

Program to Aid Citizen Enterprise (PACE)
Executive Coaching Program
Evaluation Report

April 2022

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EXECUTIVE SUMMARY

Introduction

In October 2021, Program to Aid Citizen Enterprise (PACE) contracted Tanoma Consulting, LLC to conduct a collaborative culturally responsive evaluation of the Executive Coaching Program. The purpose of the evaluation is to better understand the experiences and perspectives of executives and next-generation leaders of color in the non-profit sector who participated in the first six cohorts of the PACE Executive Coaching Program. This will help us articulate the program leadership model, the strengths and benefits of the program components, and areas for growth and improvement in supporting the needs of executives of color.

The primary evaluation questions aim to get a comprehensive understanding of the value add of the PACE Executive Coaching Program in optimizing the professional trajectory of cohort members and alumni in navigating incremental leadership positions to the C-suite.

1. What are **the indicators of success** for members of the PACE community? What is the measurable effect of the PACE Coaching leadership development model on furthering professional advancement and promotion of its network members?
2. What **professional development and social activities** do program participants perceive enhance their career advancement? What additional resources do they need?
3. What **coaching strategies** position professionals of color to succeed? Which strategies align with the PACE program participants' cultural values and beliefs? What is the nature and extent of the coaching relationship between professionals/coachees and coaches?
4. What are the **perceived benefits of the PACE Executive Coaching Program**? What elements of the coaching program help the PACE coachees navigate workspaces and advance professionally?
5. What are **the outcomes and areas for improvement** of the currently available support systems for identifying and securing competitive leadership positions?

Methodology

Tanoma developed four data collection tools to capture a holistic understanding of the experiences and needs of NPO executives and next-generation leaders of color. First, a series of interviews were conducted with 13 PACE Executive Coaching Program staff members, field experts, funders, sponsors, and executive coaches between December 2021 and January of 2022. Similarly, we conducted 3 community conversations with program alumni and current cohort members in February 2022. A total of 21 participants were engaged across the three community conversations. Interviews and community conversations were audio recorded and transcribed. Transcripts from qualitative data were coded and analyzed using Dedoose v. 9.0.15.

Subsequently, a survey was developed using secondary data from PACE and primary qualitative evaluation data to inform the questions. Additionally, validated instruments were used to capture information on the leadership constructs as well as customer centricity, culture transformation, employee experience, leadership, and organizational effectiveness. Validated instruments were adapted for cultural appropriateness and contextual relevance. The survey was populated on SurveyMonkey and disseminated to all alumni and current cohort members in March 2022. A total of 24 participants completed the survey representing a 36% response rate. Individual- and summary-level data were downloaded from SurveyMonkey to calculate frequency statistics including totals and percentages. Additionally, scales for validated instruments were used to interpret participant outcomes.

Primary Findings of PACE Executive Coaching Program Evaluation

Tanoma assessed both qualitative and quantitative data collected from key stakeholders with an emphasis on the experiences and needs of program participants from across all six cohorts. There was representation from across each cohort with Cohort VI participants comprising the majority (46%) followed by Cohorts III (17%) and V (17%). The following summarize the primary findings based on program staff engagement, program value, coach profiles, and participant profiles.

- PACE has grown and sustained the Executive Coaching Program by word-of-mouth and by conducting outreach through their listserv.
- Staff is perceived as helpful, accessible, and respectful.
- The coaching program goals are clear across all stakeholder groups.
- The majority of participants engaged in the evaluation identified as African American and female with a master's degree. The majority are first-generation college students and executives. Most describe themselves as next-generation upon enrolling in the program, but a majority are now in executive level positions.
- Most participants' organizations do not have adequate resources or infrastructure to support coaching, leadership development, or continuing education.
- Cohort members and alumni reported using a democratic leadership style, which aligns with their service-oriented values as NPO executives as well as their value for consensus-building and inspiring trust. They also had high to moderate scores on emotional and spiritual intelligence, respectively. Additionally, they scored moderately on resilience. In terms of experiences with discrimination and microaggressions, respondents scored low on the abbreviated everyday discrimination scale, but scored higher on the comprehensive workplace microaggressions scale with regards to issues of perceived criminality, invisibility, low achievement, and environmental invalidation.
- Participants generally report developmental needs across operational, leadership, interpersonal, and social capital, as well as support with overcoming imposter syndrome and navigating microaggressions.
- Participants and stakeholders believe that the one-on-one coaching approach makes the program unique as well as allowing participants to select their own coach and define their objectives and desired outcomes.

- Participants shared that the coaching selection process engendered trust.
- Participants primarily desired a coach who “looked like them” and had expertise in the NPO sector
- Coaches are mostly perceived to be accessible, relatable, and responsive. Participants appreciated that their coaches made them feel validated and heard. They also valued the resources and referrals that their coaches shared with them.
- Cohort members and alumni ranked the one-on-one personalized coaching as the most valuable component of the program. Additionally, the program is free of charge for participants.
- Participants reported that the program has help them advance personally and professionally. Specifically, the program has helped uncover and overcome “baggage”, build their confidence, become more assertive, embrace their authentic selves, and build various professional competencies. The coaching strategies and tools facilitated opportunities for participants to learn about their strengths and areas for development.

Recommendations

- Develop a comprehensive communications and outreach plan for all PACE programs to increase the visibility of program, maximize the program reach, make a business case for why coaching is a valuable investment, and leverage program resources and assets.
- Expand program model and its components to offer participants more skill-building and engagement opportunities, including networking.
- Standardize and systematize program operations including the process for identifying and selecting coaches by defining criteria, incorporate onboarding and exit practices for coaches and participants that include pre- and post-assessments, and develop set of metrics to capture program impact.
- Build program database and data collection infrastructure to track and monitor participants outcomes, program outcomes, and indicators of success.
- Establish strategic partnerships for continuous quality improvement and to inform future programming including assembling a senior technical advisory board of diverse local and national NPO experts who value DEI as well as program alumni.
- Grow program staff support to support managing communications, data management, and stakeholder engagement.

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INTRODUCTION

In October 2021, Program to Aid Citizen Enterprise (PACE) contracted Tanoma Consulting, LLC to conduct a collaborative culturally responsive evaluation of the Executive Coaching Program. The purpose of the evaluation is to better understand the experiences and perspectives of executives and next-generation leaders of color in the non-profit sector who participated in the first six cohorts of the PACE Executive Coaching Program. This will help us articulate the program leadership model, the strengths and benefits of the program components, and areas for growth and improvement in supporting the needs of executives of color.

About PACE

Located in Pittsburgh, Pennsylvania, PACE is a nonprofit organization (NPO) that was established in 1968 by African American leaders in response to civil unrest following the tragic assassination of civil rights leader Dr. Martin Luther King, Jr. PACE was founded in partnership with the United Fund and the Community Chest. The organization aims to support the needs of the African American community by investing in the growth and development of NPOs in Pittsburgh through grant funding and technical assistance (TA), and leadership coaching. The organization offers NPOs direct support through a series of program opportunities, including Arts Equity Reimagined; Building Productive Partnerships; Regional Nonprofit Effectiveness Study; Intensive Services Capacity-Building; PACE Consulting; Strategic Action Planning; and, Executive Coaching. Though PACE has sunset some its previous program offerings including its youth development and cultural enrichment program, it continues to leverage the assets of the community while maintaining a pulse on the needs of the African American communities and responding to the persistent inequities the community experiences. Through its community-centered and service-oriented approach, the organization has supported over 450 organizations and has awarded over \$15 million in grants and TA to date.

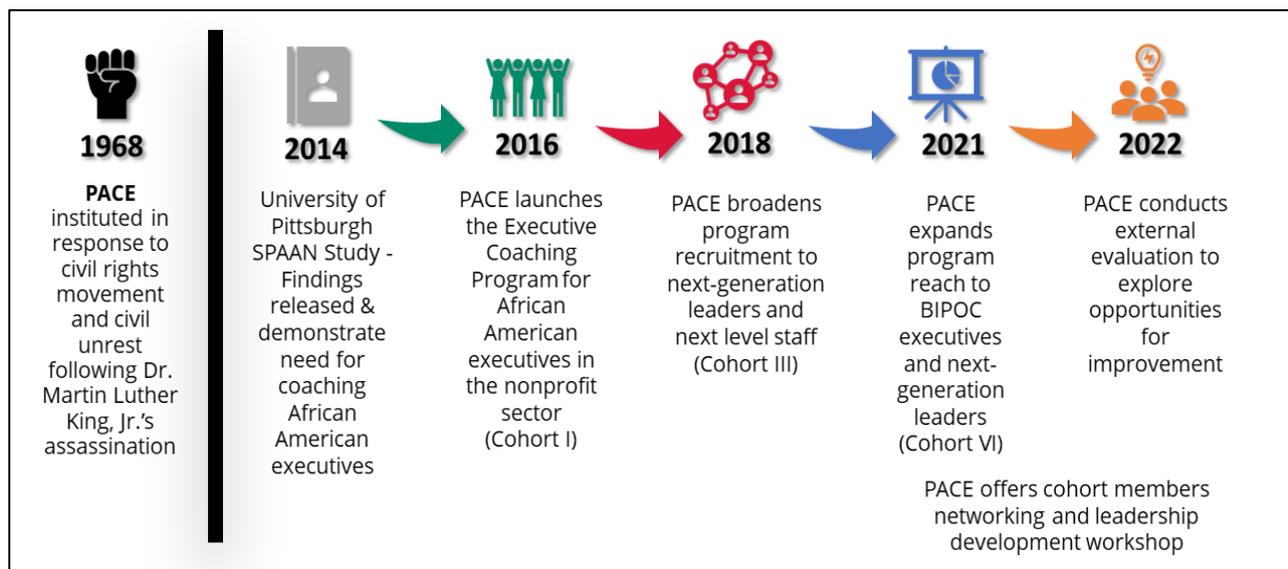
About the Executive Coaching Program

The PACE Executive Coaching Program was launched in 2016 with funding support from McAuley Ministries and is also currently funded by the BNY Mellon Foundation. However, the conceptualization of the program began in 2014 following the findings of the University of Pittsburgh Strengthening Pittsburgh's African American Non-profits (SPAAN) study by Dr. John Wallace that uncovered coaching as one of the primary needs for NPO executives of color. PACE defines coaching as a widely used tool in the NPO sector that assists executive leaders and their organizations to “increase their confidence in exercising leadership skills, improve the ability to connect with the organization’s vision, and increase confidence in leading the organization to fulfill its mission and vision.”

The program was originally designed to provide professional development opportunities for African American non-profit executives in the Pittsburgh area to assist them in strengthening their leadership, organizational, and personal growth. By 2018, the program broadened its reach to include next-generation leaders or next level staff members in the third cohort. Next-generation leaders were defined as individuals who report directly to the Executive Director or President/CEO of their non-profit organization. Recognizing the parallel challenges that professionals of color experience to enter and navigate the C-suite, PACE expanded its program model to Black, Indigenous, and People of Color (BIPOC) executives and emerging leaders in 2021 for its current and sixth cohort.

