The Impact of a leadership training program for refugee women

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ABSTRACT

INTERNATIONAL AFFAIRS AND DEVELOPMENT

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THE IMPACT OF A LEADERSHIP TRAINING PROGRAM
FOR REFUGEE WOMEN

Committee Chair: Fragano Ledgister, Ph.D.
Dissertation dated May 2010

The study documents a formal program evaluation and examination of the
Refugee Women’s Network (RWN) program’s impact on acquired leadership skills by
the participants who are currently involved in the program or have recently completed the
entire curriculum. The elements of the Stufflebeam content-input-process-product (CIPP)
evaluation model provided the structure for this study. The researcher used elements of
the CIPP model to assess and report on the merit, worth, and significance of the
leadership training component of the RWN agency. The researcher interviewed former
students who had worked with the RWN during the program years of 2007 through 2009.
Current program administrators, leadership, and instructors have also been interviewed,
participated in a focus group, and completed a valid survey instrument. An examination
of program documents and research literature also provides significant implications for
future research, and program development for the RWN and hopefully other similar
leadership training programs.
Findings from interviews and surveys within the study added to the body of research that addresses leadership training achievement of refugee and immigrant women. Previous research revealed that refugee women who participate and complete community leadership training programs ultimately learn to exhibit a transformational leadership style, which is the main hypothesis of this study. The research design is a cross-sectional survey and program evaluation. The following questions formed the foundation inquiry of the study.

1. What is the level of success of the implementation of the RWN leadership training component as indicated by stakeholders’ perceptions?

2. How did certain operational factors impact the input, process, and products within the leadership training component?

3. What areas of course content impacted the leadership training objectives as perceived by the stakeholder group?

The self-assessment process revealed how participants became empowered by setting goals, becoming self-reliant, and able to influence others in their community.
THE IMPACT OF A LEADERSHIP TRAINING PROGRAM
FOR REFUGEE WOMEN

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

BY
DONNA L. BRIGGINS

DEPARTMENT OF INTERNATIONAL AFFAIRS AND DEVELOPMENT

ATLANTA GEORGIA
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I would like to thank my committee members past and present. This dissertation would not be possible if it were not for the initial ideas and encouragement from Dr. Art Hansen and Dr. Kwaku Danso. I would like to thank my committee members Dr. Fragano Ledgister, Dr. Cynthia Hewitt and Dr. Jane Smith for their encouragement, knowledge and patience throughout the years. I would like to take this opportunity to thank Dr. Ledgister for graciously accepting my invitation to be my advisor. His prompt and well-founded comments and suggestions made this research scholarly. An enormous debt of gratitude goes to my companion Carl Woodward for lending me support and guidance during this journey by helping me find my way back at times when I thought I was lost. Thanks to all my family and friends who have given me their unwavering support throughout the years.
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CHAPTER 1

BACKGROUND OF THE PROBLEM

Efforts to incorporate gender awareness and feminist theory into the development and modernization of foreign countries are only twenty years old. The first result was the Women in Development movement, which concentrated on identifying the situation of women and aimed to ensure that they had the opportunity to fulfill their complete potential in the development process and the foreign country’s modernization (Bleie, 1985). Using the term, ‘their complete potential’ can have different meaning and content in each nation, country, or region of the world. The research literature comprising several studies on women predicts that the only basic recognition across all cultures remains that women bear children and men do not (Whitehead, 1987).

Historically, women across the world have been subordinate to the male gender (Hall, 2003). According to Hall, as each year closes, more and more women are defying historic socially constructed roles and traditions that have prevented them from participating in decision-making and transformation. Women who have moved to America from developed and less developed nations are proactively preparing themselves to take on specific roles in their new societies as they can actively maintain a significant voice regarding public policy procedures that influence, not only their families, but also industries, business, education, and finance (Hall, 2000).
are able to learn and develop leadership skill sets, which affords them the ability to exercise transformational leadership within their new American communities. Transformational leadership is a style of leadership where one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of performance (Burns, 2003).

The literature review of this study proposes to present the various studies that have examined certain development efforts and community programs that focus on gender awareness principles and feminist theoretical concepts. In recent years, an increase in the number of women’s centers and women’s developmental programs has occurred. According to Backer (2003), these programs have begun to focus on developmental needs of specific subgroups of women. Training programs exist to provide opportunities for women to learn new skills and enter a global society successfully (Backer, 2003).

One such program that has specifically focused on refugee women and leadership skills, is the Refugee Women’s Network (RWN). RWN was founded in 1995, and is located in a suburban area of metropolitan Atlanta, Georgia. RWN is a national non-profit organization created by women, for women, that focuses on enhancing refugee and immigrant women’s strength, skills, and courage, through leadership training, education and advocacy to promote independence, self-sufficiency, and networking among its participants (Programs at the Refugee Women's Network 2005). As of 2008, over 300 women from 40 countries of origin have graduated from the program. Thirty four percent of the graduates have assumed management or governance positions.
Purpose of the Study

Gaps in the literature on the evolution of leadership among refugee women seem to exist between the years of 1997 and 2002. Additionally studies describing transformational leadership and empowerment programs for immigrant women who are living in the United States are scarce. Although immigrant women and non-immigrant woman have made gains since the women's revolution of the 1960s and 1970s, women significantly suffer when making important decisions for themselves, their families, and their communities. Arrows for Change (2006) reported that leadership programs for refugee women continue to decrease in number. In his article, Reitz (2002) showed, "research decisions do not consider women when investigating leadership and empowerment" (p.1009). Therefore, it is important to continue to understand the effect that leadership programs have on their immigrant participants.

Are leadership training programs producing results for refugee women who themselves believe they are equipped with skills necessary to develop meaningful transformational leadership styles within their residential community and society as a whole? Answering this question forms the purpose for this study. The intent of this study is to test the concept of transformational leadership within the RWN leadership training program for immigrant or refugee women. Evaluating the merit and worth of the RWN organizational system design model will form the action of the methodology of this study.

Statement of the Problem

In the RWN project, it is unknown if the leadership training component has an impact on the level of leadership skills achieved among the refugee and immigrant
participants. There is no documented analysis that depicts the satisfaction level of all stakeholders regarding leadership-training success within the RWN project.

Carless (1998) examined the fight for independence, efficacy, and education among refugee women preparing themselves to become transformational leaders within their new American community. According to Carless, this fight is gaining strength especially when refugee women join networks and programs that offer effective leadership and empowerment training components. Therefore, this study will attempt to discover if RWN is producing graduates who are able to enter their new society and neighborhoods with the ability to become viable leaders within their community. Entrepreneurial skills, public health curriculum, finance principles, and management are additional areas of education that women can study and learn skills that will empower and support them for many years after completing the program (Carless, 1998).

Before 1960, very few programs supported immigrants, especially women who were new to the country. Wheeler (2008) in his study on immigrants discussed how the many new citizens adjusted in their new country by a process of trial and error. However as urban centers were born and created, the shift from survival behaviors to education behaviors began to take hold (Corner, 1997).

The problem this study investigates is the influence of participation in the RWN program on the development of transformational leadership skills in refugee women currently undergoing training, and in women who have completed the training program. This will be done according to the three main research questions below.
Research Questions

1. What is the level of success of the implementation of the RWN leadership training component as indicated by stakeholders’ perceptions?

2. How did certain operational factors impact the input, process, and products within the leadership training component?

3. What areas of course content impacted the leadership training objectives as perceived by the stakeholder group?

Hypothesis

There will be a significant difference among the mean survey scores that measure satisfaction of the leadership training component among the students involved in the RWN project between the years 2007-2009.

Null Hypothesis

There will be no difference among the mean survey scores that measure satisfaction of the leadership training component among the students involved in the RWN project between the years, 2007-2009.

Delimitations

1. The sample, confined to only one organization, is the Refugee Women’s Network in DeKalb County Georgia.

2. Refugee women who have sought asylum or have immigrant status on their passport are the only members of this sample.

3. The sample of this study consists of refugee women who have completed the RWN leadership program between the year 2007 and 2009.
4. The sample of this study consists of stakeholders who occupy roles as instructors, students, former students, administrators, board members, and current volunteers of the RWN.

Limitations

1. The participants’ willingness to share their thoughts and perceptions about their RWN experience may influence the data gathered.
2. The survey questions may not be representative of all aspects of leadership skill development.
3. The sample of RWN participants may not be representative of all participants in the RWN leadership training program.
4. The participants’ memory of the actual skills gained and operational factors used during the RWN experience may change between completion of the RWN program and the time the survey and evaluation is completed.

Definition of Terms

1. **Empowerment** - This study uses the definition developed by Moser who describes empowerment in terms of the capacity of women to increase their own self-reliance and internal strength (Moser, 1993).
2. **Immigrant** - Compared to refugees forced migration, immigrants willingly leave their homeland for career and financial opportunities. Although refugees and immigrants face similar challenges, their migration stories are different. This study will focus mainly on the experiences of refugees although the study will draw from common literature concerning adjustment to America for both groups (Brown, Jones, Nilsson, Russell, & Klevens, 2006).
3. **Leadership** – The process of inspiring themselves and others toward the achievement of a vision, which transforms lives (Mawani, 2007).

4. **Program evaluation** - The systematic determination of the quality or value of something (Davidson, 2005)

5. **Refugee** - An individual who is unwilling to return to his or her country of nationality because of persecution or well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. This study will use this term interchangeably with 'immigrant' (Carless, 1998).

6. **RWN** - Refugee Women’s Network; an agency that offers leadership training to refugee and immigrant women who are new to the United States.

7. **Transformational leadership** - A style of leadership where one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of performance (Burns, 2003).

8. **Transactional leadership** - Involves managing in the more conventional sense of clarifying subordinate responsibilities, rewarding them for meeting objectives, and correcting them for failing to meet their objectives (Eagly, Johannesen-Schmidt & Engen, 2003).

**Significance of the Study**

This international affairs and development research study is important for several reasons. When the researcher first began the review of literature for this proposed study, it became apparent that there is a lack of refugee women’s research between the years
1997 and 2008. Therefore, there is a need for more investigations such as this proposed study to help close the gap and contribute to the body of significant literature in this field.

Second, the results obtained in the program evaluation conclusions can assist the RWN and other community programs to determine how successful the RWN program is at developing leadership skills.

Third, the results and recommendations of this proposed study may provide agencies with significant research findings on the benefits of leadership programs similar to the RWN leadership training program. It is the hope of the researcher that the findings in this research will serve as a paradigm for structuring organizations like the RWN in their attempt to empower refugee women.

Finally, recommendations based on the findings of this study may help program directors identify certain operational factors and policies that need aligning and redevelopment.

Organization of the Chapters

In Chapter 1, the researcher described the scope of the research. A description of how the study was able fit in the context of current studies and evaluation practices was also stated in Chapter 1. In Chapter Two, the review of literature, the historical background of refugee women's development as it relates to leadership training will be provided. Chapter 2 also will discuss the conceptual framework surrounding the proposed program designs used in the research methodology. In addition, Chapter 2 reviews the existing literature that exist that helps present the contexts and subject matter necessary to complete and analyze the subject.
Chapter 3 of this study describes the research design used by discussing the appropriateness of Stufflebeam’s context-input-process-product (CIPP) model and the evaluation of the training and learning questionnaire. Because of the qualitative design, my role as the researcher is discussed. The study discusses the characteristics of the sample and the details of the data collection.

Chapter 4 describes the outcomes of the self-assessment from the evaluation and training questionnaire. Included here are the administrative interviews and results. The reader will find the answers to the three research questions along with discussions.

Chapter 5 will lead the reader through the conclusion of the study which includes the summary and implications. In addition, recommendations for future research are discussed.
CHAPTER 2

A REVIEW OF THE LITERATURE

The following review presents literature relevant to the proposed study. The purpose of this chapter is to give a comprehensive, research-based rationale for this study and determine what conclusions researchers regarding this study's purpose may reach. The purpose of this study is to conduct a formal program evaluation and examination of the RWN program’s impact on acquired leadership skills by the participants who are currently involved in the program or have recently completed the entire curriculum. The literature review discusses how the underlying theoretical framework informs the contexts of this study regarding leadership development in refugee women.

