2020 Public Narrative Impact Survey Overview Report

Dr. Emilia Aiello & Prof. Marshall Ganz
Ash Center for Democratic Governance and Innovation
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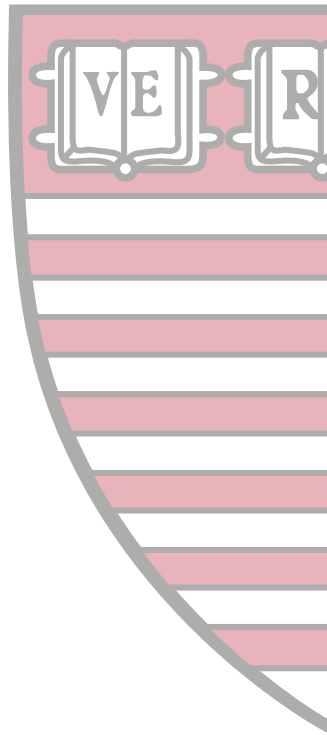**Ash Center for Democratic Governance and Innovation**
Harvard Kennedy School

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About the Ash Center

About the Authors

Marshall Ganz, PhD, is Rita E. Hauser Senior Lecturer in Leadership, Organizing and Civil Society at the Kennedy School of Government, Harvard University. He teaches, researches, and writes on leadership, organization, and strategy in social movements, civic associations, and politics. He has published in the *American Journal of Sociology*, *American Political Science Review*, *American Prospect*, *Washington Post*, *Los Angeles Times*, *Stanford Social Innovation Review* and elsewhere. His book, Why David Sometimes Wins: leadership, organization and strategy in the California farm worker movement was published in 2009, earning the Michael J. Harrington Book Award of the American Political Science Association. In 2007-8 he contributed to the design of the grassroots organization in the 2008 Obama for President campaign. In collaboration with the Leading Change Network he advises social, civic, educational and political groups on organizing, training and leadership development in the US and around the world. In 2010 he was awarded an honorary doctorate in divinity by the Episcopal Divinity School. Ganz and his collaborators began developing a pedagogy of the leadership practice of "public narrative" in 2006 and adapted it over the last 15 years in online and offline courses at the Harvard Kennedy School (HKS) and in workshops, projects, and campaigns. Between 2006 to 2016, at least 32,184 people participated in 448 workshops in some 25 countries including Denmark, Serbia, Jordan, India, Viet Nam, China, Japan, Australia, and Mexico and in domains as distinct as health care, education, politics, religion, and advocacy.

Emilia Aiello, PhD, is EU Marie Sklodowska-Curie Post-doctoral fellow at the Ash Center for Democratic Governance and Innovation, at the Harvard Kennedy School, and at the Department of Sociology at Universitat Autònoma de Barcelona (UAB). She is also research affiliate of the UAB Group of Ethnic Studies and Migration (GEDIME), and member of the CREA research network, the Community of Researchers on Excellence for All (CREA). Emilia's research interests are focused on how the most vulnerable social groups organize at the grassroots level to overcome inequalities and gain social and political power. Her scientific and personal concern also focuses on uncovering the ways to maximize the social impact of all types of scientific research, better connecting scientific interests and outputs to societal needs. In this endeavor, Emilia collaborates with the Spanish organization "Ciencia en el Parlamento" (Science in the Parliament), and with the Drom Kotar Mestipen Roma Association of Women. Her scientific works have been published in *Evidence & Policy*, *International Sociology*, *Plos One*, *Qualitative Inquiry*, among others.

In-depth analyses of data presented in this report are being conducted for the purpose of scientific publications. If you have any questions, write to Dr. Emilia Aiello (emilia_aiello@hks.harvard.edu, emilia.aiello@uab.cat) or Professor Marshall Ganz (marshall_ganz@hks.harvard.edu).

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We are also indebted to our contact points from all the organizations who ran workshops that included public narrative and who volunteered in distributing the survey when asked to do so by us: EdLD Harvard Graduate School of Education program, Bloomberg Harvard City Leadership Initiative (Ash Center, HKS), Vital Voices, Harvard Advanced Leadership Initiative, Harvard Trade Union Program (Harvard Business School), Mothers Out Front (Cambridge, USA), El-Hibri Foundation (New York, USA), Harvard Exponential Fundraising Course (Cambridge, USA); Wisconsin Leadership Development Project (Wisconsin, USA); California Cultural Organization (California, USA), and the Birmingham Leadership Institute at Birmingham University (UK).

Finally, we would like to thank all of our survey respondents for dedicating their time to complete the survey. We hope they find the results useful for their practice of leadership and organizing. We will keep them updated with upcoming analysis and publications.

Contents

Executive Summary

About Public Narrative

Public narrative is a way of linking the power of narrative to the work of leadership by learning to tell a *story of self, story of us, and story of now.* Leadership is defined as "accepting responsibility for enabling others to achieve shared purpose under conditions of uncertainty." Narrative is a way we can access the emotional resources embedded in our values to transform threats to which we react fearfully and retreat into challenges to which we can respond hopefully and engage. Narrative is grounded in specific story moments in which a protagonist is confronted with a disruption for which s/he is not prepared, the choice s/he makes in response, and the resulting outcome. Because we can identify empathetically with the protagonist, we experience the emotional content of the moment, the values on which the protagonist draws to respond. The "moral" of the story we learn, then, is in this emotional experience, a "lesson of the heart" rather than only a cognitive "lesson of the head." We can thus call on this experience as a "moral resource" when we must face disruptions endemic to the human experience.

As we begin to nest these particular story moments (beats) of our own within broader story moments (scenes) and these within broader moments (acts),[1] we construct our own story, choices we made that mattered, and the values these choices express, a "story of self." We can also join with others in our family, community, nation, and faith to construct similar "stories of us" based on shared story moments. And we can interpret the present moment as one of urgent disruption to which we can respond drawing on our sources of hope, solidarity, and self-worth, rather than react influenced by our fears, isolation, and self-doubt. The former turns it in a challenge with which we can engage. The latter turns it into a threat from which we flee. Leaders can thus mobilize the emotional content of "public narrative" to communicate *why* it matters enough to us that we can do the cognitive strategizing to figure out *how.*[2]

Marshall Ganz and his collaborators began developing a pedagogy of this practice in 2006 and adapted it over the last 15 years in online and offline courses at the Harvard Kennedy School (HKS) and in workshops, projects, and campaigns such as the 2008 Obama for President campaign. Between 2006 to 2016, at least 32,184 people participated in 448 workshops in some 25 countries including Denmark, Serbia, Jordan, India, Viet Nam, China, Japan, Australia, and Mexico and in domains as distinct as health care, education, politics, religion, and advocacy.

The 2020 Public Narrative Impact Survey (Narratives4Change)

The 2020 Public Narrative Impact Survey is part of the research project Narratives4Change led by Dr. Emilia Aiello, funded by the European Union's Horizon 2020 research and innovation program under the Marie Sklodowska-Curie grant agreement no. 841355. As part of this larger project, two research questions guided the survey. First, *how is public narrative being used by individuals as a leadership practice within different domains of usage (e.g., workplace, constituency groups, campaigns, and within the private domain including family and friends)?* Second, *what impact does use public narrative have as reported by "users" at the individual, community, societal, and institutional level?*

This report describes the results of the 2020 Public Narrative Impact Survey administered to individuals who learned public narrative in classrooms and in workshops between 2006 and 2020. Individual responses to the survey items provide data that will inform efforts to learn how public narrative is being used in different domains of usage (workplace, constituency groups, and campaigns; and within the private sphere, in interpersonal relationships such as family and friends), areas of societal action (e.g., advocacy/organizing in education, health, politics), and cultural and geographical contexts as well

The 2020 Public Narrative Impact Survey: Data

As the first study of its kind, the 2020 Public Narrative Impact Survey situates individual responses to survey items across domains of usage within learning context (class or workshop), domain of practice, and geographical setting. Of the 5,274 surveyed, 1,111 individuals responded for an overall rate of 21.1%. Of these 1,111 individuals, 66.7% learned public narrative in online or offline semester-length courses taught by Ganz at the HKS. The remaining 33.3% learned public narrative in online or offline workshops of one to three days. Five domains of usage were defined in the survey as follows:

· *Using public narrative within the workplace with colleagues, co-workers, staff, employees, and volunteers*
· *Using public narrative within the workplace with "constituents": students, patients, beneficiaries, members, clients, etc.*
· *Using public narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement*
· *Using public narrative in a campaign: data solicited in this section focuses on specific campaign usage*
· *Using public narrative with family and friends*

The data in this report are presented in three main sections, each of which is introduced with summary observations. Section 1 provides an overview of general results for the 1,111 individuals who responded to the survey. The last subsection of Section 1 shares qualitative insights collected in the survey along with respondents' qualitative descriptions of their own use of public narrative. Sections 2 and 3 disaggregate findings by learning context: as students of an online or offline course or as participants in an online or offline workshop.

Preview of Principal Findings

· *Demographic profile of survey respondents.* Six out of ten public narrative users are women, almost 60% of respondents hold a graduate degree (e.g., master's degree), and almost 20% hold a terminal degree (e.g., MD, JD, PhD). Their ages varied widely, between 19 to 81 years old. The most represented age group was between 31 and 40 years. Mode value of the whole surveyed population was of 40, and mean value was of 44. A large amount of the survey respondents are English native speakers (77.3%). However, respondents also spoke other languages such as Spanish (10.1%), Arabic (4.7%); French (2.5%), Chinese (1.9%), Hindi (1.9%), Serbian (1%), and Japanese or Urdu (0.7%).
· *Public narrative is used across diverse fields of practice, most of which are "values" based.* 40.4% of respondents operate in the field of education, 31% in advocacy/organizing, 26.9% in government, 21.7% in politics, 19% in business, 14.1% in social services, and 13.9% in health. Less than 7% of respondents operate in the field of culture/recreation, labor, religion, and the military.
· *Public narrative is used across five continents.* Although most public narrative users responding are based in the US (68%), users also operate in 78 different countries, including Canada (3.9%), the UK and North Ireland (2.9%), Australia (2%), India (1.8%), Jordan (1.3%), Mexico (1.2%), Israel (1.1%), Serbia (0.7%), Chile (0.7%), Egypt (0.7%), Nigeria (0.7%) and 66 others.
· *Public narrative is used across five domains:*
  · **Workplace** (co-workers): Some 75.5% of respondents use public narrative with co-workers in their workplace.
  · **Workplace** (constituents): 68% of respondents use public narrative within the workplace with constituents.

- **Public engagement**: Almost half of all respondents, 44.6%, also use public narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other civil society formation.
- **Family and friends:** More than half, 55.3%, of respondents use public narrative with family and friends.
- **Campaigns:** Only 26% used public narrative in a campaign, reflecting the fact that far fewer of the respondents were involved in campaigns at all.

- *Public narrative is used in diverse ways, most significantly in interpersonal communication.* When used in the public sphere (beyond family and friends) public narrative is used in diverse ways, but contrary to the expectation that it is a form of public speaking used mostly to communicate among large audiences, it is especially useful in proximate interpersonal communication encounters such as one-on-one meetings, at work with colleagues, and teams in small groups.
    - **Workplace** (co-workers): the 81.5% of respondents who used public narrative in the workplace with co-workers used it to communicate with co-workers in encounters such as one-on-one meetings, small meetings, or similar events, whereas 60.4% used it within the workplace to communicate with audiences in large events such as conventions and conferences.
    - **Workplace** (constituents): of the 68% of respondents who used public narrative to communicate with beneficiaries, students, patients, clients, or others, 78.27% used it in one-on-one meetings, small meetings, classes, assemblies, or similar events, whereas 57.4% used it in large public events such as conventions.
    - **Public engagement**: 82.3% of respondents who used public narrative for public engagement used it to communicate with participants in one-on-one meetings, small meetings, conferences, or similar events, whereas 56.8% of them used it to communicate with participants in large public events (e.g., rallies, conventions).
    - **Campaigns:** out of those 26% who used public narrative in a campaign, 77.1% used it in one-one meetings or small events, whereas 60.8% of them used it in large assemblies of the organization that sponsored the campaign, 60.4% in large events open to the general public, and 55.6% in materials produced and used for the campaign (e.g., videos, leaflets, reports).

- Qualitative research on public narrative usage in the broader Narratives4Change project revealed the same pattern: leaders and organizers are using public narrative to better communicate among themselves and to establish more solid interpersonal relationships based on trust and solidarity.[3] This may contribute to the literature that explores sources of social identity, relational leadership, leadership development, and team effectiveness;[4] the impact on group performance of distributed-coordinated structure;[5] or as posed by the new psychology of leadership, the need for paying more attention to the process of leadership effectiveness as a phenomenon rooted in a sense of shared group membership rather than an individual one.[6]

- *Public narrative is used in campaign across issue areas. Although respondents found public narrative useful across a wide range of issues that campaigns address, usage does seem to cluster in particular areas. While this can be an artifact of who learns public narrative in the first place, this does demonstrate a useful "portability" of the public narrative framework across issue domains.* We asked respondents who used public narrative in campaigns to identity in which societal fields it was used. A list of 18 different societal fields were offered , and an "other" open category was added. Most of these societal fields are related to the UN 2030 SDG. According to respondents, the top three societal

fields which the campaigns intended to impact are (1) democracy, political reform, and corruption; (2) voting rights, participation, and civic engagement, and (3) electoral politics and campaigns. Participation of respondents who used public narrative in each field in this way can thus be distinguished.

% Impact of the campaign in specific societal fields	
Range 30–40%	Democracy, political reform, and corruption
	Voting rights, participation, and civic engagement
	Electoral politics and campaigns
Range 20–29%	Health, health care, and public health
	Education
	Climate change, environmental protection, and clean energy
	Human rights
	Racial, ethnic and religious equity
	Labor rights, unions, and economic justice
	Gender equity and LGBTQ rights
	Immigration and refugee rights
Range 11–19%	Housing, planning and urban, politics
	Criminal justice, and rule of law
	Arts and culture
	Gun violence and community security
Less than 11%	Domestic violence, sexual assault, and harassment
	Disability rights
	Hunger, food justice, and sustainable agriculture
	Other

- *Public narrative is considered to be extremely useful in the service of leadership in both general and specific ways.* Almost 50% of survey respondents found public narrative to be "extremely useful" in their general leadership practice, and 40% said it has been very useful, across domains and learning context. Respondents were then asked about ten specific kinds of impact, each in turn inked to a story of self, a story of us, or a story of now. Respondents were asked to describe the usefulness of public narrative useful "to a great extent" or "to a moderate extent" in the ten different dimensions they were asked about:

Public narrative	In your experience in general using public narrative, to what extent did it have the following impacts?
Story of self	1. It helped me to communicate why I have been called to leadership.
	2. It helped me to understand values shared by others.
	3. It encouraged individuals to feel confident about expressing their vulnerabilities.
Story of us	4. It built mutual understanding.
	5. It helped me to build trust within a group.
	6. It helped to facilitate agreement on a shared purpose.
	7. It helped to facilitate a sense of cohesion within the group.
Story of now	8. It helped me to define a clear ask.
	9. It helped me to communicate urgent needs and opportunities to others.
	10. It helped me to inspire hope that the action would make a meaningful difference.

- *Public narrative usage varies as to whether it was learned as a student enrolled in a semester-long class or in one-to-three-day workshops. Although differences are significant (about 8%) in the workplace and with family and friends, they are even smaller in public engagement and campaigns. Given the difference in learning context, the differences in usage are quite small. This may also reflect differences in life trajectory when enrolled as a student or participating in a workshop as a practitioner.*
  - **Workplace** (co-workers): 78.7% of respondents who learned public narrative as students used it in the workplace with co-workers, whereas only 69.2% who learned it in a workshop did.
  - **Workplace** (constituents): 70.7% of respondents who learned public narrative as students used it in the workplace with constituents, whereas only 62.7% who learned it in a workshop did.
  - **Public engagement**: 54.7% of respondents who learned public narrative as students used it to motivate public engagement, differing only slightly from 57% of those who learned in a workshop.
  - **Campaigns**: 26% of those who learned public narrative as students used it in a campaign, *differing only slightly from* 24.3% of those who learned it in a workshop.
  - **Family and friends**: 58.2% of respondents who learned public narrative as students used public narrative with family and friends, whereas 49.5% who learned it in a workshop did.

Qualitative Response

- Qualitative data offered in Subsection 1.4, provides a richly textured account of the patterns identified by the quantitative data in this survey. Qualitative examples provided by respondents on the domains of usage could be a good starting point for workplace research, specifically the contribution of value-based leadership. Respondents were also asked to provide qualitative evidence of these impacts, for example, printed or online materials, reports, scientific data (data currently being analyzed).

*Using public narrative within the **workplace with co-workers***
- *We use stories to figure out some issues based on relations conflicts, at the same time, used it for communicating and working with some representatives of our government in order to help them to understand what the hidden reality is, and what really must be done. (Female; country of origin: Madagascar)*

*Using public narrative within the **workplace with constituents***
- *We are connecting content discussions on energy democracy and organising–and train people from around Europe to DO the energy transition and give tips how organising, public narrative can be super useful. And connect people from the local to the global. Also we train people on values and story telling. (Other/ prefer not to say; country of origin: Germany)*

*Using public narrative **with family and friends***
- *I used Public Narrative in an effort to help my family and close friends stay rooted and grounded in the middle of COVID-19. While our lives have all been disrupted, I used public narrative to help us stay focused on what was important (caring for each other as best we can remotely, and adapting habits and routines to maintain health and strengthen our own internal sense of control. (Male; country of origin: USA)*

*Using public narrative **in campaigns***
- *I engaged my fellow students in this public engagement campaign in my own capacity as a human rights activist, organizer, and member of FEMNET. I wasn't acting on behalf of any organization. I engaged my LOA course colleagues by tying my Public Narrative (from the entry point of the 'Story of Us' and 'Story on Now') to this cause (Bring Back Our Girls)–which was grounded in the values of justice, dignity and respect for girls' human rights, and the right to education, safety, life, etc. **My Public Narrative was mainly on the cause to end the practice of female genital mutilation in Gusiiland. I decided to use cease the opportunity to call for action (through my ask) on this extremely disturbing incident that had happened in Nigeria.** (campaign BringBackOurGirls, Kenya chapter)*

  *We used it as a starting training for all who want to fight corruption in healthcare. Public narrative helped us identify the first tear of volunteers (to become the first tier of team leaders). **Their stories about first-hand experience with corruption showed us where the motivation is and who has the drive to fully participate in our campaign.** (campaign sponsored by Serbia on the Move, Serbia)*

What Is Public Narrative?

By Marshall Ganz

The questions of *what am I called to do, what my community is called to do, and what we are called to do now* are at least as old as Moses' conversation with God at the burning bush. Why me? asks Moses, when called to free his people. And, who–or what–is calling me? Why these people? Who are they anyway? And why here, now, in this place? Practicing leadership–enabling others to achieve purpose in the face of uncertainty–requires engaging the heart, the head, and the hands: motivation, strategy, and action.

Through narrative we can articulate the experience of choice in the face of urgent challenge and we can learn how to draw on our values to manage the anxiety of agency, as well as its exhilaration.

It is the discursive process through which individuals, communities, and nations make choices, construct identity, and inspire action. Because we use narrative to engage the "head" and the "heart," it both instructs and inspires–teaching us not only how we ought to act, but motivating us to act–and thus engaging the "hands" as well.

Public narrative is woven from three elements: a story of why I have been called, a story of self; a story of why we have been called, a story of us; and a story of the urgent challenge on which we are

called to act, a story of now. This articulation of the relationship of self, other, and action is also at the core of our moral traditions.

Public narrative is a leadership art. Leaders draw on narrative to inspire action across cultures, faiths, professions, classes, and eras. And as the questions posed by Moses above indicate, public narrative is composed of three elements: a story of self, a story of us, and a story of now.

A *story of self* communicates who I am (my values, my experience, why I do what I do) and thus the values that are calling me to act. A *story of us* communicates who we are, our shared values, our shared experience, and why we do what we do. And a *story of now* transforms the present into a moment of challenge, hope, and choice.
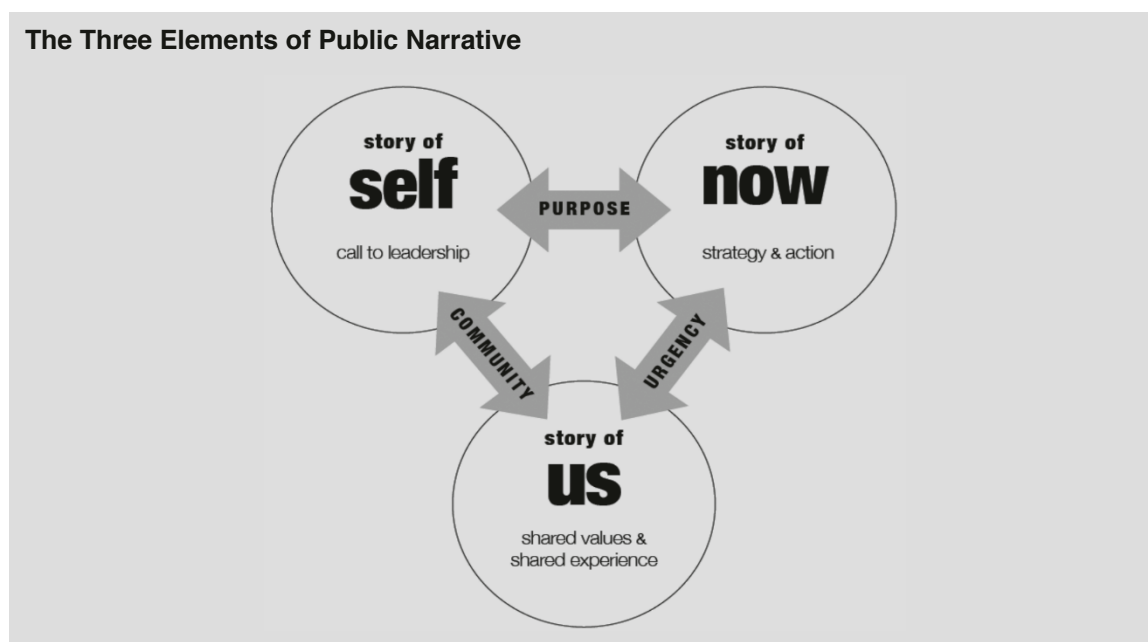
Excerpt obtained from "Course notes" of Prof. Ganz, available online.

https://scholar.harvard.edu/files/marshallganz/files/harvard_exec_ed_public_narrative_2020_final_.pdf.

For more detailed information on Public Narrative, visit "The Leading Change Network" website: https://leadingchangenetwork .org/.

Structure of This Report

The results are presented in three main sections.

Section 1 provides an **overview of general results, that is, for the 1,111 individuals who responded to the survey.** We first detail some demographic data of our survey respondents and some information regarding the context and year in which they learned public narrative. We then present and discuss results on the reported uses of public narrative across different domains of usage respondents were inquired about. Third, we report results related to the use of public narrative in campaigns. Finally, we report results related to the individuals' perception of the usefulness of public narrative to

advance specific aspects of the leadership practice, taking into account their experience, in general, using the framework.

The last subsection of **Section 1 presents qualitative insights** collected in the survey and provides some examples of **respondents' voices on how public narrative has been used across the different domains of usage.** Instead of adding these qualitative voices as appendixes, we thought that the richness and depth of users' examples captures the many ways of how public narrative is being used and how users are making sense of this framework to practice leadership across the world.

Section 2 and Section 3 follow a different structure than Section 1. In these sections we present and discuss the main findings of the survey disaggregated according to the learning context in which respondents learned public narrative: either in online or offline semester-length courses taught by Ganz at HKS; or in online or offline workshops of 1 to 3 days. In turn, the results are explored in more depth. Section 2 focuses solely on those respondents who learned public narrative in online or offline semester-length courses at the HKS. Section 3 presents data solely for respondents who reported having learned public narrative as participants in a workshop.

The data are disaggregated by learning context because the type of learning and training received by individuals in one or the other setting varies in its duration and therefore in its level of depth. On the one hand, individuals who have learned public narrative in online or offline courses taught at the HKS have received an in-depth training in the pedagogy and praxis of public narrative. For instance, *MLD-355M Public Narrative: Self, Us, Now* is a semester-long in-person course. *Public Narrative: Leadership, Storytelling, and Action* is an adapted online version of MLD-355M and is also a semester long. Individuals could also have learned public narrative while enrolled in *MLD-377 Organizing: People, Power, and Change*, a semester-long in-person course in which public narrative is taught as part of the organizing methodology. The course *Leadership, Organizing and Action: Leading Change*, is the online adapted version of MLD-377.

On the other hand, those individuals who have learned public narrative by participating in a workshop might have received a more focused type of training, which normally can last from one to three days. Individuals learning public narrative through a workshop tend to be practitioners, leaders, organizers, or of other similar professional backgrounds, already working on the ground or in the public sphere doing public leadership.

The data in **Section 2 (online and offline courses) and Section 3 (workshop participants) are structured across the following subsections:** (1) *characteristics of survey respondents;* (2) *uses of public narrative across domains of usages;* (3) *use of public narrative within the workplace with co-workers;* (4) *use of public narrative within the workplace with constituents;* (5) *use of public narrative for public engagement;* (6) *use of public narrative in campaigns;* (7) *use of public narrative with family and friends;* (8) *usefulness of public narrative across the domains of usage;* (9) *experience in general using public narrative; and (10) some takeaways.*

Finally, note that at the very beginning of each of the three sections some summary observations are fleshed out

Methodology: Designing the Public Narrative Impact Survey

The design process of the survey protocol started in September 2019 and ran until February 2020. To design the instrument, Dr. Emilia Aiello worked closely with Professor Marshall Ganz and got advice from Professor Teresa Sordé (UAB), co-supervisor of the Narratives4Change project and former work package leader of the FP7 IMPACT-EV project,[7] focused on social impact analysis of research.

Capturing the impact of the public narrative framework by means of a survey faced two main challenges. The first challenge was how to properly obtain evidence of the framework impacts wherever it was being used and adapted. This involved capturing evidence of "impacts" and not just of "transference."[8]

Drawing on existing criteria of *social impact of research analysis* established by SIOR,[9] and on which the Narratives4Change project was conceptualized, social impact is defined as *the social improvements achieved because of implementing the results of a particular research project or study.* Under SIOR criteria, social improvements are defined in relation to the UN Sustainable Development Goals (SDGs) or other similar official targets. In this case, the social impacts advanced because using public narrative would be the reported positive impacts achieved due to its use and adaptation in different domains of usage and contexts. The second challenge faced was how to properly define and enclose the different domains of usage in which public narrative is being used. For instance, a person working in a labor union might be using public narrative within his/her workplace when communicating with co-workers, but s/he might also use it in a campaign related to the workplace. Someone can also use public narrative outside of the workplace to motivate public engagement as a volunteer of a public organization (considering the array of different organizations in which public narrative is used). In other words, public narrative is not a formula but a framework for public leadership that can be adapted and transferred to different social realities.

Both challenges were resolved after a process of discussion between Professor Ganz and Dr. Aiello and considering the insights and reflections of other scholars, practitioners, and researchers who provided valuable advice in the design process—insights on social impact analysis, survey methodology, and the practice of public narrative.

First, regarding the first challenge—the complexity of capturing *impacts* and not solely *transference* in each block of the survey—we asked respondents to provide a qualitative example of how public narrative was used. A slightly different block in its design was block 5 of the instrument "use of public narrative in a campaign." In block 5, the SIOR criteria was used: asking for the name of the campaign; the field in which the campaign operated; the impacts achieved related to a list of 19 defined fields, most of which are related to the 17 UN SDGs; evidence of the mentioned impacts (links to websites); and a question about the replicability of the impact in other contexts. Note that the main limitation to using these same criteria in each section was the potential time duration of completing the survey.