Since its inception, the primary component of the program has been its one-on-one coaching model with executives of color who can best identify with them and understand their challenges. The program offers participants access to the profiles of a pool of 28 certified executive and life coaches from across the U.S. for participants to choose from. Participants are encouraged to interview a minimum of three coaches prior to making their selection. Although many of the coaches have non-profit sector experience, PACE has not used this as a selection criterion. Coaching services are individualized and customized to meet each participant's needs based on but not limited to the three main goals that participants describe in their applications. Additionally, the program currently offers monthly check-ins to monitor participant progress as well as two networking sessions and a leadership development workshop. Figure 1 below highlights the program's timeline.

Figure 1. Timeline of the PACE Executive Coaching Program



Why Coaching Matters

Racial and ethnic diversity increases innovation, creativity, and utility of services. Diverse staff representation contributes to better alignment of services with the communities' needs, which in turn improves access, utility, and outcomes. However, there is limited representation of people of color in key decision-making positions through executive level. Specifically, The Battalia Winston Executive Search Firm (2015) found that only 8% of non-profit executive directors are people of color. There are structural and cultural barriers that influence this disparity, including the lack of visible and accessible role models at senior levels of leadership. Mentoring relationships have been found to contribute to the advancement of traditionally underrepresented individuals as it develops socio-cultural capital, a sense of belonging and self-identity (Brooms et al., 2017, 2018). However, mentoring is often informal and less effective at supporting a wide array of professional development and growth opportunities.

Executive leadership coaching has been found to develop leadership skills and capabilities, and effectiveness (Offstein et al, 2020). Unlike mentoring, executive coaching centers on developing the performance and effectiveness of leaders and improves their technical capabilities, interpersonal skills, and self-awareness (Barlett et al., 2014). Research indicates that trust and reciprocity are essential to building coaching relationships that promote developing the coachee's self-efficacy and increasing self-confidence (Ladegard & Gjerde, 2014). Additionally, there are benefits to being a part of a network (Bass, 2019), such as a cohort program model. However, people of color are less likely to receive leadership coaching opportunities regardless of their level of education, professional experience, and willingness to relocate (The Black Perspective, 2003).

Therefore, it is essential for organizations to invest in professionals of color and provide executive coaching opportunities to leverage their talents. The PACE Coaching Program presents a unique opportunity for emerging leaders from community-based organizations to acquire the necessary leadership tools, socio-cultural acumen, and guidance to navigate existing and persistent barriers and lead beyond the glass ceiling. The following constructs have been identified as components for assessing professional leadership trajectories: culture transformation, employee experience, leadership, organizational effectiveness, and customer centricity. These constructs were used to guide the evaluation of the PACE Executive Program.

METHODOLOGY

Evaluation Design and Approach

The goal of this evaluation was to determine the efficacy of the current PACE Coaching Program model, professional development services, social activities, and support systems, as well as to align PACE's mission-driven services to meet the evolving needs of the PACE community as the model expands. The primary evaluation questions aim to get a comprehensive understanding of the value add of the PACE Executive Coaching Program in optimizing the professional trajectory of cohort members and alumni in navigating incremental leadership positions to the C-suite.

1. What are **the indicators of success** for members of the PACE community? What is the measurable effect of the PACE Coaching Program on furthering professional advancement and promotion of its network members?
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Tanoma used a developmental utilization-focused mixed methods approach guided by the culturally responsive evaluation (CRE) framework (Frierson, Hood, and Hughes, 2002; See Figure 2). In alignment with community participatory research principles and culturally responsive practices, the developmental approach is participatory and emphasizes working collaboratively with clients and stakeholders as partners in the design and implementation of data collection instruments. These approaches are grounded in Bronfenbrenner's socio ecological model (1994) and Freire's critical consciousness (1970). These asset-based bottom-up paradigms facilitate the engagement of beneficiaries (i.e., program participants). The socioecological model takes a holistic approach to addressing social ecological factors that affect an individual's economic progress and wellbeing. Critical consciousness is a liberatory process of engaging and valuing the perspectives of participants. The utilization approach promotes developing recommendations that can be incorporated by the client to improve policies, services, processes, and practices to improve outcomes. The CRE framework ensures that community voices are represented and included throughout the steps of the project. We will leverage the CRE framework to account for and incorporate historical and cultural context throughout the evaluation cycle.

Figure 2. Culturally Responsive Evaluation Framework

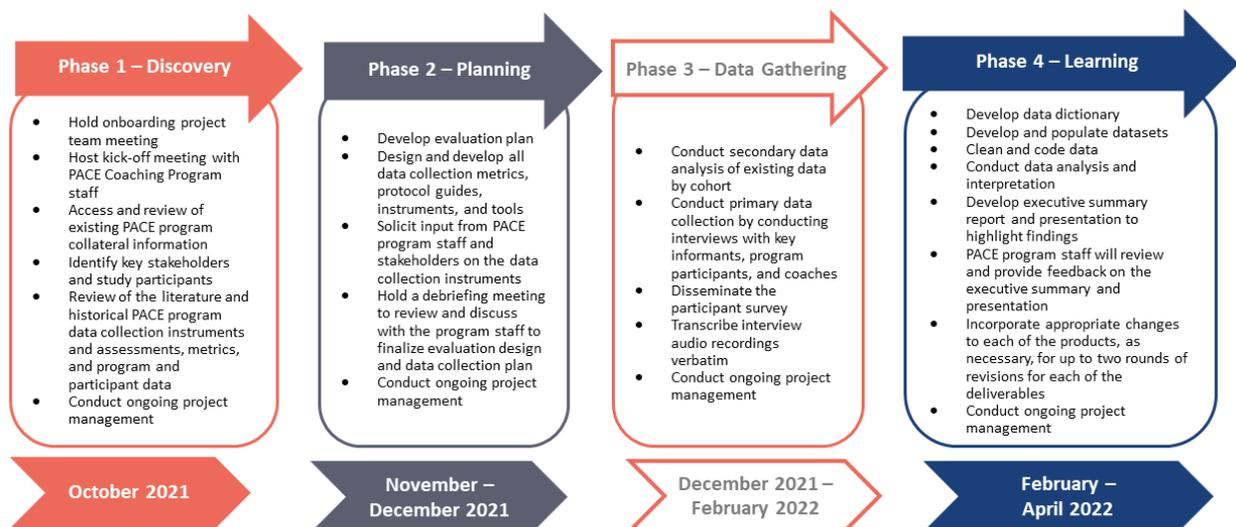


Adapted from Frierson, Hood, and Hughes, 2002.

Evaluation Timeline

This evaluation was completed in four phases: (1) discovery, (2) planning, (3) implementation (data gathering), and (4) learning. The timeline is based on a five-month period from November 2021 to April 2022. Figure 3 below illustrates each of the four phases of the evaluation project and the related activities.

Figure 3. Executive Coaching Program Evaluation Plan and Timeline by Phase



Methodology

Tanoma developed four data collection tools to capture a holistic understanding of the experiences and needs of NPO executives and next-generation leaders of color. First, Tanoma co-developed an outreach and communication plan with PACE staff to identify key stakeholders for data collection (See Figure 4). Then, a series of interviews were conducted with 13 PACE Executive Coaching Program staff members, field experts, funders, sponsors, and executive coaches between December 2021 and January of 2022. We also conducted 3 community conversations with program alumni and current cohort members in February 2022. A total of 21 of the 67 PACE cohort members and alumni were engaged across the three community conversations. Interviews and community conversations were audio recorded and transcribed. Transcripts from qualitative data were coded and analyzed using Dedoose v. 9.0.15.

Figure 4. Abbreviate Outreach and Communications Plan



Subsequently, a survey was developed using secondary data from PACE and primary qualitative evaluation data to inform the questions. Additionally, validated instruments were used to capture information on the leadership constructs as well as customer centricity, culture transformation, employee experience, leadership, and organizational effectiveness. Validated instruments were adapted for cultural appropriateness and contextual relevance. The survey was populated on SurveyMonkey and disseminated to all alumni and current cohort members in March 2022. A total of 30 of 67 participants attempted the survey and 24 completed the survey representing a 36% response rate, which exceeds the projected 20% rate. Individual- and summary-level data were downloaded from SurveyMonkey to calculate frequency statistics including totals and percentages. Additionally, scales for validated instruments were used to interpret participant outcomes.

Analysis and Interpretation

All individual- and summary-level data was exported from SurveyMonkey into an excel spreadsheet for analysis. Quantitative survey data was analyzed with frequency counts and percentages for both groups. Qualitative data, which mostly focused on the open-ended comments in the survey as well as what was shared during the interviews, was analyzed using a thematic analysis process. For the survey comments, each comment section was reviewed, and a list of common themes was generated. Interview data was transcribed and coded in Dedoose, an online qualitative data analysis tool. Then, all transcribed data was reviewed and coded based on initial themes following the interview protocol topics. Then, the team went through an iterative process and met several times to discuss whether the codes made sense, needed to be broader or more specific, and from the final codes, themes and patterns that emerged from the data were extracted.

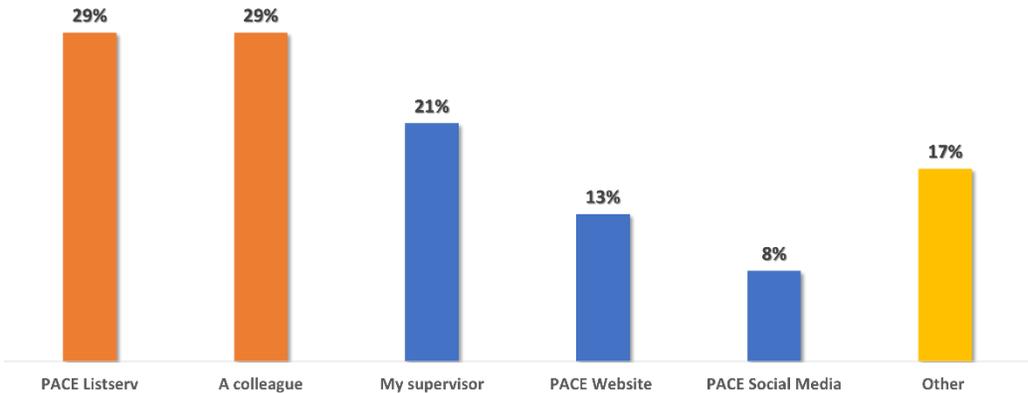
FINDINGS

Tanoma assessed both qualitative and quantitative data collected from key stakeholders with an emphasis on the experiences and needs of program participants from across all six cohorts. Stakeholder responses were not mutually exclusive as some participants were included in two or more categories. There was representation from across each cohort with Cohort VI participants comprising the majority (46%) followed by Cohorts III (17%) and V (17%). The following summarizes the primary findings based on the program staff's engagement with stakeholders, the program value, the profile of participants, and the participants' program experience.

