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**A Retrospective Analysis of the Impact of the
Henry Toll Fellowship
Leadership Development Program**



**Capstone in Public Administration
Lizeth C. Fowler
April 13, 2006**

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Executive Summary

The Council of State Governments (CSG) is the premier organization forecasting policy trends for state leaders in all three branches of government. Central to its mission is the development of leadership training for improved decision-making of state elected and appointed officials.

CSG has sponsored the Henry Toll Fellowship Leadership Development Program for state and government officials since 1986. This competitive program invites ten state officials from each of the four regions, West, Midwest, South and East, to participate in an intensive five-day program to learn practical leadership skills and strategies to meet challenges and lead change and innovation.

While the Henry Toll Fellowship Program enjoys a national reputation of being among the most prestigious leadership development programs for state government officials, information was needed to discern the nature of this success for both continuing program improvement and possible replication into a Public Health Leadership Fellows Program. This evaluation captures information on the effectiveness of specific program components through a survey of alumni from the past six years.

The findings indicate that most graduates credit their experience in the program for their improved leadership skills, enhanced working relationships with individuals of different political viewpoints, increased self-confidence, and professional advancement. Since Toll alumni are an essential source of support for CSG, it is essential for CSG to provide additional networking opportunities to strengthen this alumni network and increase alumni involvement with CSG.

Problem Statement

The Henry Toll Fellowship Program is a leadership development program for state government officials sponsored by the Council of State Governments (CSG). Named after CSG founder Henry Wolcott Toll, who believed that being true laboratories of democracy, the states are the best sources of insight, ideas and innovations, the program aims to develop the next generation of government leaders. Toll Fellow participants engage in an intensive five-day program where they learn practical leadership skills and strategies to meet challenges and lead change and innovation. Since its inception in 1986, the program has produced 689 graduates from all three branches of government.

The Henry Toll Fellowship Program enjoys a national reputation of being among the most prestigious leadership development programs for state government officials. Toll Fellow alumni are quite distinguished and hold prestigious leadership positions, such as members of Congress, lieutenant governors, state treasurers, attorneys general, secretaries of state, judges, heads of agencies and legislative leaders. Some alumni credit the skills they learned in the program with helping them meet unique challenges encountered as government officials. However, it is not precisely known how and why this program is so effective, and what the program means to the participants. This evaluation aims to answer these questions and provide insights for program improvement.

Understanding the critical elements of the program necessary for success will be essential in order to replicate this model into a Public Health Leadership Fellows Program, targeted to develop legislative leaders for public health issues, which will be

proposed for an ongoing Centers for Disease Control and Prevention cooperative agreement that is currently held by CSG's Health Policy group.

Background

The Council of State Governments has sponsored the Henry Toll Fellowship Leadership Development Program for state government officials since 1986. The three strategic goals of the Toll Fellowship program are personal and professional development, increased relationships and engagement with other branches of government, and the creation of an alumni network for increased collaboration among alumni along with continued support for CSG. Each year 40 state elected and appointed officials in the legislative, executive or judicial branch are selected for participation in this competitive program. The applicants are nominated by a top state government official from the same branch of state government and the same state as the applicant. They provide two letters of recommendation from officials in any branch of government and complete answers to the following questions:

Question #1: During your public service career, how have you contributed to improving your state government?

Question #2: What challenges will you likely face as a state official during the next few years, and what role do you anticipate playing in resolving them?

Question #3: What public policy issues or trends outside your immediate area of state government responsibility or expertise interest you most and why?

Question #4: Describe one major factor that influenced you to want to work in public service.

Question #5: How will the Toll Fellows Program assist you in your future contributions to public service?

The National Toll Fellowship Selection Committee, comprised of Toll Alumni, evaluates the candidates and makes final decisions for acceptance into the program. Ten candidates from each of the four regions, West, Midwest, South and East, are selected, resulting in a group of diverse individuals with respect to geography, ethnicity, gender, political perspective and branches of state government.

Program Details

The program consists of an intensive five-day “intellectual boot-camp” designed to provide participants with skills and tools for self-growth and leadership capabilities. Opportunities for self-reflection encourage the reaffirmation of dedication as a public servant. The program consists of nine sessions or activities led by national experts geared to stimulate personal assessment and growth and enhance leadership and team-building skills. The sessions are held in various locales throughout Lexington, Kentucky, and the Bluegrass Region to prevent the monotony of a lecture setting. There were ten sessions in the program from years 2000-2003, and nine sessions in 2004 and 2005. While some of the sessions may change from year to year, there are eight sessions that are mostly consistent over the study period. The following is a description of these eight sessions and the intended purpose as described in CSG internal documents:

- **PERSONAL LEADERSHIP PROFILE**

Toll participants engage in a three hour session devoted to understanding their personal leadership styles and strengths as well as those in the group. In a probing yet fun way this session helps participants know the four major classes of people competencies and perspectives necessary to be organized and led. The session is both introspective and highly interactive, and leads to important leadership insights for the participants.

- **ROPES CHALLENGE COURSE**

This program, the Asbury College Challenge Course, is an outdoor leadership development course which uses a variety of group and individual exercises which draw heavily on group decision-making and problem-solving strategies. Again, as in the leadership profile component, this session has both internal and external dimensions for the participants. Individuals attain new levels of self-confidence and group achievement. The program is “designed to assist participants to emerge more effective in leadership skills while encouraging greater cohesion within the group.” The program consists of a low course and a high course. The low course is “a series of ground level problem-solving initiatives designed to be addressed through teamwork and support. The tasks are concrete, and the group is normally quite aware of their progress. While the problems themselves are non-consequential, the process and outcome of the group’s work provides material for debriefing, or reflecting on ‘the way we do things.’” The high course is “a series of linear challenges set in hardwood trees, from 20- to 35-feet above ground level. While the challenges inherent on the high course appear to be more individually oriented as participants take the opportunities to challenge themselves on a variety of different activities, the significance of the group support, encouragement and assistance cannot be discounted. Lessons on risk taking, confidence-building and personal satisfaction can be addressed in a safe environment of personal challenge and support.” (Asbury College n.d.)

- **HISTORICAL LEADERSHIP ROLES**

This session is usually held in the Senate chambers of the Kentucky State Capital in Frankfort. Scholars portray Thomas Jefferson and Alexander Hamilton in costume and share their profound philosophic differences in the formulation of America's early Republic. This session masterfully reveals the power and structure of competing governance perspectives and the authenticity and persuasiveness of well-articulated ideas and principles. The scholars also address contemporary governance issues and circumstances both in character and from their personal perspectives. From this session participants learn that leaders need to have strong core values and beliefs, and they need to be able to communicate their visions of the future.

- **TRENDS DISCUSSION**

This session explores the emerging trends impacting state government. State leaders need foresight in a world of rapid change. This session is intended to link Toll Fellows with CSG's main mission and to give them an opportunity to debate and vote on top trends most likely to impact their respective states.

- **EFFECTIVE POLITICAL COMMUNICATION TECHNIQUES**

This session focuses on communication skills and tactics. Topics include communicating with the media and improving personal presentation style with emphasis on use of the mind, body, face and voice so that the correct message is

delivered. This session is designed to prepare participants to better express themselves and know how to avoid communication pitfalls.

- **MEDIA, POLITICS AND POLLS**

This session also deals with communication skills and tactics. Topics include polling and the importance and value of polling for successful campaigns, office tenures and service to constituents as well as how the international and national arenas impact state and local politics.

- **ON LEADERSHIP**

This session is a series of reflections by several distinguished researchers/authors on what it means to be a leader. These reflections are then tied back into each of the program components of the Toll Fellowship to reinforce the importance of the leadership learning and growth the participants have experienced.

- **REGIONAL BREAKOUT SESSIONS/SKITS**

These groups of sessions start at the beginning of the program and culminate with a presentation at the end of the program. The participants are divided into groups representing the four geographical regions. Through discussions and group meetings held throughout the week, the groups prepare a 15 minute presentation regarding an issue or problem facing their specific region. The presentation must be presented in a memorable way using music, drama, comedy, poetry, mimes, stand-up routines or other behavior not commonly associated with high-ranking officials. This session is intended to provide participants an opportunity to be creative and truly think “outside the box.” It is also intended to provide an opportunity to practice the skills they have learned throughout the week by facilitating communication and understanding on a nonpartisan basis across the three branches of state government.