In order to evaluate existing programs that offer leadership development to refugee and immigrant woman, the research must examine certain contexts and concepts involving development and programming for female refugees and immigrants. The National Council of La Raza defined community leadership development as “training and other formal and informal learning opportunities, usually but not necessarily including a series of informational and skill development sessions at the neighborhood level, designed to enable participants to become more effectively involved in their community” (Worrell, 1999, p. 335).

The neighborhood model used in this study, The Refugee Women’s Network (RWN), was founded in 1995 by four refugee women who had attended the United
Nations World Conference on Women in Beijing of that same year. The women were from Vietnam, Ethiopia, and Iran. All of the founders had some type of refugee field experience.

RWN, a 501 (c) 3 organization, was incorporated in Atlanta under the temporary auspices of the Georgia Refugee Council. As the agency grew, several organizations began to offer support services for the newly developed agency. The selected board of directors of RWN are members of the public who serve within the community. Today the board continues to reflect the refugee population who are currently entering the training programs. One such board member, for example, in South Dakota, serves as community liaison for the Sioux Falls School District. Another board member is the National Security/Immigrants' Rights Project Director at the American Civil Liberties Union Foundation of Georgia. All of the board members are required to complete the training program model that is being studied and evaluated in this research project. As of 2008, the RWN is actively recruiting more members, who have the capacity to lead the development and fundraiser segments.

Original founder Xuan Sutter, a Vietnamese refugee, earned a Bachelor of Science in Economics from the University of Lausanne in Switzerland and a Master in Business Administration from New York University. Ms. Sutter, who worked for Save the Children, decided to take a sabbatical, to take time to think about ways to serve the needs of refugees in Atlanta, Georgia. After winning an Annie Casey Foundation scholarship, she traveled around the world attending seminars that increased her knowledge of refugee development. Ms. Sutter also worked at the Advocacy Institute in Washington D.C.
For her tireless efforts on behalf of women and children, Xuan Sutter was named Refugee Woman of the Year in 1993 and given the Human Rights Award by Amnesty International in 1994. In 1997, she received the Annie E. Casey Foundation’s Family and Children’s Fellowship. In recognition for her commitment to the community of Atlanta, *Atlanta Magazine* named her as a “Woman Making a Mark 2000.” Ms. Sutter’s portrait is displayed in the permanent exhibition at the United Way of Atlanta.

Cofounder, Darija Pichanic helped to coordinate the RWN. Her experience includes board membership of the International Non-governmental Organization coalition for the establishment of International Criminal Court Systems. She is also a board member of the Women’s Commission for Refugee Women and Children. Ms. Pichanic, born and raised in Sarajevo, Bosnia, studied World Literature at the University of Sarajevo, prior to the war.

**Best Practices**

Very little research exists that documents best practices of programs with a focus on immigrant and refugee leadership, and there are just a few formal evaluations of such programs. However many researchers have published articles that identify effective programs and models which are currently provided by agencies throughout the nation (Porter, 2005).

Although Porter (2005) discussed mental health programs, he also identified best practices and success factors within immigrant/refugee focused programs. His study concluded that leadership development should have three beneficiaries: the individual and her family, the community, and organizations that work to strengthen communities. Miller and Rasco (2004) edited a study that also identified best practices and types of
programming that should exist in leadership development programs for refugee and immigrant women. "Learning by Doing" was the theme used in this study that stated the program should teach by example; the participants should involve themselves in decision-making exercises that exemplify leadership behaviors (Miller & Rasco, 2004). Several other studies identified best practices of refugee leadership development by discussing the responsibilities of leadership development programs. Expanding opportunities for leadership building to participants, who are not likely to be included in mainstream society, seemed very important. Therefore these authors emphasized that leadership development must recognize and address cultural issues, understand learning styles, and incorporate communication organization skills into the development curriculum (Burns, 2003).

Conceptual Framework

In order to examine the merit and worth of the RWN, a conceptual framework must guide the research and evaluation of the study. Popular Education and Andragogy are the two theories that will guide this study. Transformational leadership and empowerment are two additional concepts that have historically supported the research in studying and examining programs similar to RWN.

*Popular education*, defined as a theory and a concept, is the overarching guide for this proposed study. The term, popular education used as a theory of social action, addresses developing people's capacity to transform the world. Paulo Freire, considered the foundational theorist of this concept, related the definition of popular education to the belief that human beings are born to be free, to make their own decisions in their lives, and to be the makers of a better world (Freire, 1998).
According to several journals, there is no single, simple definition of popular education. "Empowerment education" and "liberatory education" are two names used around the world. Nepalese educator Pramod Prajuli defines popular education as an attempt to strengthen social movements and address broad social questions that encourage the transformation of an oppressive social structure (Prajuli, 1986). Freire (1970), whose approach is used in the context of adult literacy teaching focuses less on building social movements and more on building individual and community capacity to think critically about the world in order to transform it.

The two theorists differ in their definition of the popular education concept. However, they both agree that the term involves a community education approach. Therefore, the framework can appropriately support the content of this proposed study. According to several authors, empowering adults is the goal of the community education effort. Additionally this theory relates to a specific population. The poor, the oppressed and the marginalized people are the audience that Freire (1998) and Prajuli (1996) use in their sample when employing the theory of popular education.

When Freire wrote *Pedagogy of Hope*, he addressed the phenomenon by denoting the social, historical, and political contexts in which people experience popular education (Freire, 1998). This study is also an attempt to evaluate and analyze the phenomenon of popular education of the participants in RWN's leadership training program.

The world will change is the assumption underlying popular education. The presumption is that ordinary people, such as refugee women, can make that change. The first principle to use when constructing this evaluation is a framework that contains language that links the leadership development program directly to the concepts of
popular education. According to Freire (1998), participants in popular education are active subjects, not passive objects, in their experience of learning and action. In other words, knowledge is not simply information handed down by experts, but rather it builds on the experiences and insights of the participants (Freire, 1998). In this study, an attempt will be to evaluate the quality of the out-of-class experiences that eventually create a permanent model for immigrant women to live by.

Arnold and Burke (1983) identify six characteristics of popular education:

1. The starting point is the concrete point of the learner, and learners participate in determining what is learned.
2. Popular education focuses on the group solution as well as the individual solution.
3. Collective study leads to action for change, which then leads to reflection on the action taken (Freire uses the term “praxis”).
4. Dialogue among the learners is an instruction tool in itself, rather than lecture-forum types of instruction.
5. The creation of new knowledge is stressed over existing knowledge.
6. Participants continuously offer feedback on results of the programs (Arnold & Burke, 1983).

Arnold and Burke's six characteristics support the rationale as to why popular education is the overarching theory that will guide this program evaluation of RWN. However, this research also emphasizes the value of popular education and adult education.
Andragogy consists of learning strategies focused on adults. The strategies engage adult learners in the comprehension process. Malcolm Knowles developed this term into a theory of adult education (Knowles, 1984). This additional theory will guide this study by relating the four postulates of Knowles’ theory:

1. Adults need to be involved in the planning and evaluation of their instruction (self-concept and motivation to learn).
2. Experience, simulation, and making mistakes provide the basis for learning activities.
3. Adults remain interested in their learning when immediate relevance to their personal life takes place.
4. Adult learning is problem-centered rather than content-oriented (Knowles, 1984).

This conceptual framework establishes a foundation of a leadership development model that reflects principles of self-managed learning, authentic learning, and adult learning. Along with a framework built on a true learning organization, a framework that understands and follows the principles of how adults learn guides the study.

Transformation leadership. Most studies of gender and transformational leadership are in line with the gender reform perspectives, which emphasize the inequality between men and women in organizations and society while focusing on strategies that break down the barriers that lead to such inequality (Alvesson & Billing, 1997). These studies focus mostly on the question of gender differences in leadership style, examining if women and men leaders differ in the extent to which they apply transformational leadership and transactional leadership (Bleie, 1985).
Burns (1978) first introduced transformational leadership as a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation. As described by Burns, the process involves leadership focused on achieving group goals while developing the follower. Burns also conceded that collaborative efforts are more effective than individual efforts. The basic transformational theory according to Burns is that if people are inspired or share a vision they will follow (Burns, 2003).

Drawing from Burns, Bernard Bass expanded on transformational theory (Bass, 1978). However, he defined transformational leadership as how the leader affects the followers; who intend to trust, and who admires and respects the leader. Bass seemingly departed from the theory of Burns in the sense that he does not link transformational leadership with higher order values. Bass suggests that some people such as Adolf Hitler can be viewed as having transformational skills, even though they are not revered.

Carlin (2003) explained that transformational leadership is composed of several significant principles: idealized influence, inspirational motivations, individualized consideration, intellectual stimulation, collaboration, behavior modeling, follower empowerment, and organizational change (p. 5).

Several studies focusing on transformational leadership indicated that women perceive themselves as using transformational leadership styles more than men. However, there have also been studies that failed to uncover gender differences in transformational leadership. For example, Miller and Rasco (2004), found that though superiors rated female managers higher in terms of transformational behaviors, according to their subordinates there was no distinction. In a meta-analysis of 45 studies, which
uses the Leadership Questionnaire as well as other instruments, Eagly et al. (2003) found small but significant gender differences showing that women were rated higher on all transformational factors. In contrast, men exceeded women on the transactional scales of management-by-exception and on laissez-faire leadership. These findings suggest that male managers paid more attention to their followers’ mistakes and were uninvolved at critical times.

Kark (2004) confirmed this when he wrote that a growing number of women in leadership positions along with empirical evidence prove that the transformational leadership style improves an employee’s performance and organizational outcome. This premise gave rise to a growing interest between gender and leadership style (Kark, 2004). Kark also explores advocacy by both individuals and organizations that transformational leadership, posited as a style that benefits both leaders and followers. One of the many impacts of transformational leadership is the sense of empowerment. Studies that address the subject of empowerment are discussed later in this chapter. Kark (2004) believes that feminist activities and development practitioners such as the authors of RWN concede that the transformational leadership style is most appropriate when training women to be leaders (Kark, 2004).

According to the literature, the last two decades have seen a rise in leadership training programs for women in general (Gill, Warner, Weiss, & Gupta, 2009). These training programs can range from a number of days to six months. According to Lewis (2007), over the last two decades when globalization has increased, a significant number of leadership training programs that use transformational leadership as its model have also increased in the United States (Lewis, 2007).
In summary, although the results were inconsistent, they did indicate a tendency for women to be rated as slightly more transformational than men. Although the conceptual perspective of transformational leadership is diverse among scholars, for the purposes of this proposed study, no matter the precise definition, transformational leadership leads to a productive work environment.

Empowerment  According to Lucas (2003), women's empowerment is a by-product of women's leadership training. Therefore, transformational leadership is likely to be the leadership style participants in this study will examine. Holmes (2003) found that transformational leadership behaviors have clear empowering effects on followers in terms of raising their self-efficacy beliefs. Although social scientists are increasingly using the concept of empowerment, its definition remains unclear. According to the research of Rappaport (1996), empowerment denotes an outcome or goal. According to most researchers, empowerment is defined as the process of attempting the reversal of the conditions of powerlessness (Conger & Kanungo, 1999; Mosedale, 2005). To further clarify the meaning of the concept as it relates to this study, it is necessary to define the term by presenting the goals of empowerment in terms of the specific levels they act upon: 1) personal (material and psychological), 2) organizational, and 3) social.

At the personal level, the goal of empowerment is to begin to meet immediate and concrete needs; to increase resources and eradicate the symptoms of poverty (Porter, 2005). As described by Zimmerman (1990), personal empowerment is not a personality characteristic, nor an individual process. According to Zimmerman, the effects of personal empowerment at the individual level are closely connected to cultural context - "the person-environment fit" (p. 168). However, psychological empowerment is not a
personality characteristic. According to Zimmerman (2002), the effects of empowerment at the individual level are closely tied to the ecological cultural context.

Organizational empowerment aims at changing the power structures of society as they are expressed in a group or finite community (e.g., in the RWN service program). As far back as 1946 when Alinky first discussed empowerment within an organization, structures, values, and forms of interaction were included in the discussion (Burns, 2003).