Program Outreach and Participant Engagement

PACE staff has been successful at growing and sustaining the Executive Coaching Program's participation by word-of-mouth since its inception in 2016. Staff maintain communication with participants through email or the PACE listserv (14%) or current program activities (29%), but have limited engagement with alumni (52%). Similarly, most community conversation participants reported learning about the program through the PACE listserv (42%) or from their organization (33%) or a colleague (17%). Similarly, approximately one third of survey respondents (29%) reported learning about the Executive Coaching Program through the PACE listserv or from a colleague. Figure 5 highlights different ways that participants learned about the coaching program.

Figure 5. Ways Participants Learn about PACE's Executive Coaching Program



Many of the participants who heard about the coaching program through the PACE listserv had previously participated in the PACE Intensive Services Capacity Building Program (33%) or received support from PACE Consulting Services (25%). Interestingly, 50% of participants had not previously participated in any other PACE program prior to joining the coaching program.

Staff Engagement with Program Participants

Current cohort members and alumni shared their perceptions about engaging with PACE staff throughout their participation in the program. Community conversation participants described program staff as helpful, accessible, and respectful. They also expressed that staff maintained communication through emails and check-ins to provide them assistance in understanding the program goals and disseminate materials, resources, and additional skill-building opportunities. Similarly, survey respondents reported connecting via check-ins or receiving announcements via email or the listserv (71%) from PACE staff about other professional development opportunities and resources. Another 25% of participants noted receiving guidance on how to select a coach or how to engage with their coach (e.g., resolving issues with their coach or getting in touch with their coach). After completing the program, 38% of respondents reported following up with PACE staff to share updates.

Staff Engagement with Coaches

Interviews with staff and coaches indicated that staff have limited engagement with coaches as the primary focus is to establish a listing of prospective coaches for participants to select from. Coaches are paid for their time by PACE and are provided a sample agreement for them to share with participants who select them as a coach. PACE staff recognizes the value of executive coaches to their participants. Staff would like to acquire more long-term sustainable funding to increase coaches' compensation.

Opportunities for Improving Participant Engagement

Participants suggested that PACE should increase its staff support for the coaching program. Coaches believe this will allow PACE to broaden their bandwidth to engage with participants and manage program operations as well as to serve as a liaison between alumni and their organizations after they conclude the program. Coaches recommended that PACE should offer participants more opportunities to engage with coaches prior to starting the program. Coaches also proposed that PACE should also create a space to follow up with participants during and after the program as well as to engage participants and maintain participation after they have completed the program. Similarly, field experts mentioned that it would be valuable for PACE to offer more engagement opportunities for cohort members and alumni including ways in which alumni can give back to the program.

Opportunities for Improving Staff Engagement with Coaches

PACE coaches also expressed a desire for more guidance, structure, and engagement with the program. Coaches would like more clarity on their role. They also suggest that it may be valuable for PACE to systematize the coach recruitment process to make the process simpler. Additionally, coaches would like PACE to create opportunities to connect with each other to facilitate cross-learning and maximize ways to support BIPOC leaders.

Program Model and Value

Program Goals

All stakeholders agree with staff that the program primarily aims to support building the next generation of BIPOC executives, support NPOs in Pittsburgh, foster a space for coaching, promote the value of a dedicated time for coaching, and build a network of African American and POC leaders.

Program Uniqueness

PACE provides an opportunity for BIPOC executives to engage in **one-on-one personalized coaching**. The program fosters a self-actualization empowerment approach that encourages participants to pass the torch rather than a “crutch effect”. What is particularly unique is the process. PACE staff facilitates the coaching selection process by providing participants a list of vetted coaches and guiding questions that they may use during the selection interview process. PACE **allows participants to drive the decision-making process for selecting their coach and setting goals and outcomes** for their development needs.

Program Strengths

Participants ranked the **one-on-one coaching sessions as the most valuable component** of the program followed by leadership development workshops, networking, and check-ins. PACE facilitates capacity building opportunities by providing financial support for participants to engage in one-on-one executive coaching sessions at no expense to them. Stakeholders underscored that the PACE coaching services provide the space for leadership transformation through skill-building opportunities that support participants in building self-awareness and confidence and developing competencies for adapting to organizational change. Additionally, subject experts emphasized that PACE’s program validates that coaching BIPOC matters in the field. Figure 6 summarizes participants’ ranking of program components.

Figure 6. Participant Ranking of Program Components



Program Benefits

Most survey respondents (83%) indicate that **the program has helped them advance personally and professionally**. Participants reported that participating in the program helped them *uncover and let go of their “baggage”, understand their strengths, boost their confidence in their interactions with others and message delivery, and embrace themselves in their leadership positions*. The PACE program model provides participants with assistance in overcoming professional challenges as they build their leadership, operational, and interpersonal skills, as well as their sociopolitical capital to navigate their role as executives or emerging executives. Respondents stated that PACE helped them *address self-doubt or feelings of imposter syndrome, navigate microaggressions, find their core, and attain work/life balance as well as deal with communication challenges, learn to delegate, and supervise effectively*.

Additionally, program staff articulated that **the program provides a safe space for executives of color to exchange concerns without judgement** (40%) and an opportunity for continued growth (20%) through free coaching and resources (20%). Furthermore, staff also shared that the participants have an opportunity to reapply if they have a need to continue to develop other areas of their executive portfolio or move into a different or higher-level leadership position (20%).

Opportunities for Future Program Development

Stakeholders accounted for concerns and opportunities that PACE may take into consideration in the future. In terms of operations, field experts recommended **building program systems and infrastructures** including evidence-based practices, such as developing a database to track program participants and alumni as well as conducting ongoing program evaluation. Similarly, coaches suggested that PACE should implement a more structured onboarding process and use standardized assessments, such as readiness assessments to establish baseline data across all participants. Field experts added that PACE could consider establishing metrics to assess program reach, penetration rates, and outcomes. Subsequently, this data could be leveraged to reapply for additional grant fundings.

Coaches and field experts also recommended that PACE **broaden its programming to produce an optimal impact**, such as offering participants workshops, resources, and financial support to attend conferences. Participants proposed that PACE might consider developing a leadership institute. Participants suggested that PACE could provide additional tools and training (e.g., fundraising and leadership development) as well as targeted workshops for Black women and roundtable discussions about race and systemic and structural racism.

Additionally, coaches stated that PACE could **modify its current program structure** to offer variability for BIPOC leaders to participate in the program. For example, PACE might extend two three-month program cycles to allow more people to participate and make it easier for executives to accommodate coaching into their schedules. Additionally, coaches recommended incorporating group coaching sessions to allow participants the opportunity to learn collaboratively. Field experts also advise that PACE **expand its geographic reach** to increase the pool of BIPOC next-generation leaders and executives who may benefit from the program.

Program Participant Profiles

Demographics

Most of the alumni and current cohort members who participated in both qualitative and quantitative data collection processes (i.e., community conversations and the surveys) were from the current cohort. A total of 21 participants were engaged in the community conversations. **The majority of participants identified as African American women (76%)**. Participants included 86% African American, 10% Latinx, and 4% Asian, as well as 86% female and 14% male.

Additionally, a total of 24 PACE Executive Coaching Program cohort members and alumni from across 22 organizations completed the survey. (A summary of the 22 organizations represented among the survey respondents appears in Appendix A.) Similarly, **the majority of survey respondents were African American (92%) and female (75%)**. Most participants have a master’s (50%) or bachelor’s degree (34%). Additionally, approximately **42% of the respondents were next-generation leaders** when they entered the PACE program in comparison to **79% currently describing themselves as executives**. It is interesting to note that 67% of respondents also note being the executive director or CEO of their organization. Furthermore, 59% of survey respondents reported being first-generation executives while 42% were first generation college students. Table 1 summarizes participant demographic information.

Table 1. Participant Demographics

Participant Demographics (n=23)	
Highest level of education completed	50.0% Master’s degree 34% Bachelor’s degree 8% Doctoral degree 4% Some college or associate degree 4% Trade school diploma or certificate
Racial and/or Ethnic background	92% Black or African American 4% Latinx or Hispanic 4% Asian or Asian American
Gender identity	75% Female 25% Male
Age categories	8% 60+ years old 29% 50-59 years old 46% 40-49 years old 17% 30-39 years old
Historically underrepresented groups	42% are a first-generation college graduate 59% are a first-generation executive 38% are both of the above 33% are neither of the above

Participants' Support Systems

Most survey participants stated that when they need support they **typically go to a trusted colleague or staff member (70%) or a friend (57%)**. Many also contact their PACE coach (43%) or another mentor (48%) or their supervisor (39%). Another 57% of respondents also noted figuring it out on their own or using online resources. Additionally, some respondents noted feeling supported by their sponsor at their organization because their sponsor provided them time to meet with their coach (38%) or shared leadership resources (29%). Some participants (46%) also receive support from other coaching, mentorship, or leadership training programs within or outside of their organization.

Three-fourths of the survey respondents (75%) also reported giving back through mentorship to provide support (79%), career guidance (54%) or stretch goals (38%). Some also stated that they mentor students (29%).

Organizational Capacity and Resources for Leadership Development

Participants were asked to share their organizational capacity to support leadership development opportunities. **Most participants (63%) noted that their organization does not budget for executive or leadership coaching** and/or allocates little to no funds for education (67%) or professional development training (20%). Organizations that budget for any combination of these development options have a funding ceiling of \$5000 annually across the organization, which limits access to these opportunities.

Challenges Participants Encounter as BIPOC Leaders

During the community conversations, current cohort members and alumni elaborated on the challenges they encounter as leaders of color. Some participants (13%) also reported being challenged by the lack of support systems and organizational development as well as the need to build skills (leadership, interpersonal, operational, and communication). Other participants (13%) also indicated that COVID 19 made it difficult to build relationships. Nonetheless, most participants (50%) shared experiencing feelings of imposter syndrome. Similarly, program staff, field experts, and coaches who were interviewed also confirmed that overcoming feelings of imposter syndrome and lacking support systems to navigate these were among the greatest challenges the PACE BIPOC executives and next-generation executives face. Field experts noted that this could be due to the fact that BIPOC leaders are held to different standards than their white counterparts as well as the persistent discrimination, prejudices, microaggressions, and marginalization. Field experts also indicated that executives of color experience difficulty expressing vulnerabilities as well as honoring their background.

Participant Leadership Competency Needs

Program stakeholders described an array of the leadership competency needs of BIPOC executives. These included developing leadership skills (e.g., setting an organizational vision and strategic planning) and administrative and operational skills (e.g., financial operations, grants management, fundraising, and legal aspects of NPOs). They also emphasized the value of participants gaining strong interpersonal skills to build sound teams and sustain relationships across organizational stakeholders including funders, board members, partners, staff, and community members. The value of personal development was also noted as an integral part of the participants growth as executives.