In addition to these sessions, Toll Fellows spend much time after class in informal social interactions. On their final day they spend time reflecting upon their experience and relate this to their classmates. At the end of the program the participants elect a class representative who will welcome next year’s aspiring Toll Fellows.

Literature Review and Identification of Relevant Theories

The program theory of the Henry Toll Fellowship Leadership Development Program is the Individual Skills/Capacity Building Model. According to Meehan (2001), this model is based on the assumption that social change can be positively effected by providing support to develop individual leaders. While components of these types of programs vary, the common element is formal training to a group of individuals gathered together for the purpose of skills development. Two other characteristics common in this model are an experiential learning component and an applied project. In the case of the Toll Fellows Program, the ropes course provides the experiential learning experience, and the regional breakout session and skit provide the applied aspect.

Effective Models

Much has been written about leadership and leadership theories in an attempt to understand what constitutes an effective leader. Johns and Moser (1989) trace the development of leadership theories from early individual characteristic, or trait theories, to the more recent view of leadership which examines the sociology of the organization and transformational abilities of the leader when dealing with change and adaptability. Kotter (1990) differentiates leadership from management, defining management as dealing with complexity, and leadership as dealing with change. And Miller (2002) cites the importance of leadership when dealing with changes in our dynamic world. However, less has been written about the content of effective leadership development programs.

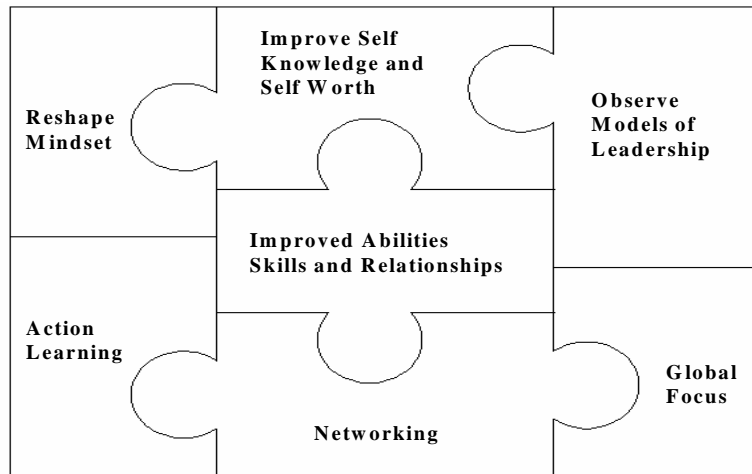
Cacioppe (1998) describes the elements of an effective individual leadership development experience as a framework of seven essential interlocking elements that

together form an integrated model of leadership development, illustrated in Figure 1.

These elements are:

- **Improved Self-Knowledge and Self-Worth:** This aspect involves a greater understanding of individual strengths and weaknesses and time for self-reflection.
- **Reshaped Mindset:** This aspect involves presentation of ideas that help participants see things “in a new light” or through a different perspective or mindset.
- **Action Learning:** This aspect is sometimes described as experiential learning and involves purposeful active learning through a problem solving activity with organized teams, followed by reflection on the experience.
- **Improved Skills and Relationships:** This aspect involves the experience of having learned a new skill and applying it before the end of the program.
- **Observed Models of Leadership:** This aspect involves learning by watching leaders. By observing how leaders present themselves throughout the program either formally or informally, participants learn to model leadership behavior.
- **Global Focus:** This aspect involves thinking about the interdependence of our world through the lens of globalization.
- **Networking:** This aspect deals with relationships made with other participants through the program and maintaining and calling on those relationships for future problem solving needs.

Figure 1. Integrated Model of Leadership Development



Components of the Toll Program fit into Cacioppe's model as follows:

- **Improved Self-Knowledge and Self-Worth:** Personal Leadership Profile, Regional Breakout Sessions/skits, On Leadership Presentations, Ropes Challenge Course
- **Reshaped Mindset:** Regional Breakout Sessions/skits, Historical Leadership Roles, Ropes Challenge Course
- **Action Learning:** Ropes Challenge Course, Regional Breakout Sessions/skits
- **Improved Skills and Relationships:** Regional Breakout Sessions/skits; Media, Politics and Polls; Effective Political Communication Techniques; Ropes Challenge Course
- **Observed Models of Leadership:** On Leadership Presentations, Historical Leadership Roles
- **Global Focus:** Media, Politics and Polls; Trends Discussion-this can be modified in terms of thinking beyond the state borders.
- **Networking:** Regional Breakout Sessions/skits, Ropes Challenge Course

As is evident from the above list, several components of the Toll Fellowship Program address more than one element of the integrated model of leadership development.

Experiential and Vicarious Learning

Popper (2005) describes experiential learning and vicarious learning as major principles of leadership development. The experiential learning model was developed by David Kolb (1984) as a model of the adult learning process. This model describes four stages: concrete experience followed by personal reflection, then abstract conceptualization (or comprehension) and ending with active experimentation or actual practice. As stated previously, in the Toll Fellows program the Asbury ropes course is an experiential learning-based program designed to support leadership and personal skills development. This program component provides opportunities for experiences relating to all four stages of Kolb's learning model. Other program components such as the "personal leadership profile" session, and the "regional breakout sessions/skits" also create opportunities for experiences in the four learning stages.

Vicarious learning is learning based on observing the actions of others. When the consequences for these actions are positive, these actors are defined as positive role models to be emulated. Exposure to positive role models is a common component of management programs and, as Popper (2005) argues, is an ideal principle for leadership development programs. He states that "exemplary figures presented in discussion, outstanding officers who speak of their experience, and even historical figures portrayed in books, films, and case studies, can become figures whom people attempt to emulate at various levels." The Toll program provides various examples of vicarious learning. To

begin with, the incoming class is welcomed by the previous year's class representative. This representative was selected by his former classmates and therefore has demonstrated leadership qualities. The next opportunity for vicarious learning occurs during the presentation by Thomas Jefferson and Alexander Hamilton, obvious positive role models and leaders in our nation's history. Finally, the "on leadership" session provides a series of presentations by distinguished leaders (positive role models) with reflections on what it means to be a leader.

Research Design

In order to better understand the impact of the Henry Toll Fellowship Leadership Development Program, the experiences of program participants and the effects of the program on their leadership skills were evaluated for graduates from the last six years of the program through the use of a survey instrument.

Unit of Analysis

The analysis began with a thorough review of program documents from 2000 to 2005. This review was geared toward understanding any program variations in the past six years and examining the evaluations that had taken place. These evaluations are completed at the end of each session and consist of participant ratings for each of the ten sessions or program components in terms of topic, content, speaker and location, with rating choices from excellent to poor in five gradations. The form also contains an area for additional comments. In addition, a general evaluation form is completed at the end of the program asking for overall impressions of the meeting and suggestions for

improvements and future topics or speakers. The units of analysis were the 240 participants from the last six years.

Design Structure

The design is a cross-sectional, point-in-time, retrospective analysis in which participants offer self-assessments of program impacts. Of particular interest are the short-term impacts on alumni from 2003 to 2005 and the longer-term impacts on alumni from 2000 to 2001. Understanding that leadership development is a process that occurs and matures over time and is very much dependent on individual experiences, it was imperative to utilize qualitative techniques to effectively capture these nuances. These data were acquired through survey responses to open-ended questions. Such open-ended questions allow contextual expression of feelings. Responses to these questions were analyzed for common themes. Quantitative analysis was also utilized to analyze data from survey questions designed to capture information on program-learned leadership skills. This mixed-method approach is commonly used to evaluate leadership programs (Reinelt 2002).

The survey was Web-based using the SurveyMonkey survey development tool. The list of addresses and e-mails for program graduates from years 2000 to 2005 was acquired from an internal CSG department. An e-mail was sent to alumni with a Web link to the survey. Prior to the e-mail, a separate letter from CSG Executive Director, Dan Sprague, was mailed to the alumni indicating the importance of the evaluation and requesting a response to the survey. Confidentiality of responses was assured to all participants and potentially identifying information from open-response questions has been deleted in this

evaluation. The survey was designed to gauge the program's impact on the following outcomes (see Appendix):

- Changes in knowledge, skills, attitudes, and perceptions
- Changes in behavior
- Changes in values and beliefs
- Leadership paths
- Relationships
- Increased collaboration/partnerships
- Improved communication skills
- Courage/confidence
- Personal development
- Professional development
- Visibility
- Connections and Networking

Descriptive statistics were used to summarize survey results. Differences in responses from 2000 to 2002 and 2003 to 2005 were examined using the *t*-test for the difference between two means. Survey questions were adapted from questions used in a longitudinal study of the Kellogg National Fellowship program (Markus 2001). The questions were discussed with program staff to determine if expected outcomes were addressed in the list of questions and then modified accordingly. To enable open responses, the survey requested specific examples of question responses. To better determine program sessions responsible for certain outcomes, indication of the sessions or components of the program that led to the participant's answers was requested.