Second, regarding the second challenge—definition of domains of usage—while there is no perfect definition and categorization of the multiple domains of usages in which public narrative can be used, domains eventually set were those considered most common (discussed by Professor Ganz and Dr. Aiello and brought to debate among collaborators):

- *Use of public narrative within the workplace:* referred to the use of public narrative within workplace-based settings with colleagues, co-workers, staff, employees, volunteers, or others, that is, internally.
- *Use of public narrative to engage with students, patients, beneficiaries, or clients:* aimed at capturing the use of public narrative within the workplace with "constituents," that is, externally.
- *Use of public narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement:* referred to the use of public narrative to motivate participation in different forms of public engagement in the public sphere (different from workplace-based settings).
- *Use of public narrative in a campaign:* aimed at capturing if public narrative had been used in a specific campaign. All information asked in this section revolved around specific aspects of campaigns.
- *Use of public narrative with family and friends:* aimed at capturing the use of public narrative in the private sphere.

Revisions of the ongoing version of the instrument from September 2019 to February 2020 were based on multiple sources of information. When making any change, priority was given to maintaining a similar structure of questions within each block as well as minimizing the time required for its completion.

Input from colleague researchers and practitioners of public narrative or former teaching fellows familiar with the framework was requested by asking them to comment on the different drafts of the protocol. The comments offered were considered as rounds of revisions were made. A series of one-on-one interviews with former teaching fellows of the public narrative course (MLD-355M) helped refine the protocol and clarify specific terms. After piloting the protocol in February 2020 and considering inputs from colleague researchers and practitioners, some changes were introduced, notably reducing the instrument's length.

Survey Content and Mode of Administration

The survey comprises eight blocks of questions.[10] A core set of 55 questions was asked to every respondent, in each of the following blocks:

- *Block 1. Basic information about the setting in which you learned public narrative.*
- *Block 2. Using public narrative within the workplace with colleagues, co-workers, staff, employees, volunteers.* This section referred to the use of public narrative internally at the workplace, with colleagues, co-workers, staff, employees, volunteers, or others.
- *Block 3. Using public narrative within the workplace with "constituents": students, patients, beneficiaries, members, clients, etc. This section referred to the use of public narrative at the workplace with external stakeholders.*
- *Block 4. Using public narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other form of public engagement.*
- *Block 5. Using public narrative in a campaign.*
- *Block 6. Using public narrative with family and friends.*
- *Block 7. Experience in general using public narrative.*
- *Block 8. Demographic data.*

NOTE that throughout this report, the following **terminology** is used when referring to Block 2, 3, 4, 5, and 6, the ones related to the domains of usage of public narrative:

- *Block 2. "Workplace with co-workers" or "workplace (co-workers)"*
- *Block 3. "Workplace with constituents" or "workplace (constituents)."*
- *Block 4. "Public engagement"*
- *Block 5. "Campaign"*
- *Block 6. "Family and friends"*

This terminology is used when labeling tables and figures.

The set of questions included in the survey were either closed (predefined options provided) or open, and some used a provided five-point Likert scale (e.g., usefulness question in each section and all questions in Section 7). The survey was administered as a web survey using Qualtrics software provided by Harvard University.

Survey Population

The survey population included individuals who have learned public narrative within the period 2006 and 2020 in two different types of learning settings: either in offline and online courses taught at the HKS or as participants in a workshop, where training usually occurred over one to three days.

Those eligible to participate in the survey were all individuals who had learned public narrative as students enrolled in in-person classes taught by Professor Ganz at the HKS or at the Executive

Education program at HKS (online) *and* for whom there were available email records. The survey was emailed to 3,312 individuals directly by Professor Ganz.

We considered it highly relevant to also include the representation of those who learned public narrative in workshops. For this, we contacted and partnered with leaders and organizers who have been facilitating workshops on public narrative or in which public narrative is included in their own organizations and asked them to collaborate with our research.

Although it is possible to know the specific number of individuals who have learned public narrative in the framework of a course taught at Harvard (students' enrollment record), this is more complex for the case of those who have learned public narrative in a workshop, either in the United States or in other countries. Criteria established to select workshops to be included in the survey was those that were organized on a regular basis (e.g., annually) *and* for which facilitators would be willing to collaborate and commit to the process of distributing surveys. In most cases, personal data of workshops' participants could not be provided to us as a third party due to data protection issues, so the survey was directly distributed by these contact points. When this was done, we requested workshop facilitators to provide a detailed account of the number of participants to which they sent the survey so we could make sure we tracked the final rate of response among workshop participants.

Below is a description of both courses and workshops included in the survey and the respective number of individuals to which the survey was sent.

Learning Setting (2006–2019)

Students in a course	Workshop participants
MLD-355M—Public Narrative: Self, Us, Now	• Vital Voices (USA-based global organization)
MLD-356M Public Narrative: Loss, Difference, Power and Change	
MLD-377—Organizing: People, Power, and Change	• Advanced Leadership Initiative (Harvard University)
Public Narrative: Leadership, Storytelling, and Action (online)	• Harvard Trade Union Program (Harvard Business School)
Leadership, Organizing and Action: Leading Change (online)	• Mothers Out Front (Cambridge, USA) • El-Hibri Foundation (New York, USA) • Harvard Exponential Fundraising Course (Cambridge, USA) • Wisconsin Leadership Development Project (Wisconsin, USA) • California Cultural Organization (California, USA) • Birmingham Leadership Institute (Birmingham University, UK) • Bloomberg Harvard City Leadership Initiative • EdLD Harvard Graduate School of Education program
Total = 3,128	**Total = 2,146**
	Total pool of survey participants = 5,274

Survey Procedures

The survey was launched on May 14, 2020, and the initial deadline for completion was set to May 20, 2020. Email addresses available in Professor Ganz's database of contacts were sent invitations to participate in the survey through the Qualtrics system by Professor Ganz. In these cases, "individual links" were sent: each participant received a personalized link that could only be used once. By using this type of link, the respondent's name, email, and other contact information was automatically saved with their survey data, which allowed us to track *responses in progress* and send out *reminders* and *thank you* messages to survey participants.

For workshops that were run by contact points or workshop facilitators, email invitations were sent using the survey "anonymous link." This second option did not allow tracking the identity of the respondent except for certain GeoIP details that can be disabled. Accordingly, neither *reminders* nor *thank you* emails could be sent directly by us and had to be done by contact points. We were aware that this could directly impact on the rate of response of this group of respondents.

The completion date was finally closed on May 22, 2020.

Response Rates

At the close of data collection, a 1,111 responses were collected.

The overall response rate was 21.1%.

The maximum sampling error for statistical significance is 3%.

$\frac{1}{\sqrt{n}} = \frac{1}{\sqrt{1,111}} \cdot 100$, with a 95% confidence level and a 5% margin of error.

	Learning setting		
	Student in a course	Workshop participants	Total
Number of individuals included	3,128	2,146	5,274
Finished surveys	741	370	1,111
Rate of response	23.7%	17.2%	21.1%

Limitations

This survey study's aim was explorative, and participation in this survey was voluntary. Statistical representativeness is solely obtained for individuals who have learned public narrative as students in a course taught at the HKS. The same cannot be said for the whole population of individuals who have learned public narrative in a workshop; as explained above, it is highly complex to track the very exact number of those individuals who have learned public narrative in a workshop.

Ethical Issues

The Institutional Review Board (IRB) of the Harvard University Area approved this study, IRB registration no. IRB00000109. All information gathered for the Narratives4Change project complies with the Ethics Appraisal Procedure required by the Horizon 2020 research program, funded by the European Commission. Accordingly, Narratives4Change project follows Regulation (EU) 2016/679[1], the EU new General Data Protection Regulation (GDPR).

Section 1.
General Results

Summary Observations Section 1

- 1,111 individuals responded our survey: 66.7% of them learned public narrative in online and/or offline course taught at the HKS and 33.3% learned it in a workshop.
- 60% of our survey respondents are women, and a large amount of them hold a graduate degree.
- Almost 50% of survey respondents learned public narrative between 2016, 2017, 2018, 2019, and 2020. This should be considered when interpreting the data.
- Although almost 70% of survey respondents currently reside in the USA, or almost 60% were born in the USA, other countries where individuals respondents currently reside and are largely represented in our sample are Canada, the UK and North Ireland, Australia, India, Jordan, Mexico, Israel, and Serbia. Our evidence suggests that public narrative is currently known and being used in at least 78 different countries worldwide.
- As for the usage, our data show that more than 50% of survey respondents reported to have used public narrative in the following domains of usage: (1) workplace with co-workers = 75.5%; (2) workplace with constituents = 68%; and (3) family and friends = 55.3%. The reported proportion of those who said they have used public narrative for the domain of usage "public engagement" is slightly lower than 50%, 44.6%; nevertheless, this amount is still remarkable.
- In contrast to this finding, and as opposed as what we first expected, only 26% of survey respondents reported having used public narrative for a campaign.
- When asked about the level of usefulness for each of the four domains of usage explored (all except "campaigns"), the results were also remarkable: almost 50% of respondents reported that public narrative has been extremely useful. The second category with a higher representation was "very useful."
- Data related about the use of public narrative in campaigns also provide an overview of how the framework is being used for advocacy and organizing in this regard. We observed that although most of the campaigns in which public narrative has been used has carried out by individuals who currently reside in the US, countries as diverse as Egypt, Nigeria, India, Serbia, are Mexico are represented.
- Note that in this specific report, although we have gathered specific data on the campaign such as its name and main purpose, the organization that sponsored the campaign (data included in Appendix 3 of this report), they have not yet been analyzed in depth. Further analysis will be conducted specifically on these data.
- The most common reported use of public narrative in a campaign was that of "communicate with each other in one-on-one meetings, small meetings, or similar events." (77.1% out of all those who reported using public narrative in a campaign).
- As for the perceived influence on legislative change from the campaign in which public narrative was used, 36.1% of respondents who reported to have used public narrative in a campaign said that according to them, the campaign influenced some type of change.
- As for the replication of the campaign in which public narrative has been used in other contexts, a question aimed at capturing what others have learned from that experience and have also used public narrative in other subsequent campaigns, almost half of respondents who used public narrative in a campaign reported that after the campaign, their colleagues used public narrative in other campaigns. This is of relevance as it reveals that others are learning about successful stories where public narrative is used and are adapting it to newer contexts.
- Regarding the societal fields of impact of the campaigns in which public narrative has been used, our data reveal between 27% and 46% of respondents believe that these campaigns have impacted five main areas: (1) democracy, political reform, and corruption; (2) voting rights,

participation, and civic engagement; (3) electoral politics and campaigns; (4) health, health care, and public health; and (5) education.

- For the final set of questions regarding the perceived impact of public narrative on specific aspects of leadership practices (e.g., communicating values, understanding others' values, showing vulnerability, trusting others), our data reveal that most of the respondents reported that public narrative was either "to a great extent" or "to a moderate extent" useful in the ten different dimensions inquired.

- Finally, the reported perceived usefulness "in general" (overall) of public narrative is out-standing: almost half (47.6%) of respondent said that in their general experience, using public narrative has been "extremely useful" and 40% said it has been "very useful."

General Overview

This section summarizes general demographic data of our survey respondents such as gender, age when responding the survey, country of origin and current country of residence, main first language spoken, educational level, and main domains of professional practice. It also provides details regarding the context where public narrative was learned (in a course or in a workshop) and the year.

Note that some of these questions were multiple choice. When this was the case, it is indicated in the tables.

Table 1.1. Respondents' Gender and Age[11]

What is your gender?		
Gender	N	% based on no. respondents
Man	421	39.3
Woman	626	58.5
Other/prefer not to say	14	1.3
Nonbinary/third gender	8	0.7
Prefer to self-describe	1	0.1

Valid no. of total respondents = 1,070 [100%] | Missing individuals = 41

What is your age?		
Age group	N	% based on no. respondents
19–30	133	12.4
31–40	371	34.7
41–50	261	24.4
51–60	145	13.6
61–70	112	10.5
Over 71	40	3.7

Mode age = 40 | Average = 44

Valid no. of total respondents = 1,062 [100%] | Missing individuals = 49

Table 1.2. Highest Degree Earned

What is the highest level of schooling you have completed?		
Schooling level completed	N	% based on no. of respondents
High school degree or equivalent	2	0.2
Some college/university but no degree	27	2.5
Associate degree	5	0.5
Bachelor's degree	169	15.8
Graduate degree (e.g., master's degree)	635	59.4
Terminal degree (e.g., MD, JD, PhD)	213	19.9
Other (please specify)	18	1.7

Valid no. of total respondents = 1,069 [100%] | Missing individuals = 41

Table 1.3. Top 15 Countries of Origin and Countries of Residence of Survey Respondents

Top 15 countries of origin			Top 15 countries of residence		
Country	N	% based on no. respondents	Country	N	% based on no. respondents
USA	625	58.4	USA	728	68
Canada	42	3.9	Canada	42	3.9
India	31	2.9	UK & North Ireland	31	2.9
Mexico	31	2.9	Australia	21	2
UK & North Ireland	26	2.4	India	19	1.8
Australia	24	2.2	Jordan	14	1.3
Jordan	16	1.5	Mexico	13	1.2
China	13	1.2	Israel	12	1.1
Serbia	12	1.1	Serbia	10	0.9
Israel	12	1.1	Chile	7	0.7
Egypt	11	1.0	Egypt	8	0.7
Germany	11	1.0	France	8	0.7
Nigeria	10	0.9	Germany	7	0.7
France	8	0.7	Nigeria	8	0.7
Japan	8	0.7	Sweden	7	0.7
Other countries	190	17.75	Other countries	135	12.6

Valid no. of total respondents = 1,070 [100%] | Missing individuals = 41

Figure 1.1. Respondents' Countries of Origin
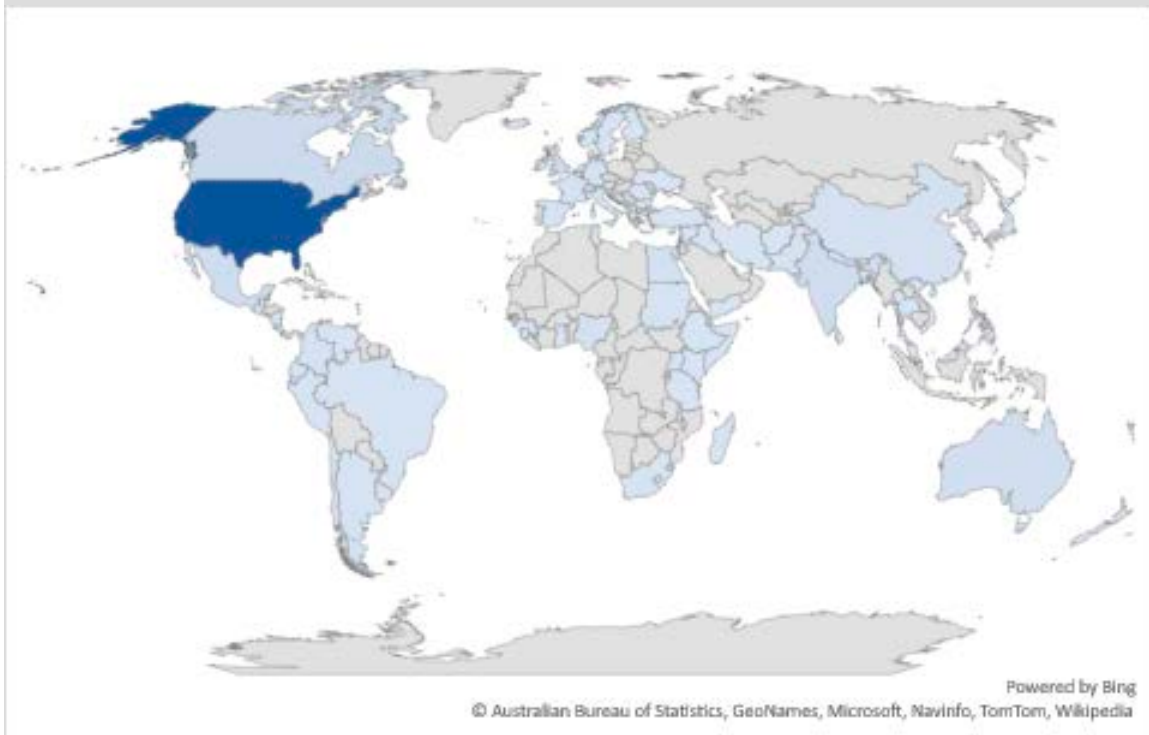
Figure 1.2. Respondents' Countries of Residence
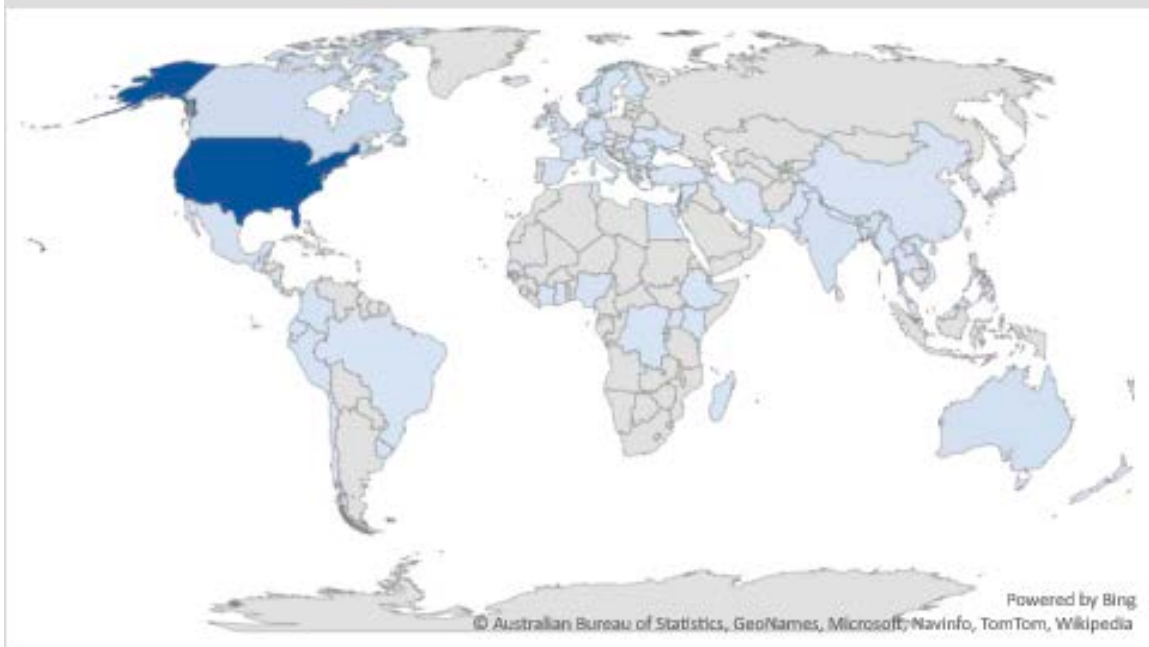
Table 1.4. Participants' Main Languages Spoken

What is your first language? (check all that apply)		
Language	N	% based on no. respondents
English	826	77.3
Spanish	108	10.1
Arabic	50	4.7
French	27	2.5
Chinese	20	1.9
Hindi	20	1.9
Japanese	8	0.7
Serbian	11	1.0
Urdu	7	0.7
Other	129	12.1
Total no. answers	*1,206*	*112.8*

Valid no. of total respondents = 1,070 [100%] | individuals = 41

Table 1.5. Respondents' Domains of Professional Practice[12]

What are your major domains of practice? (check all that apply)		
Domain of practice	N	% based on no. respondents
Education	449	40.4
Advocacy/organizing	344	31
Government	299	26.9
Politics	241	21.7
Business	211	19
Social service	157	14.1
Health	154	13.9
Culture/recreation	75	6.8
Labor	66	5.9
Religion	42	3.8
Military	16	1.4
Other	168	15.1
Total no. answers	*2,222*	*200*

Valid no. of total respondents = 1,111 [100%] | Missing individuals = 0

Figure 1.3. Respondents' Domains of Practice
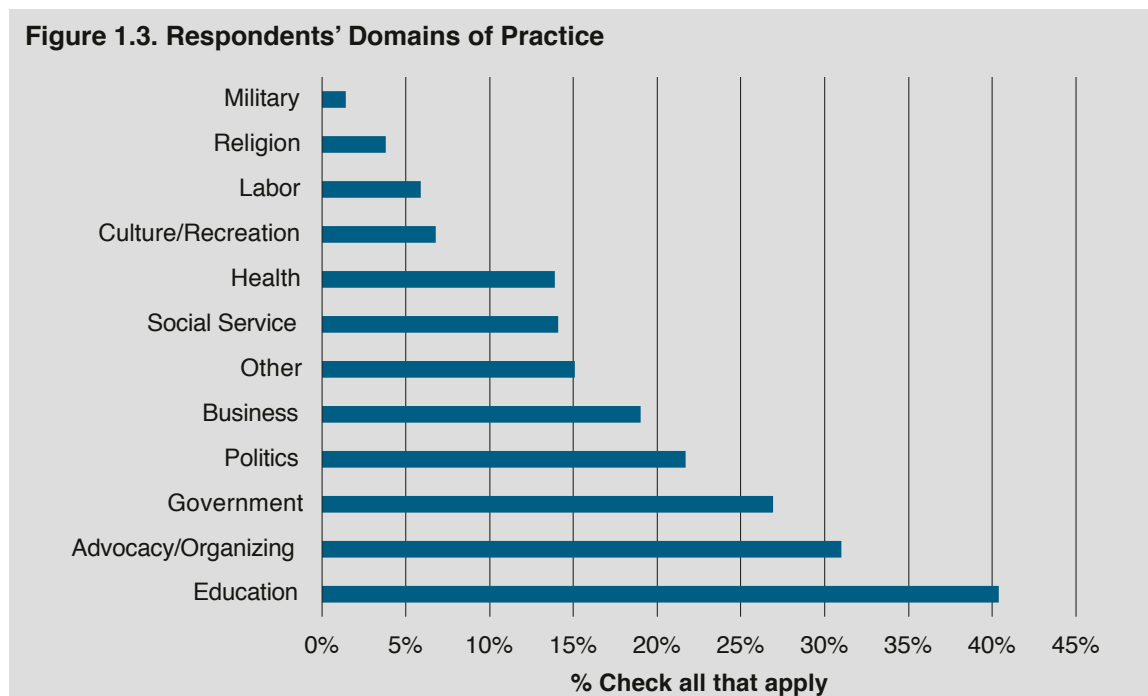
Table 1.6. Year in Which Public Narrative Was Learned

	In which year did you learn public narrative?		
Year	N	% based on no. respondents	Cumulative %
2006	17	1.5	1.5
2007	33	3.0	4.5
2008	33	3.0	7.5
2009	43	3.9	11.3
2010	59	5.3	16.7
2011	49	4.4	21.1
2012	55	5.0	26.0
2013	72	6.5	32.5
2014	59	5.3	37.8
2015	75	6.8	44.6
2016	96	8.6	53.2
2017	138	12.4	65.6
2018	141	12.7	78.3
2019	226	20.3	98.6
2020	15	1.4	100

Valid no. of total respondents = 1,111 [100%] | Missing individuals = 0

Table 1.7. Course Students Versus Workshop Participants

In which context did you learn public narrative?		
Context	N	% based on no. respondents
Course	741	66.7
Workshop	370	33.3
Total	*1,111*	*100*

Valid no. of total respondents = 1,111 [100%] | Missing individuals = 0

Figure 1.4. Course Students Versus Workshop Participants
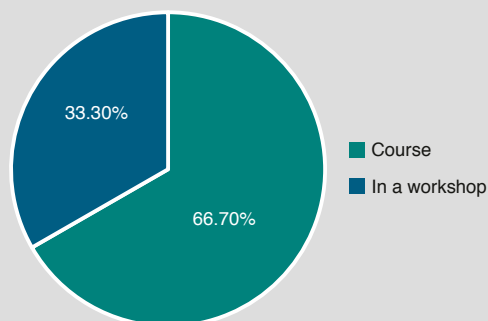
Main Findings

- Table 1.1 indicates that almost 60% of the survey respondents were women, while almost 40% were men. Regarding their educational level (Table 1.2), almost 60% of respondents hold a graduate degree (e.g., master's degree), and almost 20% of them hold a terminal degree (e.g., MD, JD, PhD). This finding shows that, on average, those who are learning public narrative have academic credentials beyond compulsory high school or have a college degree.
- Table 1.3 shows that the top five countries of origin of survey respondents are the US, Canada, India, Mexico, and the UK. The top five countries of residence of respondents are the US, Canada, the UK, Australia, and India.
- Table 1.4 reveals that a large amount of public narrative users who responded to the survey are English native speakers. However, respondents spoke other languages such as Spanish, French, Chinese, Hindi, Arabic, Japanese, Serbian, and Urdu.
- Regarding the main domains of professional practice, Table 1.5 shows that between 20% and 40% of respondents operate in the fields of education, advocacy/organizing, government, politics, and business.
- As per Table 1.6, participants involved in the survey included cohorts starting in 2006–2007 to cohorts in 2019–2020. The table shows that 50% of respondents learned public narrative between 2006 and 2016—a span of ten years. This indicates a higher rate of response among those who have learned public narrative in the last six years. This is of relevance and indicates the need to be cautious with interpreting data. This finding was also expected, as it was possible that former students' email addresses were no longer valid.

- As Table 1.7 indicates, 66.7% of survey respondents learned public narrative in a course taught at the HKS, while 33.3% learned it in a workshop. Section 2 and Section 3 of this report presents data disaggregated according to those who learned public narrative in online or offline semester-length courses and those who learned it in online or offline workshops.

Uses of Public Narrative across Different Domains of Usage

The first question of the protocol in block 2 (within the workplace with co-workers), block 3 (within the workplace with constituents), block 4 (for public engagement), block 5 (in campaigns), and block 6 (with family and with friends) followed the same structure: respondents were questioned about their use or nonuse of public narrative in each of these given domains of usage. They were then asked about how useful public narrative has been, the ways they used public narrative, and to provide an example (optional).