Participant Program Goals and Expectations

Upon applying for the program, applicants need to describe three primary development goals. The following summarizes of the primary goals of survey respondents at the beginning of their enrollment in the program.

Participant Primary Development Goals

Participants' goals and needs were categorized into four primary developmental areas: **operational skills, leadership skills, interpersonal skills, and social capital**. (See Appendix B.) In terms of **operational skills**, most survey respondents reported coming to the coaching program to grow personally and professionally as an NPO leader (88%) and enhance their skills in navigating leadership in the NPO sector (79%). For **leadership skills**, all of the respondents (100%) indicated wanting to enhance their growth personally and professionally as an NPO leader. Many also reported that they wanted to establish clearer goals (71%), communicate a clearer vision and brand (54%), and improve their decision-making skills (54%). For **interpersonal skills**, 50% wanted to improve their communication skills to foster meaningful conversations and/or build self-awareness (54%). In terms of **building their social support system**, the majority of the survey respondents stated that they would like to have a safe space to discuss their professional challenge without judgment (83%). Similarly, community conversation participants shared a desire to have spaces to discuss microaggressions and other issues related to systemic racism. Most respondents would also like to be better able to establish relationships with an executive coach (71%), learn from other NPO leaders (63%), gain access to professional development opportunities (67%), and/or engage with others who understand them as an executive of color (58%). Many respondents also wanted to learn work-life balance skills (58%).

Across these developmental areas, most participants corroborated **the desire to increase their confidence** as a Black or BIPOC executive (79-75%). Respondents reported feeling most confident about building relationships, defining and implementing an organizational vision, implementing a new program, and setting boundaries between work and personal responsibilities. Participants indicated feeling least assured about their ability to access to executive coaching and leadership development opportunities, having a space to network with other executives of color, independently leading a research team, and practicing self-care.

Current Participant Goals

When participants were asked whether their goals had changed since applying to the program. Many shared that their goals had changed or had been refined through the coaching process. Most community conversation participants expressed having a **strong desire to continue building their leadership skills (56%)**. Some stated an interest in preparing for an executive director position (22%). Others wanted to sustain coaching support (11%).

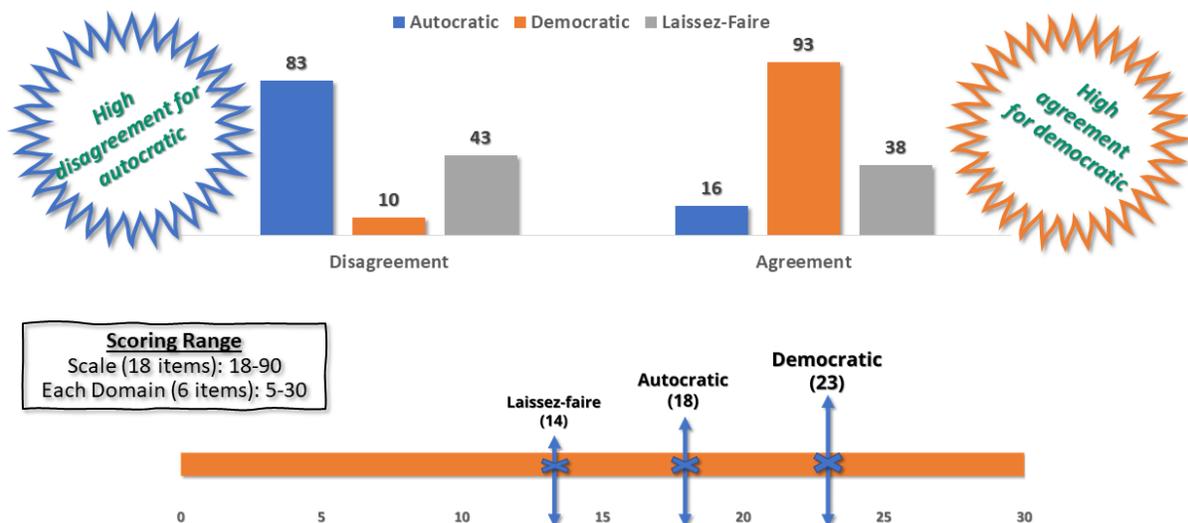
Participant Leadership Styles and Competencies

Various validated instruments were used to assess participant leadership styles and competencies. The following section describes each of the instruments used and the scales or ranking used to measure these. Aggregate scores for survey respondents are summarized.

Participant Leadership Styles

The 18-item SAIF scale was used to measure three leadership style domains: **autocratic, democratic, and laissez-faire**. Each domain was categorized based on 6 items on a scale of 1 to 5 where 5 reflects strong agreement. Overall agreement composite scores indicated that PACE coachees were **more likely to be democratic leaders** (composite score of 93 of 100) in comparison to autocratic (composite score of 10 of 100). A summary of cohort members and leadership styles is presented in Figure 7 below.

Figure 7. Participant Leadership Styles



Participant Leadership Competencies

1. Exceptional Leadership Competencies

An abbreviated 35-item assessment of the main components of the 16 exceptional leadership competencies (Dye & Garman, 2020) based on participant level of agreement uncovered that PACE executive and next-generation coachees have service-oriented values to lead with conviction (e.g., My convictions are driven by a set of ethical guidelines. My convictions are rooted in the best interest of my organization and the community I serve.). Respondents also indicated that they are not reluctant to express their point of view. Additionally, respondents exhibit strong interpersonal and consensus-building skills for effectively communicating the organizational vision (e.g., I use proven techniques that get others engaged. I actively engage team members' perspectives.), inspire trust and loyalty (e.g., I follow through with what I say I am going to do. I value leading by example.), and cultivate high-performing teams (e.g., I promote team building activities. I promote mutual accountability among team members). Additionally, participants scored high on most of the items that demonstrate adaptive leadership qualities (e.g., I am able to adapt my leadership style to the situation at hand. I value continuous learning and frequently work on improving my knowledge and skills.) as well as reverse coded items that demonstrate a flexible leadership style (e.g., I have one primary leadership style. I prefer to live by the book.) However, PACE coachees scored low in terms of some of the adaptive leadership qualities (e.g., I have a clear understanding of different leadership styles and know when to use these. I am comfortable with unpredictability or changing work settings. I have succession plan in place that I can easily follow and adapt.) and interpersonal and consensus-building skills (e.g., People say that I am persuasive. I can present compelling arguments for change.). See Figures 8 and 9 for highlights on leadership competencies that respondents put into practice frequently as well as those they are less likely to practice.

Figure 8. Participant Leadership Competencies Practiced

Servant-oriented Values
• I am driven by a clear set of values, principles, and goals.
• My convictions are driven by a set of ethical guidelines.
• My lived experiences have shaped my values and principles.
• My convictions are rooted in the best interest of the organization.
• My convictions are rooted in the best interest of the community we serve.
Adaptive Leadership Qualities
• I am comfortable leading people.
• I am able to adapt my leadership style to the situation at hand.
• I am able to assess a situation and adapt an appropriate leadership style of action.
• I value continuous learning and frequently work on improving my knowledge and skills.
Interpersonal and Consensus-Building Skills
• I have proven techniques that get others engaged (staff, board, community members, etc.)
• I can effectively navigate day-to-day challenges with long-term strategies.
• I can present a clear and concise message about our strategic vision.
• People are inspired by my organizational vision.
• I actively engage all team members' perspectives.

Inspire Trust and Loyalty
• I follow through on what I say I am going to do.
• People say that I am concerned about their needs.
• I value following-through, particularly when it comes to getting back to others about their concerns.
• I value leading by example. I jump in and support team members when I can.
• I use my influence and power for the good of the organization and community.
Cultivate High-Performing Teams
• I value working collaboratively in teams.
• I promote team building opportunities.
• I encourage cohesiveness by identifying common vision, goals, and threats among team members.
• I promote mutual accountability among team members.
• My team members have a sense of purpose.
• My team has a sense of loyalty and pride.

Figure 9. Participant Leadership Competencies Not Practiced

- Servant-oriented Values**
 - I am reluctant to state my point of view.
- Adaptive Leadership Qualities**
 - I have one primary leadership style.
 - I prefer to live life by the book.
 - I have a clear understanding of different leadership styles and know when to use these.
 - I am able to use innovative strategies to address new problems.
 - I am comfortable with unpredictability or changing work settings.
 - I have a succession plan in place that I easily follow and adapt.
- Interpersonal and Consensus-Building Skills**
 - People say that I am persuasive. I can present compelling arguments for change.

Participants also scored high across all of the 12 leadership competency domain items for employing **mindful decision-making strategies, particularly engaging in process-oriented practices** (e.g., *I have a clear understanding of what drives my decision-making process. Ethical standards, values, principles, and goals influence my decision-making process.*), **being inclusive and respectful of others' perspectives** (e.g., *I have clear rules and expectations to encourage appropriate and respectful behavior. I listen to opposing views before arriving at decision.*), and **following through on decisions** (e.g., *I honor my commitments once a decision is made*). Participants scored slightly lower on **mindful decision-making practices that involve applying strategic planning and using evidence-based data and tools** (e.g., *I map my decision-making process. Evidence-based practices influence my decision-making. Using mindfulness strategies to focus on the issue/s at hand.*). See Figure 10 for a summary of participants competencies they commonly practice that promote mindful decision-making.

Figure 10. Mindful Decision-Making Leadership Competencies

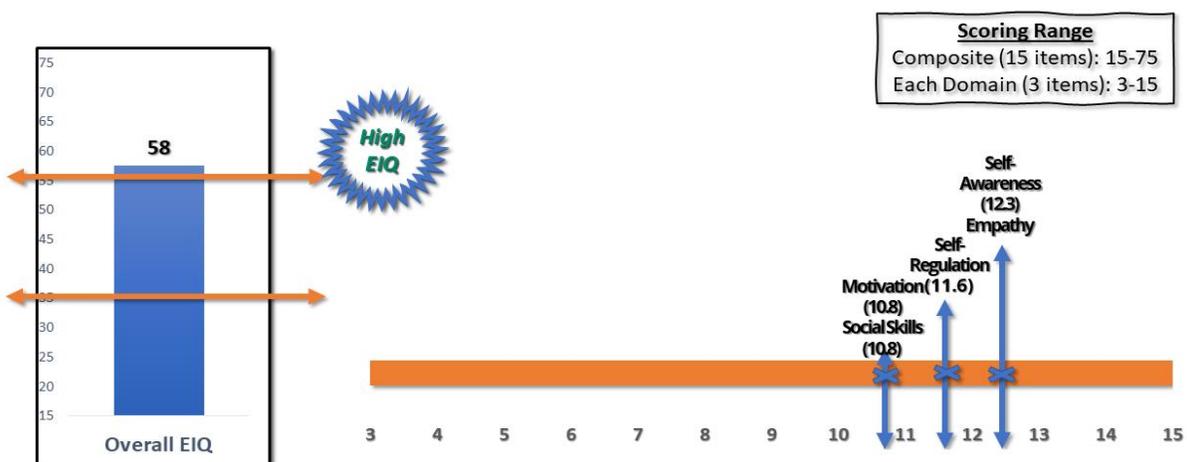
Participants scored high on...