Results

An address and e-mail contact list for alumni from 2000 to 2005 was obtained from an internal CSG department. This list contained names and addresses for 231 of the 240

graduates. Of this list, e-mail addresses were provided for 67% of the alumni. An initial e-mail to this list indicated that 14% of these e-mail addresses were undeliverable with an “unknown recipient” error messages. Correct e-mails were then obtained via on-line research and placing telephone calls until 214 or 90% of the e-mails did not bounce back, with the assumption that these e-mails were then correct. The initial e-mail with the link to the Web survey was sent on February 18, 2006, seven days after the letter from Dan Sprague was mailed. A reminder e-mail was sent 10 days later, after the response rate had remained stable for a few days. Responses to the Web survey were received from 77 alumni, representing a response rate of 36%.

This response rate may be a limitation to the results of this evaluation. Unfortunately, most states were in the process of legislative sessions during this analysis, and this could be a reason for the lower than expected response rate in spite of the steps taken to improve this rate such as the request for assistance in the letter from Dan Sprague and the reminder e-mail. This survey could be sent again after the end of the legislative sessions to increase the response rate. Another limitation to this analysis is the nature of Web surveys. As stated earlier, the assumption is that the e-mail is correct if it does not bounce back. However, the e-mail may have been blocked by filters or firewalls that prevent unsolicited e-mail. Furthermore, even though participants were assured confidentiality, they may have been reluctant to provide information over the internet and therefore not responded to the survey.

In order to compare short-term versus long-term impacts, the response rates from graduates from 2000 to 2002 needs to be compared with those from 2003 to 2005. Since

these response rates are about even, 45.5% and 54.6% respectively, comparisons can be made without weighing responses from one set or the other. As shown in Table 1, the t -test for the difference between two means indicates that the difference in response rate from years 2000 to 2002 is not statistically significant from the response rate from years 2003 to 2005, $t=0.41$, $p=0.68$.

Table 1. T-test Response Rates 2000-2002 and 2003-2005

Data	
Hypothesized Difference	0
Level of Significance	0.05

Population 1 Sample	
Sample Size	35
Sample Mean	3.8857
Sample Standard Deviation	0.758

Population 2 Sample	
Sample Size	42
Sample Mean	3.8095
Sample Standard Deviation	0.862

Intermediate Calculations	
Population 1 Sample Degrees of Freedom	34
Population 2 Sample Degrees of Freedom	41
Total Degrees of Freedom	75
Pooled Variance	0.6666664
Difference in Sample Means	0.0762
t Test Statistic	0.4077688

Two-Tail Test	
Lower Critical Value	-1.992102
Upper Critical Value	1.9921021
p -Value	0.6846051
Do not reject the null hypothesis	

Toll Fellows’ Self-Assessment of Overall Programmatic Impact

In order to understand how program participants assessed the significance of the Toll program, they were asked to choose from the list of statements in Table 2. Nearly all the participants (96%) reported that the program had had at least a moderate impact. The most common response (44%) was the program “had *many important positive consequences* for me – in terms of my career, my ambitions, my interests, and my skills.” Most of the remaining participants indicated that either the program “had a *moderate* impact upon me, such as broadening my perspective and network of contacts” (30%), or “was an *extremely significant* positive experience of my adult life; it profoundly affected

my work, and ability to ‘make a difference’” (22%). This last figure is noteworthy in light of the fact that in just five days the program can make such a significant impact. Only three respondents (less than 4%) indicated that the program “had *only a small* impact”. None of the respondents indicated that the program was not beneficial.

Table 2. Survey Item Presented to Toll Fellows for Self-assessment of Program Impact.

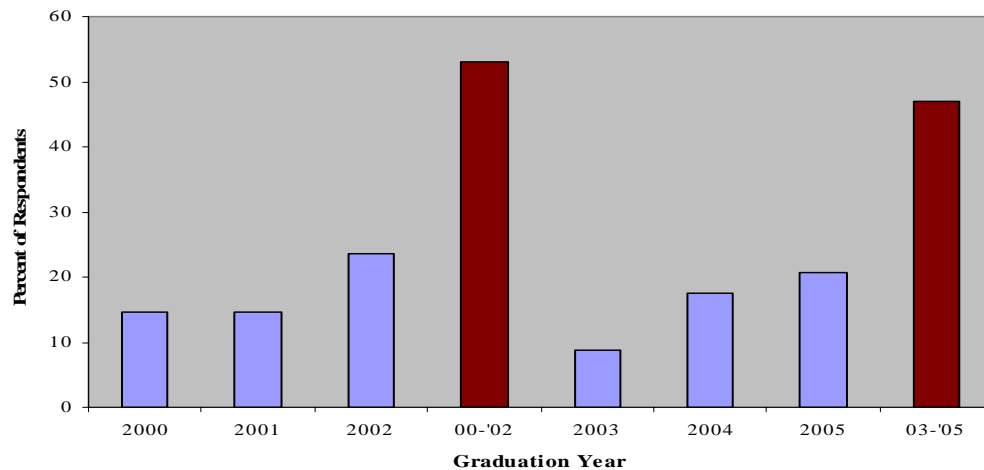
Listed below are statements that potentially describe the Toll Fellows experience. Which ONE statement comes CLOSEST to you own view?

- a. All in all, the Toll Fellows Program was probably *not* a beneficial experience for me.
- b. The Toll Fellows Program was fun and interesting at the time, but I think it has had *only a small* impact upon me.
- c. The Toll Fellows Program has had a *moderate* impact upon me, such as broadening my perspective and network of contacts.
- d. The Toll Fellows Program has had *many important positive consequences* for me – in terms of my career, my ambitions, my interests, and my skills.
- e. In terms of effects, the Toll Fellows Program was *an extremely significant* positive experience of my adult life; it profoundly affected my work, and ability to “make a difference”.

To determine if the response to this question was associated with the number of years since graduation from the program, the graduation year for those who responded that the program “had *many important positive consequences*“ was examined. As shown in Figure 2, there was not a significant difference in the recent graduates’ (2003 to 2005) versus the earlier graduates’ (2000 to 2002) response to this question, $t=1.14$, $p=0.26$; 47% were graduates from the past three years and 53% were graduates from 2000 to 2002. When the more significant statement was analyzed, i.e. “the Toll Fellows Program was *an extremely significant* positive experience of my adult life”, the result was similar with

only slightly more graduates from years 2003 to 2005 choosing this response, 58.7% versus 41.2% from years 2000 to 2002, $t=-.42$, $p=0.68$.

Figure 2. Dependence of Graduation Year to "Many Positive Consequences" Response



These results indicate that the positive perceptions from the program are long lasting, at least for the past six years. A possible limitation to this conclusion is that since this is the only post-program survey that the Fellows have taken since graduation, it is not known how their perceptions may have changed over time. It would be useful to ask this question more frequently, perhaps every year or every other year post graduation, to determine if the Fellows' assessment of the program impact changes appreciably with the passage of time.

Inter-year variations were examined by calculating the percentage of responses to each of the self-assessment statements from Table 2 for each graduation year. As shown in Table 3, program years 2001, 2002 and 2004 had the highest percentage of responses for the two most significant impact categories, 75%, 100% and 82%, respectively. Although

program components are similar from year to year, there may be differences in speakers or topic presentations. Program components for year 2001, 2002 and 2004 were reviewed to determine similarities and differences from the other three years. The only difference identified was a session on “diversity and state governments”, but this session was common to years 2001 and 2002, but not 2004. As Table 3 indicates, these were also the years representing the lowest response percentage, and therefore may not be representative of the entire population. The response percent of total respondents in the table (in parenthesis) is similar to the ratios of the percent of total who responded for each class. There is also the possibility that an aspect other than program contents, for example group dynamics, could have been responsible for this result.