Frequency of Use of Public Narrative

Table 1.8. Usage of Public Narrative across Domains of Usage

| | Where have you used public narrative? | | | | | | | | | |
| | Workplace (co-workers) | | Workplace (constituents) | | Public engagement | | Campaign | | Family and friends | |
	N	%	N	%	N	%	N	%	N	%
Yes	839	75.5	756	68	495	44.6	289	26	615	55.3
No	272	24.5	355	32	616	55.4	822	74	496	44.7
Total	1,111	100	1,111	100	1,111	100	1,111	100	1,111	100

Figure 1.5. Usage of Public Narrative across Domains of Usage (%)
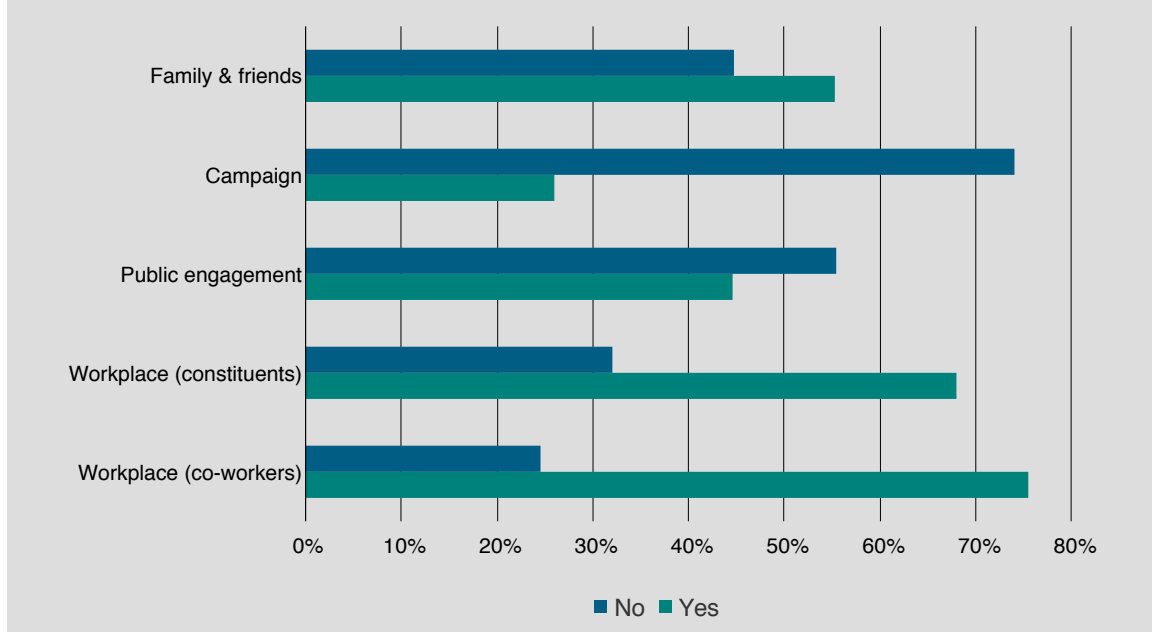
Usefulness of Public Narrative

As mentioned above, a second tier of questions included in blocks 2, 3, 4, and 6 of the protocol (i.e., all the ones mentioned above expect "campaigns") was regarding the "usefulness" of public narrative. This allowed those respondents who reported having used public narrative in each of these domains the option to answer how useful they found it to. The level of usefulness within each of these domains of usage was measured using a five-point Likert scale: *5 = Extremely useful | 4 = Very useful | 3 = Moderately useful | 2 = Slightly useful | 1 = Not at all useful*. See Table 1.9 below for the disaggregated results.

Table 1.9. Usefulness of Public Narrative across Domains of Usage

	How useful has it been?							
	Workplace (co-workers)		Workplace (constituents)		Public engagement		Family and friends	
Usefulness	N	%	N	%	N	%	N	%
Extremely useful	391	46.6	343	45.4	279	45.3	200	32.5
Very useful	340	40.5	312	41.3	251	40.7	288	46.8
Moderately useful	96	11.4	92	12.2	77	12.5	115	18.7
Slightly useful	10	1.2	8	1.1	8	1.3	11	1.8
Not at all useful	2	0.2	1	0.1	1	0.2	1	0.2
Total	*839*	*100*	*756*	*100*	*616*	*100*	*615*	*100*

Figure 1.6. Usefulness of Public Narrative across Domains of Usage (%)
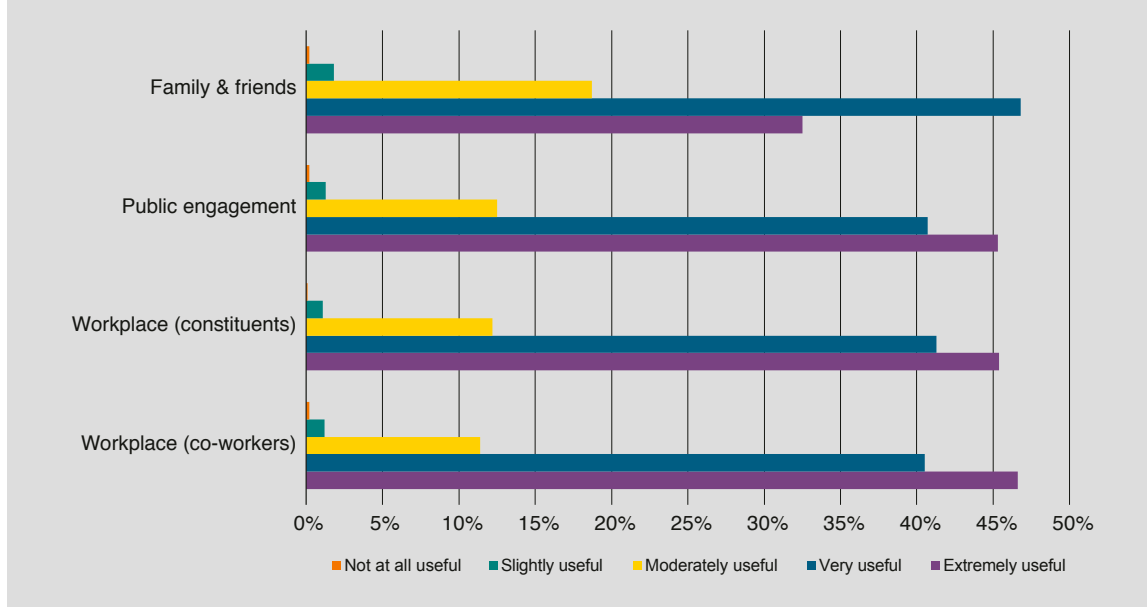
Main Findings

- Table 1.8 shows the frequencies and percentages of usage for each domain. Observe that for the domain "workplace (co-workers)," "workplace (constituents)," and "family and friends," reported usage is of more than 50%. For the domain "public engagement," percentage of use reported almost reaches 50%.
- The domain of usage in which respondents reported having used public narrative to a lesser extent is that of "campaigns," with just 26% out of the total. Note that this is of relevance, as we can infer that while all individuals navigate their workplace or interact with family and friends, not all of them might be involved in campaigns.
- Table 1.9 reveals the reported level of usefulness of public narrative for each of the given domains. The following is observed:
  - *Use within the workplace with co-workers*: most individuals who used public narrative within the workplace found it "very useful" (40.5%) and "extremely useful" (40.5%).
  - *Use within the workplace with constituents*: a similar trend than usage within the workplace is observed. Among those who reported having used public narrative to engage with others (68%), 45.4% of them reported the usage of public narrative to be "extremely useful" and 41.3% "very useful."
  - *Use for public engagement:* the results are distributed in a similar way than the domains of usages *workplace* (both co-workers, and constituents). Among those 44.6% of individuals who reported having used public narrative to motivate participation (n = 495), 45.3% of them found it "extremely useful" and 40.7% very useful.
  - *Use with family and friends.* The reported results are distributed slightly differently within the private sphere. Out of the 55.3% of individuals who reported having used public narrative with family and friends (n = 615), 46.8% found it "very useful" and 32.5% "extremely useful." Although this is a minor difference compared to the previous categories, accumulated percentage of categories "extremely useful" and "very useful" account for more than 79.3%.
- *We performed this same analysis disaggregated by gender and the results were statistically nonsignificant.*

Types of Uses of Public Narrative

For those respondents who answered that they have used public narrative in the given domains of usage, besides asking how useful the usage of public narrative has been, we also asked them in which specific ways they used it. For the domains of *workplace (with co-workers, and with constituents)* and the domain of *public engagement,* the types of usages provided in the multiple answer question were similar: (a) using public narrative to communicate in small events; (b) using it to communicate in large events; (c) training others in public narrative; and (4) "other." The chart below shows each option provided in the protocol, according to each of the three domains of usage. Subsequently, Table 1.10 shows the results.

Use of public narrative within the workplace with co-workers	Use of public narrative within the workplace with "constituents":	Use of public narrative for public engagement	Assigned label in Table 1.10
I used Public Narrative within my workplace to *communicate with colleagues, co-workers, staff, employees, volunteers or others in 1-1 meetings, small meetings, or similar events*	I used Public Narrative to *communicate (externally) with beneficiaries, students, patients, clients or others in 1-1 meetings, small meetings, classes, assemblies or similar events*	I used Public Narrative to *communicate with participants in 1-1 meetings, small meetings, conferences, or similar events*	*"To communicate in small events"*
I used Public Narrative within my workplace to communicate with audiences in large events such as conventions, conferences or others	I used Public Narrative to communicate (externally) with beneficiaries, students, patients, clients or others in large public events (e.g., conventions)	I used Public Narrative to communicate with participants in large events open to the general public (e.g., rallies, conventions, etc.)	*"To communicate in large events"*
I trained my colleagues, co-workers, staff, employees, volunteers or others in how to use Public Narrative	I trained beneficiaries, students, patients, clients or others in Public Narrative	I trained participants in civic associations, professional associations, trade unions, political campaigns, social movements, or other forms of public engagement in how to use Public Narrative	*"I trained others"*
Other—Please explain	Other—Please explain	Other—Please explain	*"Other"*

Table 1.10. Types of Uses of Public Narrative in the Workplace with Co-Workers, and with Constituents, and for Public Engagement

How did you use it? (check all that apply)	Workplace with co-workers		Workplace with constituents		Public engagement	
	N	% based on no. respondents	N	% based on no. respondents	N	% based on no. respondents
To communicate in small events	684	81.5	591	78.2	507	82.3
To communicate in large events	507	60.4	434	57.40	350	56.8
I trained others	383	45.6	258	34.10	252	40.9
Other	74	8.8	80	10.60	18	2.9
Total no. answers	*1,648*	*196.4*	*1,363*	*180.30*	*1,127*	*183*

Valid no. of total respondents = 1111 [100%]

For the domain of usage of *family and friends*, the options provided in the protocol were different: (a) using public narrative with family and friends to establish a common purpose; (b) to solve conflict; (c) to facilitate communication; and (4) "other." Table 1.11 below shows the results.

Table 1.11. Types of Uses of Public Narrative with Family and Friends

How did you use public narrative with family and friends?		
How did you use it? (check all that apply)	N	% based on no. respondents
To establish a common purpose	394	64.1
To solve conflicts	293	47.6
To facilitate communication	456	74.1
Other	63	10.2
Total no. answers	1,206	196.1

Main Findings

- Table 1.10 shows that public narrative is used in diverse ways, but, contrary to the expectation that it is a form of public speaking, it is especially useful in proximate interpersonal communication encounters such as one-on-one meetings, at work with their colleagues and teams in small groups. Although the reported type of use of public narrative to communicate in large events across these domains of usage is also high, Table 1.10 reveals that there is still between 20–30 points of difference -higher for the use of public narrative in interpersonal communication in small events. Table 1.10 shows that of those who used public narrative in the workplace, with colleagues, 81.5% of them did it to communicate in small events; among those who used it within the workplace with constituents, 78.2% used it in small meetings, and a similar percentage is observed for the domain of usage of public engagement, 82.3% out of those who used public narrative for public engagement did it to communicate with participants in 1-1 meetings, small meetings, conferences, or similar events

- When asked about how they used public narrative within the workplace (with co-workers and constituents) and for "public engagement" some respondents reported that they trained others in the framework. More analysis needs to be done to better understand who are those who are training others in public narrative. Although this was not covered in this survey, future research could explore how the training in public narrative is being done: Which materials are being used? How are networks of support being built? What is the role of the Leading Change Network (LCN)[13] in this? Are participants of the LCN overrepresented by those who reported to have trained others?

- Table 1.11 shows that among the 55.3% of respondents who said that they have used Public Narrative with family and friends, 64,1% of them reported having used it to establish a common purpose, 47.6% to solve conflicts, and 74.1% of them to facilitate communication. Note that again, usage of Public Narrative to facilitate communication is outstanding even with family and friends, as occurred in the other domains of usage. 10.2% of them said that they used in other ways.

Use of Public Narrative in Campaigns

Block 6 of the protocol asked about the use of public narrative in campaigns. As already explained in the introduction, this block followed a different structure than the previous ones. For this reason, in this subsection of the report we discuss the analysis of data reported for campaigns separately, detailing its main findings and observations. Note that, as observed in Table 1.8 above, out of 100% of respondents, **26%** (n =289) reported having used public narrative in some campaign.

Table 1.12. Top 15 Country of Residence of Those Who Have Used Public Narrative in a Campaign

Respondent's country of residence *		
Country	N	% based on no. respondents
United States of America	179	62.8
Australia	11	3.9
Canada	11	3.9
Jordan	8	2.8
UK and Northern Ireland	8	2.8
India	6	2.1
Serbia	6	2.1
Mexico	5	1.8
Nigeria	5	1.8
Egypt	4	1.4
Israel	3	1.1
Italy	3	1.1
Chile	2	0.7
Denmark	2	0.7
Finland	2	0.7
Others	30	10.5

Valid no. of total respondents = 285 [100%] | Missing individuals = 4

Figure 1.7. Country of Residence of All Those Who Have Used Public Narrative in a Campaign

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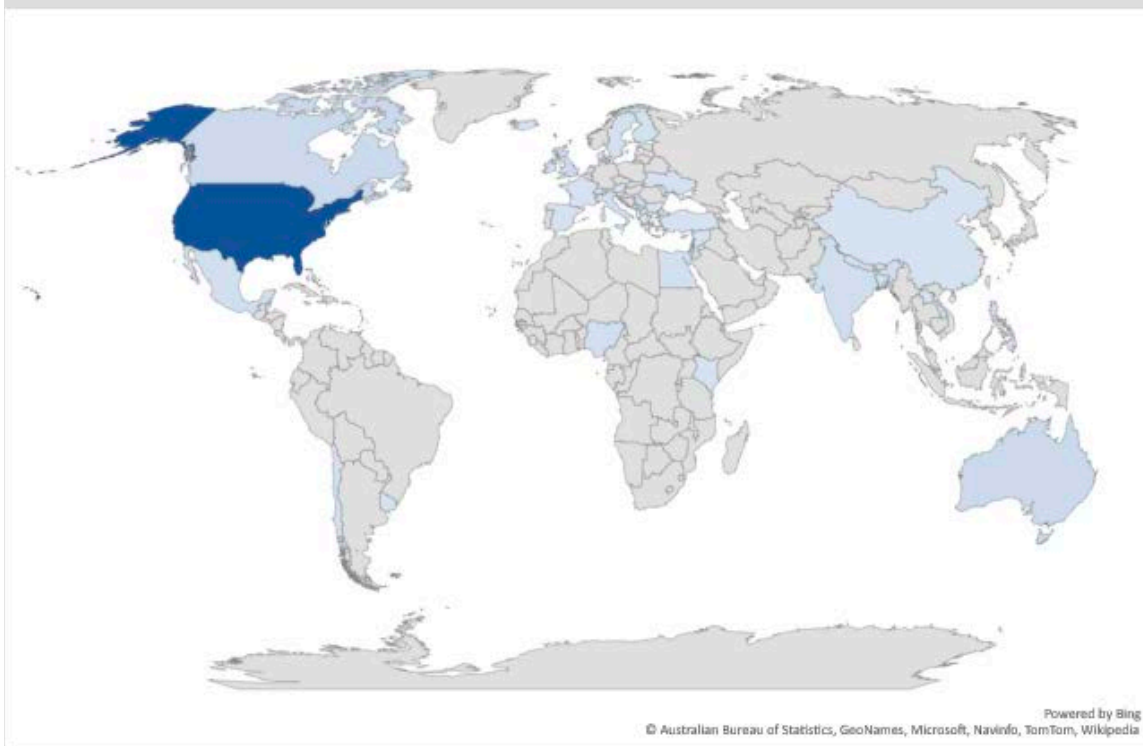
Table 1.13. Type of Uses of Public Narrative in a Campaign

How did you and the members of the campaign use public narrative in it? (check all that apply)		
Type of usages	N	% based on no. respondents
In 1-1 meetings, small meetings, or similar events	222	77.1
In large assemblies of the organization (closed to campaign members)	175	60.8
In large events open to the general public (e.g., rallies, conventions)	174	60.4
In materials produced and used for the campaign (e.g., videos, leaflets, reports)	160	55.6
Other	35	12.2
Total no. answers	*766*	*266*

Valid no. of total respondents = 288 [100%] | Missing individuals = 1

Figure 1.8. Types of Uses of Public Narrative in a Campaign
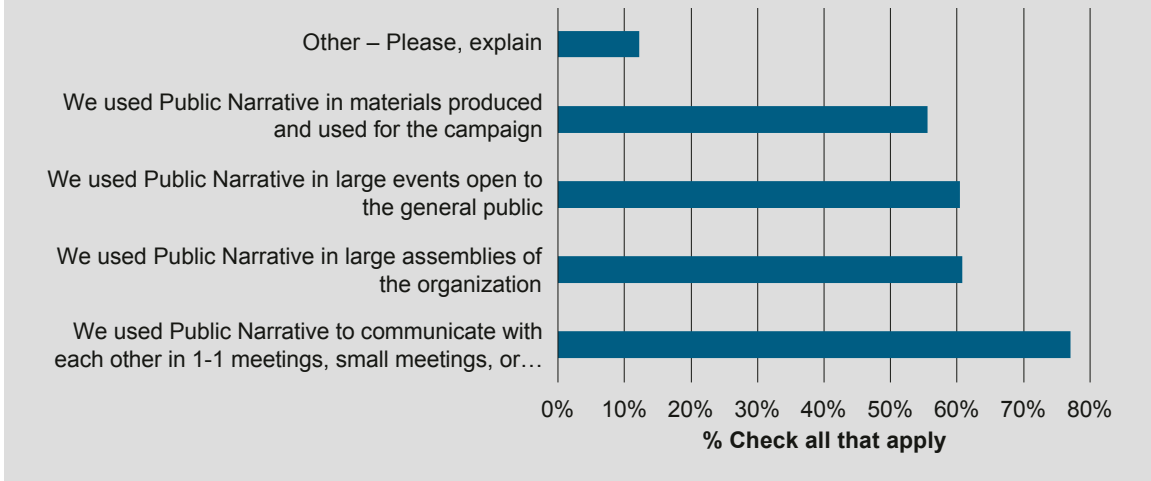
Table 1.14. Legislative Change Influence of the Campaign

	Did the campaign influence legislative change?	
	N	% based on no. respondents
Yes	104	36.1
No	58	20.1
Maybe	59	20.5
Not sure	43	14.9
Not relevant	24	8.3

Valid no. of total respondents = 288 [100%] | Missing individuals = 1

Figure 1.9. Legislative Change Influence of the Campaign
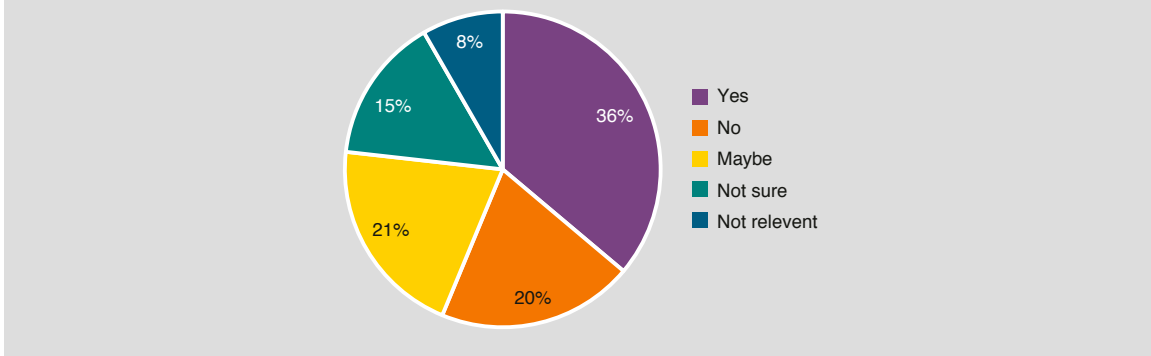
Table 1.15. Replication of the Campaign That Used Public Narrative in Other Campaigns

Was the campaign of value to others? (check all that apply)		
	N	% based on no. respondents
Yes, after this campaign, *my colleagues* used public narrative in other campaigns	136	47.2
Yes. After this campaign, others used public narrative in their own campaigns	103	35.8
Not that I know of	78	27.1
Other	52	18.1
Total no. answers	*369*	*128.1*

Valid no. of total respondents = 288 [100%] | Missing individuals = 1

Figure 1.10. Replication of the Campaign That Used Public Narrative in Other Campaigns
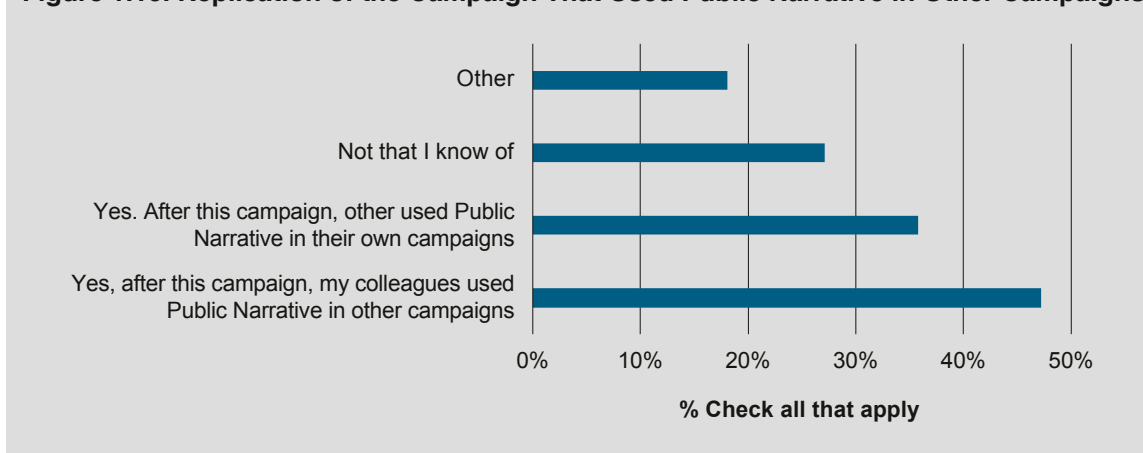
Table 1.16. Impact of the Campaign in Specific Societal Fields

Did the campaign contribute to advance any impacts in the following fields? (check all that apply)		
Societal fields	N	% based on no. respondents
Democracy, political reform, and corruption	133	46.2
Voting rights, participation, and civic engagement	100	34.7
Electoral politics and campaigns	94	32.6
Health, health care, and public health	81	28.1
Education	80	27.8
Climate change, environmental protection, and clean energy	74	25.7
Human rights	72	25

Table 1.16. Impact of the Campaign in Specific Societal Fields continued

Societal fields	N	% based on no. respondents
Racial, ethnic, and religious equity	69	24
Labor rights, unions, and economic justice	64	22.2
Gender equity and LGBTQ rights	62	21.5
Immigration and refugee rights	62	21.5
Housing, planning, and urban politics	56	19.4
Criminal justice and rule of law	40	13.9
Arts and culture	34	11.8
Gun violence and community security	32	11.1
Domestic violence, sexual assault, and harassment	31	10.8
Disability rights	30	10.4
Hunger, food justice, and sustainable agriculture	29	10.1
Other	26	9
Total no. answers	*1,169*	*405.9*

Valid no. of total respondents = 288 [100%] | Missing individuals = 1

Figure 1.11. Impact of the Campaign in Specific Societal Fields

% Check all that apply
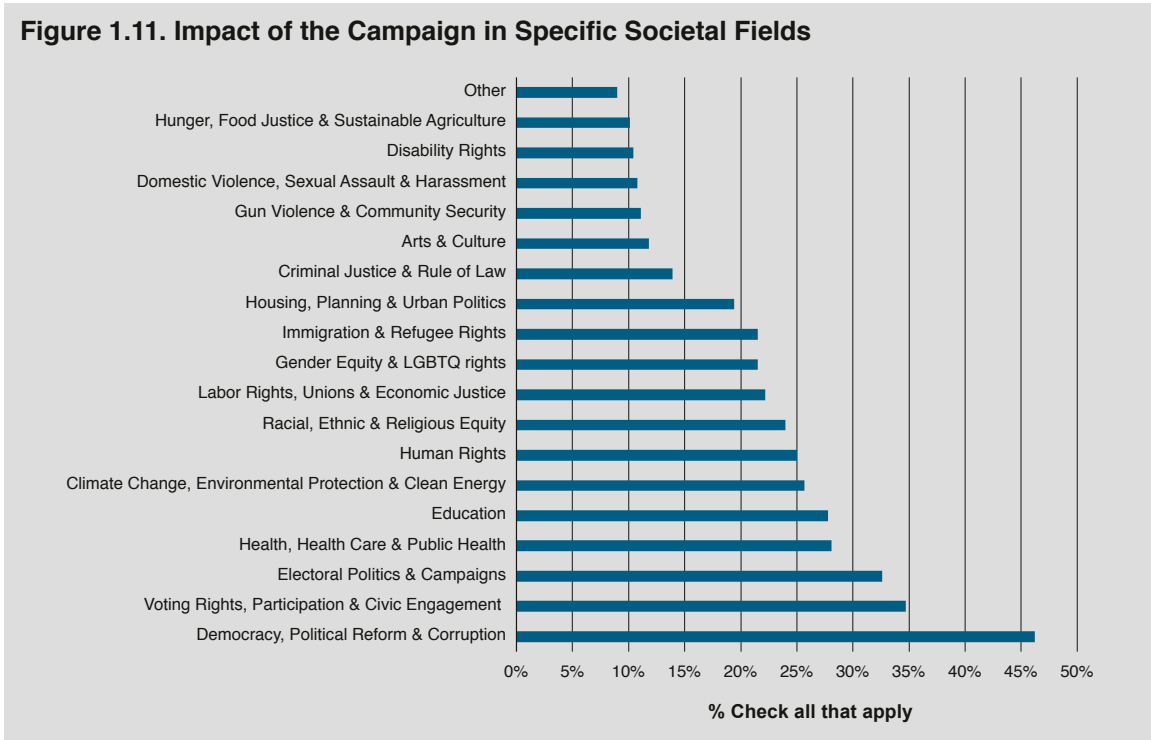
Main Findings

- Table 1.12 and Figure 1.7 show the country of residence of all individuals who reported having used public narrative in campaigns. This is of relevance as it gives a sense of the wide variety of cultural and geographical contexts in which campaigns using in some way public narrative have been implemented.[14]

- Regarding the different types of uses of public narrative in campaigns, reported in Table 1.13, the most common use is to communicate with each other in one-on-one meetings, small meetings, or similar events, following the trend of previous domains of usage.

- Usage of public narrative in materials, large assembles, and large events open to the general public are also pretty common. For each of these options, more than 50% of those who answered that they used public narrative in a campaign reported using it in these ways.

- Some examples provided by respondents related to "others types of usages" are the following:

  - *"We used public narrative at every level of this campaign. It was particularly useful to charging up our base and moving the organization to take on the issue. We also spent a long while doing a research campaign with service providers who were not used to meetings of this kind and the public narrative tool was incredibly helpful in changing the tone and making sure it was not just another meeting." (Campaign aimed at creating a state funded hotline and transportation system to get those seeking recovery to treatment, sponsored by the Merrimack Valley Project, USA)*

  - *"We used it as a starting training for all who want to fight corruption in health care. public narrative helped us identify the first tear of volunteers (to become the first tier of team leaders). Their stories about first-hand experience with corruption showed us where the motivation is and who has the drive to fully participate in our campaign." (Campaign sponsored by Serbia on the Move, Serbia)*

  - *"Used in letter writing, video submissions and in person prepared testimony in front of the joint finance committee" (Campaign sponsored by the Wisconsin Public Education Network, USA)*

  - *"Training for phone banking and door knocking." (Fair Funding Now Campaign, Australia. See www.fairfundingnow.org.au.)*

  - *"It is a wonderful technique for using in conversations during door-to-door canvasing and even in phone outreach—not full narratives, but a reduced version that hits on 'me us now.'" (Electoral Congress campaign, USA)*

  - *"I engaged my fellow students in this public engagement campaign in my own capacity as a human rights activist, organizer, and member of FEMNET. I wasn't acting on behalf of any organization. I engaged my LOA [Leadership, Organizing and Action] course colleagues by tying my Public Narrative (from the entry point of the 'Story of Us' and 'Story on Now') to this cause (Bring Back Our Girls)—which was grounded in the values of justice, dignity and respect for girls' human rights, and the right to education, safety, life, etc. My public narrative was mainly on the cause to end the practice of female genital mutilation in Gusiiland. I decided to use cease the opportunity to call for action (through my ask) on this extremely disturbing incident that had happened in Nigeria." (Campaign #BringBackOurGirls, Kenya chapter)*

  - *"Training of volunteers and paid workers (Campaign aimed at increasing voting in the center-left of Israeli population." (Israel. See https://www.onevoicemovement.org/.)*

- Regarding the results of Table 1.14, the question "Did the campaign influence legislative change?" aimed at capturing the potential political impact of the campaign. Note that legislative change cannot be directly attributed to the usage of public narrative in the campaign at stake, as other multiple factors play a role. However, we would still like to know the extent to which those campaigns that have used public narrative have had on political influence.