-  Having a clear understanding of what drives their decision-making process.
-  Having ethical standards, values, principles, and goals influence their decision-making process.
-  Using decision-making tools to inform their decisions.
-  Listening to opposing points of view before arriving at a decision.
-  Having clear rules and expectations to encourage appropriate and respectful behavior during staff meeting and discussions.
-  Honoring their commitments once a decision is made.

2. Emotional Intelligence Scale

Additionally, Daniel Goleman's (1995) 15-item **Emotional Intelligence (EI) Scale** was used to assess participant emotional IQ. The EI Scale is measured on a 5-point Likert scale with 5 representing the highest value. Overall composite scores can range from 15 to 75. Low EIQ ranges from 15-34, moderate from 35-55, and high from 56-75. Some negatively weighted statements were reverse coded. The average EIQ score for PACE participants was a 58 indicating that they are just above the **high EIQ threshold**. The instrument also measures EI using the following five dimensions: **self-awareness, self-regulation, motivation, empathy, and social skills**. There were three items for each dimension for a score range of 3 to 15. Composite scores for each dimension indicate that coachees scored above average in the moderate to high range (10.8-12.3). See Figure 11 for participants' EQI scores by composite and domain.

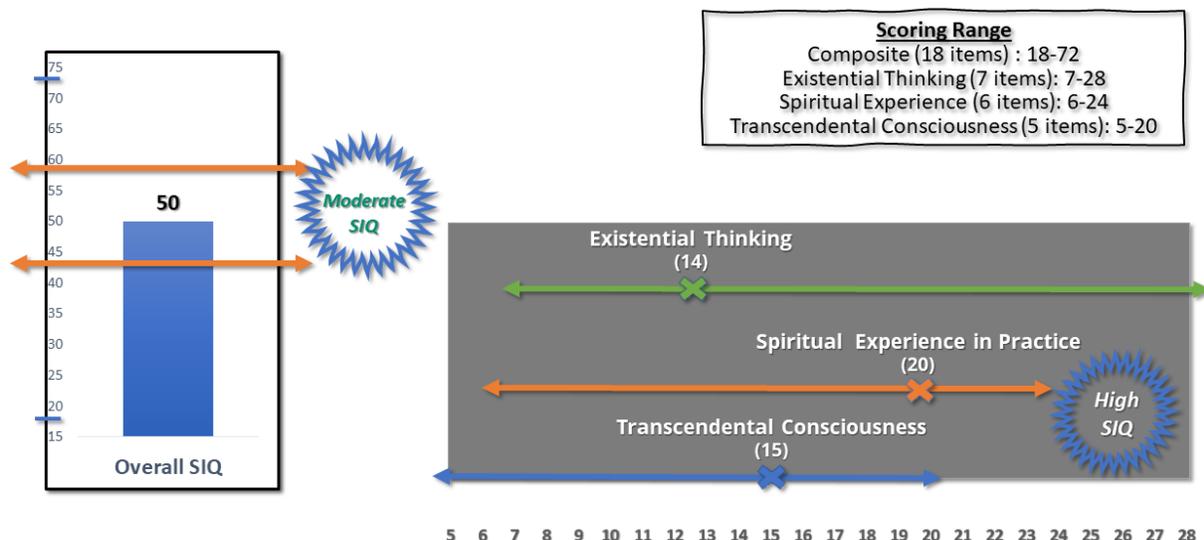
Figure 11. Participant Emotional Intelligence Quotient



3. Spiritual Intelligence Scale

An adapted 18-item scale for **Spiritual Intelligence** (Becerra & Becerra, 2020) was also used as an indicator of an executive's ability to cope, adapt, and recover from challenging situations. The SI Scale is measured on a 4-point Likert scale with 4 representing the highest value. Overall composite scores can range from 18 to 72. Low SIQ ranges from 18-44, moderate from 45-58, and high from 59-72. Based on an average composite SIQ score of 50 for all survey participants, PACE coachees have a **moderate SIQ**. The instrument also measures SI using the following three dimensions: **existential thinking** (7 items; range: 7-28), **spiritual experience in practice** (6 items; range: 6-24), and **transcendental consciousness** (5 items; range: 5-20). Composite scores for each dimension indicate that coachees scored highest **spiritual experience in practice** (20), and **transcendental consciousness** (15), which reflects high to moderate SIQ. Figure 12 below illustrates participant SIQ composite and domain scores.

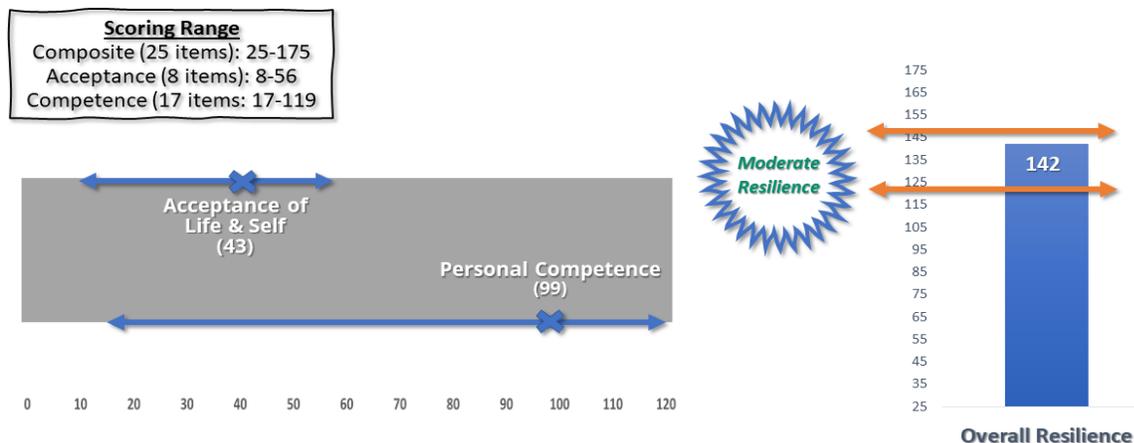
Figure 12. Participant Spiritual Intelligence Quotient



4. Resilience Scale

Similar to the SI Scale, a 25-item **Resilience Scale** (RS; Waglid & Young, 1993) was also used to measure coachees’ ability to adapt and restore when they encounter adverse, stressful, or uncertain situations. The RS Scale is measured on a 7-point Likert scale with 7 representing the highest level of agreement. Overall composite scores can range from 25 to 175. Low RS ranges from 25-124, moderate from 125-145, and high from 146-175. The average RS score for PACE participants was 142, which reflects **moderate to nearly high resilience** in adversity. The instrument also measures RS using the following two domains: **acceptance of life and self** (8 items; range: 8-56), and **personal competence** (17 items; range: 17-119). Composite scores for each domain indicate that coachees scored highest on **competence** (99) followed by **acceptance** (43). Figure 13 provides highlights of the participant RS scores by domain.

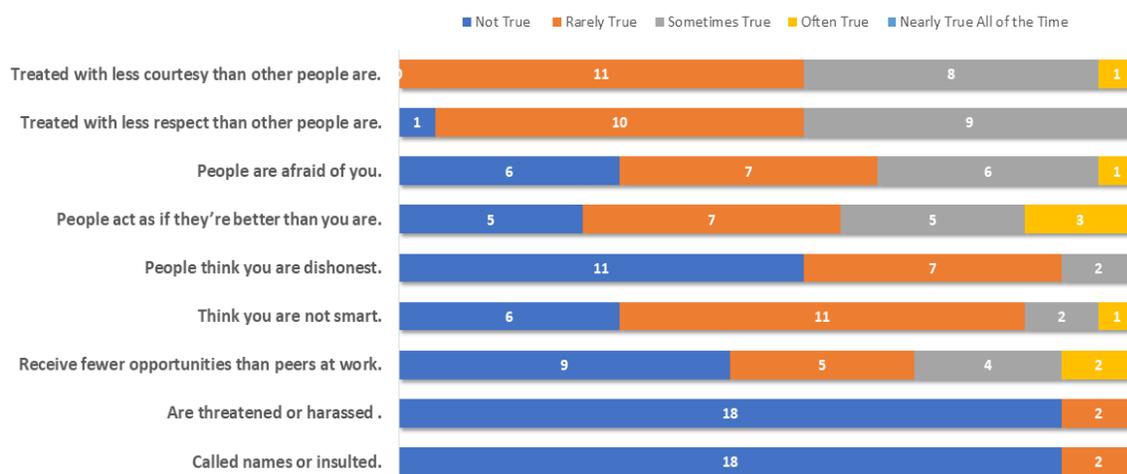
Figure 13. Participant Resilience Scores



5. Everyday Discrimination Scale

Next, the 9-item **Everyday Discrimination Scale** (EDS; Williams, Jackson & Anderson, 1997) was used to assess participant’s day-to-day experiences with racial and/or ethnic discrimination. A 5-point Likert scale was used where 5 indicates that participants had these experiences ‘nearly all of the time.’ Most participants indicating not experiencing or rarely experiencing issues with harassment or insults and/or others judging their intellectual abilities, integrity, or criminality. They similarly reported not believing that they had fewer opportunities because of their racial or ethnic background. However, respondents noted greater instances during which others behaved as if they were “better than them,” and/or treated them with less courtesy or respect. See Figure 14 for a summary of the participant EDS scores by item.