By sharing control, members of the class or group receive respect and power. Within refugee programs they are able to contribute perspectives that can be completely diverse.

The empowerment approach to development and planning provides a useful framework to understand issues relating to refugee women’s leadership programs. This approach uses the experiences of immigrant women at the grassroots level and raises awareness of their subordination and the need to challenge it (Healy, 2002). It also analyzes the way power and development are interlinked and seeks ways to empower women to make their own choices, speak on their own behalf, and to control their own lives.

According to several researchers, the empowerment approach offers a critical analysis of gender relations (Kabeer, 2001; Kishor & Gupta, 2004; Mayoux, 2002). It recognizes the different roles men and women play in society. The ideological, historical, economical, and cultural determinants that shape gender differences are also included in this approach.

Malhotra, Schuler, and Boender (2002) stated that women’s empowerment needs to occur along the following dimensions: economic, socio-cultural, familial/interpersonal,
legal, political, and psychological. They continued that this empowerment can be measured by household, community, national, and international indicators. Although not quantifiable, these indicators possess value, and the ability to measure the multi-faceted effects of empowerment. Malhotra et al. (2002) also suggested separating empowerment indicators into two distinct categories. The indicators that attempt to measure women’s empowerment at a broad societal level, in order to gain information and make comparisons, form one group. The other group of indicators is those that are developed to measure the effects of specific projects or programs (Malhotra et al. 2002).

It is important to note that the literature reveals a challenge when discovering adequate gauges to measure empowerment within programs and studies (Sen & Batliwala, 2000). What is considered empowerment behavior in one place may not be interpreted as empowerment behavior in another. This gap in the literature further supports the rationale to provide a program evaluation in this proposed study.

What can a researcher conclude after exploring the context of the significant components involved when studying leadership development among refugee and immigrant women? Although studies tend to suggest that feminine thought does intersect with transformational leadership, it is still important to analyze the specific programs like RWN with a logical model that explores the many facets of empowerment, leadership, and gender traits.

What is Leadership?

The focus of this research is on leadership training of refugee and immigrant women. Notions of leader and leadership vary globally, but the literature is scant on non-western concepts of leadership and on the training of non-western and minority women.
Therefore, the scope of this entire review is from a historical perspective, gathering the abundance of literature within the decade of 1990-1999. According to Chen and Veslor (1996), there is only a very limited knowledge-base regarding leadership behaviors of non-traditional and non-western leaders (Holmes, 2003). Also, East (2001) added that although the theory of leadership and leadership development has grown exponentially in the last two decades, the literature is not well developed when applying the theory to oppressed and low-income women.

For this reason, women activists in developing countries have reconstructed leadership from their own perspective and experiences with the world, both from within and outside their original borders. Many of these feminist voices are coming out of the developing world from women’s grassroots organizations. Jaeckel (2005) explained that grassroots groups have access to valuable, accurate, and precise knowledge and expertise that is often difficult to obtain.

In the various literatures many African-based women’s organizations comprised of women from various parts of Africa used a framework for leadership that is based on the acquisition and retention of power. Taking from this perspective, and for the purpose of this study, leadership is defined as a process of inspiring themselves and others toward the achievement of a vision, which transforms lives (Mawani, 2007).

The basic study of leaders and leadership is not a new phenomenon. For centuries, scholars have attempted to understand the dynamics of what makes a person a leader. However, as the international community rapidly became more global and women (including refugee women) demanded equal participation in public affairs, a plethora of new leadership models have continued to evolve to accommodate these
changing times (Gill, 2006). Gill wrote that leadership has become a hot topic, yet the literature is fragmented and drawn from both the arts and sciences. Gill also demonstrated that there is no agreed paradigm for the study and practice of leadership that yet exists. Therefore, the present study is required in order to review literature that has studied and examine the historical evolution of leadership, women’s leadership, and the many perspectives of leadership that have been published and assessed (Gill, 2006).

In his comprehensive work, Rost (1991) described leadership literature as a mixed bag of sub-specialized literatures that derived from both the liberal arts and behavioral sciences. He analyzed and made the distinction between leader and leadership. He listed over 100 definitions of leadership and quoted the Kanter’s 1983 definition of leadership as “the existence of people with power to mobilize others and to set constraints” (Rost, 1991, p. 18).

Despite the various perspectives on leadership, there is some congruity when leadership qualities are discussed in the literature. Honest, intelligent, courageous, dependable, decisive, confident, and responsible are words associated with good leadership that are found throughout the literature (Kouzes & Posner 2002). Leadership involves a variety of dimensions; the intellectual, the emotional, the spiritual, and the behavioral (Gill, 2006). However, the literature does not provide a universal definition of leadership. The literature seemed to point toward the idea that the terms leader and leadership can vary according to discipline and context (Burns, 2003).

In the last two decades, leadership literature has given attention to the difference between the leadership styles of men and women. According to the research of Carless (1998) women use a more participative and inclusive style of leadership than that of men.
Men are more likely to use a directive, controlling style (Carless, 1998). Various concepts of leadership have enriched and redefined the literature with new perspectives coming from people in third world countries according to Carless 1998.

Quindlen (2005) described women’s leadership as a concept that redefines. She described men’s leadership as attempting to maintain the status quo. Calipher’s study (2005) revealed four different ways in which women in leadership differ from men; 1) women tend to be more persuasive, 2) women face rejection by showing more determination to succeed, 3) women include the team in times of decision-making and problem solving, and 4) women will stray from the rules and take more chances (Donahue, 2006).

When discussing the leadership style of men and women, Grimes (2005) recommended that one must consider the different way in which men and women are socialized. The study completed by Harris, Smith and Hale (2002) looked at the concept as holistic and inclusive.

Some researchers have examined feminine leadership according to race. In her study of Latina women, Mendez-Negrete (1999) concluded that certain qualities that Chicano/Latina women possess are related to their fight to breakdown oppressive barriers they face such as sexism, classism, and racism. However, Carlin (2003) disagreed with that assumption and concluded that leadership caused women to imitate “masculine strategies” with feminine qualities (Kark, 2004). In agreement with this, Donahue (2006) reported that literature in the 1990s appears to say that women tended to employ leadership styles similar to those utilized by men. This inference came from a lecture in 2000 when Professor Indira Parikh implied that if women were to embrace
competitiveness as men have, then they would possess a quality essential to great leadership (Donahue, 2006).

However diverse and numerous these perspectives expound on women’s leadership, it is important to note that researchers consider other variables when studying leadership among immigrant women. Lowe and Gardner (2001) suggested that research is needed to explore how gender composition, in terms of absolute relationships, exists within certain infrastructures such as RWN. In an earlier study, Lauterbauch and Weiner (1996) showed that female leaders influence social connection, while male leaders influence autonomy and independence (Porter, 2005).

Although the perspectives are connected to women who live in America, it is important to examine this literature closely to discover the relationships that immigrant women may develop and the leadership styles that the literature shows to exist. Most feminine approaches to leadership have emerged to address and challenge the various barriers and definitions of leadership as well as the overall concept of leadership. Most feminist research as it relates to leadership maintained that leaders attempt to assist in the empowerment and change process while never losing sight of the overall goal of the organization and its people (Lucas, 2003). Jahan (2000) criticized previous models of leadership; she insisted that up to now the leadership paradigm for women had been generally based on male models that tended to dominate decision-making positions all over the world. She agreed with the studies of Duerst-Lahti and Kelly (1995) who argued that concepts of leadership and governance are gendered, embedded inside assumptions, practices, norms, and belief systems that make men normal. Jahan developed these ideas and identified several qualities that embodied leadership from a feminine approach.
Equality, empowerment, peace, and human rights were several qualities outlined in this work (Jahan, 2000).

Implications for Service Development and Delivery

Before a researcher reviews the literature that discusses the history of leadership development programs designed specifically for refugee and immigrant women, it is important to review the literature that generates certain principles and implications regarding service development for women refugees. When studying the stories of immigrant women, one major finding that emerges is that immigrant women have specific and unique needs. However, certain testimonies reveal that these general services have failed to address the needs of this population group. Ferguson (1999) cites gender blindness and monoculture services as major barriers to effective service delivery that adversely affect well-being of immigrant women. In addition, these service providers tend to under-serve the immigrants.

Tailoring services especially for immigrant women is beneficial. Studies reveal that women demonstrate resilience, creativity, and resourcefulness in coping with immigration-related issues. Moreover, the empowerment of women tends to be the main objective when delivering services for immigrant women. However, developing specialized services carries a potential risk of solidifying segregation and polarization and maintaining the separation of these women from mainstream society (Ferguson, 1999). Pittaway (1999), claimed that tension exists during the planning and development of these agencies. Pittaway suggested that the overall approach to providing these services needed to be changed. She asserted that the services denied immigrant women the opportunity to develop power and self-efficacy. Pittaway advocated that the mission
should move from providing protective services to teaching empowerment and leadership ability skills. She further suggested the creation of interventions that were partnerships, rather than services to recipients. Pittaway’s recommendations discussed delivery models that balanced aid and self-help (Pittaway, 1999). Therefore, both Pittaway and Healy (2002) describe the necessity of direct services within an empowering and culture-sensitive environment by culture-competent service providers and community programs. This holistic approach creates an umbrella of comprehensive and inclusive services.

Perspectives of Leadership Development

As stated earlier in the study, research that examines refugee women’s development in the United States is scarce. However, it is relevant to the background of this study to review the various development programs that exist around the world.

Ali (1998) conducted a study that examined the perceptions of a leadership program in Africa for the village women. The purpose of the study was to interview returned Peace Corps Volunteers who had set up, implemented, and managed an empowerment leadership program for rural and village women. Five general conclusions were reached: (a) to achieve a successful participatory and empowerment program, a credibility stage must be completed; (b) the village women must come together as a group and work as a team to complete program activities; (c) the female clients need to expend “sweat equity” to reap program benefits; (d) participation and especially empowerment needs to adhere to village norms; and (e) only “badly needed programs” as identified by the women should be initiated. A model, developed to implement a participatory and empowerment regime emerged based on these findings (Ali, 1998).
The research of Michelle Owens examined the value and worth of a Liberian refugee program in Guinea, West Africa. All of the participants of the program and the study had a strong desire to return to their native country. In addition to an external evaluation, perceptions of the Liberian staff were gathered. It was determined that teamwork, participation, flexibility, self-selected groups, and business curriculum accounted for the success of the leadership development program (Owens, 1998).

So far, the literature observed women's refugee programs that are different in conceptual framework, yet emerge with the same type of conclusions that emphasize participatory activities that produce authentic results. Several organizations in Canada exist in order to attempt to ensure equality and empowerment for immigrant and visible minority women. Three main strategies have proven to provide success for their participants: emphasis on mentoring programs geared to bring women into the workforce, (b) increasing leadership training sessions during the year, and (c) special focus on language training and communication skills (National Organization of Immigrant and Visible Minority Women of Canada 2004).

Between 1992 and 1993, a study of Non-formal Education and the Empowerment of Women was started in four Caribbean countries: Barbados, Grenada, St. Lucia and St. Vincent. The purpose of the research was to find out the extent to which programs had contributed to empowering and creating leadership skills in the refugee women. Nine of the 16 agencies offered programs in leadership training to help the women acquire skills and confidence to enhance their participation in community and national affairs. One of the concepts developed in the mission statement defined increased awareness and heightened consciousness as the first steps to empowerment. Thirty-five percent of the
women in the Barbados project responded on a survey that they were already aware of themselves and the program did not intensify this feeling. The majority of the women in Grenada also said that they had not gained new awareness, but felt that this was so because the discussions always ended in verbal conflict (Ellis, 1995). When the same group of women responded about acquisition of knowledge and skills, they responded that they had learned a great number of life skills needed to get employment in their new country.

Observing these mixed results from different parts of the world, established a premise that the literature should be examined closely to gather the significant strategies, models, and concepts of the different type of development programs.