- Among participants who answered that they did use public narrative in a campaign, 36.1% said that such campaign had some type of legislative impact.
- In Table 1.15, the question "Was the campaign of value to others?" aimed at capturing the replicability of the usage of public narrative in a specific campaign, in other related or nonrelated campaigns. The findings show that 47.2% of respondents who used public narrative in a campaign reported that after the campaign, colleagues used public narrative in other campaigns. This is of relevance as it shows the adaptation and transference of public narrative from one campaign to others.
- Table 1.16 reports the impacts on specific societal fields of those campaigns in which public narrative has been used. A list of 18 different societal fields were defined, and the "other" open category was added. Most of these societal fields are related to the UN 2030 SDGs. This was a multiple choice question ("Check all that apply"). The results and trends observed in this question are worth looking at in-depth:
  - According to respondents, the top five societal fields that campaigns impacted are the following: (1) democracy, political reform, and corruption; (2) voting rights, participation, and civic engagement; (3) electoral politics an campaigns; (4) health, health care, and public health; and (5) education.
  - Looking at the data, four different tiers could be distinguished according to the percentage of respondents who reported that the campaign impacted the given societal field:
    - Range 30%–46% =
      - democracy, political reform, and corruption
      - voting rights, participation, and civic engagement
      - electoral politics and campaigns
    - Range 20%–29% =
      - health, health care, and public health
      - education
      - climate change, environmental protection, and clean energy
      - human rights
      - racial, ethnic, and religious equity
      - labor rights, unions, and economic justice
      - gender equity and LGBTQ rights
      - immigration and refugee rights
    - Range 11%–19% =
      - housing, planning, and urban politics
      - criminal justice and rule of law
      - arts and culture
      - gun violence and community security
    - Less than 11% =
      - domestic violence, sexual assault, and harassment
      - disability rights
      - hunger, food justice, and sustainable agriculture
      - other

Experience in General Using Public Narrative

Block 7 of the survey focused on the experience in general of using public narrative. In this block, participants were asked a set of ten Likert scale questions related to the self-perceived impacts that the usage of public narrative has had. The scale ranged from 1 to 5: *1 = To a small extent | 2 = To some extent | 3 = To a moderate extent | 4 = Neutral | 5 = To a great extent.*

Each question was linked to one of the three elements of the public narrative framework—*story of self*, *story of us*, *story of now*—and, in turn, to specific dimensions of each element. To define these dimensions, we consulted other published scales, especially from the social psychology field and leadership-related fields. However, even though some validated scales, such as the "Identity Leadership Inventory"[15] scale, focused on capturing the social identity dimension of leadership, none captured (in a way we considered appropriate) the very aspects related to public narrative that we intended to explore.

Note that this last block of the survey protocol needs to be read and interpreted at the light of previous sections. The following chart shows each question asked, to which public narrative element it corresponds, and the dimension aimed at being captured with it:

Public narrative	In your experience in general using public narrative, to what extent did it have the following impacts?	Dimension captured
Story of Self	It helped me to communicate why I have been called to leadership.	Communicate my values
	It helped me to understand values shared by others.	Get others' values
	It encouraged individuals to feel confident about expressing their vulnerabilities.	Vulnerability
Story of Us	It built mutual understanding.	Understanding: trust with another person
	It helped me to build trust within a group.	Understanding: trust with the group
	It helped to facilitate agreement on a shared purpose.	Shared goals—identity
	It helped to facilitate a sense of cohesion within the group.	Identity entrepreneurship: "Crafting a sense of us" (ILI scale)
Story of Now	It helped me to define a clear ask.	Concreteness of request
	It helped me to communicate urgent needs and opportunities to others.	Urgency
	It helped me to inspire hope that the action would make a meaningful difference.	Hope and action now

This block of questions was intentionally put at the very end of the protocol. We did this because when the respondent reached this final part, they would have enough time to remember and recall specific moments of their experience using the tool in the past, what would allow them to give a more informed answer.[16]

Table 1.17. Perceived Impacts of Usefulness of Public Narrative

| | | In your experience in general using public narrative, to what extent did it have the following impacts? | | | | | | | | | |
| | | To a small extent | | To some extent | | Neutral | | To a moderate extent | | To a great extent | |
		N	%	N	%	N	%	N	%	N	%
Story of Self	To communicate why I have been called to leadership	43	4	45	4.2	96	8.9	327	30.4	563	52.4
	To understand values shared by others	30	2.7	38	3.4	88	7.9	356	32	562	50.6
	To feel confident about expressing their vulnerabilities	42	3.8	52	4.7	137	12.3	367	33	476	42.8
Story of Us	To build mutual understanding	24	2.2	41	3.7	72	6.7	387	36	550	51.2
	To build trust within a group	27	2.5	40	3.7	85	7.9	347	31.3	575	53.5
	To facilitate agreement on a shared purpose	39	3.6	51	4.7	130	12.1	388	36.1	466	43.4
	To facilitate a sense of cohesion within the group	36	3.4	44	4.1	124	11.5	400	37.2	470	43.8
Story of Now	To define a clear ask	50	4.7	58	5.4	180	16.8	352	32.8	434	40.4
	To communicate urgent needs and opportunities to others	39	3.6	55	5.1	136	12.7	322	30	522	48.6
	To inspire hope that the action would make a meaningful difference	40	3.7	45	4.2	91	8.5	323	30.1	575	53.5

Valid no. of total respondents = 1,074 [100%] | Missing individuals = 37

Figure 1.12. Perceived Impacts of Usefulness of Public Narrative

To inspire hope that the action would make a meaningful difference
To communicate urgent needs and opportunities to others
To define a clear ask
To facilitate a sense of cohesion within the group
To facilitate agreement on a shared purpose
To build trust within a group
To build mutual understanding
To feel confident about expressing their vulnerabilities
To understand values shared by others
To communicate why I have been called to leadership

To a small extent ■ To some extent ■ Neutral ■ To a moderate extent ■ To a great extent

Table 1.18. Usefulness of Public Narrative ("Experience in General")

In your experience in general using public narrative, how useful has it been?		
Usefulness	N	% based on no. respondents
Not at all useful	21	1.9
Slightly useful	39	3.6
Moderately useful	138	12.8
Very useful	365	33.9
Extremely useful	511	47.6

Valid no. of total respondents = 1,074 [100%] | Missing individuals = 37

Figure 1.13. Usefulness of Public Narrative ("Experience in General")

■ Not at all useful
■ Slightly useful
■ Moderately useful
■ Very useful
■ Extremely useful
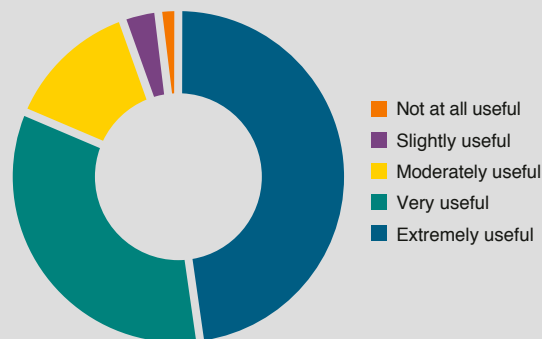
Main Findings

- The first relevant observation to make out of Table 1.17's results is that for each of the ten different questions about the perceived impacts, most of the respondents reported that public narrative was either "to a great extent" or "to a moderate extent" useful. This reveals a high level of satisfaction of individuals regarding their perception of the usefulness of public narrative when they were advancing and facilitating their leadership practice for the different aspects inquired about (e.g., communicating values, understand others' values, showing vulnerability, gaining trust).
- From here, the ten questions could be classified in three different groups, considering the percentage of those who reported public narrative *to be useful to a great extent:*
  - More than 50% of respondents said public narrative was useful to
    - communicate why I have been called to leadership (Story of Self)
    - understand values shared with others (Story of Self)
    - build mutual understanding (Story of Us)
    - build trust within a group (Story of Us)
    - inspire hope that the action would make a meaningful difference (Story of Now)
  - Between 45% and 49% said public narrative was useful to
    - communicate urgent needs and opportunities to others (Story of Now)
  - Between 40% and 44% said public narrative was useful to
    - feel confident about expressing their vulnerabilities (Story of Self)
    - facilitate agreement on a shared purpose (Story of Us)
    - facilitate a sense of cohesion within the group (Story of Us)
    - define a clear ask (Story of Now)

- A very similar trend is observed in Table 1.18, which reports the results of the protocol's last question about the perceived usefulness "in general" (overall) of public narrative. Almost half of respondents, 47.6%, reported their general experience using public narrative has been extremely useful. Even more, 33.9% of respondents said it has been "very useful." These two categories together ("extremely useful" and "very useful") account for 81.5% of all survey respondents, revealing a high level of satisfaction on the individual's perceived usefulness of public narrative.

Qualitative Insights: Respondents' Voices on How Public Narrative Has Been Used . . .

Within the Workplace with Co-Workers

"Working with a multi-disciplinary team on enhancing cancer services for terminally ill patients —very useful to get the funding and project moving forward." (Female, country of origin: Canada)

"Whenever I interview someone, I treat it more like a 1-1 so I share my narrative and ask them for theirs to see how self-reflective, vulnerable and perceptive they are. I share my story of self whenever I do a training. I also start with my story of self when telling people why I do Ta3leeleh, whether in a 1-1, small group meetings to prepare our speakers or when starting the Ta3leeleh. I also share my narrative in public narrative and organizing workshops." (Female, country of origin: Jordan)

"We use stories to figure out some issues based on relations conflicts, at the same time, used it for communicating and working with some representatives of our government in order to help them to understand what the hidden reality is, and what really must be done." (Female, country of origin: Madagascar)

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"We have trained our leadership team in public narrative so they can use it in 1-1s to recruit their team members, and occasionally we also share Story of Self in our team meetings to build a sense of solidarity and reconfirm our commitment." (Female, country of origin: Japan)

"I coordinated the change management processes for my organization and used the public narrative framework to communicate inclusively and to persuade people to act for change through a sense of 'us and now.' It has been a useful, simple yet impactful way of incorporating this approach easily into the workplace." (Female, country of origin: Vanuatu)

"Recently my team started working remotely and I wanted to have more engagement with my co-worker which was already lacking in-person. I used public narrative to organize my peers to take action to become more collaborative. As it turned out everyone was feeling the same way I was and completely jumped on board." (Female, country of origin: USA)

"Most recently, a decision was made to establish a bridge homeless shelter in our city. Opponents believed the shelter would draw crime, more homeless and all the other fears surrounding a change like this. I explained that I lived in the downtown neighborhood most affected by the unsheltered population and in my daily walks with my dog over the last 17 years I had gotten to know many of the homeless by name and a few had eventually died on the street I acknowledged that most were ordinary." (Male, country of origin: USA)

"To communicate my social impact mission of a malaria-free India, and then the world, through the development of healthy housing strategies to complement the current core malaria interventions." (Male, country of origin: India)

"Public narrative is fundamental to my understanding of how to communicate effectively with the people I work with professionally, and in various volunteer roles. To take the most recent example, I will be using public narrative in my academic workplace in the coming year, where I will be teaching my own course for the first time. I will both be using public narrative to introduce myself to my students and employing it in 1-1 relational meetings at the start of the year. I also plan to teach at least story of self to them, and to teach it to interested colleagues teaching the same core course." (Male, country of origin: Bangladesh)

"Nearly every 1-1 meeting I have I draw on my own understanding of my story to share moments as a way to invite the other person to do the same and to "credential" myself in a moral way. I also ask questions about people's experiences in 1-1 meetings and larger group meetings much more than I did before public narrative, when I would tend towards abstraction. I've trained co-workers and thousands of partner organizations in public narrative." (Male; country of origin: USA)

"It's hard to overstate how frequently I have used public narrative. I worked on the Teach for America recruitment team and posted the #1 numbers in the country nationally by using and training my whole team in how to share their connection to the Teach for America mission and what brings us to this work, rather than lead with ideas that are without context of why we are about them. I now work in progressive politics and train everyone I work with, when I was Executive Director of the XXXXX or as a Campaign Manager now or in a role nationally with XXXXX, in this approach. For example, an organization called the Youth Education Coalition was formed by my mentee, which is organizing young people to get involved in the three open school board seats in Miami-Dade County (a historic opportunity in the fourth largest school district in the United States). I have done trainings with them explicitly on public narrative and have sent them Ganz readings directly from the course. I also have a role helping XXXXXX expand nationally, from a Chicago-based organization to one with expanded bases in Florida,

Georgia, and Ohio. I have created a pilot called Community Conversations, for the COVID era, where I gather 5–10 pro-choice men and facilitate an hourlong Zoom conversation based on the Story of Self/Us/Now model, which ends with a call to action and listing of opportunities to get involved in reproductive rights advocacy and partnership. I don't know that I have ever taken a course that more directly affected my work or that I can more immediately and clearly see the benefits of than Organizing: People, Power, and Change. And people consistently act as if there's some sort of magic in this organizing and it really is learnable and comes out of my time from that course!" (Male, country of origin: USA)

"In my position as the Special Adviser on XXXXXX to the governor of my state in Nigeria. I used public narrative in many occasions both with staff and the audience at events organised by my office. I was able to tell the story of how as a boy I helped my widowed mum after school to sell plantains It helped me to learn values and appreciate the efforts she was making and the sacrifices she made to train seven kids all that have now become graduates, I let them know that it was a foundation that have helped me till this day to know that we all have a little sacrifice to make to build each other and our state up." (Male, country of origin: Nigeria)

Within the Workplace with Constituents

"Working with a multi-disciplinary team on enhancing cancer services for terminally ill patients—very useful to get the funding and project moving forward." (Female, country of origin: Canada)

"I used this tool to communicate with state legislators about financing for public schools in Wisconsin." (Female, country of origin: USA)

"I use the narrative structure when trying to build stronger relationships with my Girl Scouts, my mentees, church members, and others as I am an 'outsider' where I currently live and work. It has been extremely helpful in breaking down barriers and building community. I also have used it when giving speeches at large gatherings, such as a Girl Scout program we ran citywide a few years ago." (Female, country of origin: USA)

"I use it to introduce myself to clients. They tell me they love it and the way I tell the story. I sometimes think I need to cut it out but it is so important and the results and trust that comes from it are helpful. The story of now is a bit harder to use. I build it into the call to action but next week will be my first time trying to do it when we are not all in a room, but a virtual room because of the pandemic and I'm not sure how it will go." (Female, country of origin: USA)

"We have used the framework to write our own pitch proposal, the sales presentation to our clients and out own positioning materials" (Female, country of origin: Israel)

"I used the Self-Us-Now structure to help a startup CEO draft blog posts about his organization's story." (Female, country of origin: India)

"We are connecting content discussions on energy democracy and organising—and train people from around Europe to do the energy transition and give tips how organising, public narrative can be super useful. And connect people from the local to the global. Also we train people on values and story telling." (Other/prefer not to say; country of origin: Germany)

"I have found that aligning my personal narratives about the work of our NGO and my specific encounters with our students in schools, prisons and detention centers engages the audience in a way that is far more compelling than an abstract description of our programming." (Male, country of origin: USA)

"Same as my answer for internal. I am often engaging with in-service professionals, and helping them understand why we are here together and how they can find who they are and why they are doing what they are doing. I at times refer to public narrative explicitly and discuss the self, us, and now framework, but more often it is demonstrating through example." (Male, country of origin: USA)

"As the Director of XXXXXX in the Ministry of Finance of my country, part of my job involve assessing and approving import duty and import Goods and Services Tax (GST) waivers to beneficiary entities or individuals. Getting to persuade those who are not eligible or abusing the privilege requires me to engage them and let them see need to raising revenues for the public—as opposed to individuals taking advantage of the looseness in the law." (Male, country of origin: Sierra Leone)

"I have frequently used public narrative to convey and communicate winning ideas, strategies and success stories with beneficiaries of my economic empowerment programs and government sustainable empowerment programs involving small groups and large public groups in Delta State of Nigeria." (Male, country of origin: Nigeria)

For Public Engagement

"Working with a multi-disciplinary team on enhancing cancer services for terminally ill patients—very useful to get the funding and project moving forward." (Female, country of origin: Canada)

"Using in a film" (Female, country of origin: Jamaica)

"In a moment of challenge with one of the campaigns I coached I had to use narrative to re-bring commitment and motivation." (Female, country of origin: Jordan)

"Mid-sized private conversation/ nonpublic discussions" (Female, country of origin: Pakistan)

"I made a promotional video to communicate to the audiences." (Female, country of origin: Serbia)

"Online courses" (Male, Somalia)

"Presentations to potential donors to my nonprofit" (Female, country of origin: Uganda)

"Fundraising calls" (Male, country of origin: USA)

"Instagram Post" (Male, country of origin: USA)

"I was televised on Boston Govt Ch" (Female, country of origin: USA)

"I've recruited candidates to take WilD Project Training to learn public narrative." (Female, country of origin: USA)

"Letters to the editor, testimony at legislative hearings" (Female, country of origin: USA)

"Membership email" (Female, country of origin: USA)

"Press" (Female, country of origin: USA)

"Telling my story to personalize candidacy" (Male, country of origin: USA)

"Through chat groups" (Female, country of origin: USA)

"Social media outreach" (Female, country of origin: Vanuatu)

With Family and Friends

"I have 3 siblings they are all teenagers so fights with each others and our parents is everywhere so on a family outing things were calm I started pulling out moments we shared as kids with mom and dad that was joyful and reflects the love and respect we have for each other, then I told story of my self about how's it belonging to the family is challenging especially when I was a teenager but how when I become more grown I started appreciating everything thing we have as family and invited each of family members to share a story of challenge and a story of joy they experienced themselves as a part of our family. The impact after this outing was touching. For a while of course things were better in communication but then people forgot and things get back to the normal." (Female, country of origin: USA)

"A friend, who is also a colleague, is very effective and a delightful person, but could be very defensive with me if I questioned assumptions or conclusions. This was whether it was just the two of us talking or in a team setting. I feel that each of us telling our stories of self to each other and then seeing how our differences in approach and style made us a much stronger US was really helpful in strengthening both our work and our friendship." (Female, country of origin: USA)

"As we grieve the passing of my father while simultaneously dealing with funeral logistics during a time of unprecedented circumstances it's been helpful for me to keep my family grounded in a common purpose and to help facilitate effective communication, shared values and consensus building." (Female, country of origin: Belize)

"I lead a men's group at my church. I use public narrative to talk about 'Boys to Men' mentoring program. How are share purpose, responsibility and outcome sustains the collective action." (Male, country of origin: Sierra Leone)

"I've used public narrative to train my mother on telling her story as a parent of a queer child and as an ally to LGBTQIA+ community." (Male, country of origin: India)

"I discussed all the ways I received care from my family, how families help each other, and now a family member reluctant to accept help/care can do so without shame, knowing we all are vulnerable and love each other." (Female, country of origin: USA)

"Invite and discuss undiscovered issues of concerns in today's challenging world, and we start discussion and solutions of any issues." (Male, country of origin: Somalia)

"I used public narrative in an effort to help my family and close friends stay rooted and grounded in the middle of COVID-19. While our lives have all been disrupted, I used public narrative to help us stay focused on what was important (caring for each other as best we can remotely, and adapting habits and routines to maintain health and strengthen our own internal sense of control)." (Male, USA)

"I used it with my younger brother, when I recalled the difficult conditions under which we had lived together with our parents. That allowed not only a connection through shared, and until then untold stories, but also to open a way on how to make our relationships, and our relationships with our parents, better." (Male, country of origin: France)

"I worked with the school district to donate an item. The family was not happy the donation be given to the district. I explained that it was an appropriate, viable, and noteworthy contribution because of the timeliness of the gift. They were invited to donate pictures, comments, etc. so they could participate and were told how happy the school would be to receive the donation. The district made special accommodations for the gift to be placed in the commons and in honor of their parents, grandparents, etc.

There is a long history in regard to this donation so in receiving feedback I was elated yesterday that all things were positive, particularly with my sister who wasn't happy with my suggestion at first. Involved as many folks as I could including 4 more guys who were so happy to restore the donation." (Female, country of origin: USA)

"It didn't work." (Female, country of origin: USA)

General Comments

Note that the extensive qualitative data provided in the last question of the survey, *"Are there any general comments that you would like to share with us?,"* are in the process of being coded and analyzed. However, Appendix 5 of this document collects *some* insights of these general comments with "in-process" codes. It shows the in-process coding scheme that is being used (and refined while being used) to analyze and categorize these data. **We strongly encourage readers who are interested in gaining a more in-depth understanding of respondents replies to go to Appendix 4 and read the comments.**

Section 2. Survey Results Disaggregated by Learning Context: Individuals Who Learned Public Narrative in Offline or Online Courses

Summary Observations Section 2

- A total of 741 (66.7%) survey respondents learned public narrative in an online or/and offline course taught at the HKS.
- More than half of them are women (56.4%) who have born in the US. However, although 61% of the respondents currently reside in the US, 71 different countries of residence are represented among our pool of students. They ages varied widely between 19 to 81 years old. The most represented age-group was between 31–40 years old, including 42.4% of the total (Mode age = 40; average, 41).
- Most of respondents are English speakers (69.2%). Besides this, approximately 13% also speak either Spanish, Arabic, French, Chinese, or Hindi.
- The four most common domains of professional practice of respondents are education (37.8%); advocacy/organizing (33.3%); government (29.7%); and politics (21.6%). Note that this was a multiple choice question.
- Almost 70% of respondents completed a graduate degree (e.g., masters), almost 15% have a terminal degree, and 13.4% have a bachelor's degree. This diversity in educational profiles aligns with the different educational requisites to access an HKS course in its different modalities, either in person or online.
- 46.2% of respondents reported having learned public narrative in a course that occurred between 2016 and 2019, indicating a higher rate of response among those who have learned public narrative in the last six years. This is of relevance and suggests the need to be cautious with interpreting the data. This is also expected—as it is possible that email addresses of former students are no longer valid.
- The two most popular courses through which individuals reported to have learned public narrative are the in-person HKS course, MLD-355M Public Narrative: Self, Us, Now (47.1% out of all respondents), and the online course offered by the Executive Education program at the HKS Leading, Organizing and Action (29.1%).

For the usages of public narrative across the different domains of usage, we found the following:

- Our analyses on the general usage of public narrative by those who learned it in a course show that 93.86% (n = 695) of the respondents have used it in at least one domain of usage. Besides this, 11.8% (n = 87) used public narrative in the five domains of usage asked about.
- More than 50% of the respondents said they have used public narrative in three domains of usage: "workplace (co-workers)," "workplace (constituents)," and "family and friends." Almost 50% of respondents said they used it in the domain "public engagement." As with the results for the data in general, the lowest domain of usage in which respondents reported using public narrative was that of campaigns, 26.9% out of the total.
- Interestingly, the most common type of usage reported for the domain of "workplace (co-workers)," "workplace (constituents)," and "public engagement" was to communicate with colleagues or fellows in one-on-one meetings or small events. In the domain of usage "workplace (co-workers), those who used public narrative in small meetings were 82% of the total; in the domain of usage "workplace (constituents)," 80%; and for "public engagement" it was 84% out of the total. This is illustrative because we normally assume that public narrative will be used to address large audiences or in conventions, and here we see it is used to a greater extent with small teams.

- Note that the way individuals use public narrative in the different domains follow a similar pattern: they most commonly use it to communicate with others in small meetings, followed by communicating with others in large meetings, followed by training others.
- Regarding the expressed level of usefulness of public narrative per each of the given domains of usage (except campaigns, as they were not asked about it): for the domain of "workplace (co-workers)," "workplace (constituents)," and "public engagement" approximately half of the respondents believed that public narrative was "extremely useful." The results were slightly different for the case of the private sphere, in which the mode category was not "extremely useful" but "very useful," which still shows how users make sense of public narrative even when using it with family and friends.

For the usage of public narrative in campaigns, we found the following:

- The highest reported use is observed by respondents whose domain of practice is politics (52.5%), advocacy/organizing (46.6%), and labor (44.7%). In addition, when compared to those in other courses, those who learned public narrative in the LOA_LC_Online course (46.3%) reported having used public narrative in a campaign to the highest extent. This per-haps shows that the HKS executive education program is working as a school of leaders and practitioners who are taking leadership roles and putting together campaigns in which public narrative is playing a role.
- Even more, this is happening across 38 different countries, indicating the wide variety of countries where campaigns that use public narrative are being implemented.
- Regarding the influence on legislative change of these campaigns in which public narrative was used, more than one third of the respondents (35.7%) reported that the campaign did have some type of influence.
- As for the replication of the experience of the campaign in other contexts, almost half of the respondents (49.2%) reported that their colleagues replicated the use of public narrative in other campaigns, and 39.6% said that noncolleagues have used public narrative in their own campaigns.
- Finally, when asked about the perceived impacts of the campaign in social fields, the main social fields reported by individuals (between 25% and 50% of the respondents indicated them as fields in which the campaigns had impacted) were the following:
  - democracy, political reform, and corruption (44.7%)
  - voting rights, participation, and civic engagement (32.6%)
  - electoral politics and campaigns (32.6%)
  - health, health care, and public health (27.6%)
  - education (26.6%)
  - human rights (26.1%).

- As for the perceived impacts of public narrative on specific dimensions of the leadership practice—each of them linked to the Story of Self, Story of Us, and Story of Now—most of the individuals reported that public narrative was either "to a great extent" or "to a moderate extent" useful in advancing their practice of leadership in these aspects. This reveals a high level of satisfaction regarding users' perception of the usefulness of public narrative when they were advancing and facilitating their leadership practice.
- It is worth mentioning that the dimensions on which public narrative impacted the most (more than 85% of accumulated respondents) were "to understand values shared by others" (Story

of Us), "to build mutual understanding" (Story of Us), "to build trust within a group" (Story of Us), and "to inspire hope that the action would make a meaningful difference" (Story of Now).

· Finally, when asked to rate the level of usefulness of public narrative considering their experience in general using the framework, eight out of ten (81%) of the respondents said it was "very useful" or "extremely useful."

Characteristics of Survey Respondents Who Learned Public Narrative in Offline or Online Semester-Length Courses

As in Section 1, this first subsection of Section 2 presents the general profile in terms of demographic characteristics, including the year and course in which public narrative was learned, of respondents who learned public narrative in some of the courses offered by the HKS (offline, in person) or by the HKS Executive Education programs (online). These courses either focused exclusively on public narrative or they included public narrative in the curriculum.

As indicated in Table 1.7 above, 741 individuals (66.7%) survey respondents learned public narrative in a course. Some took more than one course taught by Professor Ganz. For instance, an individual completed the MLD-355M public narrative course (taught in the fall semester) and the MLD-377 organizing course (taught in the spring semester).

