
- How did the instructional guide impact your confidence facilitating online discussions in various formats?
- What was the most valuable aspect that would help future facilitators?

INSTRUMENT 4: PARTICIPANT FEEDBACK FORM

Evaluation Question: How effective were the instructional guides in facilitating group discussions during live sessions?

Data Collection: This survey, utilizing questions with a likert scale, will be administered to the participants after each module to assess their experience with the instructional guides and if they supported engagement and discussion flow.

On a scale of 1 – 5, how would you rate your experience in the following areas?
1: STRONGLY DISAGREE **2:** DISAGREE **3:** NEITHER AGREE/DISAGREE **4:** AGREE **5:** STRONGLY AGREE

1. ENGAGEMENT AND INTERACTION
- The facilitator actively engaged participants in discussions.
- The facilitator encouraged everyone in the group to participate.
- The facilitator used questions and prompts that helped deepen the discussion.

2. CLARITY AND ORGANIZATION
- The facilitator communicated the purpose and goals of the discussion.
- The facilitator kept the discussion focused and on topic.
- The facilitator explained concepts or materials in a way that was easy to understand.

3. INCLUSIVENESS AND RESPECT
- The facilitator created a safe and inclusive environment for sharing ideas.
- The facilitator respected diverse opinions and perspectives during the discussion.
- The facilitator encouraged quieter participants to share their thoughts.

4. RESPONSIVENESS AND ADAPTABILITY
- The facilitator responded well to questions and concerns raised by participants.
- The facilitator adjusted the discussion pace based on participants' needs.
- The facilitator handled any disagreements or conflicts constructively.

5. OVERALL EFFECTIVENESS
- The facilitator effectively guided the group toward achieving the discussion objectives.
- The facilitator made the discussion engaging and enjoyable.
- I felt that the discussion led by the facilitator was valuable and meaningful.