Table 3. Inter-year Variations

Self-assessment Indicators	% Respondents					
	2000 (22%)	2001 (10%)	2002 (13%)	2003 (16%)	2004 (14%)	2005 (25%)
Small Impact	5.9					10.5
Moderate Impact	41.2	25.0		50.0	18.2	31.6
Many Important Consequences	29.4	62.5	80.0	25.0	54.5	36.8
Extremely Significant	23.5	12.5	20.0	25.0	27.3	21.1

To better gauge the personal impact of the Toll Fellows experience, Fellows were asked to describe in their own words what the experience meant to them. Listed below are responses that provide an insight into the individual experiences of the Fellows:

- Toll changed my life profoundly. I thought that coming from a background of the arts would not be helpful in being a politician. Toll taught me that - my life experience is just what I need to be a good legislator. It also gave me a sense of courage I cannot adequately describe - in terms of how I work in XXX and around the State to try and make a difference.

- I came to better appreciate and admire the work of the legislative and executive branches. I was heartened that government at all levels and all three branches included very caring, interested, and talented leaders.
- Meant a great deal because I was unsure of my ability to "keep up" and "measure up" to the younger people entering politics today. ...Toll Fellowship allowed me to measure my strengths and put them to work for myself and others.
- It served as a strong reaffirmation of my core beliefs in public service. And, it reaffirmed that despite regional differences and party differences, we are all working on the same problems.
- I really believe it made me grow as a leader. It helped me learn things that might have taken decades if I was left to my own devices. It provided much needed mentorship in a field where it is often lacking. It matured me as a governmental leader.
- Toll Fellows was an opportunity to have previous management training skills reinforced in a very positive way that left a lasting impression. The information, for the most part, was helpful and useful. The opportunity to meet and interact with people from other parts of the country provided extremely useful insights into the variety of policy and government problems we face, and the variety of solutions available. Toll Fellows allowed me to look at myself and what I do outside of the context of how I function in my state. And, of course, the wonderful memories and new network of friends I made cannot be underestimated.
- I think it helped me to validate my perceptions of what I am good at and what I do not have a talent for. I acquired some specific new skills that are quite useful. I also think it is quite useful for someone in state government to have an opportunity to compare issues and ideas regarding my state with approaches to those same issues and ideas from other states in order to get a broader view. It was very useful and rewarding to me.
- The experience provided an opportunity to reflect on my personal skills and strengths and weaknesses and discover areas where my potential for leadership could be nurtured.
- It was a time for me to explore my potential, affirm skills I already have, and to expand perspectives so I can be the most effective legislator possible.
- I consider it one of the true highlights of my legislative career.

Toll Fellows’ Understanding of Leadership

To develop their leadership potential, Toll Fellows need to gain a better understanding of leadership in general. The program attempts to do this through its various components. When asked to what degree their experience as a Toll Fellow affected their ideas about leadership in general, almost nine out of ten responded “very much” or “somewhat” with the majority, 57%, responding “somewhat”. This was the majority response for all six years except for 2004 where 54% responded “very much”, see Table 4. This would indicate that the program is effectively imparting leadership knowledge.

Table 4. To what degree did your experience as a Toll Fellow affect your ideas about leadership in general?

Degree	% Respondents						
	Total	2000	2001	2002	2003	2004	2005
Very much	28.6	29.4	12.5	30.0	8.3	54.5	31.6
Somewhat	57.1	41.2	75.0	70.0	83.0	36.4	52.6
Slightly	13.0	29.4	0.0		8.3	9.1	15.8
No effect	1.3		12.5				
Negative effect							

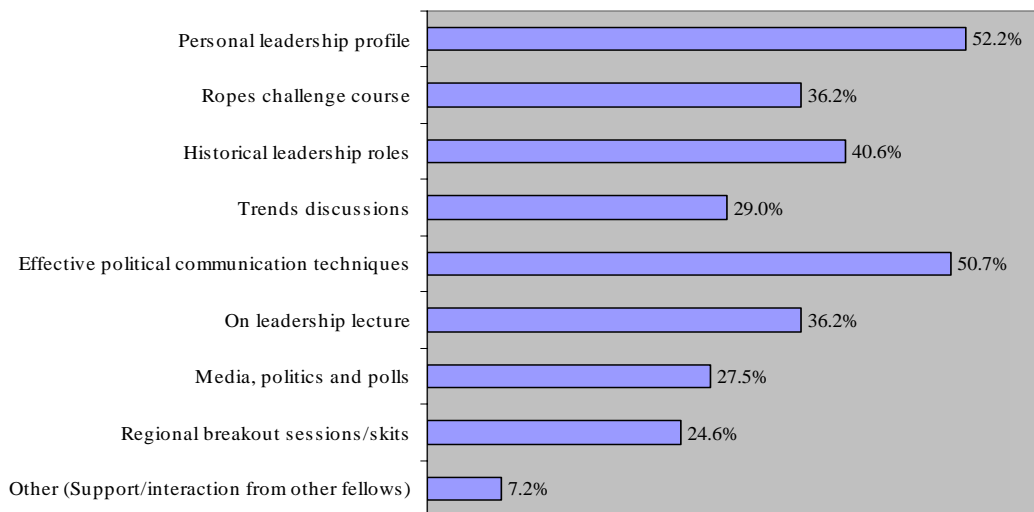
Specific examples of how their ideas about leadership in general were affected are presented in the following statements:

- I thought being a leader was all about strategy and connections. Instead the various workshops all stressed that leadership has many flavors of teamwork, compromise, and courage to make the process as important as the final outcome.
- Before Toll I was just thinking about democratic leadership. After Toll I thought about leadership involving the whole Legislative House.
- Helped me better understand the motivations of others with whom I might have contact in their decision to hold a leadership position. Better understanding others' motivations and personal styles helps me in understanding and appreciating different communication styles, and thus working in collaboration with divergent personalities, styles.

- As a Toll Fellow, listening to the stories of fellow Toll Fellows discussing times when they rose to lead on a particular issue or bill taught me that leadership need not be necessarily public or grandiose, but rather a continual adherence to a behavior and principled display of integrity; stating one's belief and then acting upon that belief, often amid great opposition and struggle by those who disagree. In the course of one's service to their district, state, community, nation, organization, family, or otherwise, it is this continuity of integral displays of leadership that are what define someone as a leader, not merely one-hit wonder examples of leadership. Leadership is a process, a commitment, a fidelity to a set of sincere and significant principles that are paramount to a person's ability to lead.
- I think it created some opportunities to think about leadership in less traditional and more informal ways. It was also a chance to observe informal leadership styles of other participants and get a sense of what worked and what didn't and why.

Fellows were asked to indicate which sessions were mostly responsible for their responses. As Figure 3 indicates, Fellows reported that all sessions contributed to their understanding of leadership, with the “personal leadership profile” and “effective political communication techniques” receiving the most responses, 52% and 51%, respectively. Analyzing year to year variations indicates that in addition to these two sessions, the “ropes challenge course”, “historical leadership roles” or “on leadership lectures” are also cited in the top two choices depending on the year.

Figure 3. Sessions Contributing to General Leadership Ideas



Having a better understanding of leadership in general is essential for personal leadership growth and these results indicate that the program is effectively accomplishing this. Fellows were then asked how the program affected their ideas about *themselves* as leaders. Three-quarters of respondents answered “very much” or “somewhat” with the majority, 43%, responding “somewhat”. Almost twice as many, 22%, responded “slightly” to this question than to the general leadership question, possibly indicating that personal leadership learning still needs to take place. As with the previous general leadership question, the “personal leadership profile” and “effective political communication techniques” were sessions that received the most responses as being responsible for this effect, 67% and 43%, respectively. The following are samplings of specific statements reflecting these ideas about personal leadership:

- I expected the Toll Program to be a "how to" series of seminars about being a leader. I did not realize that the program works "from the inside out" teaching me about who I am as a leader. How amazing to learn that the innate skills I have are the important base to fly from in leading. The program showed how to work with my strengths as well as my weaknesses both when dealing with others as well as myself.
- Because I was the only person from my state represented and I did not know any of the other participants prior to Toll, I was able to reveal a lot about my character and see it reflected by others who had no history or prior knowledge of my strengths and weaknesses. I learned that my leadership strengths are coupled with vulnerabilities that I should embrace. I also learned that I am forthcoming with questions and eager to learn, and many people admire that in a leader.
- I came back to the legislature feeling that I deserved to be in leadership and so I acted like it. Consequently I was invited to be in leadership.
- Particularly the day at the college made me realize how badly I was doing as a listener, and the need to put myself into another person's perspective.
- I learned about my strengths and weaknesses as a leader.