Table 2.1. Respondents' Gender and Age

What is your gender?		
Gender	N	% based on no. respondents
Woman	404	56.4
Man	298	41.6
Other/prefer not to say	7	1
Nonbinary/third gender	6	0.8
Prefer to self-describe	1	0.1

Valid no. of total respondents = 716 [100%] | Missing individuals = 25

What is your age?		
Age-group	N	% based on no. respondents
19–30	111	15.6
31–40	302	42.4
41–50	174	24.4
51–60	73	10.2
61–70	44	6.2
Over 71	9	1.3
Mode age = 40	Average = 41		

Valid no. of total respondents = 713 [100%] | Missing individuals = 28

Table 2.2. Top 15 Countries of Origin and Countries of Residence of Survey Respondents

Top 15 countries of origin			Top 15 countries of residence continued		
Country	N	% based on no. respondents	Country	N	% based on no. respondents
USA	365	51.1	USA	444	62
Canada	28	3.9	Canada	29	4.1
Mexico	26	3.6	Australia	17	2.4
India	25	3.5	India	17	2.4
Australia	19	2.7	UK and Northern Ireland	15	2.1
Jordan	16	2.2	Jordan	14	2
China	13	1.8	Israel	11	1.5
UK and Northern Ireland	12	1.7	Mexico	11	1.5
Egypt	11	1.5	Serbia	9	1.3
Serbia	11	1.5	Egypt	8	1.1
Israel	10	1.4	France	8	1.1
Nigeria	10	1.4	Nigeria	8	1.1
Colombia	9	1.3	Sweden	7	1
Germany	9	1.3	Germany	6	0.8
Japan	7	1.0	Chile	5	0.7

Valid no. of total respondents = 716 [100%] | Missing individuals = 25

Figure 2.1. Respondents' Country of Origin
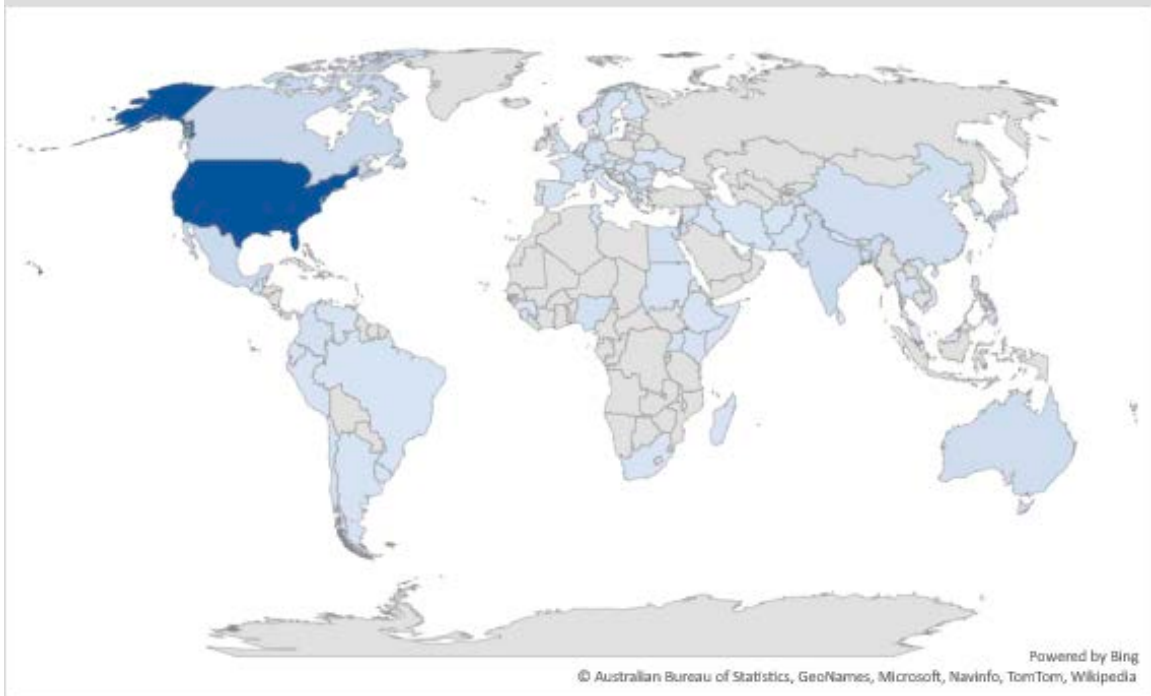
Figure 2.2. Respondents' Country of Residence
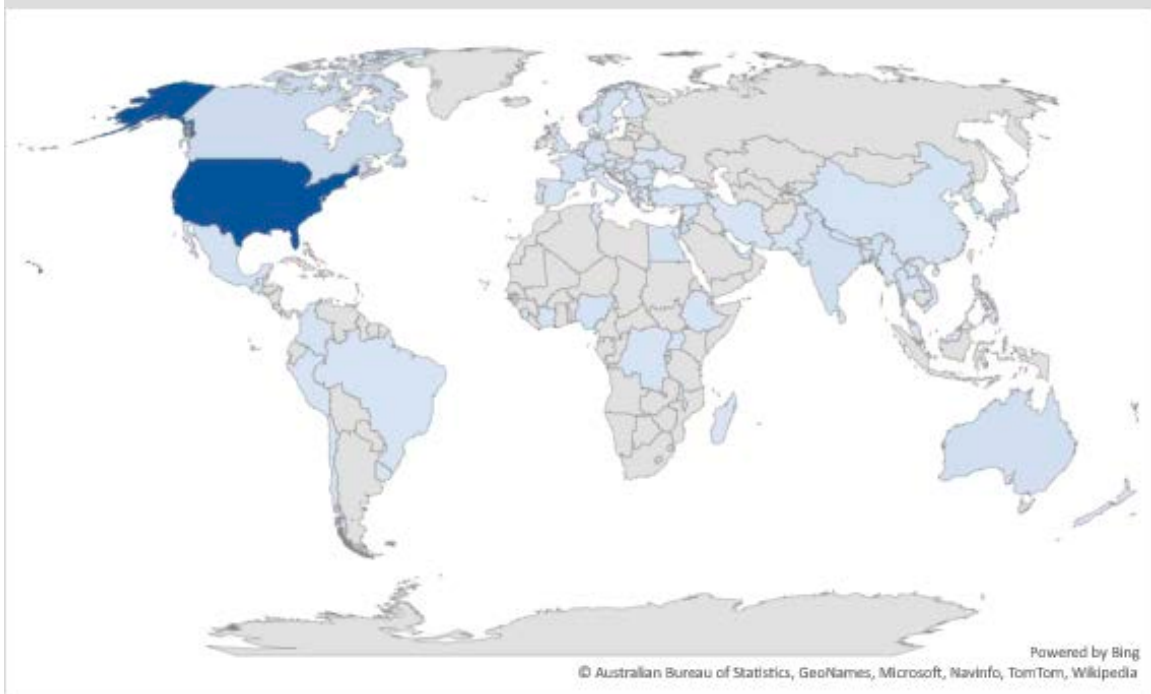
Table 2.3. Respondents' Main Language Spoken

What is your first language? (check all that apply)		
Language	N	% based on no. respondents
English	513	69.2
Spanish	76	10.3
Arabic	48	6.5
French	21	2.8
Hindi	19	2.6
Chinese	18	2.4
Japanese	7	0.9
Serbian	10	1.3
Urdu	7	0.9
Other	100	13.5
Total no. answers	*819*	

Valid no. of total respondents = 741 [100%] | Missing individuals = 0

Table 2.4. Highest Level of Schooling Completed

What is the highest level of schooling you have completed?		
Schooling level	N	% based on no. respondents
High school degree or equivalent	2	0.3
Some college/university but no degree	13	1.8
Associate degree	2	0.3
Bachelor's degree	96	13.4
Graduate degree (e.g., master's degree)	487	68.1
Terminal degree (e.g., MD, JD, PhD)	105	14.7
Other (please specify)	10	1.40

Valid no. of total respondents = 715 [100%] | Missing individuals = 26

Table 2.5. Respondents' Domains of Practice

What are your major domains of practice? (check all that apply)		
Domain of practice	N	% based on no. respondents
Education	280	37.8
Advocacy/Organizing	247	33.3
Government	220	29.7
Politics	160	21.6
Business	142	19.2
Other	113	15.2
Social services	119	16.1
Health	113	15.2
Culture/recreation	44	5.9
Labor	38	5.1
Religion	32	4.3
Military	14	1.9
Total no. answers	*1522*	*205.4*

Valid no. of total respondents = 741 [100%] | Missing individuals = 0

Figure 2.3. Respondents' Domains of Practice
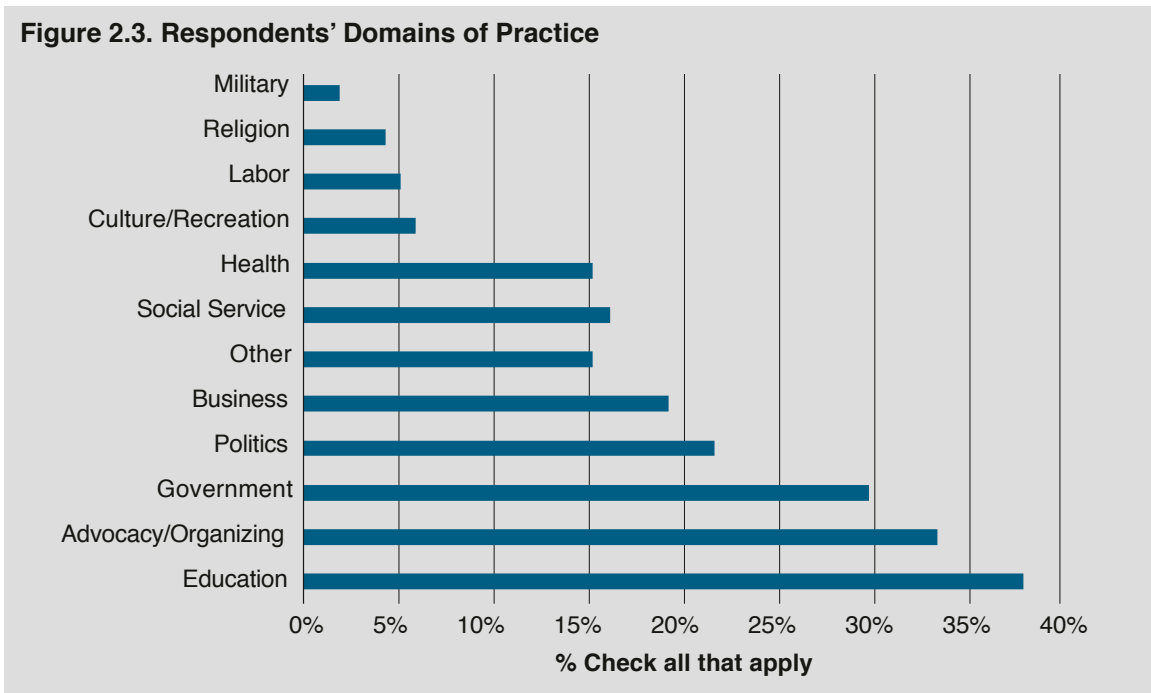
Table 2.6. Year in Which Public Narrative was Learned

In which year did you learn public narrative?			
Year	N	% based on no. respondents	Cumulative %
2006	16	2.16%	2.16
2007	32	4.32%	6.48
2008	33	4.45%	10.93
2009	42	5.67%	16.6
2010	51	6.88%	23.48
2011	39	5.26%	28.74
2012	47	6.34%	35.08
2013	47	6.34%	41.42
2014	42	5.67%	47.09
2015	44	5.94%	53.03
2016	53	7.15%	60.18
2017	79	10.66%	70.84
2018	73	9.85%	80.69
2019	141	19.03%	99.72
2020	2	0.27%	99.99

Valid no. of total respondents = 741 [100%] | Missing individuals = 0

Table 2.7. Course in Which Public Narrative Was Learned (multiple answer question)

In which course did you learn public narrative? (check all that apply)		
Course	N	% based on no. respondents
MLD-355M Public Narrative: Self, Us, Now (HKS, in person)	349	47.1
MLD-356M Public Narrative: Loss, Difference, Power and Change (HKS, in person; prerequisite: MLD-355M)	125	16.9
MLD-377 Organizing: People, Power, and Change (HKS, in person)	179	24.2
Leadership, Organizing and Action: Leading Change, "LOA_LC_Online" (Online course in the HKS Executive Education program)	216	29.1
Public Narrative: Leadership, Storytelling, and Action, "PN_LSA_Online" (Online course in the HKS Executive Education program)	45	6.1
Other[17]	16	1.7
Total no. answers	*930*	

Valid no. of total respondents = 741 [100%] | Missing individuals = 0

Figure 2.4. Course in Which Public Narrative Was Learned
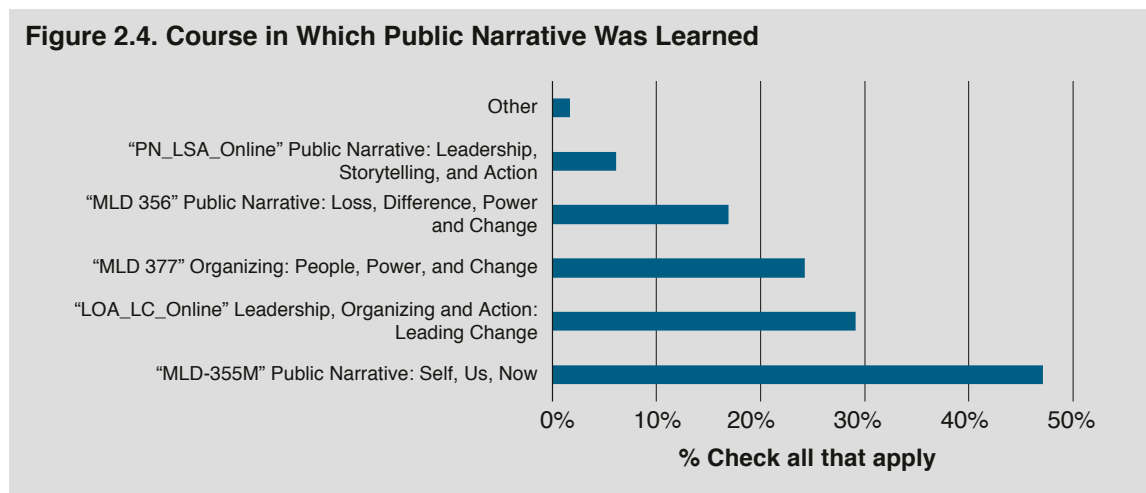
Main Findings

- Table 2.1 shows that women comprise more than half (56.4%) of the respondents who learned public narrative through an HKS online or offline course.
- As indicated in Table 2.2, most respondents were born in the USA (51.1%), but other neighboring countries are also represented, with at least 25 individuals (between 3.5% and 3.9%) from Canada, Mexico, and India. It is worth observing that survey respondents come from 78 different countries (country of origin).
- As also shown in Table 2.2, respondents' current countries of residence are slightly different than the countries of origin. In this case, 62% of those who have learned public narrative as students currently reside in the US. As for the country of residence, 71 different countries of residence were reported. Table 2.2 gives an overview of the broad geographic presence of those who have learned public narrative and are using it; they are represented all over the world.
- Table 2.3 shows that although a large pool of public narrative respondents are English native speakers, approximately 13.5% of the respondents speak other languages, such as Spanish, Arabic, French, Chinese, and Hindi. This reflects the HKS's international reach.
- As per Table 2.4 regarding respondents'' educational level, 68.1% have completed a graduate degree, almost 15% have a terminal degree, and 13.4% have a bachelor's degree.
- Regarding the main domains of practice of survey respondents, shown in Table 2.5, between 21% and 37% reported to be in the field of education, advocacy/organizing, government, and politics.
- The survey included cohorts starting in 2006–2007 to cohorts 2019–2020. Table 2.6 shows that 84.7% of respondents learned public narrative in the last ten years (2010–2020) and 46.2% learned it between 2016 and 2019, indicating a higher rate of response among those who have learned public narrative in the last six years.
- Table 2.7 shows that most of the respondents have learned public narrative in the MLD-355M course (47.1%). It is worth observing that another important way through which public narrative is being learned is the Leadership, Organizing and Action (LOA) online course offered by the HKS Executive Education program, which represents 29.1% of survey respondents.

Uses of Public Narrative across Domains of Usage

Blocks 2, 3, 4, 5, and 6 of the protocol asked about the **use of public narrative in each of the given domains of usage**. Table 2.8 below shows the frequencies and percentages of usage for each of these domains.

Note that the total of respondents is N = 741 (those who learned public narrative in online or offline semester-length courses at the HKS).

Table 2.8. Use of Public Narrative across Domains of Usage

	Have you used public narrative . . . ?				
	Workplace (co-workers)	Workplace (constituents)	Public engagement	Campaign	Family and friends
N	583	524	405	199	431
%	78.7	70.7	54.7	26.9	58.2

Valid no. of total respondents = 741 [100%]

Figure 2.5. Use of Public Narrative across Domains of Usage (%)
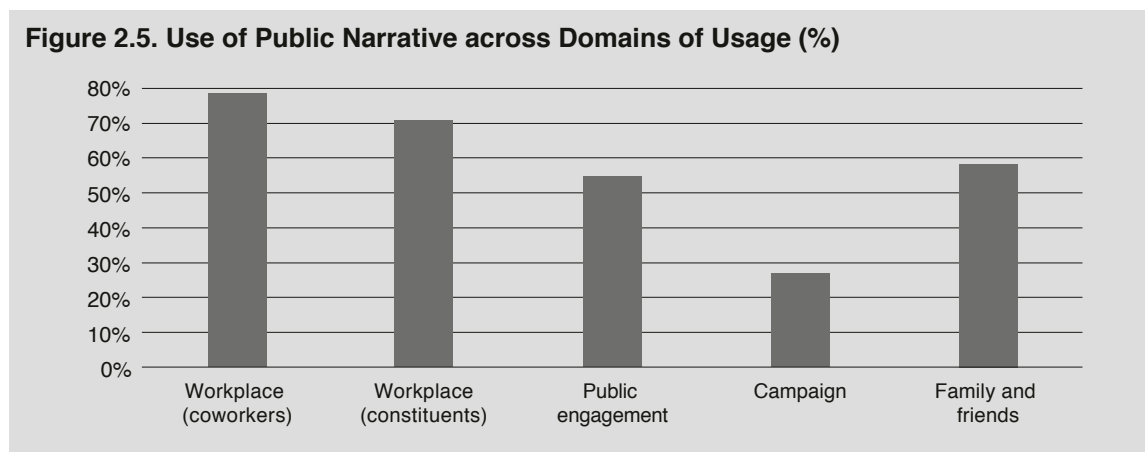
Table 2.9. Distribution of Use of Public Narrative across Domains of Usage

| Domains | Public narrative across domains of usage | | | | | | | | | |
| | Workplace (co-workers) | | Workplace (constituents) | | Public engagement | | Campaigns | | Family and friends | |
	N	%*	N	%*	N	%*	N	%	N	%*
Workplace (co-workers)	583	100	455	86.8	360	88.9	190	95.5	359	83.3
Workplace (constituents)	455	78	524	100	314	77.5	165	82.9	336	78
Public engagement	360	61.7	314	59.9	405	100	179	89.9	239	55.5
Campaigns	190	32.6	165	31.5	179	44.2	199	100.0	119	27.6
Family and friends	359	61.6	336	64.1	239	59	119	59.8	431	100

* Percentages are calculated based on the total domains of usage -read by columns.

Table 2.10. Distribution across Domains of Usage and by Gender

| Gender* | Use of public narrative across domains of usage | | | | | | | | | |
| | Workplace (co-workers) | | Workplace (constituents) | | Public engagement | | Campaign | | Family and friends | |
	N	%	N	%	N	%	N	%	N	%
Man	243	81.5	219	73.5	180	60.4	98	32.9	170	57
Woman	315	78	286	70.8	211	52.2	98	24.3	245	60.6
Other	10	71.4	10	71.4	9	64.3	2	14.3	16	42.9

* Differences were only significant in the usage of public narrative in campaigns (see chi-square test in Appendix 4 Table A1).

Figure 2.6. Public Narrative by Gender and by Domain of Usage
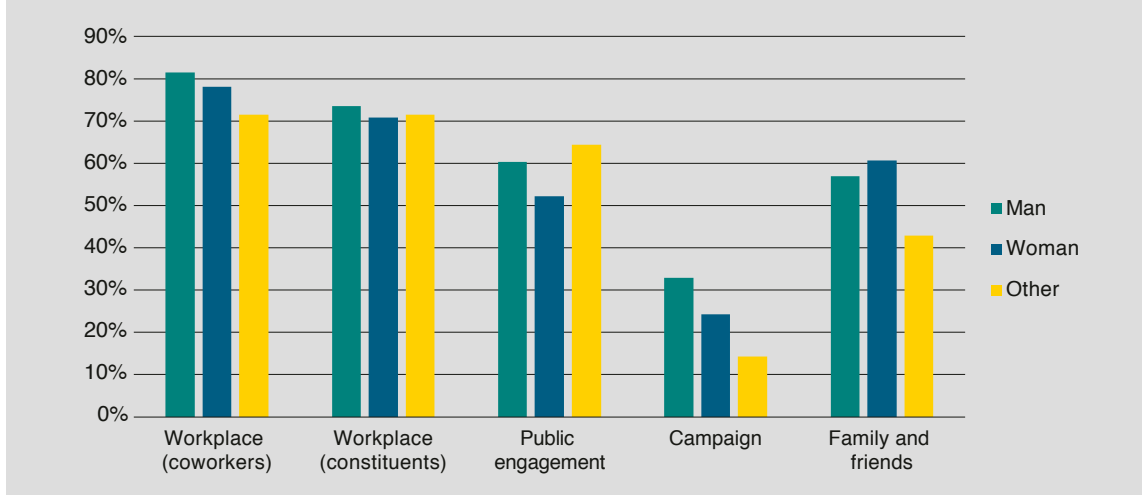
Main Findings

- As observed in Table 2.8, for the domain of usage "workplace (co-workers)," "workplace (constituents)," and "family and friends," reported usage is of more than 70%; the domain "public engagement" almost reaches 55%. The lowest domain of usage in which respondents explained having used public narrative is campaigns, 26.9%, perhaps because not all potential respondents are currently involved or have been involved in campaigns.
- Table 2.9 shows the distribution of use of public narrative across the different domains of usage. This table can be interpreted by going through each column:
  - *Use of public narrative within the workplace with co-workers*: out of the 583 individuals who have used public narrative within the workplace with co-workers, 78% (n = 455) of them have also used it within the workplace with constituents; 61.7% (n = 360) have used it to also motivate public engagement; 32.6% (n = 190) have used it in campaigns; and 61.6% (n = 359) have used it with family and friends.
  - *Use of public narrative within the workplace with constituents*: out of the 455 individuals who have used public narrative to engage with constituents at the workplace, 86.8% (n = 455) of them have also used it within the workplace with co-workers; 59.9% (n = 314) have used it to motivate public engagement; 31.5% (n = 165) have used it in campaigns; and 64.1% (n = 336) have also used it with family and friends.
  - *Use of public narrative for public engagement*: out of the 405 individuals who have used public narrative to motivate public engagement, 88.9% (n = 360) of them have also used it within the workplace with co-workers: 77.5% (n = 314) within the workplace with constituents; 44.2% (n = 179) in campaigns; and 59% (n = 239) with family and friends.
  - *Use of public narrative in campaigns*: 199 individuals used public narrative in campaigns; 95.5% (n = 190) of them used it also within the workplace with co-workers; 82.9% (n = 165) used it within the workplace with constituents 89.9% (n = 179) used it to motivate public engagement; and 59.8% (n = 119) of those who used it in campaigns also reported using it with family and friends.
  - *Use of public narrative with family and friends*: out of the 431 individuals who reported using public narrative with family and friends, 83.3% (n = 359) also said they used it within the workplace with co-workers: 78% (n = 336) within the workplace with constituents; 55.5% (n = 239) for public engagement; and 27.6% (n = 119) in campaigns.

Use of Public Narrative within the Workplace with Co-Workers

This domain of usage is referred to as the use of public narrative with colleagues, co-workers, staff, employees, volunteers, or others **within the workplace.** Out of 741 respondents, **583 individuals** (78.7%) reported having used public narrative within the workplace.

Frequency of Use of Public Narrative within the Workplace with Co-Workers

This section refers to the use of public narrative within the workplace with co-workers disaggregated by domains of practice and by the course in which public narrative was learned.

Table 2.11. Public Narrative at Workplace across Domains of Practice

Have you used public narrative within your workplace with co-workers? Which are your major domains of practice?		
Respondents' domains of practice*	N	%**
Education	234	83.6
Advocacy/organizing	219	88.7
Government	176	80
Politics	141	88.1
Business	108	76.1
Social service	99	83.3
Culture/recreation	38	86.4
Labor	36	94.7
Religion	23	71.9
Military	12	85.7
Education	234	83.6
Other	85	75.2

 * Differences were significant in the usage of public narrative in education, labor, politics, and advocacy/organizing (see chi-square test in Appendix 4 Table A2).

** Percentages are calculated based on the total of each category of domain of practice.

Figure 2.7. Public Narrative at Workplace across Domains of Practice (%)
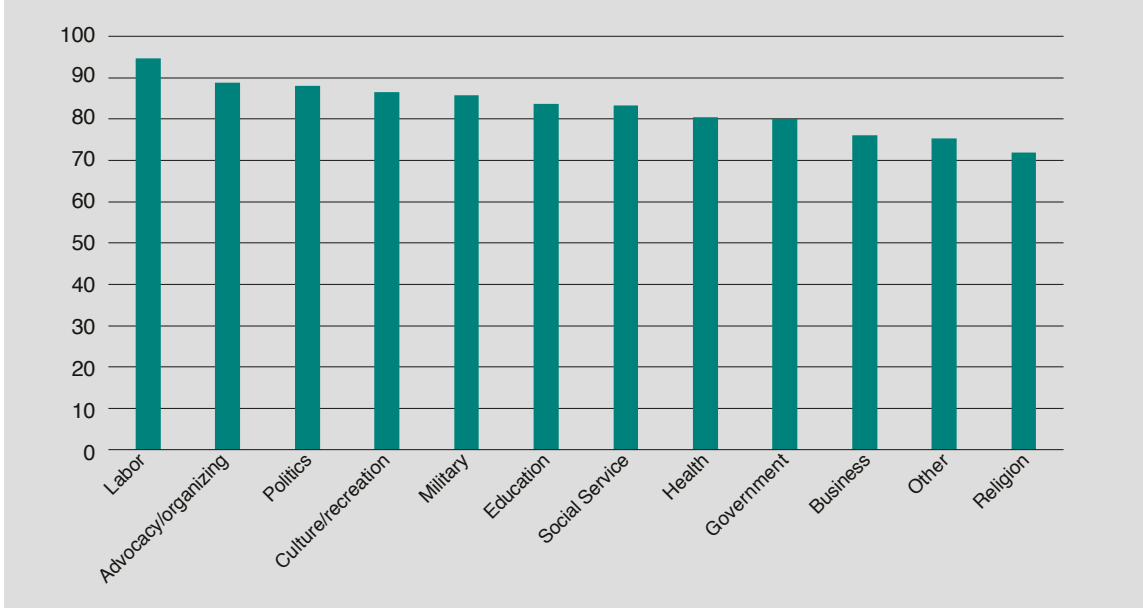
Table 2.12. Public Narrative at Workplace across Courses

Have you used public narrative within your workplace with co-workers?		
Course*	N	%**
MLD-355M	241	69.1
MLD-356M	90	72.0
MLD-377	147	82.1
PN_LSA_Online	42	93.3
LOA_LC_Online	193	89.4
Other courses	16	100.00

* Differences were significant in the usage of public narrative in students who took MLD-355, MLD-356, PN_LSA_Online, and LOA_LC_Online (see chi-square test in Appendix 4 Table A3).