Summary

Up until 2006, most leadership development frameworks, focused on the individual and not the process that allows an organization like RWN to build its own program from the ground up. The algorithm developed by Byrne and Rees (2006) takes the researcher systematically through the process of developing a successful leadership development program. Although the algorithm contains over thirteen sections, it is noteworthy that the first section that outlines the steps to establishing the cornerstone of the leadership component is so important within projects such as RWN. The importance rests on the fact that RWN-type organizations are created for women who have moved out of their environment and home country into another part of the world. According to Martinuzzi (n.d.) “leaders must learn to shape culture (at least that in their own organizations) so that it is positive, and aligned with the direction the organization is taking” (mindtools.org).
“Brought to life” is the term Byrne and Rees (2006) used when they discussed the alignment of the organization’s mission, vision, values, goals, and strategic initiatives. If an organizational mission statement is not brought to life through day-to-day activities of the organization, it may become a liability in that the staff will see it as a sham rather than as a motivator.
CHAPTER 3
METHODOLOGY

The purpose of this study was to conduct a program evaluation of the leadership component within the Refugee Women’s Network (RWN) project located in a suburban county of Georgia. It was not necessary to design a study to prove the effectiveness of the program; previously existing research cited above has provided support for the effectiveness of leadership development programs for refugees and immigrants. Therefore, it is the awareness of stakeholder perception and satisfaction toward the RWN leadership training program that serves as the central issue in this study. In this chapter, the researcher outlines the methodology that guided the dissertation study. In addition, she discusses the research questions, hypothesis, program description, research design, participants, instrument, and data analysis.

Statement of Problem

In the RWN project, it is unknown if the leadership training component has an impact on the level of leadership skills achieved among the refugee and immigrant participants. There is no documented analysis that depicts the satisfaction level of all stakeholders regarding the leadership training success within the RWN project.

Research Questions

1. What is the level of success of the implementation of the RWN leadership training component as indicated by stakeholders’ perceptions?
2. How did certain operational factors impact the input, process, and product within the leadership training component?

3. What areas of course content impacted the leadership training objectives as perceived by the stakeholder group?

Hypothesis

There will be a significant difference among the mean survey scores that measures satisfaction of the leadership training component among the students involved in the RWN project between the years 2007-2009.

Null Hypothesis

There will be no difference among the mean survey scores that measures satisfaction of the leadership training component among the students involved in the RWN project between the years, 2007-2009.

Research Design and Rationale

Several evaluation models have been designed to provide a framework for guiding evaluations of programs. Many are similar in that their focus is to attempt to improve a particular program. However, the main purpose of this study, as stated in the aforementioned chapter, is to assess the quality, merit, and worth of the implementation of the leadership training component within the agency of the RWN. Therefore, Daniel Stufflebeam’s CIPP model is one of the most widely known and used models as it relates to providing a comprehensive framework for training research and development (Stufflebeam & Welch, 1986, p. 182). It involves the context, input, processes, and products of an evaluation study.
The CIPP model, effectively used in a variety of training settings, is the model used by The Ohio State University to evaluate its Center for Vocational and Technical Education (Findlay, 1971). Findlay concluded that the CIPP model “can easily be adapted to evaluate organizations with complex program structures” (p. 47). Gavilan and Ryan (1979) used the CIPP model to evaluate a competency-based training program. They found the model to be useful because it provided decision makers with the knowledge of how to develop and maintain a program that remains responsive to its participants, teachers, and stakeholders.

According to Stufflebeam, Madaus, & Kellaghan (2000), the CIPP model is a systems view of training and human services. The model, designed to provide a framework of evaluation for the improvement at an institution, is a tool by which programs provide better services for the audience. The context evaluation serves to identify the specific needs of the program, or in the case of this study, the particular component of the program. Plans of action that identify specific strategies designed to address priority needs occur through input evaluation. Process evaluation serves to measure the success of selected strategies in meeting priorities and in determining met objectives. Product evaluation provides the decision makers with information needed to determine if the strategies should be discontinued (Fritz, 2000).

This type of research is used when decision makers ask questions about program effectiveness (Stufflebeam, 2001). Generally, the project will address the following questions during a program evaluation: What needs to be done? how should it be done? is it being done? and did it succeed? The CIPP program evaluation model was designed to cover the four main stages of evaluation: context, input, process, and product. Using this...
model, a researcher evaluates the context in which program activities take place, the input of available resources to achieve program objectives, the process of service delivery, and the impact of the program on the selected population. The primary focus of this proposed study will be on the input, process, and product evaluation stages.

Stufflebeam (2001) defined evaluation with the CIPP model as "a process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, and significance in order to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena" (p.10). In this study, the researcher used mixed methods, both quantitative and qualitative, to analyze the data in this program evaluation.

**Research Question 1.** This question asked: What is the level of success of the implementation of the RWN leadership training component as indicated by the stakeholder's perceptions? To answer this question, the researcher used quantitative data. The researcher examined the answers collected from the stakeholder's perception survey to evaluate the level of success of the implementation of the leadership instructional activities.

**Research Question 2.** This question asked: How did certain operational factors impact the input, process, and product within the leadership training component? In order to answer this question, the researcher used both quantitative and qualitative data. The operational factors of the project study lend themselves to both quantitative and qualitative data. Quantitatively, the data analysis assessed certain operational factors used in the survey evaluation of training and learning. Qualitatively, the researcher used
the same survey with a reaction component, and completed an interview with the leadership staff, which had been a part of the lesson design team and the refugee women who were students who completed the entire leadership training component. The interview included the same questions that had been used when the RWN staff proposed the grant for their 2008 program year funding. The researcher also convened a focus group of the top level administrators. The structured interview questions allowed free responses; these responses were analyzed using a grounded theory model. According to Glaser and Strauss (1967), Borgatti wrote, "Grounded theory takes a case rather than variable perspective....This means in part that the researcher takes different cases to be wholes, in which the variables interact as a unit to produce certain outcomes" (www.analytictech.com/mb870.introtogT.htm).

The researcher looked for common themes in the responses. Research question 2 was also answered by the examination of the program records, and observations from the focus group field notes. Permission was granted from the RWN project board to conduct all interviews, observations, and surveys. The researcher focused solely on data from the program years 2007 through 2009.

Research Question 3. This question asks: What areas of course content impacted the leadership training objectives as perceived by the stakeholder group? The researcher discovered areas of course content that emerged from the interviews, surveys, and observations. A second session of open-ended questions that requested improvement suggestions was conducted for stakeholders who volunteered to be interviewed a second time. The researcher used the grounded theory to analyze the responses, records, and observations.
The hypothesis stated for the proposed study is stated as follows: There will be a significant difference among the mean survey scores that measures the satisfaction of the leadership training component among the students involved in the RWN project between the years 2007 and 2009. Therefore, the overarching objective was to determine whether a statistically significant difference exists in the satisfaction survey scaled scores of the stakeholders.

Participants

The participants are 30 refugee and immigrant women who have participated in the entire session of a leadership training component of the RWN project between the years 2007 and 2009. The women must have completed the entire component. No students who dropped out of the component before the completion were allowed to participate in the study. Clerical and classified personnel were not allowed to participate in the study. The second set of stakeholders, which consisted of program leadership and instructional coordination were interviewed. Each person interviewed has worked with the program during the program years of 2007 through 2009.

Instruments

Various means of collecting data were used during the evaluation process. In the quantitative portion of the research are the scores from the perception and satisfaction survey, evaluation of training and learning questionnaire. The surveys selected are instruments that are qualified by the research literature as valid and reliable. All instruments selected are published and copyrighted.

In order to gauge the merit and worth of the leadership training component, this study employed both quantitative and qualitative methods. Within the qualitative
research, the researcher is the instrument that is a mere component of the process
evaluation. Because the researcher is the instrument, many ethical issues had to be
considered. Creswell (2003) grouped the ethical issues into the following categories: (a)
informed consent procedures, (b) deception or covert activities, (c) confidentiality toward
participants, (d) sponsors and colleagues, (e) benefits of research participants over risks,
and (f) participant requests that go beyond the norm. This investigation will address each
of the aforementioned ethical categories. The researcher followed strict informed consent
procedures. She distributed and collected signed letters of consent from all participants
of the project agency, within the leadership training component.

The researcher did not employ any covert or deceptive practices. All of the
participants in the study were informed of all of the steps taken by the researcher and
were allowed to opt out of the study if any uncomfortable feelings arose. The study
protected the participant's confidentiality at all times. The study assigned a code to each
of the participants. This investigation has no sponsors. This evaluation study focused
specifically on the input, process, and product components of the CIPP model.

Input. The input element of a program evaluation is based on the question, how
should it be done? During this phase, an evaluation will be made of the feasibility of the
program in comparison to other programs. Stufflebeam et al., (2000) and Stufflebeam
(2001) has pointed out that one of the main goals of a program evaluation is not to prove
but to improve. As a component of the input evaluation elements, the researcher will
conduct interviews with staff members who participated in the planning phase of the
leadership training component during the years 2007 through 2009.
In addition to reviewing the initial planning phase, the researcher focused on the design of the leadership training component foundation and competencies. According to Byrne and Rees (2006), the three primary components of the project's foundation are the philosophy of leadership development, the conceptual framework for leadership development, and the operational strategy for leadership development.

Process. In the process element of the evaluation model, the researcher examined how well the plan was implemented and answers the question, what is being done? The evaluation becomes an assessment of the plans being implemented. The process evaluation of this study was focused on the operational factors that could have had an impact on the level of comprehension, achievement, and leadership ability of refugee women students in the project. Overall, the process evaluation focused on how well all of the operational elements followed the original plan of the training model. Moreover, the process elements addressed how the classes and experiences functioned and what they were designed to do. To obtain an assessment of the program's progress, the researcher interviewed the classroom instructors and intern facilitators from the years 2007-2009.

Product. As a measure of determining the impact of the training model, the researcher used the product evaluation elements of the CIPP model to evaluate the component outcome objectives. According to Byrne and Rees (2006), an evaluator can only determine whether a program is a success by measuring certain success factors that have been converted into objective data.

Focus Groups

According to John Creswell (2003) focus groups can be used to collect information from a group of individuals. Four to six people are asked a small number of
general questions relating to the success, input, process, and product. Focus groups are best used when time is limited and previous questionnaires are not revealing enough data to extrapolate enough information, as was the case in this research study. Therefore the researcher developed a three part focus group among the leadership of the RWN project. The participants include four program administrators who had been involved in the curriculum design, instruction, and internship tasks within the program.

Observations

Observation is the process of gathering open-ended, first-handed information by observing people and places at the research site (Creswell, 2003). During this study, the researcher was a nonparticipant observer. According to Creswell, a non-participant observer is an outsider who does not participate in the interview, discussion, or activity. The general process used in this study is outlined in the following steps:

1. The researcher selected a central phenomenon to observe. She received authorized permission for each day she observed.
2. Executed rapport building with the participants.
3. Conducted multiple observations to obtain the best understanding
4. Designed a field note record.
5. Recorded several discussions

Data Collection

The data consist of a validated survey, a free response questionnaire and field notes from the RWN site. The order of completion of major activities was as follows:

1. Surveys: The researcher collected information through standardized questionnaires and generated quantitative data.
2. Questionnaire

3. Focus Groups

4. Archival data: The researcher collected information from achieved records, portfolios, and technology journals.

Validity and Reliability of Procedures

According to Creswell (2003), valid and reliable evaluations of training programs should maintain the following characteristics: utility, propriety, feasibility, and accuracy. When these characteristics are addressed, the result is an improved program evaluation that is valid and credible. In the proposed study, the researcher will use the following standards to analyze the program evaluation.

1. Utility standards with the following criteria were used in the study: stakeholder identification, values identification, report clarity, and evaluation impact.

2. Feasibility standards with the following criteria were used in the study: practical procedures and cost effectiveness.

3. Propriety standards with the following criteria were used in the study: service orientation, rights of human subjects, human interactions, and complete and fair assessment.

4. Accuracy standards with the following criteria were used in the study: valid information, reliable information, and justifiable conclusions.