- For the first time I understood some of the different types of leadership -- and felt better about my own style.
- I learned that sometimes you can "lead" from other than the front seat. I found that I inspired others by working closely with them and allowing them to accept and run with challenges. I found out that sometimes enunciating an idea, a concept, was enough to help others accept the challenge of making it happen: I didn't have to own everything myself. The more I gave away; the more seemed to return to me.

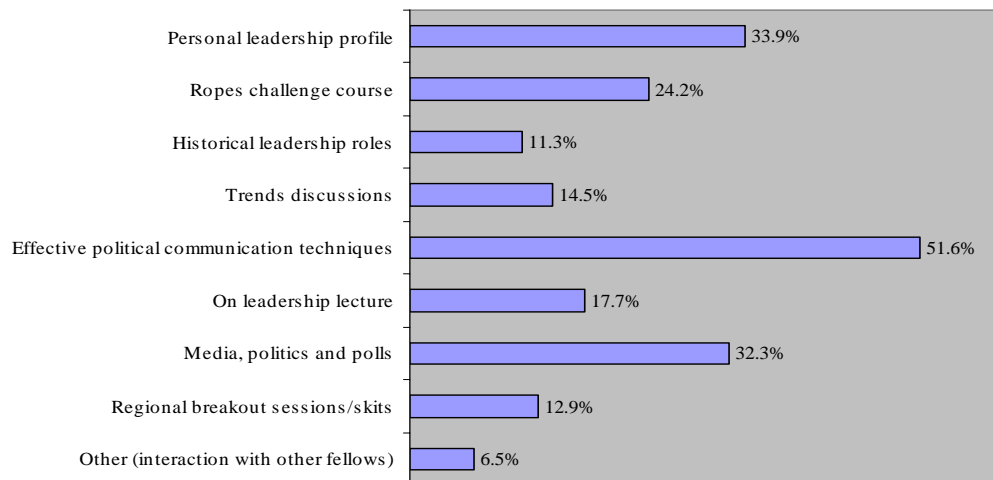
Toll Fellows' Skills Development

The first and foremost goal of the Henry Toll Fellows Leadership Development Program is to provide participants with the best training, information and opportunity for personal and professional development. To this end, skills development is a major part of the program. Fellows were asked to what extent the program helped them develop specific new skills or competencies. Seven out of ten fellows responded "very much" or "somewhat", with most of the remaining answering "slightly" (23%). Specific examples of newly acquired skills as stated by the Fellows are the following:

- It made me a better speaker in the "well" and I was invited to become part of the committee to plan educational leadership programs for all the legislators.
- The Toll Fellowship greatly enhanced my ability to take charge of media relations and public relations, especially with difficult topics. It was very helpful and I still use it today as director of a state office.
- I learned to "share" administrative problems with others in the agency who I would not have consulted in the past and it has worked wonderfully as the solutions we arrive at are easier to implement because there is buy-in from the other members.
- Public speaking and presentations – I developed a five-part leadership training curriculum for State Managers and Supervisors and presented it to 1200 over a five month period.
- Inspired me to run for caucus chairman for the 2001-03 session which I won and served.

The acquired skills and competencies named by most Fellows included communicating effectively with the media, working more effectively with others, enhanced presentation skills and increased confidence. Figure 4 indicates which sessions were rated as responsible for these new skills. The session on “effective political communication techniques” received over half of the responses and “personal leadership profile” and “media, politics and polls” received about one-third of the responses. The “ropes challenge course” and “on leadership lectures” were also among the top three choices when inter-year variations were analyzed.

Figure 4. Sessions Contributing to New Skills or Competencies



Toll Fellows’ Increased Self-confidence

Effective leadership requires not only learning the right skills, but having the confidence to put these skills to work. Fellows were asked how much the program increased their self-confidence or sense that they can “make a difference.” As shown in Table 5, over the past six years, 83% of participants responded “very much” or

“somewhat”. More importantly, this view appears to be consistent even for those graduating in years 2000 to 2002, with 70% being the lowest response for these categories in year 2000, and on average 87% responding with these top two indicators for the other years. While all sessions were cited as responsible for this result, overall, the “personal leadership profile” (61%) and “effective political communication techniques” (54%) were the two most frequently cited sessions. When inter-year variations were analyzed, the “ropes challenge course”, “historical leadership roles” and “on leadership lectures” were also among the top three choices.

Table 5. How much did the Toll Fellowship Program increase your self-confidence or sense that you can "make a difference"?

Degree	% Respondents						
	Total	2000	2001	2002	2003	2004	2005
Very much	49.0	41.0	38.0	60.0	42.0	55.0	58.0
Somewhat	34.0	29.0	50.0	30.0	42.0	36.0	26.0
Slightly	14.0	24.0	12.0	10.0	8.0	9.0	16.0
No effect	3.0	6.0			8.0		
Negative effect							

Statements reflecting increased self-confidence and sense that you can “make a difference” were very common in the Fellow’s personal reflections. Following is a brief sampling of these statements:

- I am much more confident in my abilities as a legislator and dealing with the media. I spent a week with the best of the best and found out I belonged in that group.
- I returned with a greater passion for my job. I definitely received some good ideas about how to manage and communicate better. Both are important leadership skills.
- I had more confidence that my approach to leadership, though different from others I observed, was correct.

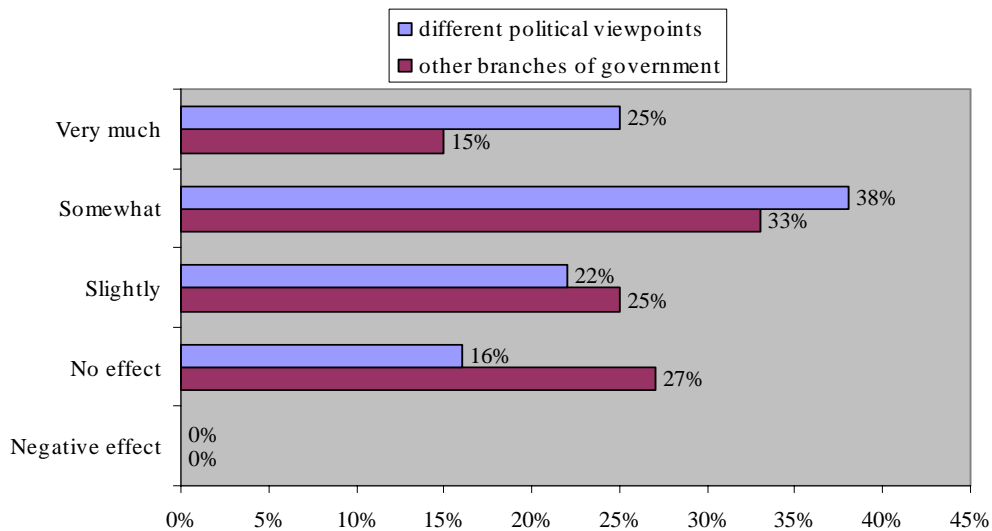
- Participation with such a great group of other State officials heightened my awareness of leadership qualities and enhanced my confidence to ACT like a leader in many ways.
- I gained confidence as a leader as I embarked on the second year of my first term.
- I am enthused by my leadership education and as a Toll Fellow I had the distinct privilege to meet some of the most extraordinary leaders in America today in any arena. These thoughtful, decent, passionate, honorable, amazing, special, talented individuals give me the greatest confidence in the future of our states and nation as well as an example of what I strive for as a leader in my own right.
- The program improved my level of self confidence in my own ideas and the impact I can make.
- Self confidence. I question myself less in everyday work. Certainly I maintain an introspective exercise in my work, and I am willing to change my position based on new information. The ability to change one's position is an effect of confidence as well.
- I think I have more confidence to pursue my own path within the caucus and try to concentrate on attaining a leadership role in my region and in the caucus on a few select issues. I don't have to be in charge on everything.
- I believe that the experience helped me to have more confidence in my abilities and helped to strengthen my skills in leadership.
- Demonstrated I had access to the "right stuff"

Toll Fellows' Relationships/Engagement with Other Branches of Government

A second important outcome for graduates of the Henry Toll Fellows Leadership Development Program is increased communication and understanding on a nonpartisan basis across the three branches of state government. To gauge the effectiveness of the program in meeting this goal, participants were asked to what extent the program helped them expand their working relationships with individuals of different political viewpoints, and lead to their engagement with other branches of government in their state. Over half

responded “very much” or “somewhat” to increased working relationships with individuals of different political viewpoints (62%), while only 16% indicated “no effect” and 22% indicated a “slight” effect. However, this level of engagement decreases when asked about interactions with other branches of government, with slightly less than half reporting “very much” or “somewhat” (48%), 25% indicating a “slight” effect and 27% indicating “no effect”, see Figure 5.