** Percentages are calculated based on the total of each category of course.

Figure 2.8. Public Narrative within Workplace with Co-Workers across Courses (%)
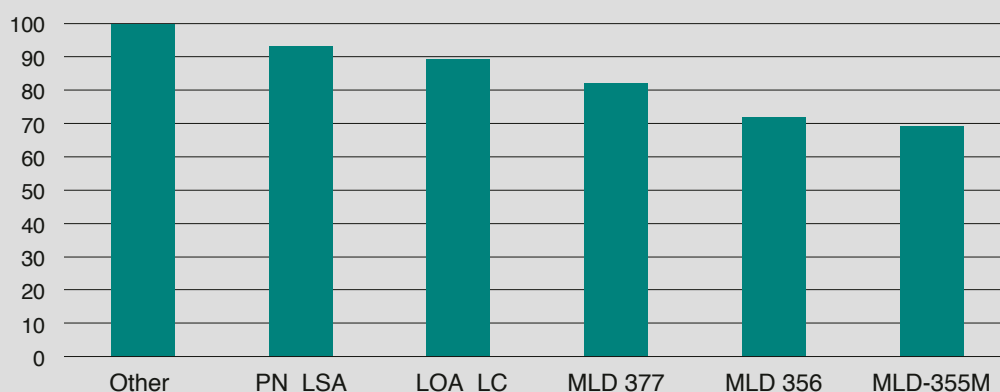
Main Findings
- Table 2.11 indicates that the reported use of public narrative by those who leaned public narrative in an online or offline course within the workplace with colleagues, co-workers, staff, employees, volunteer, and others (workplace with co-workers), ranges between 71.9% and 94.7%, depending on the domain of practice.
- The highest use of public narrative is reported by individuals whose main domain of practice is labor (94.7%), advocacy/organizing (88.7%), and politics (88.1%). For the sake of clarity of data interpretation, note that this means, for instance, that among all individuals who have reported their main domain of practice is "labor," 94.7% said they have used public narrative within the workplace with co-workers.
- Table 2.12 shows that the use of public narrative within the workplace with co-workers is wide-spread among those who learned public narrative in the different courses taught at the HKS.

Types of Uses of Public Narrative within the Workplace with Co-Workers

In block 2 of the protocol, the respondents who said they used public narrative within the workplace with co-workers were also asked in which ways did they use it.

Table 2.13. Types of Uses of Public Narrative within the Workplace with Co-Workers

How did you use it? (check all that apply)	N	% based on no. respondents
I used public narrative within my workplace to communicate with colleagues, co-workers, staff, employees, volunteers, or others in 1-1 meetings, small meetings, or similar events	479	82.16
I used public narrative within my workplace to communicate with audiences in large events such as conventions, conferences, or others	355	60.89
I trained my colleagues, co-workers, staff, employees, volunteers, or others in how to use public narrative	297	50.94
Other	48	8.2
Total no. answers	*1,179*	
Individuals who reported using public narrative for three purposes given: to communicate in small meetings, to communicate in large events, and to train co-workers	*184*	*31.56*

Valid no. of total respondents = 583 [100%]

Figure 2.9. Types of Uses of Public Narrative within the Workplace with Co-Workers
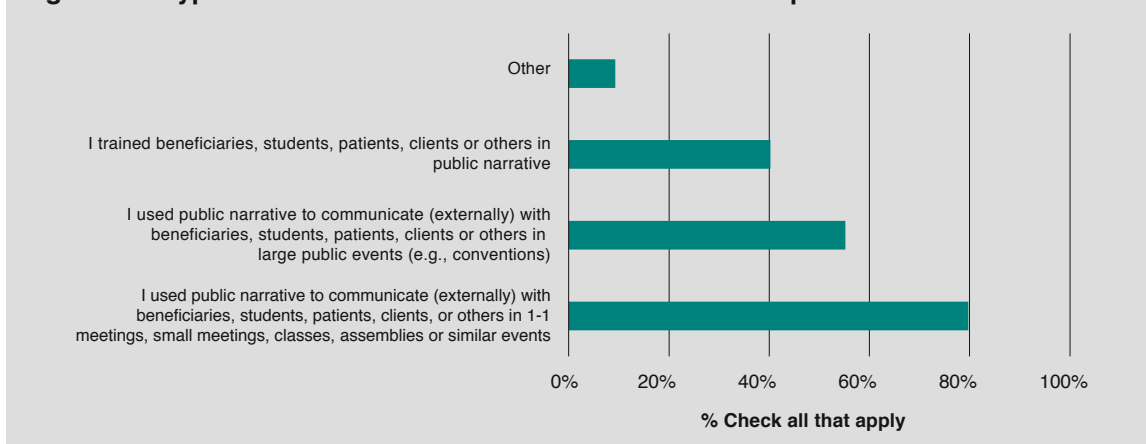
Main Findings

- Table 2.13 shows that more than three quarters (82.1%) of the respondents used public narrative within the workplace to communicate with colleagues, co-workers, staff, employees, volunteers, or others *in one-on-one meetings, small meetings, or similar events.*
- Our analysis reveals that more than one quarter (31.56%) of the respondents who used public narrative within the workplace with co-workers reported using it for the three purposes given: to communicate in small meetings, to communicate in large events, and to train co-workers.

Use of Public Narrative within the Workplace with Constituents

This domain of usage is referred to the use of public narrative in workplace-based settings but to engage with beneficiaries, students, patients, clients, or others, that is, to engage with "constituents" within the workplace. Note that out of 741 respondents, **524** (70.7%) declared having used public narrative within the workplace with constituents.

Frequency of Use of Public Narrative within the Workplace with Constituents

Table 2.14 and Table 2.15 below indicate the frequency and percentage of the use of public narrative within the workplace with constituents, disaggregated by domains of practice and by the course in which public narrative was learned.

Table 2.14. Public Narrative within the Workplace with Constituents, across Domains of Practice

Have you used public narrative within the workplace with constituents? Which are your major domains of practice?		
Respondents' domains of practice*	N	%**
Health	88	77.9
Education	223	79.6
Government	151	68.6
Business	102	71.8
Labor	27	71.1
Religion	25	78.1
Politics	121	75.6
Advocacy/organizing	200	81
Social service	86	72.3
Culture/recreation	36	81.8
Military	9	64.3
Other	80	70.8

 * Differences were significant in the usage of public narrative in education, advocacy/organizing, and culture/recreation students (see chi-square test in Appendix 4 Table A4).

** Percentages are calculated based on the total of each category of domain of practice.

Figure 2.10. Public Narrative within the Workplace with Constituents, across Domains of Practice (%)
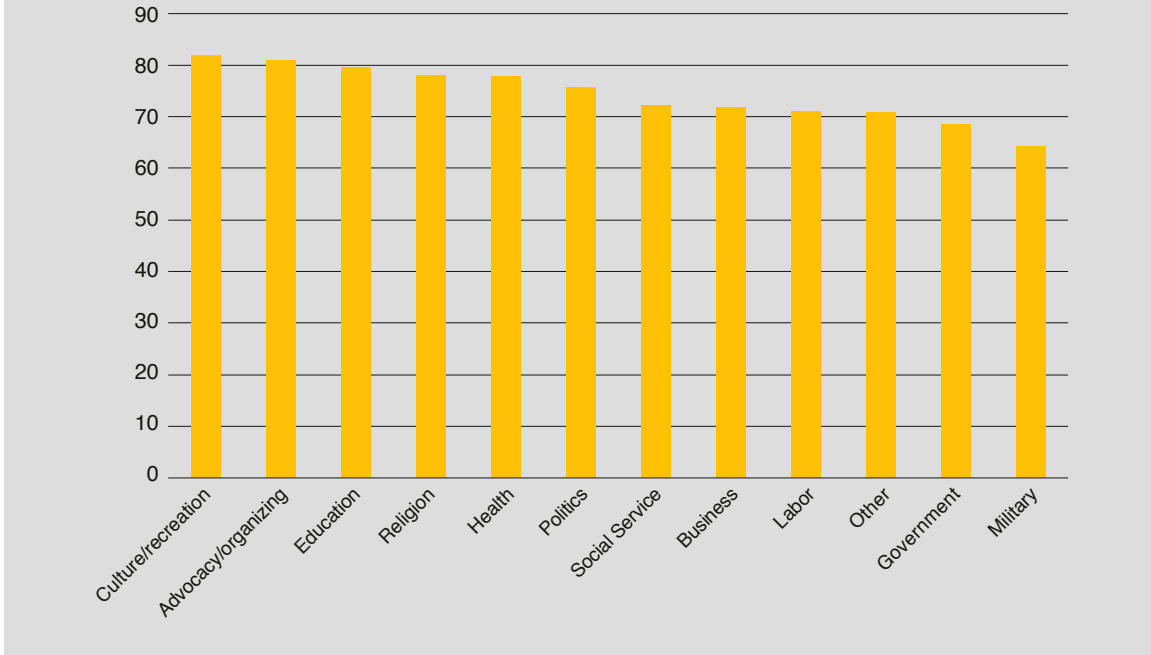
Table 2.15. Public Narrative within the Workplace with Constituents, across Courses

Have you used public narrative within the workplace with constituents?		
Course*	N	%**
MLD-355M	231	66.2
MLD-356	89	71.2
MLD-377	137	76.5
PN_LSA_Online	29	64.4
LOA_LC_Online	167	77.3
Other courses	16	100

 * Differences were significant in the usage of public narrative in students who took MLD-377, LOA_LC_Online, Harvard Graduate School of Education (HGSE), or other (see chi-square test in Appendix 4 Table A5).

** Percentages are calculated based on the total of each category of course.

Figure 2.11. Public Narrative within the Workplace with Constituents, across Courses
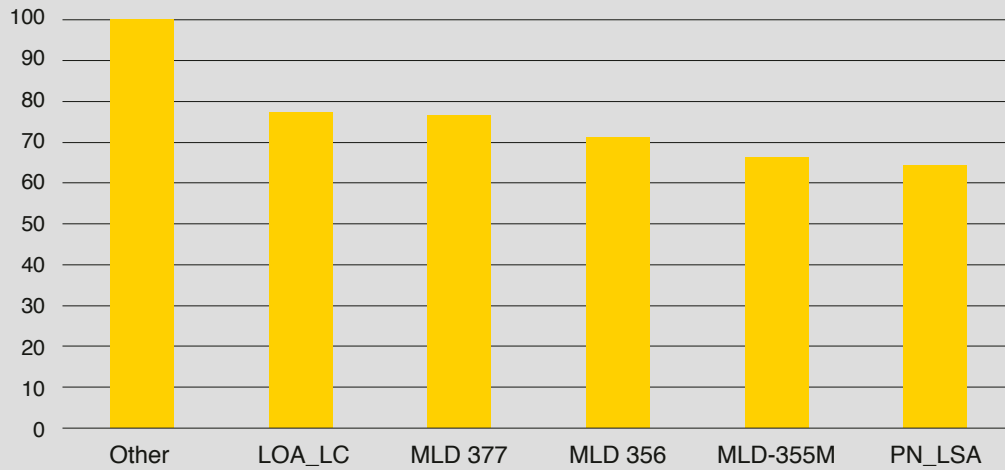
Main Findings

- Table 2.14 shows that the use of public narrative within the workplace with constituents ranges between 64.3% and 81.8% depending on the respondents' domain of practice.
- The highest use of public narrative within the workplace with constituents was reported by individuals whose main domains of practice are culture and recreation (81.8%), advocacy/organizing (81%), and education (79.6%).
- As observed in Table 2.15, the results show that all students who took other courses and more than three quarters (77.3%) of those who took LOA (the organizing online course) used public narrative within the workplace with constituents.

Type of Uses of Public Narrative within the Workplace with Constituents

Table 2.16 below shows the way through which students who reported having used public narrative within the workplace with constituents, how have used it. Note that this was a multiple choice question.

Table 2.16. Uses of Public Narrative within the Workplace with Constituents

How did you use it? (check all that apply)	N	% based on no. respondents
I used public narrative to communicate (externally) with beneficiaries, students, patients, clients, or others in 1-1 meetings, small meetings, classes, assemblies, or similar events	418	79.77
I used public narrative to communicate (externally) with beneficiaries, students, patients, clients, or others in large public events (e.g., conventions)	289	55.15
I trained beneficiaries, students, patients, clients, or others in public narrative	211	40.26
Other	49	9.35
Total no. answers	*967*	
Individuals who reported using public narrative for three purposes given: to communicate in small meetings, to communicate in large events, and to train constituencies	*130*	*24.8*

Valid no. of total respondents = 524 [100%]

Figure 2.12. Uses of Public Narrative within the Workplace with Constituents
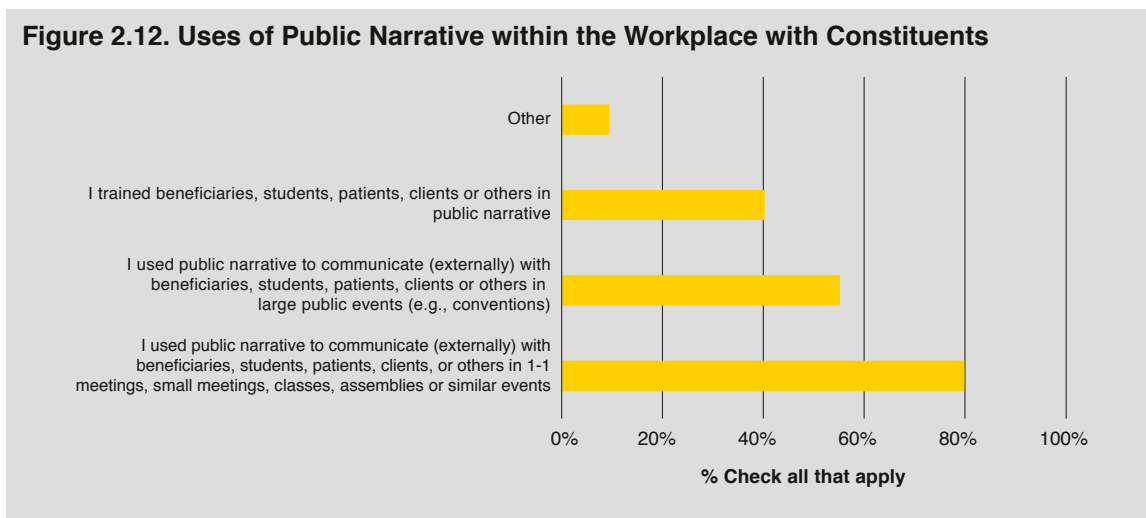
Main Findings
- Table 2.16 shows that almost eight out of ten (79.7%) of the respondents used public narrative within the workplace with constituents to communicate with them in small meetings.
- Almost one out of four (24.8%) of the respondents who used public narrative to engage with constituents at the workplace, reported using public narrative for the three purposes suggested: communicating in small meetings, communicating in large events, and training beneficiaries.

Use of Public Narrative for Public Engagement

This domain of usage is referred to as the use of public narrative beyond the professional context. It therefore includes uses that aim to motivate participation within the public sphere, that is, in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement. Note that out of 741 respondents, **405** (54.7%) declared having used public narrative for public engagement.

Frequency of Use of Public Narrative for Public Engagement

Table 2.17 and Table 2.18 below indicate the frequency and percentage of the use of public narrative for public engagement, disaggregated by domains of practice and by the course in which public narrative was learned.

Table 2.17. Public Narrative for Public Engagement across Domains of Practice

Have you used public narrative for public engagement? Which are your major domains of practice?		
Respondents' domains of practice*	N	%**
Health	58	51.3
Education	143	51.1
Government	134	60.9
Business	66	46.5
Labor	32	84.2
Religion	20	62.5
Politics	130	81.3
Advocacy/organizing	202	81.8
Social service	72	60.5
Culture/recreation	30	68.2
Military	4	28.6
Other	64	56.6

  * Differences were significant in the usage of public narrative in education, government, labor, politics, advocacy/organizing and military students (see chi-square test in Appendix 4 Table A6).

** Percentages are calculated based on the total of each category of domain of practice.

## Figure 2.13. Public Narrative for Public Engagement across Domains of Practice
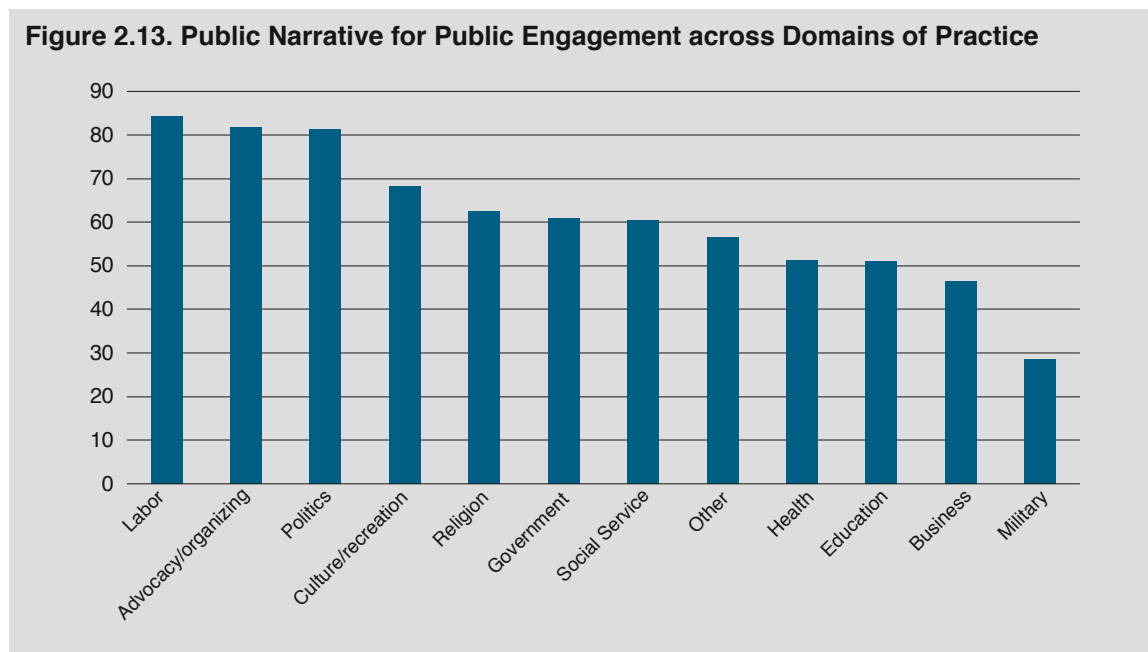
Table 2.18. Public Narrative for Public Engagement across Courses

Have you used public narrative for public engagement?		
Course*	N	%**
MLD-355M	130	37.3
MLD-356	44	35.2
MLD-377	104	58.1
PN_LSA_Online	28	62.2
LOA_LC_Online	170	78.7
Other courses	12	75

 * Differences were significant in the usage of public narrative in the courses MLD-355M, MLD-356, LOA_LC_Online, and
   HGSE (see chi-square test in Appendix 4 Table A7).

** Percentages are calculated based on the total of each category of course.

Figure 2.14. Public Narrative for Public Engagement across Courses
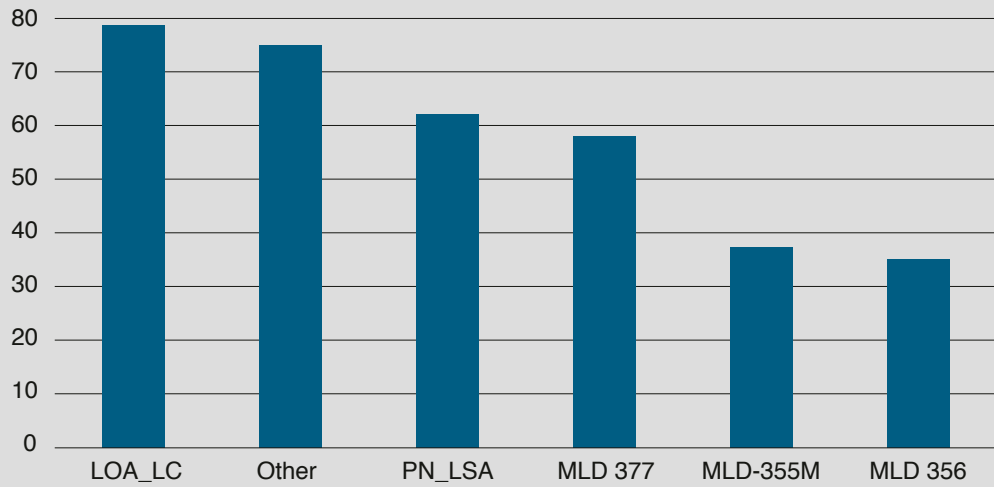
Main Findings

- Table 2.17 indicates that the use of public narrative for public engagement ranges between 28.6% and 84.2% depending on respondents' main domains of practice.
- The highest use of public narrative is found in the domain of labor (84.2%), advocacy/organizing (81.8%), and politics (81.3%).
- Table 2.18 shows the use of public narrative for public engagement disaggregated by the different courses where public narrative was learned. Lower reported percentages than previous domains of usage are observed. In this case, results range from 35.2% in the MLD-356 course to 78.7% in LOA_LC_Online.

Types of Uses of Public Narrative for Public Engagement

Table 2.19. Types of Uses of Public Narrative for Public Engagement

How did you use it? (check all that apply)	N	% based on no. respondents
I used public narrative to communicate with participants in 1-1 meetings, small meetings, conferences, or similar events	340	83.95
I used public narrative to communicate with participants in large events open to the general public (e.g., rallies, conventions)	224	55.3
I trained participants in civic associations, professional associations, trade unions, political campaigns, social movements, or other forms of public engagement in how to use public narrative	200	49.38
All three	123	30.37
Other	11	2.71
Total no. answers	*775*	
Individuals who reported using public narrative for three purposes given: to communicate in small meetings, to communicate in large events, and to train others	*127*	*31.3*

Valid no. of total respondents = 405 [100%]

Figure 2.15. Uses of Public Narrative for Public Engagement
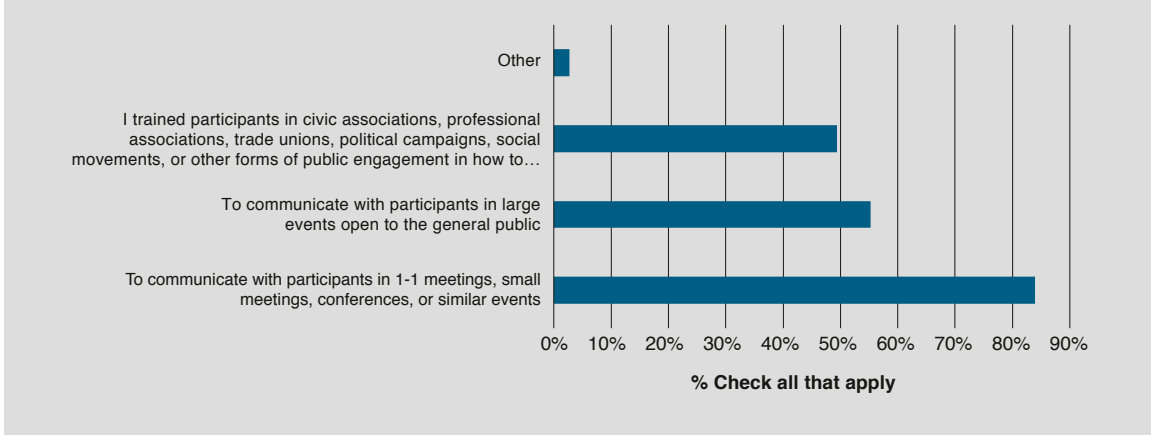
Table 2.20. Forms of Public Engagement in Which Public Narrative Was Used

In which specific forms of public engagement? (check all that apply)	N	% based on no. respondents
Social movement	244	60.24
Political campaign	152	37.53
Civic association	146	36.04
Professional association	85	20.98
Trade union	41	10.12
Other	62	15.30
Total no. answers	*730*	*180.2*

Valid no. of total respondents = 405 [100%]

Figure 2.16. Forms of Public Engagement in Which Public Narrative was Used
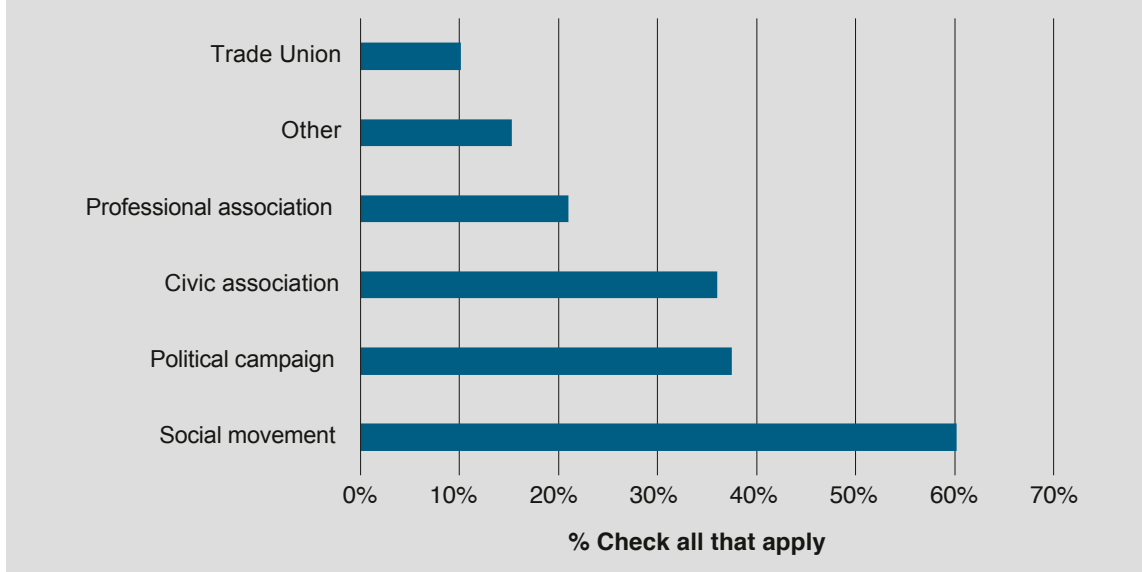
Main Findings

- Table 2.19 reveals that more than eight out of ten (83.9%) of those who reported having used public narrative for public engagement did it by means of communicating in small conferences or meetings.
- Similarly, 31.3% (n=127) of the respondents who used public narrative for public engagement reported using the framework for the three proposed uses.
- As observed in Table 2.20, although social movements are the most common form of public engagement (60.2%) in which public narrative has been used when aimed at motivating public engagement, it should be noted that political campaigns (37.5%) and civic associations (36%) are widely represented.

Use of Public Narrative in Campaigns

Block 5 of the protocol asked about individuals' use of public narrative specifically in campaigns and the perceived impacts achieved. Out of the 741 respondents, **199 (29.9%)** said they have used public narrative in a campaign.

Frequency of Usage of Public Narrative in Campaigns

Table 2.21. Public Narrative in Campaigns across Domains of Practice

Have you used public narrative in a campaign? Which are your major domains of practice?		
Respondents' domains of practice*	N	%**
Health	27	23.9
Education	58	20.7
Government	65	29.5
Business	32	22.5
Labor	17	44.7
Religion	6	18.8
Politics	84	52.5
Advocacy/organizing	115	46.6
Social service	31	26.1
Culture/recreation	15	34.1
Military	1	7.1
Other	27	23.9

* Differences were significant in the usage of public narrative in education, labor, politics, and advocacy/organizing (see chi-square test in Appendix 4 Table A8).