The utility standards were represented as the researcher determines the purpose for the evaluation. The researcher will demonstrate the feasibility standards using efficient collected and analyzed data. These standards are designed to ensure that an evaluation is realistic, prudent, diplomatic, and frugal. The propriety standards, are
designed to ensure that an evaluation is conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation and of those affected by the evaluation results. The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about features that determine the worth or merit of the program being evaluated. The instruments for data collection will ensure that the propriety and standards are met.

Summary

Researchers and stakeholders conduct formal program evaluations in both the private and public sectors. In many areas, when agencies expend funds and devote time and energy on a project, the stakeholders want to know from the constituents whether the project is working. Stakeholders consider programs designed to support refugees and immigrants necessary to help this population succeed in their new country, build a happy life, and become viable citizens of the United States.
CHAPTER 4

RESULTS AND FINDINGS

The purpose of the study was to examine the merit and worth of the RWN Leadership program, by examining student and former student perceptions. This research was guided by three research questions and one hypothesis. This chapter will present those findings. A descriptive analysis of the population will followed each research question.

Descriptive Analysis

The population used in the study was comprised of refugee women who had attended the RWN Program and who enrolled in and completed the Leadership Training program between the years of 2007 and 2009. In order to collect objective and valid information a cross-sectional survey design was used. Certain questions within the survey questionnaire were selected to address each research question. The intention was to collect data that would express trends established between 2007 and 2009 within the leadership program component and evaluate the results of the implementation. As suggested by Rae (2004), there were some modifications to the questionnaire to reflect the scope and experience of the RWN. For example, in the original instrument the term “Reactionnaire” was used as title heading in several sections, but was changed to “questionnaire.” The researcher decided not use learning questionnaire parts 2, 3, 4, and 6 because they were not perception-based.
for grant funding. Certain question and answer summaries that applied to the CIPP model components were selected by the researcher.

*Research Question 1*

What is the level of success of the implementation of the Refugee Women’s Network leadership training component as indicated by stakeholders’ perceptions?

*Questionnaire 1*

1. To what extent do you feel your personal learning objectives have been achieved?

Twenty percent of the respondents stated that their personal learning objectives were fully achieved. Forty percent of the respondents stated that their personal learning objectives were slightly less than fully achieved. Thirty percent of the respondents stated that their personal learning objectives were moderately achieved; 10% of the respondents were neutral, as shown in figure 1.

*Figure 1*
2. Which of your personal objectives were not achieved, and why?

Table 1 summarizes the themes developed by the researcher in order to assess the level of successful implementation of the leadership program as perceived by the participants. Participants responded they did not have enough time to achieve skills such as listening habits, set steps on effective leadership. Some participants stated they needed more time to practice skills in class. In addition, participants expressed a desire to assist neighbors they mentored with financial issues.

Table 1. Common themes given by respondents in response to question #2

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Set steps on effective leadership</td>
</tr>
<tr>
<td>Listening</td>
<td>Listening habits, too many tasks in short time.</td>
</tr>
<tr>
<td>Finances</td>
<td>Could not help other women with financial problems</td>
</tr>
<tr>
<td>Time</td>
<td>Need more time to use all I learned</td>
</tr>
<tr>
<td>Time</td>
<td>Need more time to develop skills</td>
</tr>
</tbody>
</table>

1. How would you rate the program overall? (Part A)

Fifty-eight percent of the respondents stated that the overall program was very useful. Twenty percent of the respondents stated that the overall program was useful. Twenty-two percent of the respondents stated that the overall program was moderately useful, as shown in figure 2.
2 How would you rate the program overall? (Part B)

Fifty-eight percent of the respondents stated that the program was very interesting. Twelve percent of the respondents stated that the program was slightly above interesting. Twenty percent of the respondents stated that the program was interesting. Ten percent of the respondents stated that the program was slightly below interesting, as seen in figure, 3.
Research Question #2

How did operational factors impact the input, process, and products within the leadership training component?

Questionnaire 2

Quality of out of class methods and field experiences

Training accommodation – seating comfort. Eighty percent of the respondents rated the seating comfort at the training accommodation as good. Twenty percent of the respondents rated the seating comfort at the training accommodation as slightly below good, as shown in figure 4.

Figure 4

<table>
<thead>
<tr>
<th>PROGRAM ACCOMODATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCEED EXPECTATIONS</td>
</tr>
<tr>
<td>MET EXPECTATIONS</td>
</tr>
<tr>
<td>SOMEWHAT MET EXPECTATIONS</td>
</tr>
<tr>
<td>DID NOT MEET EXPECTATIONS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

Questionnaire 2

The following results reflect the participant’s thoughts on training accommodation-facilities. Ninety-three percent of the respondents rated the training
accommodation facilities as good. Seven percent of the respondents rated the training accommodation facilities as slightly below good, as seen in figure 5.

**Figure 5**

![Program Accomodations - Facilities](image)

The following results reflect the participant's thoughts on training location and ease of travel. Eighty-three percent of the respondents rated the ease of travel to the training location as good. Seventeen percent of the respondents rated the ease of travel to the training location as slightly less than good, as shown in figure 6.

**Figure 6**

![Program Accomodations - Location](image)
Questionnaire 3

The following results represent the participant’s thoughts on training’s stimulating value. Thirty-five percent of the respondents stated that the program was stimulating. Forty-five percent of the respondents stated that the program was slightly below stimulating. Seven percent of the respondents stated that the program was moderately stimulating. Thirteen percent of the respondents were neutral as shown in figure 7.

**Figure 7**

![Bar chart showing the distribution of stimulating value perceptions](chart.png)

Questionnaire 3 (general)

The following results indicate the percentages of participants who thought the training was useful for their work. Thirty-one percent of respondents stated that the training was useful for their work. Thirteen percent of respondents stated that the training was slightly less than useful for their work. Fifty-six percent of the respondents stated the training was moderately below useful for their work, as shown in figure 8.
The following results indicate the percentage of participants who thought the training was relevant to their work. Twenty-eight percent of the respondents stated that the training was relevant to their work. Thirty-seven percent of the respondents stated that the training was slightly less than relevant to their work. Thirty-five percent of the respondents stated that the training was moderately less than relevant to their work, as shown in figure 9.

**Questionnaire 3 (general)**
The following results indicate the percentage of participants who thought the training had good discussions. Thirty-eight percent of the respondents stated that the training had good discussions. Twenty-two percent of the respondents stated that the training had slightly below good discussions. Eleven percent of the respondents stated that the training had moderately below good discussions. Twenty percent of the respondents stated that the training had moderately above limited discussions. Nine percent of the respondents stated that the training had limited discussions, as shown in figure 10.

**Figure 10**

<table>
<thead>
<tr>
<th>DISCUSSION RATINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOOD DISCUSSIONS</td>
</tr>
<tr>
<td>SLIGHTLY GOOD DISCUSSIONS</td>
</tr>
<tr>
<td>MODERATELY BELOW GOOD DISCUSSIONS</td>
</tr>
<tr>
<td>LIMITED DISCUSSIONS</td>
</tr>
</tbody>
</table>

38% 22% 11% 9%

The following results indicate the number of participants who thought the training was flexible. Forty percent of the respondents stated that the training had a flexible structure. Forty-three percent of the respondents stated that the training had a slightly below flexible structure. Seven percent of the respondents stated that the training had a
moderately below flexible structure. Ten percent of the respondents stated that the training had a moderately above rigid structure, as shown in figure 11.

**Figure 11**

![Training Flexibility Chart]

**Questionnaire 3**

The following indicates the number of participants who thought the training was well conducted. Thirty-one percent of the respondents stated that the training was well conducted. Forty-seven percent of the respondents stated that the training was slightly below well conducted. Ten percent of the respondents stated that the training was moderately below well conducted. Twelve percent of the respondents stated that the training was moderately above poorly conducted, as shown in figure 12.

**Figure 12**

![Conduct of Training Ratings Chart]
Questionnaire 3

The following results indicate the number of participants who thought the training was demanding. Seventeen percent of the respondents stated that the training was demanding. Seventeen percent of the respondents stated that the training was slightly below demanding. Fifty-seven percent of the respondents stated that the training was moderately below demanding. Nine percent of the respondents stated that the training was moderately above undemanding, as shown in figure 13.

Figure 13

![Demand Levels of the Training Graph]

Questionnaire 3

The results below indicate the number of participants who thought the training was well spaced out. Seventeen percent of the respondents stated that the training was very well spaced out. Thirty-seven percent of the respondents stated that the training was averagely well spaced out. Twenty-five percent of the respondents stated that the training was somewhat well spaced out. Ten percent of the respondents stated that the training
was slightly condensed. Eleven percent of the respondents stated that the training was too condensed, as displayed in figure 14.

Figure 14

PACE OF TRAINING RATINGS

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY WELL SPACED</td>
<td>37%</td>
</tr>
<tr>
<td>WELL SPACED</td>
<td>25%</td>
</tr>
<tr>
<td>SOMEWHAT WELL SPACED</td>
<td>10%</td>
</tr>
<tr>
<td>SLIGHTLY CONDENSED</td>
<td>11%</td>
</tr>
<tr>
<td>TOO CONDENSED</td>
<td>7%</td>
</tr>
</tbody>
</table>

Questionnaire #3

The following results indicate the number of participants who thought the training made good use of the time. Fifty-five percent of respondents stated that there was an excellent use of time. Twenty-five percent of respondents stated that there was good use of time. Three percent of respondents stated that there was an adequate use of time. Seven percent of respondents stated that there was slightly less than an adequate use of time. Seven percent of respondents stated that there was a slightly better than poor use of time. Three percent of respondents stated that there was a poor use of time, as shown in figure 15.
Questionnaire #3

The following results indicate the number of participants who thought the training had a good level of activity. Thirty-three percent of the respondents stated that there was a good level of activity. Twenty-five percent of the respondents stated that there was a more than adequate level of activity. Thirty-seven percent of the respondents stated that there was an adequate level of activity. Four percent of the respondents stated that there was slightly less than adequate level of activity. One percent of the respondents did not respond, as shown in figure 16.
Figure 16

LEVELS OF ACTIVITY RATINGS

<table>
<thead>
<tr>
<th>Very High Level of Activity</th>
<th>Somewhat High Level of Activity</th>
<th>Adequate Level of Activity</th>
<th>Less than Adequate</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questionnaire 3 (general)

I would recommend the program to my colleagues. One hundred percent of the respondents stated that they would recommend the program to their colleagues.

Evaluation of Key Objectives Learning Questionnaire (KOLQ)

Research Question #1

What is the level of success of the implementation of the Refugee Women’s Network leadership training component as indicated by stakeholders’ perceptions?

Evaluation of Key Objectives Learning Questionnaire (KOLQ)

<table>
<thead>
<tr>
<th>Learned a lot</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Learned nothing</th>
</tr>
</thead>
</table>

1. To what extent have you learned on the course about your behavior skills?

Seventeen percent respondents stated that they learned a lot on the course about their behavior skills. Thirty-seven percent of the respondents stated that they learned a lot on the course about their behavior skills. Forty-three percent 43% of the respondents stated that they learned somewhat a lot on the course about their behavior skills. Three
percent of the respondents stated that they learned nothing at all on the course about their behavior skills, as shown in figure 17.

**Figure 17**

![Behavioral Skills Learned](image.png)

2. To what extent have you learned on the course about how much you contribute to group discussions?

Thirty-one percent of the respondents stated that they learned a lot on the course about how much they contribute to group discussions. Fifty-seven percent of the respondents stated that they learned moderately more than they expected on the course about how much they contribute to group discussions. Twelve percent of the respondents stated that they learned about what they expected on the course about how much they contribute to group discussions, as shown in figure 18.
Administrative Interviews and Results

During the RWN evaluation phase a series of administrative interviews were conducted to launch an evaluation and proposal for the upcoming 2010 budget year. As stated earlier in the study, the researcher selected several interview questions that were pertained to the CIPP components needed for the evaluation of this study. The researcher requested that program and administrators participate in a free response interview. In addition to the administrator's interview, the researcher's direct observations were included in this section.

All of the questions required free responses. All of the archival responses were analyzed to look for common themes as associated with the research questions for this dissertation study.