Figure 5. Increased engagement with:



The following are examples of statements by the Fellows demonstrating expanded working relationships with individuals of different political viewpoints as a result of their Toll experience:

- I was elected as a Republican in a swing district that had been represented by a Democrat for 10 years. I need to listen to all viewpoints and be careful to represent a wide range on the political spectrum. I also realized that even if you are in the majority in your legislature you must build coalitions with the opposing Party.
- As a Democrat, I was able to get the Republican speaker of the house to sign on to one of my biggest bills and with a lot of help from both sides, it went into law.

- The political makeup of our court has changed substantially in the past five years and I have been better able to understand and accept different ways of approaching issues from judges with different political viewpoints.
- We're all in this together. I have a member of the opposing political party as my campaign treasurer.
- The program helps one to work across political lines.
- Republican and Democrat participants were interacting all week. The skits allowed up to poke fun at ourselves.
- Since Toll, I've assumed a more active role in CSG-XXX, especially in criminal justice policy...where consensus building is an art form! And although a partisan Democrat in my own state, I'm still able to work with my friends across the aisle with great comfort, and I dare say, some effectiveness.
- I reach out to members of the other party more now than before.
- I am more willing to utilize expertise across aisles and from departments. I trust more.

Written comments for those who answered “no effect” or “slightly” (almost 40%) were examined for possible insights into why that answer was chosen. Analysis of these comments indicated that these participants (up to 50%), already felt confident in their abilities to work with individuals of different political viewpoints. This is reflected in the following statements:

- I always felt I was very strong in this area.
- This has always been a strength - perhaps why I was selected in the first place.
- I actually have always made this my priority but this conference strengthened those skills.
- I have always been an includer not an excluder so it just deepened my belief.

This finding highlights the importance of using qualitative data for program assessment. Such an analysis indicates that the results are not due to lack of effective program content, but rather that these Fellows already believe they possess this skill. The “regional breakout session/skits” (55%) was ranked as the most influential session for fostering this skill, followed by the “personal leadership profile” (30%) and the “ropes challenge course” (31%). The “regional breakout session/skits” was also a common theme in the written comments as well as “informal social interactions” between sessions.

Even though almost half the respondents indicated “slight” or “no effect” in their response to engaging with other branches of government, written comments to other questions reveal their interest and the importance of engaging with other branches of government based on their experience with the Toll Fellows program. The following statements reflect this interest:

- I think one of the most beneficial parts of the program is the fact that you get the opportunity to interact with elected individuals as well as judicial branch representatives. It provides a unique opportunity to understand other perspectives.
- It is the only program I have ever attended to have substantial representation of all three branches of state government. This "tripartite" perspective is unique and really helpful to those of us in state government.
- It was interesting hearing the judicial perspective - I work in the executive branch and deal with the legislature and now Congress but have not had much professional contact with the judicial branch. The Toll program is unique in my experience in providing the opportunity for high level interaction with all three branches.
- It made me more willing to reach out to other branches of government and to try to understand their side of things.
- It was very beneficial to work with individuals from other branches of government, and to work with leaders from other states.

It is possible that the opportunities for engagement with other branches of government are not plentiful, but the program needs to address how to promote these interactions post-graduation.

Toll Fellows’ Organizational Position and Informal Leadership

One indication of a successful leadership program is the capacity to produce graduates who rise to leadership positions. An important nuance in this determination is the extent to which program participants credit their personal and professional development acquired from the program for their advancement to these positions. When Toll Fellows were asked to what extent their experience as a Henry Toll Fellow helped them attain positions of organizational or professional leadership, 60% responded “very much” or “somewhat”. As shown in Table 6, inter-year variations indicate that a higher percentage of Fellows chose these top two categories in the years 2000 to 2002 (on average 69%) than in the three most recent years (on average 56%), although these differences are not statistically significant, $t=-0.51$, $p=.61$. One possible explanation is that not enough time has passed for the more recent graduates to enter into leadership positions. When written comments are analyzed, it is evident that this is indeed the case with many of the more recent graduates indicating “not enough time has elapsed”, “my Toll experience is too recent”, and other similar comments.

Table 6. Looking back, has your experience as a Henry Toll Fellow helped you attain positions of organizational or professional leadership?

Degree	% Respondents						
	Total	2000	2001	2002	2003	2004	2005
Very much	24.7	29.4	12.5	10.0	25.0	36.4	26.3
Somewhat	35.1	23.5	62.5	70.0	41.7	18.2	21.1
Slightly	14.3	29.4				27.3	15.8
No effect	26.0	17.6	25.0	20.0	33.3	18.2	36.8
Negative effect							

A sampling of statements from those that credit their organizational or professional advancement to their experience as a Henry Toll Fellow are the following:

- I came into the second session stronger. The first session - when I was named Chair of XXX Resources - I allowed my Senate Co-Chair to do most of the directing of the committee work. This session - I was more interactive. I attribute that directly to my Toll experience.
- After Toll, I became president of the XXX Order of Women Legislators, I became part of leadership, I became a member of the educational leadership program planning committee, I became part of the disabilities oversight committee, I became a member of the emergency management oversight committee to just name a few things.... Toll gave me the confidence to go after leadership roles. I am forever grateful.
- My Toll Fellow status allowed me access to people and places to which I had not had previous access; therefore exposing me to ideas and relationships which ultimately boosted by career.
- Although I left state government service, my standing as a Toll Fellow was noted by my next employer. I continue to work closely with state government agencies, and I believe the Fellow status is an asset to how my skills, experience and professionalism are perceived by others. I am very honored to be a Toll Fellow.
- One example was that I was honored to be selected as an Inaugural Fellow of the Council of State Governments XXX Leadership Academy in XXX.
- Because I was a Toll Fellow I have been chosen for other fellowships, notably one that took me to China. The Toll has a great reputation that has helped me significantly.
- I was among those who were considered for Senate President and was given increased responsibility in a new chairmanship following that election.

Another indication of a successful leadership program is the capacity to produce graduates who not only attain positions of organizational or professional leadership, but who are also able to lead in ways other than through formal position. Almost seven out of ten (66%) Fellows indicated that the program was “very much” or “somewhat”

responsible for this type of leadership. Less than one fifth indicated “slightly” (19.5%) and 14% indicated “no effect”. Examples of this informal leadership are the following:

- I became active in recruiting candidates to run for State Office - specifically, women. Upon my return from Kentucky I organized a meeting of advocates and spoke with them about their constituency helping us find women to run. The response was positive and I have been successful: we have more women running this coming election. I also have been encouraging women representatives across the aisle to seek leadership in their own caucus.
- Facilitated my ability to informally network with others on mutual objectives.
- I am a mentor for women in XXX - lecture at a college for a Political Science course three or four times a year.
- This year, after two years of work, I was successful in passing precedent-setting legislation that is being used as a model for other states and possibly on the federal level. It only happened because I was able to pull together association lobbyists, the business community, and my colleagues. It was a long hard process of coalition and cooperation.
- Better leadership in interpersonal relationships.
- Leading without formal authority is an important skill learned in the legislative arena that is very helpful in the business world as well.
- It has helped me in church and family situations.
- I am looked to as an informal leader in consensus building, fund-raising, and candidate recruitment. I think Toll has helped me build confidence to do these things. Informal leadership is what leads to formal leadership in many (perhaps most) cases.