** Percentages are calculated based on the total of each category of domain of practice.

Figure 2.17. Public Narrative in Campaigns across Domains of Practice
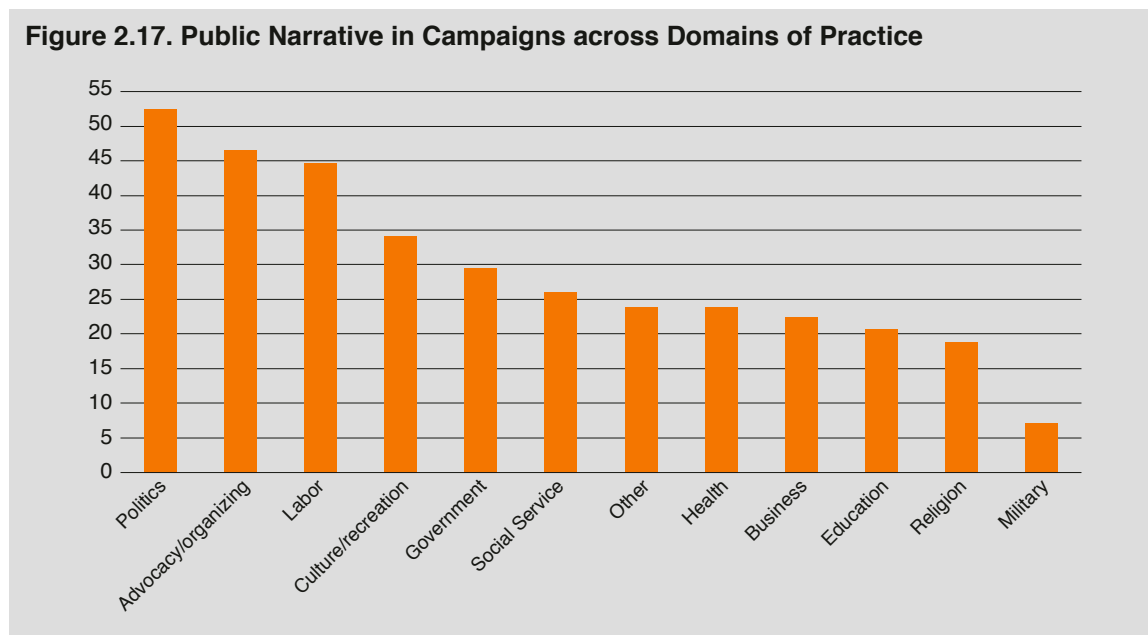
Table 2.22. Public Narrative in Campaigns across Courses

Have you used public narrative in a campaign?		
Course*	N	%**
MLD-355M	51	14.6
MLD-356M	18	14.4
MLD-377	50	27.9
PN_LSA_Online	10	22.2
LOA_LC_Online	100	46.3
Other courses	12	75

 * Differences were significant in all courses except MLD-377 and PN_LSA_Online (see chi-square test in Appendix 4 Table A9).

** Percentages are calculated based on the total of each category of course.

Figure 2.18. Public Narrative in Campaigns across Courses
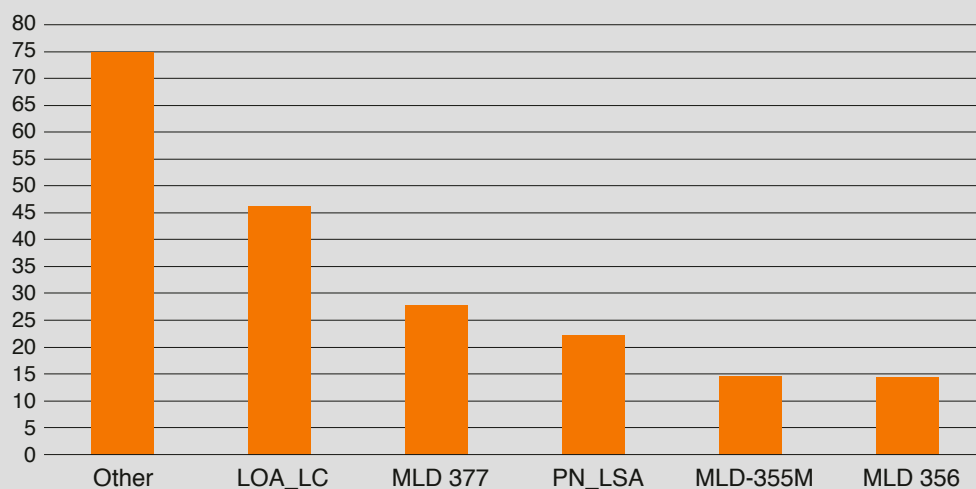
Table 2.23. Country of Residence of Students Who Have Used Public Narrative in a Campaign

Top 15 countries of residence of students			Top 15 countries of residence of students continued		
Country	N	% based on no. respondents	Country	N	% based on no. respondents
United States of America	105	53.0	Egypt	4	2.0
Australia	10	5.1	Israel	3	1.5
Canada	10	5.1	Italy	3	1.5
Jordan	8	4.0	Chile	2	1.0
India	6	3.0	Sweden	2	1.0
Mexico	5	2.5	Switzerland	2	1.0
Nigeria	5	2.5	Other countries	23	11.61
Serbia	5	2.5	Total no. respondents	198	100
UK and Northern Ireland	5	2.5			

Missing individuals = 1

Figure 2.19. Respondents' Country of Residence Who Have Used Public Narrative in a Campaign

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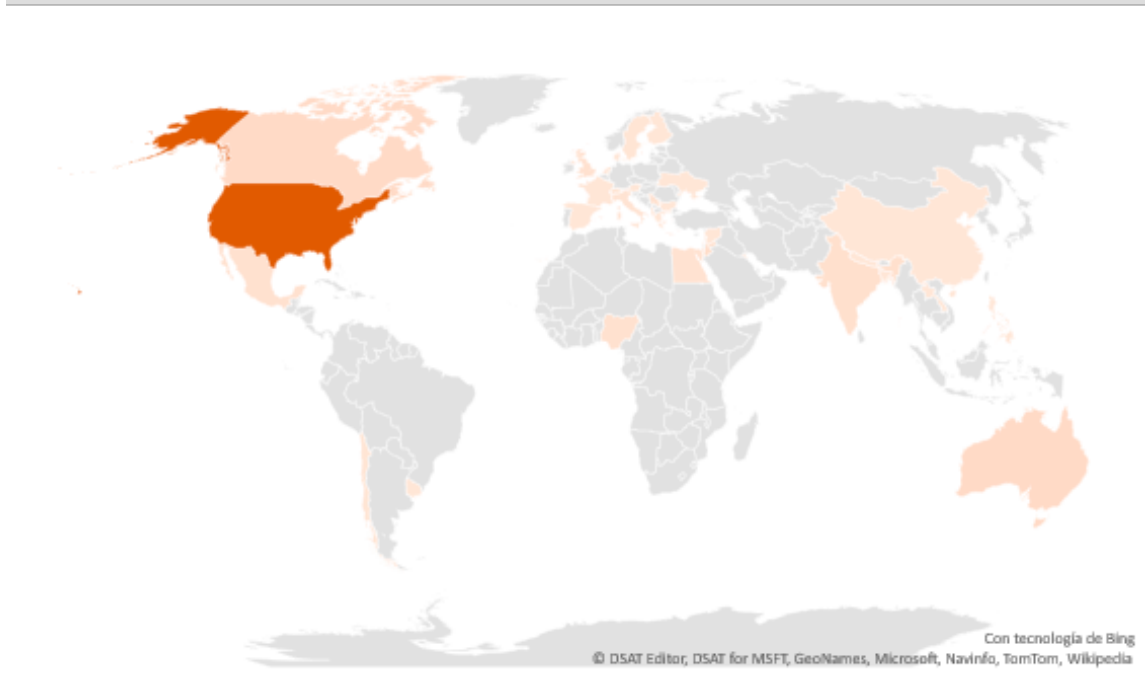
Main Findings

- Table 2.21 indicates that the use of public narrative in campaigns is represented across the different domains of practice, ranging from 7.1% to 52.5%.
- As expected, the highest reported use of public narrative in campaigns is observed by respondents whose domain of practice is politics (52.5%), advocacy/organizing (46.6%), and labor (44.7%).
- Table 2.22 reveals an interesting insight: those who learned public narrative in the LOA online class (46.3%) reported having used public narrative in a campaign to a greater extent compared to others.
- As observed in Table 2.23, 53% of those who have reported using public narrative in a campaign reside in the United States.

Impacts of Public Narrative in Campaigns

In block 5 of the protocol related to campaigns, we also asked about the respondents' perception of the campaign's impact, how public narrative was used, the perceived legislative influence of the campaign, and its replicability in other contexts.

Table 2.24. Types of Uses of Public Narrative in Campaigns

How did you use it? (check all that apply)	N	% based on no. respondents
Materials produced and used for the campaign	114	57.3
Communicate with each other in 1-1 meetings, small meetings	158	79.4
Large assemblies of the organization (closed to campaign members)	131	65.8
Large events open to the general public (e.g., rallies, conventions)	121	60.8
Other	23	11.5
Total no. answers	*547*	*274.9*

Valid no. of total respondents = 199 [100%]

Figure 2.20. Type of Uses of Public Narrative in Campaigns
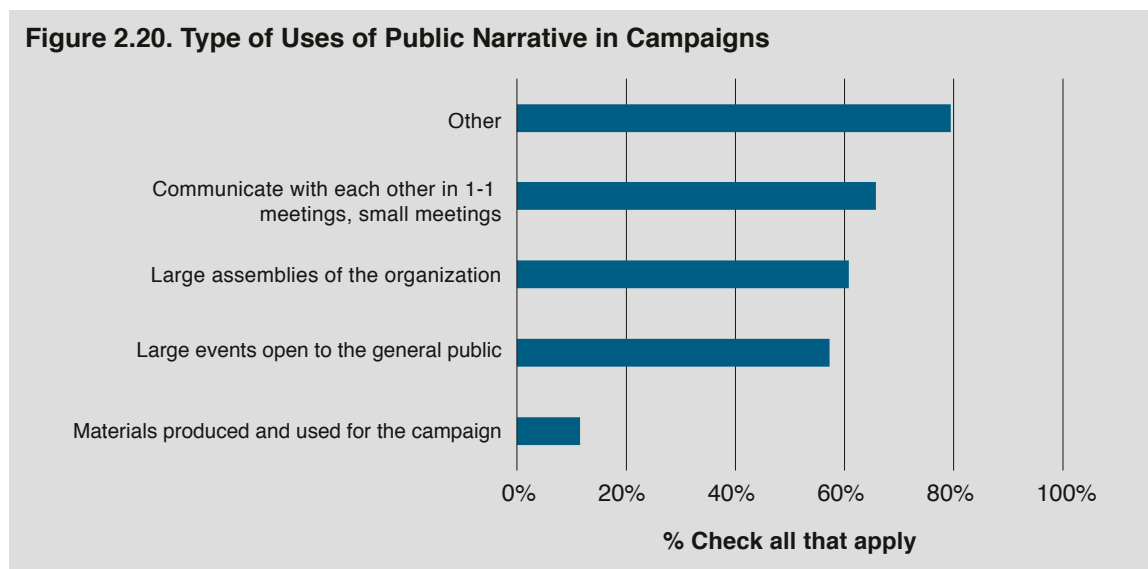
Table 2.25. Campaign Influence on Legislative Change

Did the campaign influence legislative change?	N	% based on no. respondents
Yes	71	35.7
No	39	19.6
Maybe	39	19.6
Not sure	34	17.1
Not relevant	16	8.0

Valid no. of total respondents = 199 [100%]

Figure 2.21. Campaign Influence on Legislative Change

Legend:
- Yes
- No
- Maybe
- Not sure
- Not relevent
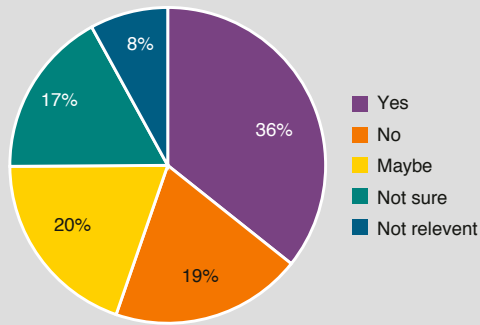
Table 2.26. Replication of the Campaign That Used Public Narrative in Other Campaigns

Was the campaign of value to others? (check all that apply)	N	% based on no. respondents
Yes. After this campaign, my colleagues used public narrative in other campaigns	98	49.2
Yes. After this campaign, others used public narrative in their own campaigns	79	39.7
Not that I know of	53	26.6
Other	31	15.5
Total no. answers	*261*	*131.2*

Valid no. of total respondents = 199 [100%]

Figure 2.22. Replication of the Campaign That Used Public Narrative in Other Campaigns (%)
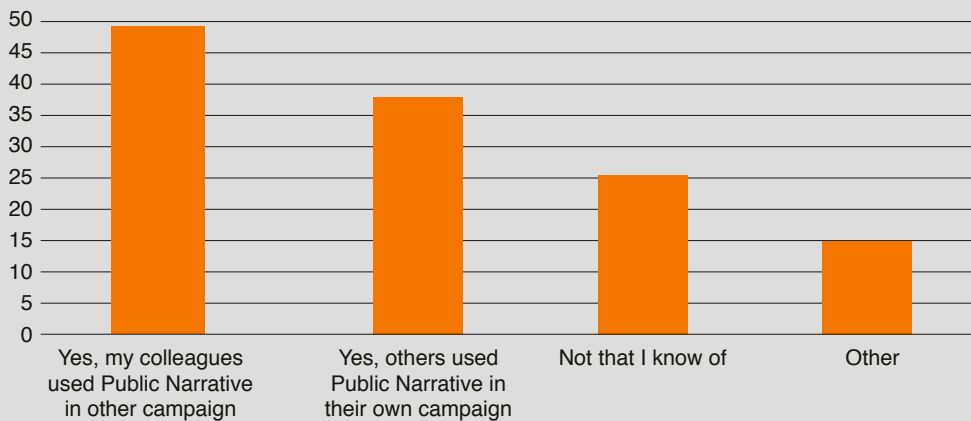
Table 2.27. Impact of the Campaign in Specific Societal Fields

Did the campaign contribute to advance any impacts in the following fields? (check all that apply)		
Societal impacts	N	% based on no. respondents
Gun violence and community security	19	9.5
Domestic violence, sexual assault, and harassment	21	10.5
Disability rights	22	11.0
Hunger, food justice, and sustainable agriculture	22	11.0
Arts and culture	23	11.5
Criminal justice and rule of law	27	13.5
Housing, planning, and urban politics	35	17.5
Labor rights, unions, and economic justice	39	19.6
Climate change, environmental protection, and clean energy	40	20.1
Racial, ethnic, and religious equity	41	20.6
Gender equity and LGBTQ rights	45	22.6
Immigration and refugee rights	47	23.6
Human rights	52	26.1
Education	53	26.6
Health, health care, and public health	55	27.6
Voting rights, participation, and civic engagement	65	32.6
Electoral politics and campaigns	65	32.6
Democracy, political reform, and corruption	89	44.7
Other	16	8.0
Total no. answers	776	389.9

Valid no. of total respondents = 199 [100%]

Figure 2.23. Impact of the Campaign in Specific Societal Fields
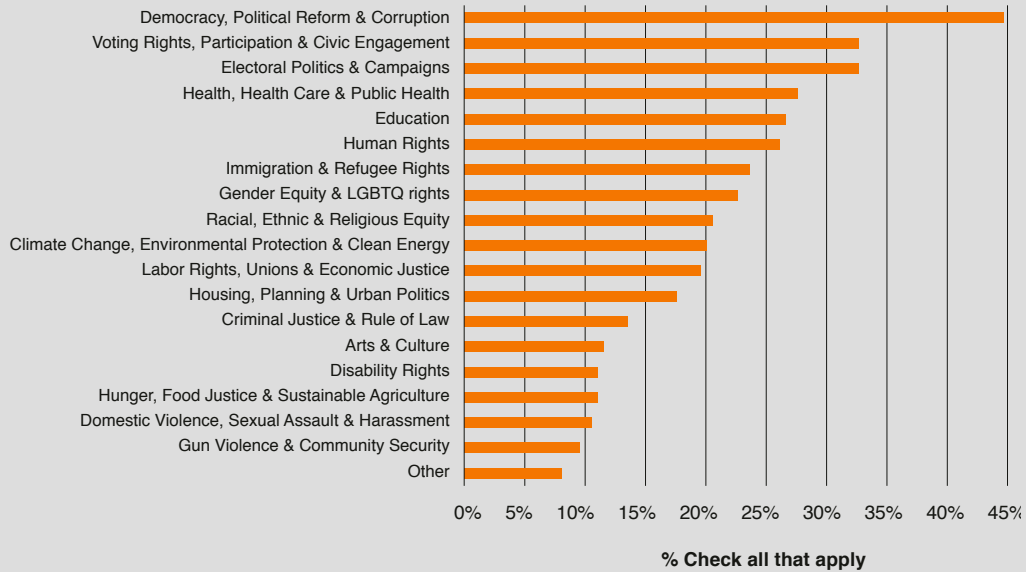
Main Findings

- Table 2.24 shows that the most common use reported by respondents about their usage of public narrative in campaigns is to communicate with each other in one-on-ones and in small meetings (79.4%).

- Our analysis suggests that more than one-third of the respondents who used public narrative in campaigns (34.98%) reported using it for the four suggested purposes (materials, communication in small meetings, in large assemblies of the organizations, and in large assemblies with the general public).

- As observed in Table 2.25, more than one-third of the respondents who used public narrative in campaigns (35.7%) reported that the campaign influenced legislative change. On the contrary, 36.7% were either not sure about it or reported that the campaign "maybe" had legislative influence.

- Table 2.26 reveals that almost half of the respondents (49.2%) reported that their colleagues replicated the use of public narrative in other campaigns, and 39.7% reported that noncolleagues used public narrative in their own campaigns.

- Finally, Table 2.27 shows that according to respondents who reported having used public narrative in a campaign, almost half believe that these campaigns did contribute to advance impacts in some of the societal fields suggested (and also linked to the UN SDGs). The societal impacts of the campaigns reported in a higher extent were the following: "democracy, political reform, and corruption" (44.7%); "voting rights, participation, and civic engagement" (32.6%); "electoral politics and campaigns" (32.6%); and "health, health care, and public health" (27.6%).

Use of Public Narrative with Family and Friends

This domain of usage is referred to the use of public narrative in the private sphere, with family and friends. Out of the 741 respondents, **431 (58.3%)** said that have used public narrative in a campaign.

Frequency of Use of Public Narrative with Family and Friends

Table 2.28 and Table 2.29 below indicate the frequency and percentage of the use of public narrative with family and friends, disaggregated by students' domains of practice and by the course in which they learned public narrative.

Table 2.28. Public Narrative with Family and Friends across Domains of Practice

Have you used public narrative with family and friends? Which are your major domains of practice?		
Respondents' domains of practice*	N	%
Health	73	64.6
Education	177	63.2
Government	138	62.7
Business	86	60.6
Labor	20	52.6
Religion	19	59.4
Politics	92	57.5
Advocacy/organizing	150	60.7
Social service	77	64.7
Culture/recreation	32	72.7
Military	7	50.0
Other	62	54.9

* Differences were only significant in the usage of public narrative in government students (see chi-square test in Appendix 4 Table A10).

Figure 2.24. Public Narrative with Family and Friends across Domains of Practice
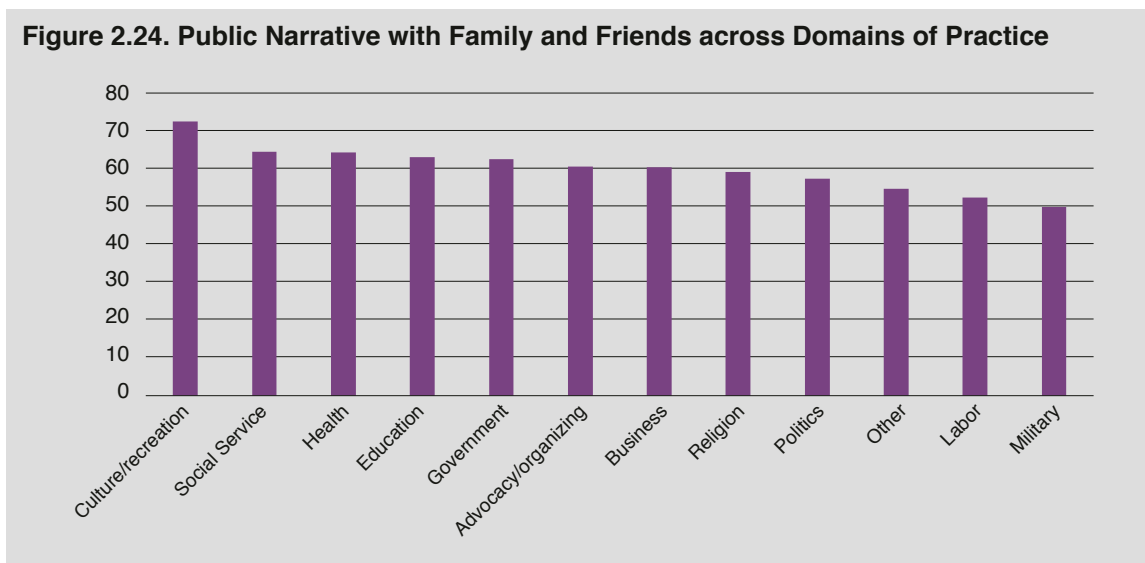
Table 2.29. Public Narrative with Family and Friends across Courses

Have you used public narrative with family and friends?		
Course*	N	%
MLD-355M	205	58.7
MLD-356M	87	69.6
MLD-377	108	60.3
PN_LSA_Online	30	66.7
LOA_LC_Online	120	55.6
Other courses	11	68.8

* Differences were significant in the usage of public narrative in the courses MLD-356M and HGSE (see chi-square test in
  Appendix 4 Table A11).

Figure 2.25. Public Narrative with Family and Friends across Courses
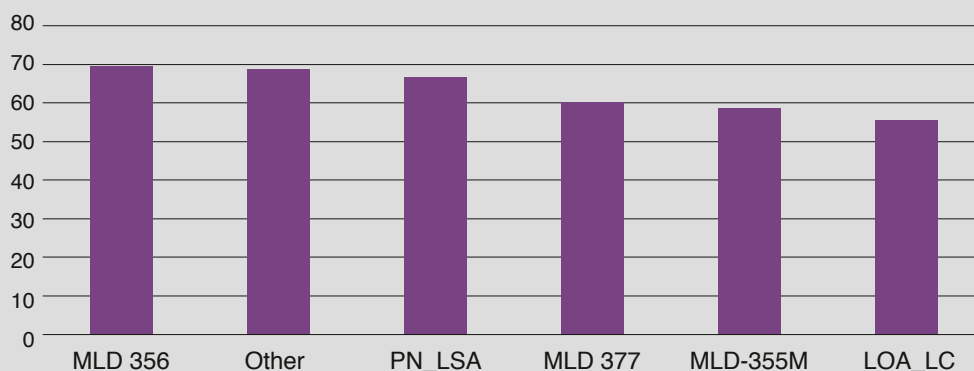
Main Findings

- As shown in Table 2.28, the use of public narrative with family and friends ranges between 50.0% and 72.7% depending on the respondents' main domain of practice.
- The highest use of public narrative is found by those respondents whose domain of practice is that of culture and recreation (72.7%), social services (64.7%), and health (64.6%).
- On the contrary, Table 2.29 shows that the use of public narrative with family and friends does not show big differences depending on the type of course in which public narrative was learned. The results in this case range from 55.6% (in courses of the LOA_LC) to 69.6% (in MLD-356M).

Types of Uses of Public Narrative with Family and Friends

Table 2.30 shows how respondents used public narrative with their family and friends. This is of relevance as it shows how public narrative can also penetrate the private sphere.

Table 2.30. Uses of Public Narrative with Family and Friends

How did you use it? (check all that apply)	N	% based on no. respondents
To facilitate communication	318	73.7
To establish a common purpose	280	64.9
To solve conflicts	219	50.8
Other	49	11.3
Total no. answers	*866*	*201*
Individuals who reported using public narrative for three purposes given: to establish a common purpose, to solve conflicts, and to facilitate communication	*141*	*32.7*

Valid no. of total respondents = 431 [100%]

Figure 2.26. Uses of Public Narrative with Family and Friends (%)
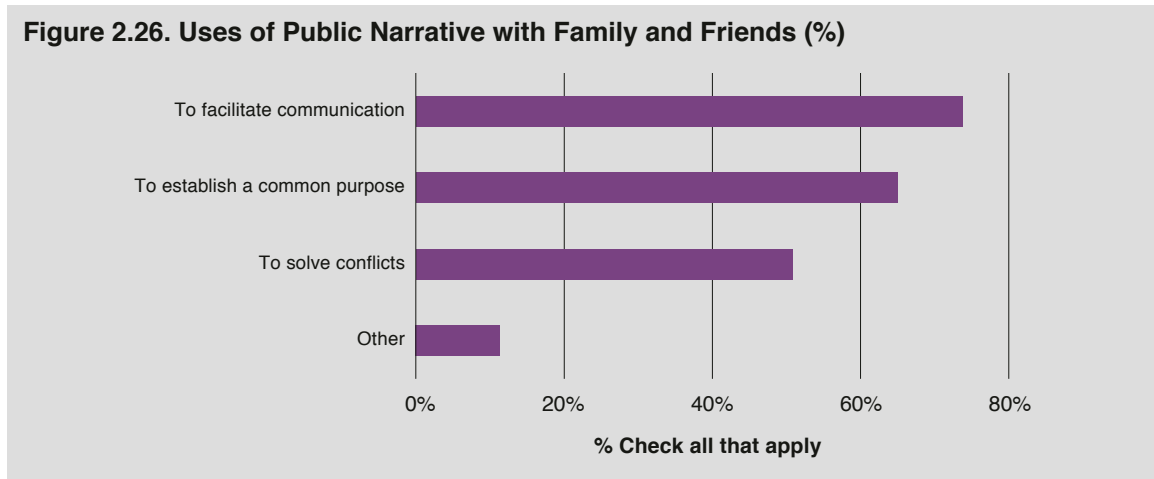
Main Findings
- Note that as with in the other domains of usage, the usage of public narrative to facilitate communication is outstanding with family and friends (73.7%).
- Almost one-third (32.7%) of the respondents who used public narrative with family and friends said they used public narrative for the three uses: to facilitate communication, to establish a common purpose, and to solve conflicts.