Input

In analyzing the data and focusing on the input element, the research explored the following questions: How should it be done? During this phase the administrators expressed their evaluation of the leadership component on the feasibility of the program
as related to the foundational principles that were used in the original design. The participants were all interviewed and asked the following question: Did you find this leadership model feasible for the entire student body within the RWN program? And why? Of the 4 administrative participants, all (100%) reported that the model was effective because it did not require more funding as did previous special programs. They reported that additional instructors were not needed because the current instructors were equipped to teach the leadership modules and manage the leadership internship components.

Process

The researcher examined the operational factors of the leadership program. Therefore the researcher selected the questions that focused on; (a) the average amount of time spent on delivering the leadership curriculum, (b) total duration of class time spent by students in face to face instruction, and (c) the types of instructional materials and methods used as indicated in the leadership lesson plans. During the process element phase, the administrators had conducted classroom observations to assess the environment based on four instructional components: (1) Transactional/Transformational Leadership Modules, (2) Role-Playing Scenes, (3) Interview Techniques, and (4) Internship Processes.

Process Results

For question 1 that asked about transactional/transformational leadership modules, notes were taken and the following responses were recorded:

"I spent 30 minutes per day delivering the modules to the women. However on the days when I integrated the modules with discussions, the time ran over 30 minutes."
1. "I spent 30 minutes a day delivering the modules to the women. However I spent an abundance of time translating curriculum into native languages."

2. "I spent 20 minutes delivering the modules. I found the computer exercises very beneficial to my students."

3. "I spent 20-25 minutes delivering the modules. It was more like tutoring then teaching."

For question 2 that was centered on the role-playing modules, notes were taken and the following responses were recorded:

1. "I spent one day a week on role-playing. We needed more time."

2. "I spent one day a week on role playing. However the extra meeting that the women had to attend interfered with the success."

3. "Role playing was one of the significant modules that prepared the women for their internship experience."

4. "Role-playing was a productive unit, however I believe that unit needs to be mixed two weeks before the internship experience."

For question 3 that taught interview techniques, the following responses were recorded:

1. "The interview unit is well developed and really prepared the women for the real experience."

2. "The interview unit should be expanded to two weeks. This is the unit that really prepares the women for leadership experiences."

3. "Although the interview unit is successful, the entire unit needs to be longer in order to ensure effectiveness."
4. "The interview unit is superior, although enough time is not allotted to it."

For question 4 that analyzed the Internship, the following responses were recorded:

1. "The internship module is excellent. However the transportation plan should be assessed."

2. "I believe my cohort experienced a successful internship...after they were able to navigate the transportation system."

3. "I enjoyed managing the internship process. However my group struggled the first week in traveling to their assigned site."

4. "I think the internship module is the best module in the entire Leadership program."

 Administrative Perceptions

After assessing the interview answers with an outside professional leadership consultant, the researcher recognized that there was a lack of information relating to the cornerstone of the RWN leadership program. The leadership competencies are the integration of practical social and analytical skills necessary to perform designated job responsibilities of the graduate students who complete the program. Leadership competencies are different from the leadership skills that the students gain from implementing the tasks. Therefore, a focus group of course administrators was assembled to address this issue.
The researcher divided the focus group into three themes connected with the basis of the previous survey and questionnaire that had been distributed. The three leadership competencies that were discussed in the focus group were: 1) practical competencies, 2) social competencies, and 3) analytical competencies.

The focus group members were each given one sheet of paper that listed each theme and the critical discussion question. Each sheet also included four samples of action verbs. These action verbs were included to serve as lead-ins for each discussion surrounding each theme.

1. Practical competencies - evaluation of resources and materials used in the leadership program during the last two years.
   Action verbs: assess, compile, synthesize, provide.

2. Social competencies - evaluation of effective conflict and communication skills curriculum.
   Action verbs: classify, assess, prioritize, outline.

3. Analytical competencies - evaluation of student's ability to think as a leader
   Action verbs: arrange, classify, demonstrate, formulate.

The practical competencies were expressed in terms of the students acquiring the ability to search for needed services when gathering resources for their family. Awareness of different types of American services in the fields of nutrition (grocery shopping), medical (searching for specialists), and service assessment (choosing schools and beauty shops) were listed.

The social competency responses centered on discussions that expressed the perceptions that students who had completed the leadership program were able to express
thoughts clearly and concisely when speaking and writing in a formal format. The ability to select the appropriate type of communication for respective audiences was also pointed out in the entire discussion. Listening skills was selected as an achieved competency as well as the ability to establish rapport when interacting with others and attempting to gather resources and services for the student's family.

The final leadership competency discussed and assessed in the focus group was analytical competencies. This discussion was the longest and was very intense as to describing the details of the learning level of the students. Several assumptions were extrapolated as the final tool in evaluating this leadership competency:

1. Each woman who completed the leadership program has learned to create a logical plan to critically decide upon needed services for herself (annual pap examinations), her family (dental visits for the children), and the community (discussing safety with neighbors).

2. Each woman who has completed the leadership program has learned the critical thinking skills needed to make decisions when shopping for services for herself (seeking a lawyer), her family (purchasing an automobile), and her community (collecting a fund for a family experiencing tragedy).

3. Each woman who has completed the leadership program has learned the critical decision skills needed to survive in her new society. Several examples were discussed including increased capacity to access community services like health care services, menu planning, coupon shopping, and use of library services.
Course Content-Research Question # 3

As introduced in Chapter Two, leadership training focused more on transformational leadership within the immigrant's new community. The administrators expressed their perceptions as to how the course content was delivered as related to the objectives of the leadership component.

1. The use of strategies during the internship experience enabled the students to experience themselves as competent, valuable, and worthwhile citizens. They no longer felt trapped in the subordinate cultural group status that prevents them from attaining success.

2. The leadership skills enabled the immigrants to communicate in a manner that elicited a positive response, improve specific performances during daily life, and help develop a support system.

3. The students were able to illustrate their sense of personal power, an ability to affect others, and an ability to work with others to change social institutions.

4. The students were able to finally define their own best interests, promote their self-sufficiency, and to express their sense of freedom.

5. The students were able to adopt certain self-observation tools (e.g., diaries, journals, recordings, calendars, and checklists) in order to be able to permanently monitor themselves and their progress.

The focus group finally reached consensus that the course content was supported efficiently by the empowerment techniques that were implemented within the leadership component.
The mean, according to von Hippel (2005), is the most popular statistic to describe all of the responses for all the participants to the items on the RWN survey. 818 was the sum of the total number of responses divided by the expected number of responses. The mean of 81.80% is the average percentage of the entire survey.

Summary

Independent responses from the survey, the questionnaires, the interview and the focus group were gathered and extrapolated to gather information and data. Chapter Five will summarize the findings and provide recommendations for future research.
CHAPTER 5

SUMMARY, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

This chapter provides a summary of the findings, recommendations for future research and practice, and implications of the results of this research study. The study began with the statement of the problem investigated of whether the leadership training component does indeed impact the level of leadership skills achieved by the participants at the RWN. The CIPP model and the Evaluation and Learning Questionnaire formed the foundation for investigation of the impact of the program. The discussion is organized by each of the three research questions that focus on the summary of the findings.

Summary

What is the level of success of the implementation of the RWN leadership training component as indicated by the stakeholder’s perception? The aforementioned question is the first research question addressed in this study. Success is defined in The American Heritage College Dictionary (2003), as the achievement of something desired, planned, or attempted. Therefore one of the purposes of this study was to examine the level to which the RWN students had achieved the goals established in the leadership component. The Questionnaire examined success by asking ten questions. The success indicators are divided into several themes that were surveyed from the questionnaire: attainment of learning objectives, usefulness, interest level, and stimulation.
Attainment of Learning Objectives

The results of the survey show that only 20% of the respondents believed that their personal learning objectives were fully achieved. This data might indicate that the group did not have enough time to achieve their personal learning objectives. This rating could also mean that the program should address more of the personal objective of the participants. It is unknown exactly what each participant’s personal objectives were prior to training. To explore personal objectives prior to training, a brief summary from each participant could be obtained at the initial application stage. This area could use further investigation in order to understand the reasons for the low rating.

The learning objectives for the RWN leadership component are divided into competencies. In the focus group the competencies were assessed by the leadership administrators in the training component. The leadership did not rate the competencies as completed in the survey. They discussed the competencies and addressed the process that was used to implement the curriculum. The focus group came to a consensus that the students’ perception of successful learning objectives is significantly unrelated to the leadership administrators’ perception.

Some of the concerns listed (as shown in Table 1) were the feeling of not having enough time to complete the number of tasks given. This rating shows that the group needed more time to hone their newly acquired skills. Surprisingly, program participants stated that they did not achieve set steps on effective leadership. Again, a lack of time could have contributed to this rating. As stated previously, leadership is an elusive concept and can vary in meaning from country to country. For this reason, in a collaborative effort with program participants, a better definition of leadership should be
framed as well as set steps on effective leadership. Some participants expressed that a lack of finances to help other refugee women interfered with their ability to assist other refugees while working as interns. It is beyond the scope and ability of the RWN to address this concern.

Over half of the program participants responded they found the program as very useful (Figure 2). Participants were able to use the leadership skills attained from the training during their internships. Some reported using listening skills when they joined other community organizations. In addition, most participants were able to use newly attained communication skills when navigating the social service system. Figure 3 showed that over half of the respondents believed the program to be very interesting. The training material used in training is relevant to the participant’s life; therefore, participants are engaged.

The survey question that asked how useful the program was for their work is the most contradictory within the study. Although one third of respondents believed the component was useful for their work within the community, 56% believed that the program was moderately below usefulness for work. This may be because the participants are still relatively “newcomers” to society and still in the process of assimilation, therefore they are often not employed in areas where they can utilize their new leadership skills. In Section V, the Evaluation of Key Objective Learning (KOLQ) question one merits discussion. Forty-three percent of respondents stated they did not learn on the course about their behavior skills while three percent stated they learned almost nothing on the course about their behavior skills (Figure 17). Perhaps the wording
of this item should be reconsidered if it is to truly measure the impact of leadership training on refugee women.

When the focus group discussed this entry, they developed a consensus that the question may not have been developed quite accurately for the refugee women. The term "work" should have been replaced with "employment" or "job", according to the focus group. The researcher tended to agree with the aforementioned, because the interest level question resulted in 70% of the respondents rating the program as interesting and above. The term "interesting", according to the focus group, revealed a favorable emotion that refugees are able to embrace early in the entire program when they first enter the program and are very new to the United States.

The survey was used to inquire about the worth and value of the operational factors used in the leadership component. The survey addressed several categories to assess the operational factors. Out of class methods and field experiences that also included elements such as seating comfort, training facility, ease of travel, discussions, flexible structure, well conducted, and use of time were surveyed to evaluate the quality of instruction. 80% of the respondents rated the seating comfort as good.

**Out-of-Class Methods/Field Experiences**

When the survey inquired among the students about the methods and experiences provided during the course of the curriculum, 93% of the women favored the methods used. Role-playing was the most appreciated instructional method used. When the teachers were questioned about the instructional methods of role-playing, their perceptions were very favorable. Their only concern was that there was not enough time for role playing. This result leads us back to the Stufflebeam explanation of the
importance of process when attempting to bring a group of non-exposed learners to another level (Stufflebeam and Webster, 1980, 12).

**Training Facility**

Stufflebeam and Webster (1980) also recommends that the facility where the activity takes place be evaluated in terms of how the facility is perceived by the respondents. Therefore the survey included a question that asked for a rating of the facility. Ninety-three percent of respondents rated the training facility with high marks. However it is important to refer to the literature in Chapter Two that discussed the behavior characteristics of refugees when they have been “led to freedom.” With this in mind, it is important to note that participants may overrate the facility after coming from environments where they may have experienced less than adequate shelter and other basic necessities.

**Travel**

The same constraint should be taken into account as the study examines the method of traveling to the site. Even though 83% of the women rated the ease of travel as good, it is important to understand that the transportation was provided by the RWN project. There was no reason to use communication, critical, or practical skills when arriving and leaving the site.