Figure 14. Participant Scores on Everyday Discrimination Experiences

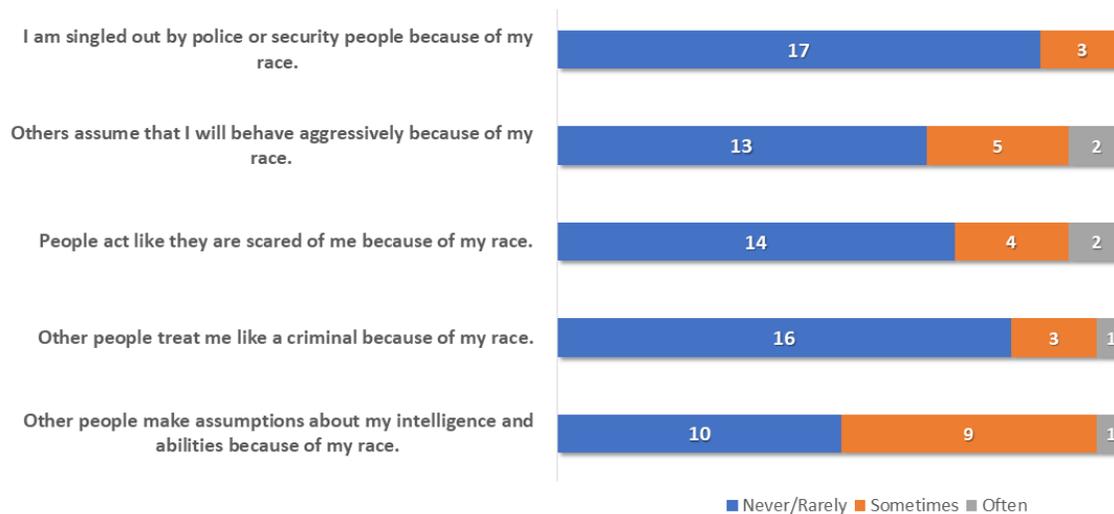


6. Workplace Racial Microaggression Scale

Finally, the 35-item **Racial Microaggression** (RMAS; Torres-Harding, Andrade & Romero, 2012) Scale was used to measure participants experiences with discrimination or stereotyping due to their race or ethnicity. A 5-point Likert scale was used where 5 indicates that respondents encounter these experiences ‘often/frequently.’ The scale is categorized into six domains: **invisibility, criminality, sexualization, low achieving, foreigner/not belonging, and environmental invalidations.**

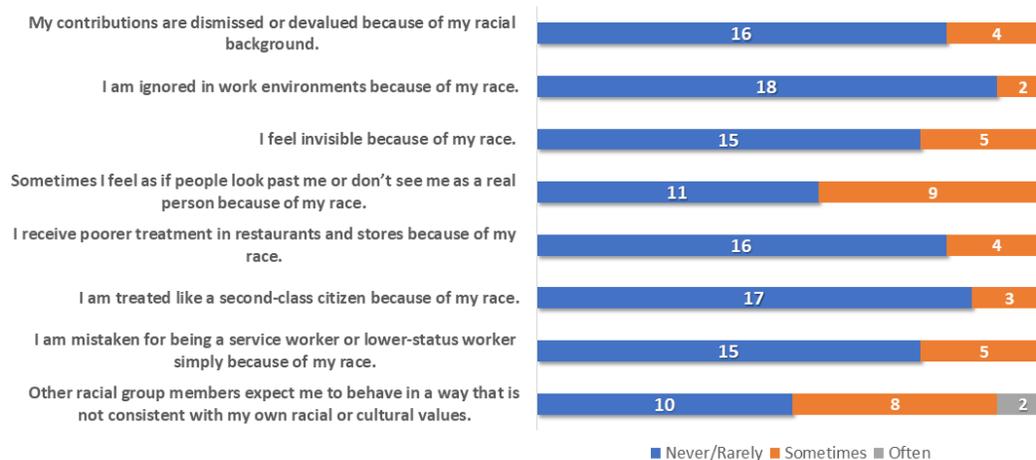
Most participants did not express issues with feeling sexualized or being treated as a foreigner due to their race. Approximately half of the participants reported feelings of **invisibility** due to people “looking past them” because of their race or people expecting to behave in a manner that is incongruent with their race or cultural values. (See Figure 15.)

Figure 15. Participant Experiences with Microaggressions – Criminality



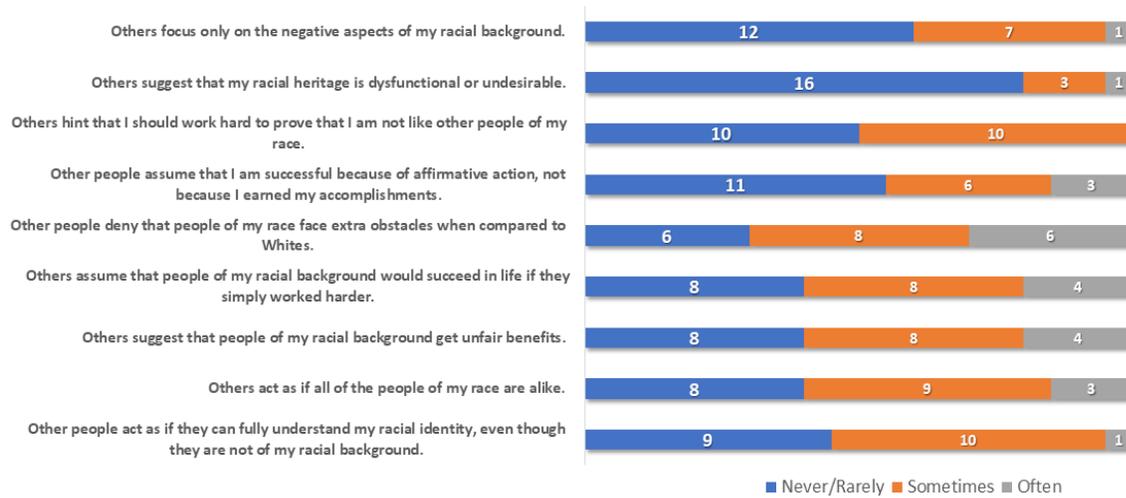
For the **criminality** domain, half of the respondents noted others making assumptions about their intelligence because of their race. (See Figure 16.)

Figure 16. Participant Experiences with Microaggressions – Invisibility



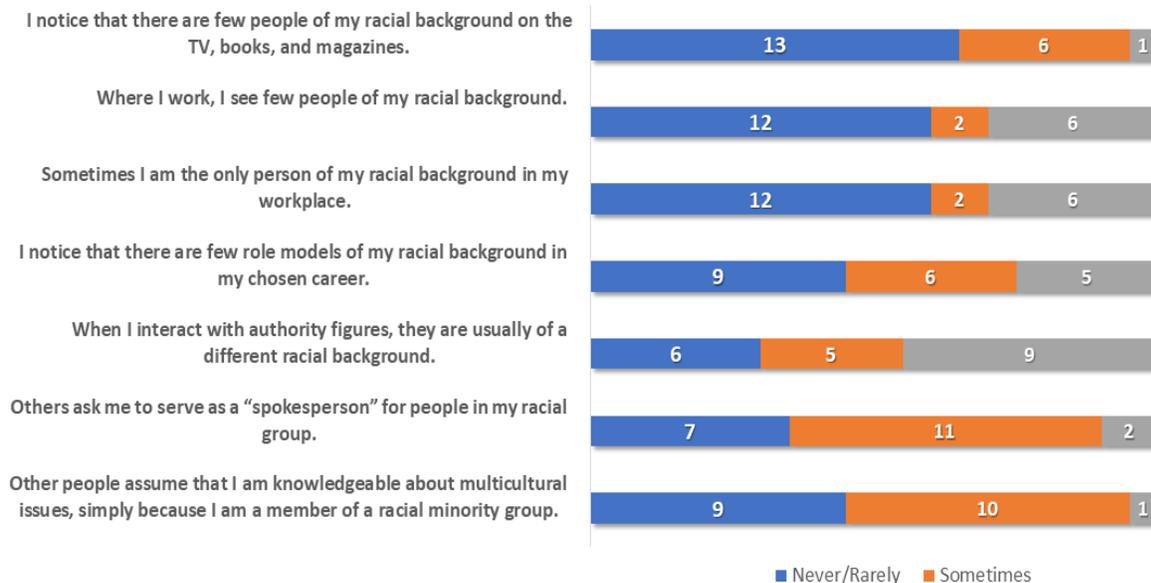
In terms of the domain that reflects others’ perceptions of the executives being **low achieving or undesirable**, many participants reported experiencing issues sometimes or frequently. For example, respondents indicated that others’ made assumptions about them receiving unfair benefits because of their race or getting a particular role due to affirmative action. They also noted that others imply that they have something to prove professionally or should work harder due to their race. Some respondents also noted dismissive experiences where others deny that they have challenges due to racial bias, pretend to understand racial identity despite being from a different background, or believe that all people from their background are the same. (See Figure 17.)

Figure 17. Participant Experiences with Microaggressions – Low Achieving/Undesirable



For the **environmental invalidation** domain, respondents stated being the only person or one of a few individuals from their racial background in their workplace. It is important to note that participants confirmed interacting with authority figures of a different racial background and that there are few role models that look like them in their field. Therefore, many reported being called on to serve as a “spokesperson” on race or others assumed that they have knowledge or expertise in racial diversity issues. (See Figure 18.)

Figure 18. Participant Experiences with Microaggressions – Environmental Invalidation



Participant Network Engagement

Participants were asked about their experiences and interest in networking with cohort members. Respondents stated that they enjoy the networking opportunities with other cohort members and a few mentioned being in contact with other cohort members for additional support including resources and workshops. One participant stated participating in a joint coaching session with a fellow cohort member. However, most (83%) do not engage with other cohort members or alumni.

Networking Opportunities for the Next-Generation of BIPOC Executives

As previously noted, stakeholders proposed various ways in which PACE could better engage BIPOC executives and next generation leaders as well as continue to invest in developing their leadership skills and competencies. The following opportunities highlight additional considerations for strengthening relationships through network building for cohort members and alumni. Coaches and field experts advised that coordinating networking opportunities for program participants would be beneficial. Stakeholders suggested connecting participants from similar organizations. Similarly, cohort members and alumni expressed that it may be advantageous for PACE to establish opportunities for co-learning across participating organizations to share knowledge, skills, and resources.

Participants were also interested in networking with their peers, but they would like to do so towards the beginning of the program. Participants also recommended opportunities for peer engagement through a peer mentorship or coaching model that would allow next-generation leaders to learn from executive level alumni. Others suggested implementing a buddy system for cohort members during their program participation to establish connections and support. Alumni would like PACE to offer ongoing opportunities to be involved with PACE and interact with each other.

PACE Coach Profiles

Coaching Experience

PACE executive coaches have **20+ years of experience mostly in the non-profit sector**. In addition to being certified (e.g., the International Coaching Federation (ICF) certification), coaches have additional certifications in anti-bias and diversity, career development, conversational intelligence, cultural competency, development dimensions, emotional intelligence, ontological learning, and spirituality. Coaches also reported that their lived experiences influenced their decision to become a coach as well as their coaching philosophy. They also stated that their career and personal experiences contribute to their values for authenticity, credibility, intentionality, spirituality, transparency, and how they “show up”.

Coaching Process

Most coaches emphasized that they **do not have a prescriptive process for working and engaging with participants** because it is important to **individualize their engagement to meet the unique needs of each coachee**. Nonetheless, all of the coaches interviewed expressed the importance of fostering confidentiality and trust with participants upfront at the onset of the engagement to establish an open relationship. Some shared using a step-by-step process to get to know participants and build rapport in a trusting manner. Others stated that they use tools to further assess the participants' style or needs as well as to guide action planning. Most of the coaches utilize validated assessment tools and others have developed their own templates. Specifically, coaches reported using leadership and management performance tests (e.g., DISC, CCL 360), and behavioral or personality tests (16personalities, Emotional Intelligence, Myers-Briggs, Predictive Index, StrengthsFinder) to facilitate one-on-one coaching sessions, tools.