Toll Fellows’ Collaborations and Involvement with CSG

A third strategic goal of the Henry Toll Fellows Leadership Development Program is to create an alumni network of Toll Fellows both to encourage alumni collaborations, and enhance support for CSG. Toll alumni are a tight-knit group, and their relationship is best described by the following statement from a Fellow: “Particularly within the CSG

organization, the Toll bond trumps others, and allows open, effective communication, bridge building and problem solving.” Overall, 40% of respondents indicated that they had collaborated with another Toll Fellow on a project or activity within the past year. This number increases to 70% and 64% for graduates of 2002 and 2004, see Table 7.

Table 7. In the past year, have you collaborated with other Toll Fellows on any projects or activities?

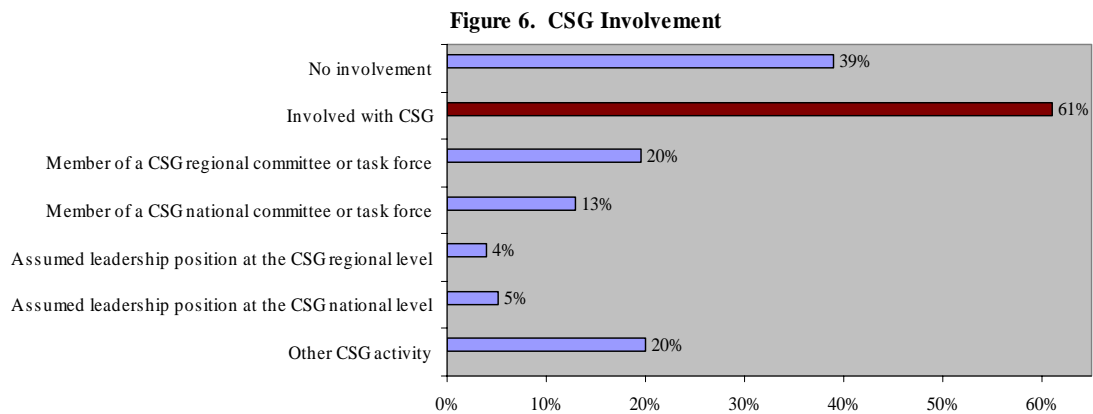
	% Respondents						
	Total	2000	2001	2002	2003	2004	2005
Yes	40.3	35.3	25.0	70.0	33.3	63.6	26.3
No	59.7	64.7	75.0	30.0	66.7	36.4	73.7

One could argue that it still may be early for last year’s graduates to begin projects that require collaboration with other Fellows. However, it is encouraging to see that the majority of graduates from three years ago, class of 2002, have still maintained working contacts with their fellow graduates. These numbers do appear to drop significantly for the earliest graduates analyzed in this study. One possibility for the high collaboration rates for 2002 and 2004 could be related to group dynamics; perhaps in those two years the group of individuals was very compatible.

The nature of these activities was a combination of state, regional and national collaborations with the majority being state collaborations (65%) followed by regional (39%) and then national (32%) activities. The type of activities did not change considerably with graduating classes, with state collaborations being the most common for all six years except for 2004 when regional collaborations were the most common (57%).

Even though only 40% of Fellows reported collaborations with other graduates within the past year, the majority of Fellows (61%) describe some sort of involvement with CSG

since their graduation from the Toll program. As Figure 6 indicates, this involvement includes membership in CSG committees or task forces, and other CSG leadership positions.



Other examples of involvement with CSG, as reported by the Fellows, includes participation in state trends surveys, working with CSG staff, participation in CSG programs and working with CSG affiliates.

This involvement, however, appears to diminish over time with an average of 54% of graduates from 2000-2002 indicating “no involvement” and only 25% of the more recent graduates, 2003-2005 indicating the same. In light of these results, it is important for CSG to continue to create opportunities for Toll alumni to come together and strengthen the bonds that were formed during the program. CSG currently provides an opportunity for Toll alumni to gather informally during a reception held in their honor at CSG’s annual meeting.

Consistency of Assessments

To determine if a relationship exists between the responses to different questions in the survey, the answer to the question about overall programmatic impact was compared to the responses for the other programmatic outcomes (understanding of leadership, skills development, self-confidence, engagement with other branches of government, organizational position and informal leadership). As Table 8 indicates, respondents who rated the overall program impact as “extremely significant” also rated their attainment of the different outcomes as “very much” or “somewhat”. Conversely, much fewer of the respondents gave these same ratings when they considered overall program impact as “moderate”. These findings indicate a consistent assessment of the different program elements. Another way to measure the reliability of the findings in the evaluation would have been to design the survey with pairs of questions that tested the same item and to then use Cronbach’s Alpha as a measure of internal consistency.

Table 8. Consistency of Assessment of Different Elements

Outcomes	Overall Program Impact		
	extremely significant	many positive consequences	moderate impact
	↓	↓	↓
Outcomes	% Respondents answering "very much/somewhat"		
Understanding of general leadership	100	97	61
Understanding of personal leadership	100	82	48
Skills development	100	71	52
Self-Confidence	100	90	69
Relationships differing political viewpoints	82	67	43
Engagement other branches	76	43	22
Organizational position	88	74	26
Informal leadership	94	74	39

Limitations and Alternatives

Retrospective approaches to assess leadership development programs have been used by McCauley (1994) and Young (1996), and more recently by Zimmerman-Oster (2000), Markus (2001), Reinelt (2002) and Woltring (2003). These studies have demonstrated that this research design provides both rigor and depth of insight, and has been able to demonstrate program impacts beyond anecdotal evidence. However, there are some limitations to this evaluation approach in addition to the ones mentioned previously.

As with any survey that asks for information that occurred in the past, recall bias is a risk. This study addressed the inter-year variations in responses in part to account for this potential bias. Since respondents who graduated six years ago may remember things differently than those who graduated last year, when analyzing long-term outcomes, data from 2000 to 2002 was combined, and data from 2003 to 2005 was combined for short-term outcomes. This results in an average decrease in the length in time since program graduation for long-term outcomes and an increase for short-term outcomes.

Another limitation of self-assessment data is response bias or the lack of objectivity in reporting one's own learning and accomplishments. To address this issue, the survey asked for examples for each of the increased outcomes. The notion of self-perception could also be improved with the use of a 360° evaluation which would allow the comparison of the Fellow's self-perceptions with how others perceive them. Resource and time constraints, in addition to confidentiality issues, however, make this alternative impractical. Lastly, attrition is a general problem in any longitudinal study with the concern that those who are not surveyed or do not respond may differ systematically from

those who are. This is a limitation to this study since it is unknown how the non-respondents differ from the responders.

Leadership development is an iterative process. It is likely that some of the program graduates may have attended other leadership development activities or seminars prior to the survey. This potential history threat was minimized by asking respondents which specific sessions contributed to the impact and asking for a specific example. An additional measure would be to ask respondents to rate the *degree* to which the specific sessions were responsible for the outcome.

There are a couple of alternative quasi-experimental design evaluation methods that could be used to assess this program in addition to this posttest-only design. One alternative is the pretest-posttest design where program participants take both a pretest and posttest self-assessment of skills. By comparing observations between the pretest and the posttest, inferences can be made regarding treatment effects. This research design is often used to document behavior change. Rockwell (1989) proposes an improvement of this design as a post-then-pre evaluation. This design involves questions at the end of the program which tests both knowledge as a result of the program (posttest), and what that knowledge had been before the program (pretest). This method addresses the concerns that a pretest taken before the program may be invalid because participants have limited knowledge in responding accurately to the questions on the pretest, and only after program participation do participants have sufficient knowledge to answer the questions accurately. Either of these designs could be incorporated into this assessment of the Toll Fellows program.

Conclusion and Recommendations

The Henry Toll program enjoys a national reputation for being among the most prestigious leadership development programs for state government officials for good reasons. This evaluation indicates that most graduates of this program credit their experience in the program for their increased leadership skills, enhanced working relationships with individuals of different political viewpoints, increased self-confidence, and professional advancement. Furthermore, these perceptions are backed by specific examples, many of which share common themes among the Fellows. While evidence from this evaluation indicates that these perceptions are long lasting, it would be useful to perform some form of an evaluation more frequently, perhaps every year or every other year post graduation, to determine if this assessment changes appreciably with the passage of time.