**Input**

Stufflebeam et al., (2000) and Stufflebeam (2001) define the input component of a program evaluation as based on how the program should be done. The CIPP model evaluates the program in an attempt to improve the program, not prove that the program is viable. As described in the literature review, the conceptual framework of the
leadership program was to develop an operational strategy for leadership development among the refugee woman.

Therefore research question 1, that asked about the level of success of the implementation of the RWN leadership training component is used to summarize the input level of the program. Fifty-eight percent of the respondents stated that the overall program implementation was designed to be very useful for the participants (Figure 3). Over half of the respondents stated that the program was very interesting, with only 10% who stated that the program was slightly below interesting (Figure 4).

The observation of the significant difference in the low overall rating and high interest level leads to the conclusion that the conceptual framework in the overall design for leadership development was treated successfully.

**Process**

Another component in Stufflebeam’s CIPP model is the process. This component is used to evaluate the program by answering the question, “What is being done?” Therefore program evaluation focuses on the operational factors that impact the level of achievement and skill. Therefore the second research question is the key guide to recognize the implications of the question: What are the effects of operational factors on leadership skill development among the women who participated in the program?

As presented in the review of literature, programs must be structured in such a way that certain operations that must be actuated on a daily basis should be convenient, comfortable, and user-friendly. The program evaluator usually looks at certain features such as facility, travel distance, food, cleanliness, and transportation. In programs where the students are new to the environment, it is extremely important that the students do not
experience difficulty in operating each day. Specific questions on the survey were included in order to examine operational factors.

Quality of out-of-class methods and field experiences, facility accommodations, and ease of traveling during internship were examined. Eighty-percent of the respondents rated the seating comfort as good (Figure 5). Ninety-three percent of the respondents rated the training accommodations within the facility as good (Figure 6). In the final category, eighty-three percent rated the ease of traveling to the training locations during the internship as good (Figure 7).

The results of this study suggest that leadership components within refugee programs are a necessary and integral requirement for preparing the refugee for adaption to life in America. In order to develop certain skills of empowerment, transformational leadership, and survival, the refugee woman must experience certain simulation and real life experiences in order to meet the demands that are entirely different from the native culture. The study showed both participants and administrators exhibited the transformational leadership style of leadership.

My findings are rooted in Paulo Freire’s Popular Education model and Malcolm Knowles Andragogy theory (Freire, 1970; Knowles, 1984). As stated in Chapter Two both Popular Education and Andragogy emphasize that it is the learners who determine what is learned. The study revealed that only 20% of participants reported they believed that their personal learning objectives were fully achieved. The designers of the leadership training component can learn from the participants by taking into account the personal objectives of participants prior to actual training. A key principle rooted in Popular Education is dialogue, which means a mutual learning process.
findings from this study, for example, was that the participants reported they did not have enough time to learn about set steps of effective leadership or enough time to complete some of the tasks during instruction. This finding allowed the participants to reflect on their training and instructors and allowed administrators to redesign specific modules to allow more time for learning.

Freire’s model posits that the ultimate goal of education will lead to transformation in capacity, self-esteem, community, and society at large. The participants learned to extend their knowledge to their community, to influence other immigrants, and as a consequence to build up the community. In other words, the participants learned to navigate the American system to benefit themselves and their families and neighbors, which confirms Freire’s model of education. Bosch (1998) adds, “...Popular Education methods, when integrated into a well-designed work-training program, can enhance the negotiating powers of women” (p.175). Also, rooted in the Freirean paradigm are awareness raising and identification of community needs. The leadership training participants helped their neighbors in the resettlement process by teaching them how to access needed services while raising awareness about proper nutrition and healthcare.

Drawing on their own previous experience with matters related to social services and job interviews, the participants were able to confirm the learning strategies imbibed in Andragogy such as experience, simulation, and making mistakes provide a basis for learning activities. Also, the idea that adults remain interested in their learning when the subject has immediate relevance to their personal lives.
The internship assisted in the psychosocial development for both the participant as well as the teacher and was helpful to refugee women who are new to the community by serving as a social network and support group.

Instructors spent an additional 30 minutes explaining material when participants asked questions. This confirms the Popular Education assumption that adults will make time for learning that has immediate results. In addition, instructors facilitated the learning process by stating that it “wasn’t like teaching but more like tutoring.” This revelation confirmed that the instructors exhibited the transformational leadership style by going beyond normal class time to fortify the students understanding of class material.

In addition, the findings confirmed the literature as it relates to the design of women’s leadership training programs. For example, the RWN leadership training program is designed to promote empowerment, action to build up communities, and increase both awareness and consciousness.

Transformational leadership was most evident during the internship process when program participants gained the trust and confidence of other immigrant women in their community. At this time, it was critical that they shared information such as healthy diet information and how to access social and healthcare services in their community. Transformational leadership was more apparent when program participants expressed a desire to assist their clients with financial assistance. One of the administrators stated that delivering the curriculum was “more like tutoring than teaching” while another spent additional time to explain teaching matter in native languages. Thus it is apparent that instructors went beyond just teaching, but took extra time to ensure learning. According to Eagly et al. (2003) “By mentoring and empowering their followers, transformational
leaders encourage them to develop their full potential and thereby to contribute more capably to their organization" (p. 571). In addition, Eagly et al. (2003) elaborated that this is important “Because researchers conceptualized transformational leadership as contributing to the success of organizations” (p. 571). It is for these reasons, transformational leadership is the style exhibited by both the participants and instructors; therefore, it is logical to conclude that the leadership training component has a positive impact on participants and thereby leads to the success of the organization.

The positive relationship that this study found between in-class experiences and post-class behaviors has several implications. First, knowing the dynamics of what refugee women experience when they have not had the benefit of a leadership component is necessary in order to develop an effective curriculum. Observing the results from the actual role-playing exercises led the researcher to believe that simulation and role-playing curriculum should be further developed within the leadership instructional activities. Second, the significant factors of the physical environment play an important part in supporting the satisfaction of the refugee student. Ease of travel, comfortable seating, and interest level do make a difference for the student in adapting to the curriculum.

One area for further study would be to execute a longitudinal survey design study of the same population over a further time period of at least five years. In this proposed follow-up study, characteristic trends that have been established within the former student’s environment could be examined, evaluated, and analyzed. Therefore observing how certain trends change over certain periods of time would be an additional contribution to the literature. While we know that time spent in the program has a positive result after a few months, it is still unknown as to how permanent the application
of leadership behavior is within the group of women refugees who have matriculated in a program with a leadership component.

The researcher also believes that the case study design will enhance the examination of the trends developed over time within refugee leadership programs. According to Merriam-Webster (2010) a case study is an in-depth exploration of a bounded system based on extensive data collection.

Conclusions Based on Key Findings

This study is based on the stakeholder’s perception of the impact of leadership training programs on the ability of refugee women to demonstrate transformational leadership within their communication in general and in society as a whole. This section will summarize the key findings and the conclusions drawn based on the research. The areas are based on participant perceptions and administrative perceptions, according to the three research questions.

RQ1: What is the level of success of the implementation of the RWN leadership training component as indicated by stakeholders’ perceptions?

The Evaluation and Learning questionnaire revealed that the majority of students perceived the program to be very interesting. Half of the program participants indicated that the overall program was useful. This rating could be explained because the skills learned in class helped them in their internship experience, communicate effectively, and navigate social services. Because only 20% of the participants reported that their personal learning objectives were achieved, it should be noted that it is unknown prior to training what the personal objectives of each participant are. However, all program participants indicated they would recommend the program to others. A significant
The number of participants indicated the program was stimulating. Participants in this study overwhelmingly indicated more time should be spent on tasks such as effective leadership, listening habits, and to develop skills.

**RQ2:** How did certain operational factors impact the input, process, and products within the leadership training component?

The majority of participants rated the quality of out of class methods and experiences as good. Training facilities, accommodation and ease of travel to program all impact the leadership training. Many participants in this study positively rated the program as well conducted and that it made good use of time. Simulation such as role-playing and interviewing techniques facilitated learning. While these results are positive, more time allotted to this kind of teaching should be implemented to ensure effective learning. All administrative participants indicated that the leadership model was feasible for the entire body because additional instructors were not needed to carry out the program nor was additional funding necessary. The program is structured in such a way that leads to effective leadership training.

**RQ3:** What areas of course content impacted the leadership training objectives as perceived by the stakeholder group?

The areas of course content that impacted the leadership training objectives were group discussions, role-playing, internship processes, and interview techniques. In addition, the women developed self-confidence while speaking in group discussions about experiences. The time spent during the transformational and transactional modules was most effective when instructors spent more time explaining concepts. Interview techniques were effective in building communication skills and self-confidence. The
internship process allowed the participants to think critically and make decisions as they related to accessing needed services for themselves and other refugee women in their communities. Students developed confidence in decision-making and increased self-esteem as a result of their internship experience. Role-playing was instrumental in preparation for internship and communicating during job interviews and accessing social services.

The influx of newcomers to historically homogenous communities unaccustomed to dealing with ethnically, linguistically, and religiously diverse minority populations has posed significant challenges both to the immigrants and to the host communities. The immigrants have brought diverse needs, interests, and customs. They are developing new linguistic, political, economic, and social patterns. They find themselves in strange communities where at first they might not know anyone. They may be intimidated by their new surroundings and new neighbors because of cultural and language barriers.

Finding durable solutions to immigrant and refugee issues related to surviving as newcomers requires an on-going effort. Promising practices and strategies facilitating immigrant integration must be continually researched, identified, evaluated, and documented. The RWN project has attempted to assist refugee women in the integration process within the local Atlanta region. Adding the leadership component is an additional attempt to support the empowerment, and transformational leadership skills that should be developed among many newcomers.

Integration depends on the empowerment of immigrants for participation into a wider society. Therefore this research is not meant to be merely an evaluation of a successful program, but an additional tool that can contribute to the practice of
exchanging ideas among communities that facilitates empowerment within immigrant and refugee individuals and communities in America. In terms of women's empowerment, this study can serve as a tool to further the empowerment of refugee women and immigrant women. The evaluation process allows the participants to reflect on their training; consequently, they are better able to make sense of the knowledge gained in training. In addition, they are able to critically assess the program and provide suggestions as to make better program activities and structure. If leadership training participants are able to contribute to the structure and design of a leadership program by stating their personal objectives during their application process, then they are in a position to fortify their leadership and empowerment potential. In essence, they are in a position to help design the training to better serve other refugee women, which is in and of itself empowering. A lack of skills and self-efficacy limits many refugee women from fully participating in society. This research shows how individual empowerment is evident at the household level and in the immediate community, but has the potential to impact the larger society.

Clearly the findings in this research reveal how leadership training sensitized participants to their own ability to make decisions and take charge of their own lives. The acquisition of knowledge and information equipped participants to be self-reliant and better equipped to function in their new society.
APPENDIX A. LEADERSHIP TRAINING EVALUATION
AND LEARNING QUESTIONNAIRE

Participant Name: ____________________________________________

Dates of training: _______________________

Evaluation of Learning Questionnaire (LQ)

Please consider the training program that you attended with the Refugee Women’s Network (RWN) and complete the following. Be completely honest in your assessments and answer the questions as fully as possible, continuing on a separate sheet if necessary.

**LQ Part I - Learning**

To what extent do you feel you have learned from the program? (Please circle the score number that you feel most closely represents your views.)

Learned a lot 6 5 4 3 2 1 Learned nothing

If you have rated 6, 5 or 4 please describe a) what you have learned and b) what you intend to do with this learning on your return to work.

_______________________________________________________________

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

_______________________________________________________________

**LQ Part II - Confirmation of Learning**

To what extent do you feel you have had previous learning (before RWN training) confirmed?

Confirmed a lot 6 5 4 3 2 1 Confirmed little

If you have rated 6, 5 or 4, please describe a) what has been confirmed and b) what you intend to do with this learning on your return to work.

_______________________________________________________________
If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

**LQ Part III - Non-learning**

What have you NOT learned that you needed to and/or expected to learn during the program? Please describe fully any items.

**LQ Part IV - Any other comments**

**LQ Part V - Evaluation of key objectives learning questionnaire (KOLQ)**

1. To what extent have you learned on the course about your behavioral skills?

   A lot  6  5  4  3  2  1  Nothing

   If you scored in the range 3 to 1, please comment why you have given this rating.