Coaching Approach and Philosophy

When coaches were interviewed to gain an understanding of their approach and philosophy for working with BIPOC executives and next-generation leaders, they reported leveraging their values for authenticity, credibility, transparency, trust, and spirituality to help coachees focus on emotional and somatic realms and guide participants to self-discovery and selfcare. Coaches indicated that as part of their approach they also **help participants be authentic, build their confidence, and embrace their passion and uniqueness**. Additionally, they **guide participants with unpacking their “baggage”**, understanding their patterns and behaviors, and building trusting generative relationships. Furthermore, coaches worked with participants from a goal-oriented approach to both challenge them to grow professionally and support them in developing a healthy lifestyle.

Coach Selection Process

PACE acknowledges applying an **active though informal recruitment process to identify executive coaches** through their networks. Some of the PACE coaches also refer other potential coaches. Although there are no formal criteria, PACE does select coaches who are: ICF or BCC certified and BIPOC. NPO sector experience is optional though preferred.

Desired Coach Qualities

During community conversations, participants reported that they **chose their coach based on a “gut feeling”, the coach’s personality, positive energy, and experience/expertise**. When survey participants were asked to describe the qualities that the desired in a coach, they cited someone who: **actively listens to me, creates a safe environment, looks like me, shares similar values, and has leadership experience in the NPO sector**.

All of the respondents (100%) indicated that **being able to select their own coach engendered trust with their coach**. Most of the participants also reported that it was valuable for them to be able to choose from vetted list of coaches (96%) and interview them (96%). Most community conversation participants lauded the program for having a **selection process that was clear** and allowed them to establish a connection with their coach from the onset.

Conversely, some of the community conversation participants shared experiencing challenges during the selection process, including finding that the list of coaches was outdated (e.g., emails were not current and bounced) and not categorized by sector experience. Some were also concerned about not having a sufficient pool of coaches to choose from. Others expressed frustration with not receiving a response from a prospective coach or a potential coach appearing disinterested.

Many also described wanting to work with a coach who they could relate to because they **shared similar values (79%) or lived in the Pittsburgh area (54%)**. Participants also desired to work with a coach who **looked like them in terms of being African American or BIPOC (92%) and sharing the same gender identity (75%)**. Similarly, community conversation participants cited the coach's background as being important in their selection. In terms of experience, the majority of participants reported that it was important for them to choose a coach who had **executive level experience (96%) and non-profit sector experience (96%)**. The coach's philosophy or approach was also a key deciding factor for the coach that participants selected (88%).

One-on-One Coaching Experience

Participant Engagement with Coaches

PACE does not provide coaches a prescriptive set of guidelines or processes for working with program cohort members. PACE staff vet coaches and feel confident in their credentials and capabilities to implement an individualized approach that will support the growth of each participant. The following highlights participants' coaching experiences.

- **Communication with Coaches** – Community conversation participants shared that their coach was relatable and responsive and made them feel heard. Similarly, **most of the participants (91%) expressed that their coach was available, accessible, and responsive** as well as present during sessions and followed through after sessions. Additionally, coachees were able to engage with their coach regularly during their program participation with **62% stating that they met multiple times each month**. Approximately, **50% of the participants reported maintaining their engagement with their PACE coach after the program concluded**. Coaches also shared that they kept in touch with alumni by providing them resources and referrals for coaching and consultation support. However, some alumni expressed that a barrier for maintaining communication with their coach was not having resources to cover the expenses or the coaches being inconsistently accessible or unresponsive.
- **Coaches' Trustworthiness** – The majority of participants (91%) reported that their coach was trustworthy and created a space that made them feel safe. Participants stated that the coaching agreement helped in setting up participants to work well with coaches.
- **Coaches' Approach or Philosophy** – Community conversation participants emphasized that it was valuable that their coach applied a racial equity and social justice lens.

Cohort members and alumni also appreciated that their coach's promoted mindful decision-making (31%), developed a genuine connection (23%), and supported their personal growth (22%). Others also acknowledged that their coach fostered their spiritual intelligence skills (11%) and resilience skills (6%) as well as promoted transparency (6%).

Benefits of Coaching Experience

Program participants were also asked to describe the coaching program benefits. The following outlines participants' perceptions of the program advantages.

- **Confidence Building** – Most of the coachees (91%) shared that their coach helped them feel more confident and assertive. Participants (91%) noted that their coach helped them understand themselves and how to embrace their authentic selves as well as to identify areas for further development. Community conversation participants noted that their coach helped validate and affirm their experiences.
- **Establish Personal and Professional Goals** – Most participants (91%) reported being able to better navigate their work and establish professional and work-life balance goals as a result of their engagement with their coach. Community conversation participants shared that their coach helped them identify and reach their goals.
- **Develop Interpersonal Skills** – During community conversations, participants shared that their coaches provided them guidance on how to develop healthy relationships with board members and staff including making difficult decisions and establishing boundaries as well as building strategic thinking and establishing clear organizational vision.
- **Skill-building Support and Professional Growth** – Nearly all of the respondents (91%) also acknowledged that their coach provided them valuable resources to help them build their operational knowledge and skills as well as their, interpersonal, leadership, and decision-making skills. Over half of the survey respondents (54%) also indicated that their coach helped them establish additional connections to enhance their work including consultants or partners.
- **Coach Strategies** – During community conversations, participants shared the various tools and resources that coaches used as part of their strategy to help guide and support them. See a list tools and resources used by coaches in Appendix C.
- **Overcoming Challenges** – Almost all of the survey participants (91%) also expressed that their coach had helped them uncover “baggage” and challenges as well as confront their fears of inadequacy or success. Community conversation participants also corroborated that their coach helped them deal with workplace microaggressions and better navigate minority-led organizations (e.g., working with funders).

Opportunities for Improving the Coaching Selection and Experience

Community conversation and survey participants expressed challenges with reaching prospective coaches during the selection process due to the lack of responsiveness of coaches or lack of making a connection during the interview process. A few participants expressed feeling obligated to choose a coach because they were the only person to respond to their request for an interview. It seemed that these participants were unaware that they could reach out to more than three coaches for interviews to find the right fit for their needs. Participants recommended that PACE should consider establishing relationships with coaches first prior to qualifying them. Coaches advised that PACE should encourage participants to conduct more than three interviews with coaches to allow participants exposure to a broader pool of coaches to consider in their selection process.

Some participants also shared difficulties connecting with their coaches during the program due to competing work priorities and/or trying to align schedules with their coaches' availability. Participants who attempted to find a replacement for their coach struggled to do so partly because the program was underway, and the pandemic had presented other priorities or barriers. The inability to connect with their coach regularly may have contributed to some participants feeling that they did not progress with their goals. Participants suggest that PACE should create a protocol for mismatches between coaches and participants. Similarly, coaches advised that PACE identify a go-to person that cohort members can contact when they experience challenges with their coaches.

Others felt that their progress was limited because their coach lacked direct NPO management experience. Participants recommended that PACE should consider expanding the pool of BIPOC coaches to broaden the selection and regroup the list of coaches by categories of sector experience and seniority level. Similarly, field experts advised that PACE could diversify their cadre of executive coaches by racial and ethnic background as well as sector experience. Coaches also suggested that PACE might offer opportunities for coaches to connect with participants prior to the formal start of the program to facilitate relationship building.

After completing the program, some participants shared challenges sustaining coaching relationships due to lack of funding or unresponsiveness from their coach.

RECOMMENDATIONS

PACE Executive Coaching Program stakeholders (staff, coaches, sponsors, field experts) and cohort members and alumni who participated in this evaluation provided thoughtful feedback on areas that PACE may take into consideration to amplify the existing components of the program. Based on our assessment, Tanoma is offering the following recommendations to build capacity and sustainability of the program in support of BIPOC executives and next-generation leaders. Appendix D highlights a theory of change model for further assessment of the executive coaching program's strategies, activities, outcomes, and impact.

- ***Communications and Outreach*** – We recommend PACE develop a comprehensive communications and outreach plan for all PACE programs to increase the visibility of the program, maximize the program reach, make a business case for why coaching is a valuable investment, and leverage program resources and assets.
 - Build a social media presence to increase program visibility and extend additional engagement opportunities for participants and alumni.
 - Engage in storytelling by developing alumni profiles on the PACE website.
 - Disseminate information about the value of the program through trade and scholarly publications as well as conferences.
 - Develop op-eds on why diversity matters by leveraging the findings from this evaluation that corroborate the value-add of the PACE program. This includes articulating the limited resources NPOs have for coaching, leadership development and continuing education. PACE removes the financial barrier for participants to focus on their professional growth and development as executives. Given that most participants are first-generation executives and college students, PACE is uniquely positioned to provide BIPOC executives essential leadership development services.

- ***Bolster Existing Program Model*** – We recommend for PACE to continue to leverage the program components that are valued by their participants. This includes continuing to allow participants to drive the coaching selection process, which helps participants build a sense of responsibility and ownership over the process as well as increasing their commitment to the program requirements.
 - Provide opportunities for participants to connect with their coaches at the onset of the programming.
 - Consider engaging participants and coaches in Meet & Greet sessions to facilitate the selection process.
 - In addition to the program informational session, PACE may also explore incorporating an onboarding orientation session to provide participants and coaches independent guidance prior to the start of the program.

- **Expand and Modify Program Model** – Expand and modify the program model and its components to offer participants more skills-building and engagement opportunities. Figure 19 below illustrates the proposed modified program cycle.

Coaching

- Broaden the coaching program to include group sessions to foster collaborative learning and networking building.
- Extend coaching session meeting times to weekends or incorporate into the workday to facilitate participant engagement and reduce scheduling barriers.

Leadership Development and Skill-building

- Provide additional developmental and skill-building support options including workshops on decision making and strategic planning as well as ongoing leadership development opportunities to reach milestones iteratively throughout the continuum of their career trajectory. Training components should allow participants to continue working through using trauma-informed practices grounded in culturally responsive approaches that include self-care, mindfulness practices and spirituality, when appropriate. This will allow participants to continue to build their EIQ, SIQ, and resiliency to overcome and heal from rather than buffer their experiences with generational trauma, discrimination, biases, and microaggressions and macroaggressions.

Networking

- Establish networking opportunities for participants to engage with each other socially and professional for moral and structural support. This includes opportunities for continued engagement with participants and alumni and exploring ways to build peer mentoring across and within cohorts.
- Host an annual celebration for participants and stakeholders. This will help foster relationships across participants, coaches, staff, sponsors, and funders.
- Build a network of coaches to promote cross-learning in service to participants.

Figure 19. PACE Executive Program Cycle



- **Standardize and Systematize Program Operations** – We recommend PACE builds its program operational infrastructure, including the process for identifying and selecting coaches by defining criteria, incorporate onboarding and exit practices for coaches and participants that include pre- and post-assessments, and develop set of metrics to capture program impact.
 - Build **program database and data collection infrastructure** to track and monitor participants outcomes, program outcomes, and indicators of success.
 - Use **pre- and post-assessments** to capture participant personal and professional growth across operational, leadership, interpersonal, and social skills.
 - **Track alumni progress** by disseminating a brief annual questionnaire.
 - **Track and monitor coaching engagement and outcomes.** It is important to note that some participants felt overwhelmed by the volume of coaches available for selection. Building coach options into the database will allow for regroup and recategorizing the list of coaches in multiple ways. Data dashboards can then be created and downloaded to share with participants and streamline their coach selection process.
 - Evaluate program outcomes every 3-5 years at minimum.