This evaluation also indicates that every component of program content was rated as having contributed to the effectiveness of the program. This is important information to bear in mind as changes to sessions or content are considered from year to year. Furthermore, this evaluation and the Web survey can be used as a tool to determine which outcomes would be impacted by changes in sessions. Sessions must address program outcomes, and this evaluation demonstrates which sessions are responsible for specific outcomes. The results cited here indicate that a continuation of all the different elements of this program is recommended for continued program success and that any changes should be made with caution and an analysis of the survey results for possible impacts on specific outcomes.

Since Toll alumni are an essential source of support for CSG, it is essential for CSG to continue to provide opportunities to strengthen this alumni network. This evaluation indicates that CSG could improve in this area. The fact that less than half of graduates collaborated with other Fellows in the past year, and that CSG involvement decreases with years post-graduation suggests that active steps need to be taken to strengthen the alumni network and to promote involvement with CSG. A starting point for this should be an improvement in tracking of Toll graduates. As stated previously, the initial alumni list was not up to date with address or e-mail information. Once correct contact information is obtained, a list-serve should be developed as an outreach tool to communicate with Toll alumni. This was in fact an idea suggested by an alumnus. This list-serve could be used to communicate news to alumni such as Toll Fellow leadership accomplishments, CSG staff requests for speakers at CSG meetings, and other opportunities for involvement with CSG. Alumni could also post requests for assistance and collaborations on this list-serve, thereby creating increased opportunities for networking and involvement. Finally, the list-serve could be used to request updated contact information as alumni change positions or careers. Additionally, other opportunities for Toll alumni to come together should be developed by CSG. Whether this is a session at CSG's spring meeting in addition to the annual meeting, or smaller gatherings at regional meetings, such an event would increase the opportunity for collaborations as well as create an occasion for members from the different branches of government to work together. In addition, these sessions could include "refresher" courses or actual projects that involve working with other Fellows.

This evaluation has provided an understanding of the critical elements necessary for the success of the Henry Toll Leadership Development program. These findings can not only be expanded to the general design of leadership development programs, but also applied to the specific design of a proposed Public Health Leadership Fellows Program, aimed at developing legislative leaders for public health issues. The activities, learning methods and program content used in the Toll program fit into the different “pieces” of Cacioppe’s integrated model of leadership development. Each of the “pieces” of the model provides an aspect of a successful individual learning experience. Evidence of “improved self-knowledge and self-worth”, and a “reshaped mindset”, or ability to see things from different perspectives, is evident in this analysis, as is the experience of “action learning”, “improved skills and relationships”, and “observing models of leadership.” The experience of a “global focus,” which is modified in the Toll Fellows context to thinking about state’s interdependence, and “networking” are also present in this analysis.

To provide an effective individual learning experience, a program for Public Health Leadership Fellows will need to follow the integrated model for leadership development with sessions addressing all seven of these components. While content may differ to comply with the specific strategic objectives for public health legislative champions, the individual learning experience should contain all of the “pieces” that complete the integrated model of leadership development. To provide specific content that is relevant to public health issues, expert presenters and role models who can provide professional content and networking opportunities for graduates will be essential for developing leaders in public health.

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Appendix: Survey Instrument

1. What year did you graduate from the Tolls Program?
 - a. 2000
 - b. 2001
 - c. 2002
 - d. 2003
 - e. 2004
 - f. 2005

2. What was your position before you started the Tolls Program? Please include leadership positions.
__Text Box__

3. What is your current position? Please include leadership positions.
__Text Box__

4. Listed below are statements that potentially describe the Toll Fellows experience. Which ONE statement comes CLOSEST to you own view?
 - a. All in all, the Toll Fellows Program was probably *not* a beneficial experience for me.
 - b. The Toll Fellows Program was fun and interesting at the time, but I think it has had *only a small* impact upon me.
 - c. The Toll Fellows Program has had a *moderate* impact upon me, such as broadening my perspective and network of contacts.
 - d. The Toll Fellows Program has had *many important positive consequences* for me – in terms of my career, my ambitions, my interests, and my skills.
 - e. In terms of effects, the Toll Fellows Program was *an extremely significant* positive experience of my adult life; it profoundly affected my work, and ability to “make a difference”.

5. To what degree did your experience as a Toll Fellow affect your ideas about leadership in general?
 - a. Very much
 - b. Somewhat
 - c. Slightly
 - d. No effect
 - e. Negative effect

6. If you answered “very much” or “somewhat” please cite an example of how it was affected.
__Text Box__

7. Please indicate which session/s was mostly responsible for this change. Please select all sessions that apply.
- Personal leadership profile
 - Ropes challenge course
 - Historical leadership roles
 - Trends discussions
 - Effective political communication techniques
 - On leadership lecture
 - Media, politics and polls
 - Regional breakout sessions/skits
 - Other (please specify) **_Text Box_**
8. To what degree did your experience as a Toll Fellow affect your ideas about **yourself** as a leader?
- a. Very much
 - b. Somewhat
 - c. Slightly
 - d. No effect
 - e. Negative effect
9. If you answered “very much” or “somewhat” please cite an example of how it was affected.
- _Text Box_**
10. Please indicate which session/s was mostly responsible for this change.
- Personal leadership profile
 - Ropes challenge course
 - Historical leadership roles
 - Trends discussions
 - Effective political communication techniques
 - On leadership lecture
 - Media, politics and polls
 - Regional breakout sessions/skits
 - Other (please specify) **_Text Box_**
11. To what extent did the Toll Fellowship Program help you to develop some specific new skills or competencies?
- a. Very much
 - b. Somewhat
 - c. Slightly
 - d. No effect
 - e. Negative effect

12. Please cite an example of this skill and how you have used it.

__Text Box__

13. Please indicate which session/s where this skill was learned.

- Personal leadership profile
- Ropes challenge course
- Historical leadership roles
- Trends discussions
- Effective political communication techniques
- On leadership lecture
- Media, politics and polls
- Regional breakout sessions/skits
- Other (please specify) **__Text Box__**

14. To what extent did the Toll Fellowship Program help you expand your working relationships with individuals of different political viewpoints?

- a. Very much
- b. Somewhat
- c. Slightly
- d. No effect
- e. Negative effect

15. Please cite an example.

__Text Box__

16. Which aspect of the program influenced this?

- Personal leadership profile
- Ropes challenge course
- Historical leadership roles
- Trends discussions
- Effective political communication techniques
- On leadership lecture
- Media, politics and polls
- Regional breakout sessions/skits
- Other (please specify) **__Text Box__**

17. To what extent did your experience as a Toll Fellow lead you to engage with other branches of government in your state?

- a. Very much
- b. Somewhat
- c. Slightly
- d. No effect
- e. Negative effect

18. Looking back, how much did the Toll Fellowship Program increase your self-confidence or sense that you can “make a difference”?

- a. Very much
- b. Somewhat
- c. Slightly
- d. No effect
- e. Negative effect

19. Which aspect of the program influenced this?

- Personal leadership profile
- Ropes challenge course
- Historical leadership roles
- Trends discussions
- Effective political communication techniques
- On leadership lecture
- Media, politics and polls
- Regional breakout sessions/skits
- Other (please specify) **__Text Box__**

20. Looking back, has your experience as a Henry Toll Fellow helped you attain positions of organizational or professional leadership?

- a. Very much
- b. Somewhat
- c. Slightly
- d. No effect
- e. Negative effect

21. Please cite an example.

__Text Box__

22. Looking back, how much did the Toll Fellowship Program help you to lead in ways other than through formal position?

- a. Very much
- b. Somewhat
- c. Slightly
- d. No effect
- e. Negative effect

23. Please cite an example.

__Text Box__

24. In the past year, have you collaborated with other Toll Fellows on any projects or activities?
- Yes
 - No
25. If yes, please identify if the activity was within your state, regional, national or a combination of all three.
- State
 - Regional
 - National
 - Combination
26. Which of the following statements best describes your involvement with CSG since your graduation from the Toll Fellowship Program?
- No involvement
 - Member of a CSG regional committee or task force.
 - Member of a CSG national committee or task force.
 - Assumed leadership position at the CSG regional level.
 - Assumed leadership position at the CSG national level.
 - Other CSG activity (please specify) **Text Box**
27. In your own words, what did this experience mean to you?
Text Box
28. In retrospect, is there some skill set or subject matter you would encourage CSG to include in the program? If yes, please describe. **Text Box**