2. To what extent have you learned on the course about how much you contribute to group discussions?

   A lot  6  5  4  3  2  1  Nothing

   If you scored in the range 3 to 1, please comment why you have given this rating.

3. To what extent have you learned on the course about non-verbal communication?

   A lot  6  5  4  3  2  1  Nothing
If you scored in the range 3 to 1, please comment why you have given this rating.

---

**LQ Part VI - Action plan implementation aid**

1. What part of the training lessons that you intend to implement?

   ________________________________________________________________

2. Time: by when do you intend to complete the implementation of your training?

   ________________________________________________________________

3. Resources: what resources (people, equipment, extra skills, etc.) will you need to complete the implementation of the item?

   ________________________________________________________________

4. Benefits: what benefits do you hope will result from your actions (including financials if possible to assess)?

   ________________________________________________________________

5. Commitment: when will you and your instructor meet a) to discuss the implementation of your plan and b) to review the progress of this action?

   ________________________________________________________________

6. Any other comments (continue on a separate sheet if necessary):

   ________________________________________________________________

---

**Questionnaire 1 (general)**

Where scoring number ranges are given, circle the number that you feel most closely represents your views.
1. To what extent do you feel your personal learning objectives have been achieved?

<table>
<thead>
<tr>
<th>Fully</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not at all</th>
</tr>
</thead>
</table>

2. Which of your personal objectives were not achieved, and why?

________________________________________________________________________

3. Which parts of your training do you feel will be most useful in your work?

________________________________________________________________________

4. Which parts of the event do you feel will be least useful, or not at all useful?

________________________________________________________________________

5. Are there any subjects you would have liked to be included?

________________________________________________________________________

6. To make way for any additional material what would you omit?

________________________________________________________________________

7. How would you rate the program overall

<table>
<thead>
<tr>
<th>Very useful</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Little use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interesting</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Of little interest</td>
</tr>
</tbody>
</table>

Please state fully why you have given the above ratings.

________________________________________________________________________

**Questionnaire 2 (specific)**

Training location/hotel/accommodation/travel
If applicable, circle the score nearest to your views

**Bedroom comfort**

<table>
<thead>
<tr>
<th>Good</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
</table>
Please state fully why you have given the above rating.

<table>
<thead>
<tr>
<th>Bedroom facilities</th>
<th>Good</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
</table>

Please state fully why you have given the above rating.

<table>
<thead>
<tr>
<th>Food quality</th>
<th>Good</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
</table>

Please state fully why you have given the above rating.

<table>
<thead>
<tr>
<th>Training accommodation: seating comfort</th>
<th>Good</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
</table>

Please state fully why you have given the above rating.

<table>
<thead>
<tr>
<th>Training accommodation: facilities</th>
<th>Good</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
</table>

Please state fully why you have given the above rating.

<table>
<thead>
<tr>
<th>Training location: ease of travel</th>
<th>Good</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
</table>

Please state fully why you have given the above rating.
Other Comments:

Questionnaire 3 (general)

Circle the number that most closely represents how you feel about the program. Also, please comment briefly on each item about your reasons for your score, particularly if your ratings are 3, 2 or 1.

Stimulating 6 5 4 3 2 1 Boring

Please comment briefly why you have given this rating.

Useful 6 5 4 3 2 1 Useless

Please comment briefly why you have given this rating.

Relevant 6 5 4 3 2 1 Irrelevant

Please comment briefly why you have given this rating.

Good discussions 6 5 4 3 2 1 Limited discussions

Please comment briefly why you have given this rating.

Flexible structure 6 5 4 3 2 1 Rigid structure

Please comment briefly why you have given this rating.

Well conducted 6 5 4 3 2 1 Poorly Conducted

Please comment briefly why you have given this rating.
<table>
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<th>6</th>
<th>5</th>
<th>4</th>
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<tbody>
<tr>
<td>Demanding</td>
<td></td>
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<tr>
<td>Undemanding</td>
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</tbody>
</table>

Please comment briefly why you have given this rating.

<table>
<thead>
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<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Challenging</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Patronizing</td>
<td></td>
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</tbody>
</table>

Please comment briefly why you have given this rating.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well spaced out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too condensed</td>
<td></td>
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</tbody>
</table>

Please comment briefly why you have given this rating.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good use of time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor use of time</td>
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</tbody>
</table>

Please comment briefly why you have given this rating.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good level of activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patronizing</td>
<td></td>
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</tbody>
</table>

Please comment briefly why you have given this rating.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>Achieved objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not achieve objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Please comment briefly why you have given this rating.

| I would recommend the program to my colleagues | Yes □ | No □ |
Other comments:

Questionnaire 4 (general - detailed)

Please comment as fully as possible on all relevant items and where scoring ranges are given, circle the score that most clearly represents your views.

1. To what extent have the objectives of the program been achieved?

<table>
<thead>
<tr>
<th>Fully</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not at all</th>
</tr>
</thead>
</table>

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

2. To what extent have your personal objectives for attending the program been achieved?

<table>
<thead>
<tr>
<th>Fully</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not at all</th>
</tr>
</thead>
</table>

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

3. To what extent has your understanding of the subject improved as a result of the program?

<table>
<thead>
<tr>
<th>Fully</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not at all</th>
</tr>
</thead>
</table>

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

4. To what extent have your skills in the subject of the program improved or increased as a result of the program?
5. To what extent has the program helped to enhance your appreciation and understanding of your job as a whole?

Fully 6 5 4 3 2 1 Not at all
If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

6. What is your overall rating of this program?

Excellent 6 5 4 3 2 1 Poor
If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

7. To what extent would you recommend others with similar need to your own to attend this program?

Fully 6 5 4 3 2 1 Not at all
If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

Make any comments on your ratings that you feel will be of help to the designers of this program.
Program Administration

8. To what extent was material necessary to the program provided to you prior to the program?

<table>
<thead>
<tr>
<th>Fully</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not at all</th>
</tr>
</thead>
</table>

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

_________________________________________________________

9. What was the level of the instructions given to you to:

a) attend the program

   Excellent | 6 | 5 | 4 | 3 | 2 | 1 | Poor

b) complete the program material

   Excellent | 6 | 5 | 4 | 3 | 2 | 1 | Poor

c) bring relevant material with you to the program

   Excellent | 6 | 5 | 4 | 3 | 2 | 1 | Poor

d) travel to the training location

   Excellent | 6 | 5 | 4 | 3 | 2 | 1 | Poor

Please make any comments you feel would help the designers and administrators of this program.

_________________________________________________________

10. Did you think that the number of participants on the course was:

    Too few [ ] Just right [ ] Too many [ ]

Trainer Evaluation

11. Please rate how effective the Instructor was, in each listed category.
Knowledge of Subject  
Effective  4  3  2  1  
Very Effective  Effective  Somewhat Effective  Not Effective
Organization of Session  
Effective  4  3  2  1  
Very Effective  Effective  Somewhat Effective  Not Effective
Preparedness  
Effective  4  3  2  1  
Very Effective  Effective  Somewhat Effective  Not Effective
Style and Delivery  
Effective  4  3  2  1  
Very Effective  Effective  Somewhat Effective  Not Effective
Responsiveness to Group  
Effective  4  3  2  1  
Very Effective  Effective  Somewhat Effective  Not Effective
Producing a good learning climate  
Effective  4  3  2  1  
Very Effective  Effective  Somewhat Effective  Not Effective

Other comments:

---

Balance of Program

12. How do you rate the balance between input sessions, activities, discussions, and videos?

**Good Balance**  6  5  4  3  2  1  **Poor Balance**

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

---

13. How did you feel about the length of the program?

Too short  □  Just right  □  Too long  □

14. To what extent was the program logically sequenced?

**Well sequenced**  6  5  4  3  2  1  **Poorly sequenced**

In what way?

---

15. How did you feel about the pacing of the program?

Too short  □  Just right  □  Too long  □

16. How effective were the practical activities?

**Effective**  6  5  4  3  2  1  **Not Effective**

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.
17. What was the level of time given for:

a) the activities

<table>
<thead>
<tr>
<th>Sufficient</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Insufficient</th>
</tr>
</thead>
</table>

(b) the follow-up discussion

<table>
<thead>
<tr>
<th>Sufficient</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Insufficient</th>
</tr>
</thead>
</table>

18. What level of time would you like to have seen?

19. How knowledgeable and/or experienced are you in the techniques and approaches of training?

<table>
<thead>
<tr>
<th>Very</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not at all</th>
</tr>
</thead>
</table>

In what way?

---

Program Content

20. What did you like best about the program?

21. What did you like least about the program?

22. What did you learn from the program?

23. What did you not learn from the program that you were expecting to learn?

24. What do you think should be added to the program?
25. What do you think should be dropped from the program?

26. To what extent did the program duplicate what you had learned previously (training before RWN)

27. What are your views on the handouts issued?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many</td>
<td></td>
<td>□</td>
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<td>□</td>
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<td>Just right</td>
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<td>□</td>
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<tr>
<td>Not relevant</td>
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<td>□</td>
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</tbody>
</table>

Comments:

28. What are your views on the visual aids used?

a) PowerPoint Slides

<table>
<thead>
<tr>
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<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>1</th>
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<td>Very relevant</td>
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Comments:

b) Flipcharts

<table>
<thead>
<tr>
<th>Excellent</th>
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<th>5</th>
<th>4</th>
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<th>Poor</th>
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<tr>
<td>Too many</td>
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Training Location

29. How do you rate the training establishment?

Excellent 6 5 4 3 2 1 Poor

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

30. How do you rate the training accommodation (training room, etc)?

Excellent 6 5 4 3 2 1 Poor

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

31. How do you rate the service (breaks, refreshments, meals, etc)?

Excellent 6 5 4 3 2 1 Poor

If you have rated 3, 2 or 1, please state as fully as possible the reasons why you gave this rating.

Post-training

32. Did you have a post-training debriefing meeting been arranged with your instructor?

Yes ☐ No ☐

33. If ‘No’, will you have a post-training debriefing with your instructor?

Yes ☐ No ☐ Unsure ☐
34. To what extent will you be helped to implement your training:

a) by your instructor

A lot 6 5 4 3 2 1 Little

b) by your colleagues

A lot 6 5 4 3 2 1 Little

c) If your instructor manager does not perform post-program reviews and follow-up of your action plans, do you agree that the Training Department can contact you for this purpose?

Yes □ No □ Unsure □

d) Are there any other comments about the training program that have not been covered and that you would like to make?

__________________________________________________________________________________________
APPENDIX C. INFORMED CONSENT

You are being asked to participate in a study of the impact of the Refugee Women’s Network’s leadership training programs for Refugee Women. I am investigating this topic in order to further the understanding of how leadership training programs effects the behavior of its participants. Your participation in this research study is voluntary. Before agreeing to be part of this study please read the following information carefully. Feel free to ask questions if you do not understand something.

If you participate in this study, you will be asked to complete a survey questionnaire describing your experience as a leadership training program participant. The questionnaire should take approximately 30 to 45 minutes to complete.

There are no risks involved. This study was not designed to benefit you directly, however, there is some possibility that you may learn about the long-term impact of leadership through your participation. In addition, what we learn from the study may help us to better understand what makes a leadership training program more effective.

Upon receipt of your completed questionnaire, you will be paid ten dollars for your time and effort. Any and all information obtained from you during the study will be confidential. You will not be identified in any way as a result of your participation.

If you do not understand a question, please feel free to contact the researcher at 404-218-7916 or dbriggins@bellsouth.net. For additional information, contact my research advisor Fragano Ledgister at 404-880-8734 or fledgister@cau.edu or the coordinator at the office of research of sponsored programs, Georgianna Bolden at the 404-880-6979 or gbolden@cau.edu.

Authorization: I have read the above information and I have decided that I will participate in the project described above. I understand that the purpose of the study is to evaluate the impact of leadership training for Refugee Women. If I don’t participate, there will be no penalty or loss of rights. I can stop participating at any time, even after I have started.

Participant’s signature

Name (please print)