- **Establish Strategic Partnerships for Continuous Quality Improvement** – We recommend for PACE to establish strategic partnerships with multiple stakeholders to inform future programming including assembling a senior technical advisory board of diverse local and national NPO experts who value DEI as well as program alumni. PACE may begin by including key stakeholders who are already invested in the executive coaching program model, such as funders, field experts from the SPAAN study and GEO, coaches, and program alumni. PACE may also explore professional associations supporting professionals in the NPO sector (e.g., Alliance for Nonprofit Management, Association for Black Funding Executives, Pennsylvania Association of Nonprofits) as well as academic institutions (e.g., University of Pittsburgh.) This strategy will also facilitate a process for continuous quality improvement.

- **Secure Additional Funding Support** – We advise PACE to continue exploring funding partnerships to foster program sustainability as well as to grow program staff support to focus on managing communications, data management, funding, and stakeholder engagement.
 - PACE may explore who is **funding in the NPO sector** and who they may partner with to not only leverage increasing visibility, but to broaden collaborative and funding opportunities. This could include professional associations offering executive leadership training and their sponsors.
 - Additionally, PACE may review **foundations providing financial resources or grants for NPO leadership and professional development**, such as human capital portfolio grantmaking and or capacity building seed grants. Some local funders may offer opportunities similar to the leadership development grant offered by the Helen J. Serini Foundation in Maryland or the Pittsburgh Leadership Foundation seed grant for faith-based NPOs.

ACKNOWLEDGEMENTS

Tanoma Consulting extends gratitude to the PACE leadership team for providing us the opportunity to work with the staff and stakeholders to conduct this evaluation as well as for supporting in the future growth of BIPOC nonprofit executives. We also recognize the support of McAuley Ministries and the BNY Mellon Foundation for investing in the next generation of BIPOC leaders in the Pittsburgh community. We would like to acknowledge the assistance and collaboration provided by the PACE Executive Coaching Program staff on this evaluation. In particular, we acknowledge the support of Lucille Dabney, President & CEO, Maurice Speaks, the PACE Executive Coaching Program Manager, and Hilary Ferencak, former program manager. We also want to express our gratitude to all of the program stakeholders and the participants who generously provided their time and experiences through interviews, community conversations, and the program survey for this evaluation. Lastly, we recognize our evaluation associates who made this report possible through technical assistance and data analysis support.

Program to Aid Citizen Enterprise (PACE)

Executive Coaching Program

Evaluation Report

Appendix

Appendix A. List of Participating Organizations

PACE has served 67 executives and next-generation leaders from across 49 organizations since its inception in 2016. The following list includes the names of the 22 organizations represented among the 24 participants who completed the survey.

1. Black Women's Policy Center
2. The Brashear Association, Inc.
3. Brothers and Sisters Emerging
4. Café Momentum
5. Casa San Jose
6. Franklin Center of Beaver County
7. Greater Valley Community Services, Inc.
8. Healthy Start, Inc.
9. Homewood Children's Village
10. Landforce
11. The Legacy Arts Project
12. Macedonia FACE
13. Neighborhood Allies
14. New Sun Rising
15. North Side Partnership Project
16. Office of Public Art
17. The Open Door Youth Outreach
18. PA Children, Youth & Families Agency
19. Pittsburgh Action Against Rape
20. The Pittsburgh Project
21. Ruth's Way, Inc.
22. Sojourner House

Appendix B. List of Participant Goals

The following is a summary of the primary goals that participants cited being important to them upon entering the PACE Executive Coaching Program.

- **Operational knowledge and skills:**
 - Improve my time management skills
 - Improve my understanding of business management practices (e.g., human resources, finance, etc.)
 - Develop clearer operational goals
 - Gain knowledge and understanding of accounting and financial management practices including fundraising efforts
 - Enhance my skills in navigating the leadership in the nonprofit sector
 - Prepare myself for a new leadership position
 - Gain additional insight into the nonprofit sector
 - Increase my confidence as a Black executive or executive of color
 - Overcome/Navigate feelings of Imposter Syndrome (my own 'negative self-talk,' overcoming fear of failure) as an executive of color
 - Navigate microaggressions in the workplace
 - Develop a support system or network of leaders
 - Grow personally and professionally as a nonprofit leader

- **Leadership skills:**
 - Establish clearer professional goals
 - Communicate a clear vision and brand
 - Gain organizational visibility (locally, nationally, and/or internationally)
 - Increase professional visibility and presence (e.g., become an expert in the field)
 - Enhance my growth personally and professionally as a nonprofit leader
 - Prepare myself for a new leadership position
 - Develop my strategic planning skills
 - Improve my decision-making skills
 - Build effective board governance engagement /communication
 - Grow or expand the organization
 - Engage in succession planning
 - Increase my confidence as a Black executive or executive of color
 - Gain knowledge to the nonprofit sector
 - Manage organizational change
 - Increase community impact
 - Other (Please specify.) _____

- **Interpersonal skills:**
 - Improve communications skills (e.g., verbal and written; foster meaningful conversations)
 - Develop conflict management skills
 - Navigate microaggressions in the workplace
 - Improve delegation skills
 - Gain strategies for improving accountability
 - Build self-confidence as a leader of color
 - Overcome imposter syndrome (e.g., fear of failure, negative self-talk)
 - Build self-awareness

- Build team cohesion and gain trust with among staff
- Create a sense of urgency
- Establish partnerships
- Other (Please specify.) _____
- **Social support and needs:**
 - Develop a support system or network of leaders of color
 - Develop a support system or network in the Pittsburgh area
 - Engage with others who understand me as an executive of color
 - Gain experiential knowledge and guidance from a woman in leadership
 - Have a safe space to discuss my professional challenges without judgment (e.g., real talk)
 - Gain access to professional development opportunities
 - Learn from other leaders in the nonprofit sector
 - Receive financial support to participate in a coaching program
 - Establish relationships with an executive / leadership coach
 - Learn work/life balance skills including exercising self-care (e.g., reduce fatigue)
 - Manage uncharted territory or unexpected events (e.g., pandemic)
 - Be authentic
 - A space to network with other executives of color

Appendix C. List of Tools and Resources Used By Mentors

Leadership and Performance Assessments

- e.g., DISC, CCL 360, self-made assessments

Behavioral and Personality assessments

- e.g., Emotional Intelligence, Myers-Briggs, 16 personalities, Predictive Index, Strengths Finder

Models and Maps

- e.g., Assisting participants with action planning

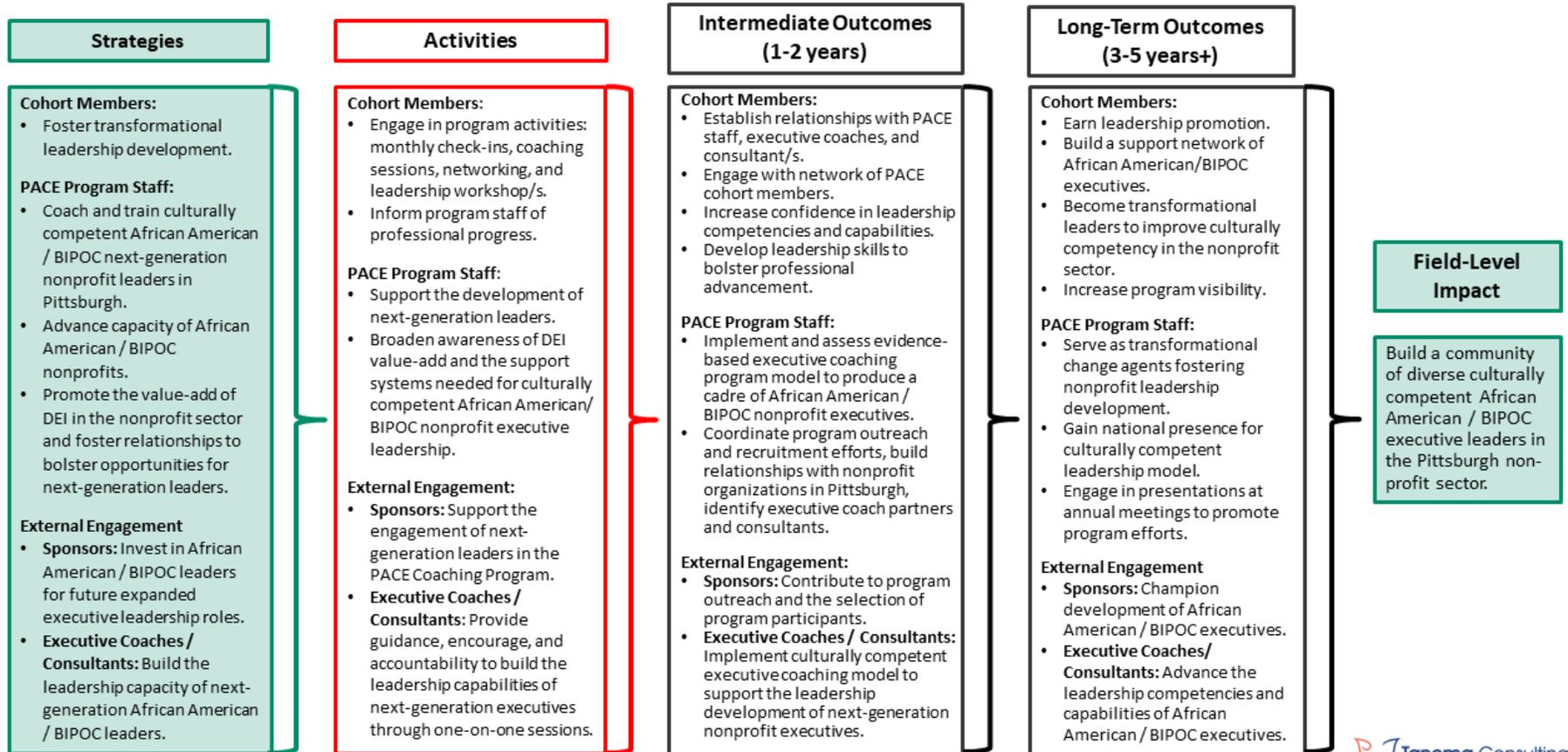
Materials provided by PACE

- Background information and bios
- Program staff were available for support and guidance

Appendix D. Theory of Change Model

PACE COACHING PROGRAM THEORY OF CHANGE

PACE aims to provide high-quality coaching and professional leadership development opportunities to support the professional growth and advancement of historically underrepresented next-generation nonprofit leaders; and, foster a network of culturally competent African American and BIPOC executives.





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