Usefulness of Public Narrative across the Domains of Usage

As already explained in Section 1, for those who said they used public narrative in the domains of usage of the "workplace (co-workers)," "workplace (constituents)," "public engagement," and with "family and friends," we also asked about **how useful** they thought public narrative was in each of these domains. Table 2.31 below shows the results regarding the perceived usefulness reported by respondents for each of the mentioned domains:

Table 2.31. Usefulness across Domains of usage

	In your experience using public narrative . . . how useful has it been?							
	Workplace (co-workers)		Workplace (constituents)		Public engagement		Family and friends	
Usefulness	N	%	N	%	N	%	N	%
Not at all useful	2	0.3	1	0.2	1	0.2	1	0.2
Slightly useful	7	1.2	4	0.8	4	1	9	2.1
Moderately useful	72	12.3	62	11.8	46	11.4	73	16.9
Very useful	229	39.2	208	39.7	163	40.2	198	45.9
Extremely useful	273	46.8	249	47.5	191	47.2	150	34.8
Total	*583*	*100*	*524*	*100*	*405*	*100*	*431*	*100*

Figure 2.27. Usefulness across Domains of Usage (%)
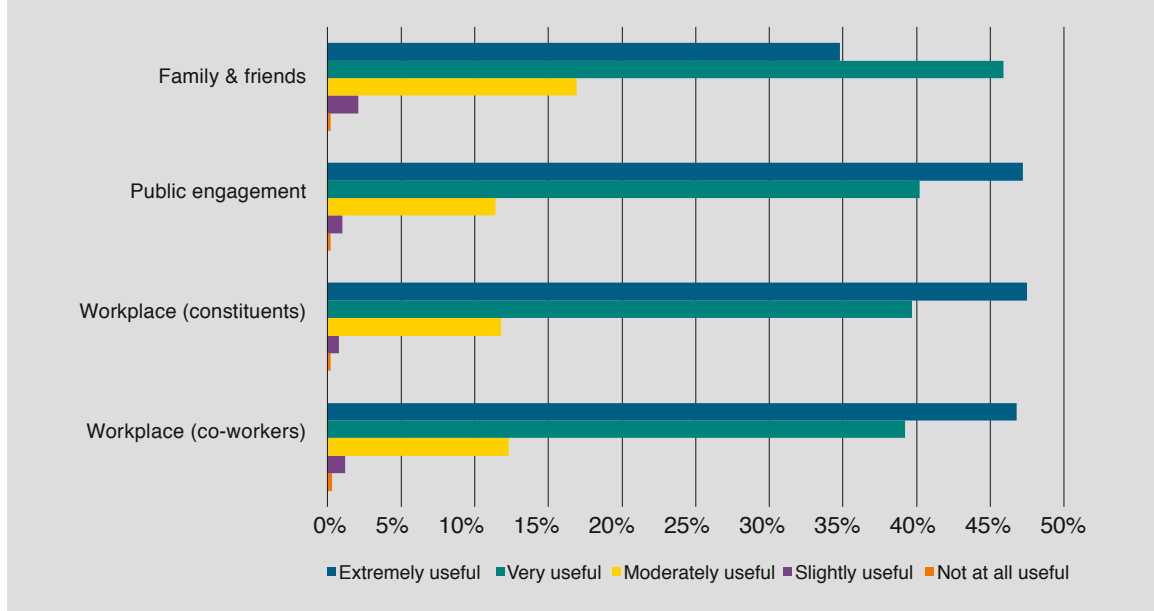
Main Findings

- As observed in Figure 2.27, for three of the domains, that is, "workplace (co-workers);" "workplace (constituents);" and "public engagement;" approximately half of the respondents considered that public narrative was "extremely useful."

- Table 2.31 shows that a large majority (86.1%) of individuals who used public narrative within the workplace with co-workers found it "very useful" (39.2%) and "extremely useful" (46.8%).

- Almost nine out of ten (87.2%) of those who reported having used public narrative within the workplace with constituents reported that their experience using public narrative was "extremely useful" (47.5%) or "very useful" (39.7%).

- Among those who reported having used public narrative for public engagement, 40.2% of them found it "very useful" and 47.2% found it "extremely useful."

- The results are slightly different within the private sphere: 34.8% of those who used public narrative with family and friends found it "extremely useful" and 45.9% found it "very useful."

- Note that the analysis was run disaggregating data according to the *domain of practice* and *type of course in which public narrative was* learned, and results were statistically nonsignificant.

Experience in General Using Public Narrative and Its Impacts

Table 2.32. Perceived Impacts of the Usage Usefulness of Public Narrative

| | | In your experience in general using public narrative, to what extent did it have the following impacts? | | | | | | | | |
| | | To a small extent | | To some extent | | Neutral | | To a moderate extent | | To a great extent | |
		N	%	N	%	N	%	N	%	N	%
Story of Self	To communicate why I have been called to leadership	26	3.6	30	4.2	65	9.0	204	28.4	394	54.8
	To understand values shared by others	18	2.5	24	3.3	53	7.4	230	32.0	394	54.8
	To feel confident about expressing their vulnerabilities	25	3.5	30	4.2	82	11.4	236	32.8	346	48.1
Story of Us	To build mutual understanding	15	2.1	23	3.2	48	6.7	260	36.2	373	51.9
	To build trust within a group	16	2.2	27	3.8	49	6.8	231	32.1	396	55.1
	To facilitate agreement on a shared purpose	26	3.6	29	4.0	85	11.8	271	37.7	308	42.8
	To facilitate a sense of cohesion within the group	21	2.9	31	4.3	76	10.6	269	37.4	322	44.8
Story of Now	To define a clear ask	34	4.7	41	5.7	106	14.7	239	33.2	299	41.6
	To communicate urgent needs and opportunities to others	26	3.6	35	4.9	76	10.6	216	30.0	366	50.9
	To inspire hope that the action would make a meaningful difference	22	3.1	36	5.0	49	6.8	197	27.4	415	57.7

Valid no. of total respondents = 719 [100%] | Missing individuals = 22

Figure 2.28. Perceived Impacts of the Usage Usefulness of Public Narrative
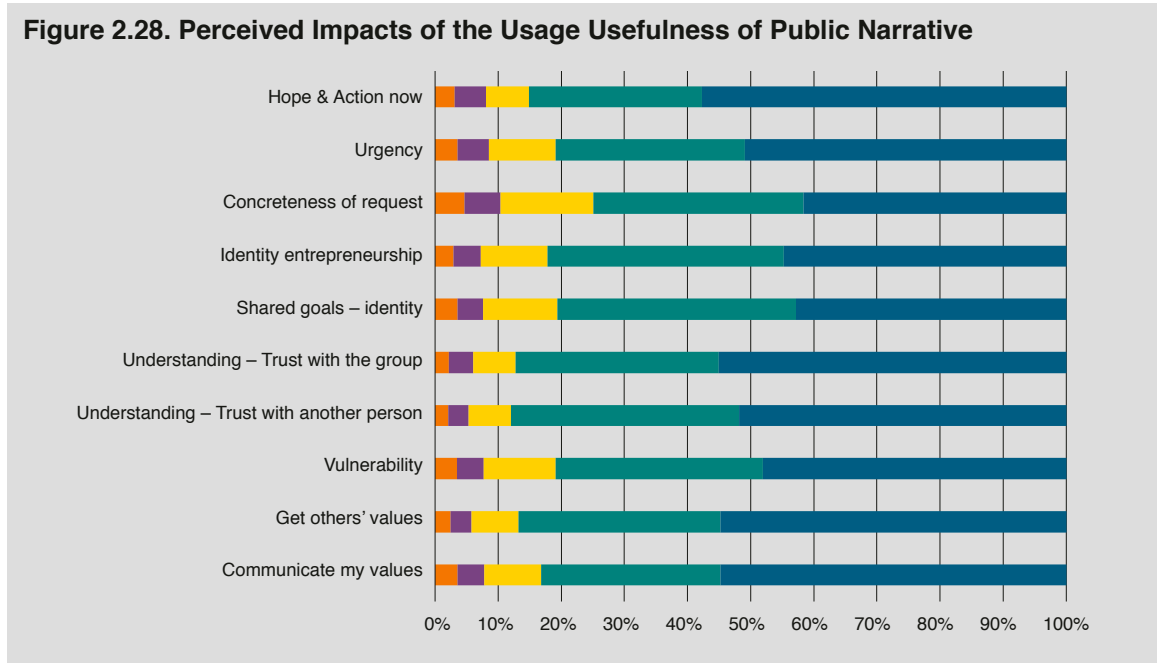
Table 2.33. Usefulness Using Public Narrative ("Experience in General")

In your experience in general using public narrative, how useful has it been?		
Usefulness	N	% based on no. respondents
Not at all useful	10	1.4
Slightly useful	23	3.1
Moderately useful	86	11.6
Very useful	239	32.3
Extremely useful	361	48.7

Valid no. of total respondents = 719 [100%] | Missing individuals = 22

Figure 2.29. Usefulness of Using Public Narrative ("Experience in General")

Legend:
- Not at all useful
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful
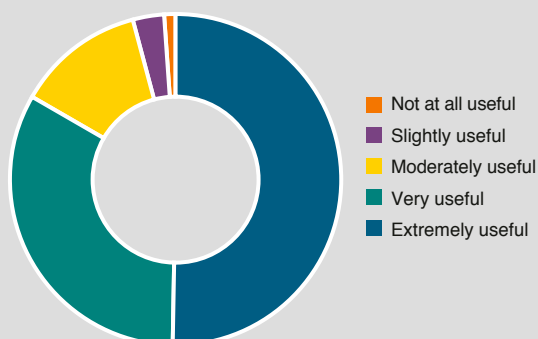
Main Findings

- Table 2.32 shows that for each of the ten different questions about the perceived impacts, most of the students reported that public narrative was either "to a great extent" or "to a moderate extent" useful. A high level of satisfaction is observed regarding respondents' perception of the usefulness of public narrative when they were advancing and facilitating their leadership practice for the different aspects inquired about.

- As mentioned above, for the ten dimensions inquired about, most of the respondents said that public narrative has had some type of impact. The dimensions on which public narrative impacted the most (more than 85% of accumulated respondents) were "to understand values shared by others" (Story of Us), "to build mutual understanding" (Story of Us), "to build trust within a group" (Story of Us), and "to inspire hope that the action would make a meaningful difference" (Story of Now).

- The proportion of respondents who reported "to a small extent" and "to some extent" in all impacts is 10% or below.

- The results reported in Table 2.33 regarding the usefulness of public narrative in the respondents' experience in general reveal that more than eight out of ten (81%) thought that their experience using public narrative was "very useful" or "extremely useful."

- No statistically significant differences were observed when disaggregating the data according to the course where public narrative was learned. Furthermore, disaggregation across domains of practice points to small differences in the level of usefulness in general reported by respondents.

Section 3. Survey Results Disaggregated by Learning Context: Individuals Who Learned Public Narrative by Participating in Offline or Online Workshops

Summary Observations Section 3

- The total number of survey respondents who learned public narrative in a workshop is 370 individuals (33.3%).
- As in the case of those who learned public narrative in a course at the HKS, those who learned in workshops are mostly women (62.7%) currently residing in the USA. However, respondents 42 different countries of origin and 31 countries of residence.
- Most of our respondents are English speakers (84.6%); another language reported was Spanish (8.6%).
- Regarding the educational level of workshop respondents, 41.8% have completed a graduate degree (master's degree), 30.5% a terminal degree (e.g., PhD), and 20.6% a bachelor's degree. This is slightly different than for the case of course respondents, where those with a graduate degree represented the majority (70%) and those with a terminal degree the minority (15%). The diversity of this educational profile corresponds to the type of organization that may have sponsored the training. Note that as mentioned in the introduction, we have not analyzed the results according to each of the different organizations.
- The workshop survey respondents' largest domain of practice is education (45.7%), followed by the field of advocacy/organizing (26.2%), politics (21.9%), and government (21.35%). These four domains were also the most reported ones for individuals who learned public narrative in a course, although they have relatively different proportions (those in education were 10% less, those in advocacy/organizing 7% more, those in politics almost the same, and those in government almost 8% more).
- For workshop respondents, the high representation of those whose main domain of practice is education makes sense if we consider that the HGSE has been offering public narrative workshop to each cohort (25) enrolled in the Ed.Ld. program for the last ten years. As in Section 2, most survey respondents reported that they learned public narrative in a workshop in 2017, 2018, 2019, or 2020. As already explained in the introduction, this timespan should be considered when interpreting the data. Barriers were encountered when trying to access email addresses of workshop participants from previous years, or in some cases our contact points ("workshop facilitators") did not have this information, which was already expected.
- Regarding the content of the workshop in which individuals learned public narrative, most of them were solely focused on public narrative, and in most of the cases (44%) it was either a one- or two-day-long training (35.7%).

Usages of public narrative across the different domains of usage:

- Our analyses on the general usage of public narrative by those individuals who learned public narrative in a workshop indicate that 89.9% (n = 332) of them have used the framework in at least one domain of usage. Besides this, 13.5% (n = 96) used public narrative in the four domains of usage asked.
- Thus, the use of public narrative in the different domains of usage by workshop participants is also outstanding. However, when compared with the obtained results for those who learned the framework in a course (Section 2), the reported usage by workshop participants is lower. For example, for the domain of usage of "workplace (co-workers)" almost 70% out of the total reported having used public narrative; for the domain of "workplace (constituents)," 62.7% reported using it; for "public engagement," the reported percentage is slightly lower but is still more than half of the total, 57%. For the domain of usage of "family and friend," reported

usage was 49.5%. And finally, the reported level of usage for the domain of campaigns is similar to those who learned public narrative in a course, 24.3% for workshop participants.

· Note that the differences between reported use of public narrative by individuals who learned public narrative in one or another learning context (course students versus workshop participants) varies: course students used it 9.5% more for the domain of "workplace (co-workers)"; and 8.6% more for "workplace (constituents)." The reported use is pretty similar for "public engagement" and "campaigns," and course students used it almost 10% more for "family and friends" than workshop participants. See the results of Table 2.8 and 3.9 for disaggregated results.

· Regarding the types of uses of public narrative within the workplace (co-workers) (1); (2) workplace (constituents), and (3) for public engagement, the results are relatively similar to those in Section 2: the most common reported type of use is to communicate with each other in small settings. An interesting observation is that, when looking at the type of usage for "training others," for the domains of usage "workplace (co-workers)" and "workplace (constituents)," reported percentages are much lower than for those who learned public narrative as students in a course. This might reveal the familiarity with the tool that individuals themselves have: those who learned public narrative in a workshop might have a more general understanding of the tool, and those who learned it in a course might have more in-depth knowledge of it, which makes them more prone (and with the actual skills) to train others in public narrative.

· *As for the use of public narrative in campaigns*, individuals who have used public narrative in campaigns and who learned it in a workshop currently reside in 13 different countries. The most reported domain of practice of those who used it was politics, advocacy/organizing, and government—relatively similar to the results reported in Section 2.

· On the other hand, regarding the type of training workshop and the reported use of public narrative in campaigns, our data show that those who learned public narrative in the framework of organizing workshops tended to use public narrative in campaigns more (54.3%) than those who learned the framework in a public narrative (only) workshop (24.89%). This aligns with what one would expect in the following sense: those who learned public narrative in the context of an organizing workshop used the framework more because they already had experience organizing and leading a campaign. In this case, the highest percentage is found in "organizing" (54.93%) and the lowest in "other type of setting" (21.74%). Statistically significant differences are observed for the categories of "public narrative" and "organizing" types of workshops.

· As for the perceived influence on if these campaigns had impact on legislative change, 42.4% of workshop respondents believed that these campaigns have had some type of influence. This is slightly higher than the perceived influence reported by course students (35.7%) observed in Section 2.

· The results regarding the replication of the campaigns that have used public narrative slightly vary from those observed in Section 2. We find that 41.2% of those who have used public narrative in a campaign as a workshop participant reported that after the campaign, their colleagues used public narrative in other campaigns; 26.6% of them said that after the campaign, others used it in their own campaign. These proportions were higher for those who learned public narrative in a course (49.2% and 39.7%, respectively).

· In regard to the perceived impacts of the campaign, the top societal fields reported by individuals (between 25% and 50% of pointed as fields on which the campaigns had impacted) were the following:
  · democracy, political reform, corruption (48.8%)
  · voting rights, participation, and civic engagement (38.8%)

- climate change (37.7%)
- electoral politics and campaigns (32.6%)
- racial, ethnic, and religious equity (31.1%)
- education (30%)

(*These results are quite similar to the ones observed in Section 2.*)

- For the final set of questions on the perceived impacts of public narrative on specific dimensions of leadership practice, for nine of the ten the dimensions of leadership, more than seven out of ten of the respondents said public narrative created an impact "to a moderate extent" or "to a great extent." This shows a high level of satisfaction regarding workshop users' perception of the usefulness of public narrative when they were advancing and facilitating their leadership practice.
- However, when looking at the data from Section 2 and Section 3 together, the amount of those who believed public narrative "to a great extent" impacted each of the ten dimensions is slightly lower for those in *workshops* than for those in the *courses*. However, the proportion of those who learned public narrative in a workshop and answered "to a great extent" is still the most reported category, and for those who learned public narrative in a course, the proportion is even higher. For instance, in some specific dimensions, there is difference of 5% to 10% between workshops and courses.
- Last, almost eight out of ten of the workshop respondents reported that when considering their experience in general using public narrative, they believed it was either "very useful" or "extremely useful."

Characteristics of Survey Respondents Who Learned Public Narrative as Participants in Offline or Online of One- to Three-Day Workshops

Subsection 3.1. presents some demographic data of survey respondents who learned public narrative as participants in workshops. Note that in this section the results are not disaggregated by the organization that organized and hosted the workshop.

As shown in Table 1.7 of Section 1, 370 individuals (33.3% out of all survey respondents) learned public narrative as participants in a workshop.

Table 3.1. Respondents' Gender and Age

What is your gender?		
Gender	N	% based on no. respondents
Man	123	34.7
Woman	222	62.7
Other/prefer not to say	7	2
Nonbinary/third gender	2	0.6
Prefer to self-describe	0	0

Valid no. of total respondents = 354 [100%] | Missing individuals = 16

What is your age?		
Age group	N	% based on no. respondents
19–30	22	6.3
31–40	69	19.8
41–50	87	24.9
51–60	72	20.6
61–70	68	19.5
Over 71	31	8.9
Mode age = 39	Average = 51		

Valid no. of total respondents = 349 [100%] | Missing individuals = 21

Table 3.2. Top 15 Countries of Origin and Countries of Residence of Survey Respondents (Workshop)

Top 15 countries of origin			Top 15 countries of residence continued		
Country	N	% based on no. respondents	Country	N	% based on no. respondents
USA	260	73.4	USA	284	80.2
Canada	14	4.0	UK and Northern Ireland	16	4.5
UK and Northern Ireland	14	4.0	Canada	13	3.7
India	6	1.7	Australia	4	1.1
Australia	5	1.4	Kenya	3	0.8
Mexico	5	1.4	Brazil	2	0.6
Brazil	4	1.1	Chile	2	0.6
Kenya	3	0.8	Denmark	2	0.6
Ecuador	2	0.6	Ecuador	2	0.6
France	2	0.6	El Salvador	2	0.6
Germany	2	0.6	India	2	0.6
Ireland	2	0.6	Mexico	2	0.6
Israel	2	0.6	Peru	2	0.6
Norway	2	0.6	Finland	1	0.3
Peru	2	0.6	Germany	1	0.3

Valid no. of total respondents = 370 [100%] | Missing individuals = 0

Figure 3.1. Respondents' Country of Origin
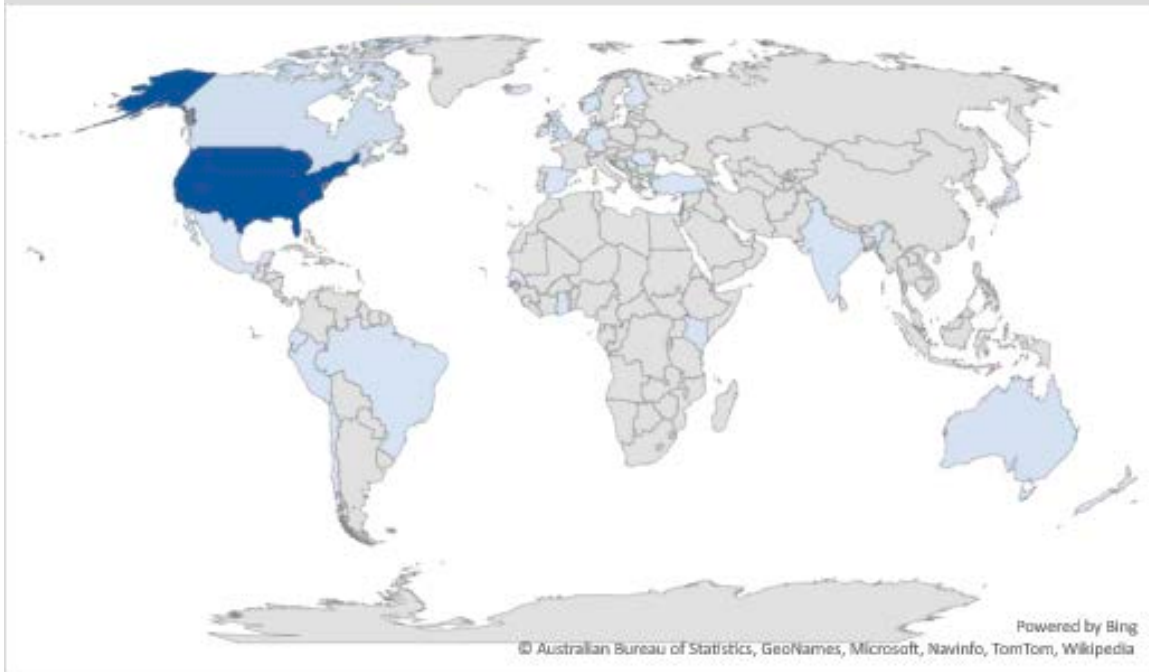
Figure 3.2. Respondents' Country of Residence
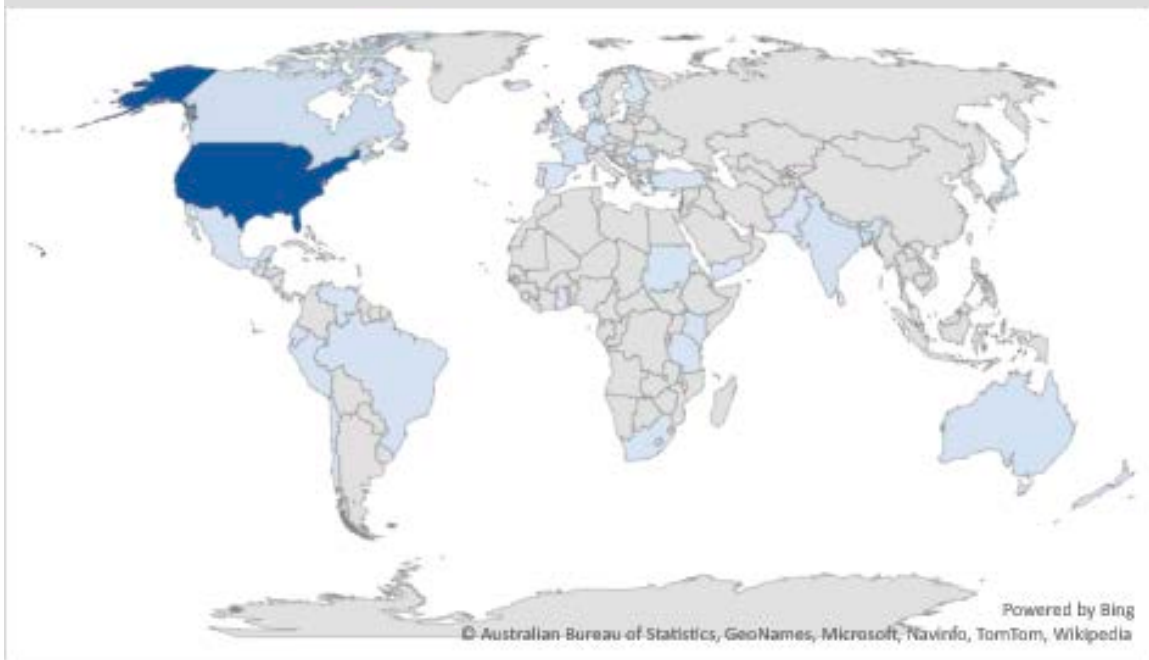
Table 3.3. Respondents' Main Language Spoken

What is your first language? (check all that apply)		
Language	N	% based on no. respondents
English	313	84.6
Spanish	32	8.6
French	6	1.6
Chinese	2	0.5
Hindi	1	0.3
Arabic	2	0.5
Japanese	1	0.3
Serbian	1	0.3
Other	29	7.8
Total no. answers	*387*	*106.6*

Valid no. of total respondents = 370 [100%] | Missing individuals = 0

Table 3.4. Highest Level of Schooling Completed

What is the highest level of schooling you have completed?		
Context	N	% based on no. respondents
Some college/university but no degree	14	4.0
Associate degree	3	0.8
Bachelor's degree	73	20.6
Graduate degree (e.g., master's degree)	148	41.8
Terminal degree (e.g., MD, JD, PhD)	108	30.5
Other (please specify)	8	2.3

Valid no. of total respondents = 370 [100%] | Missing individuals = 354

Table 3.5. Respondents' Domain of Practice

What are your major domains of practice? (check all that apply)		
Domain	N	% based on no. respondents
Military	2	0.54
Religion	10	2.70
Labor	28	7.56
Culture/recreation	31	8.37
Social service	48	10.27
Health	41	11.08
Other	55	14.86
Business	69	18.64
Government	79	21.35
Politics	81	21.89
Advocacy/organizing	97	26.21
Education	169	45.67
Total no. answers	*710*	*191.9*

Valid no. of total respondents = 370 [100%] | Missing individuals = 0

Figure 3.3. Respondents' Domain of Practice
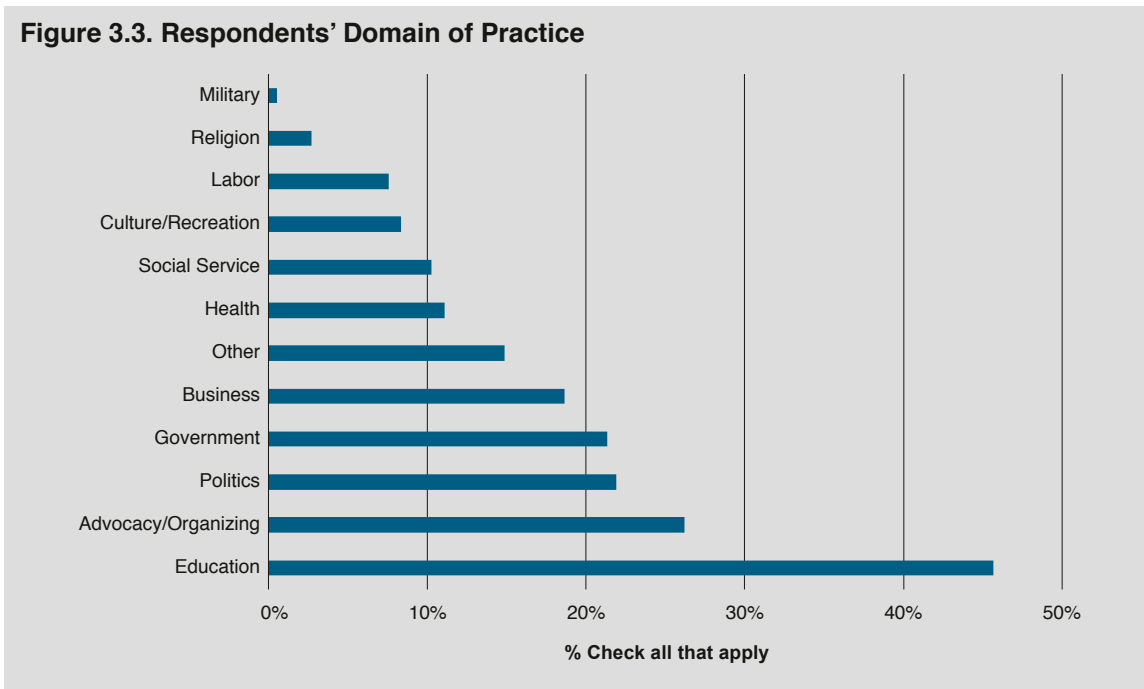
Table 3.6. Year in Which Public Narrative Was Learned

In which year did you learn public narrative?			
Year	N	% based on no. respondents	Cumulative %
2006	1	0.3	0.3
2007	1	0.3	0.6
2008	0	0.0	0.6
2009	1	0.3	0.9
2010	8	2.1	3
2011	10	2.7	5.7
2012	8	2.1	7.8
2013	25	6.7	14.5
2014	17	4.5	19
2015	31	8.3	27.3
2016	43	11.6	38.9
2017	59	15.9	54.8
2018	68	18.3	73.1
2019	85	22.9	96
2020	13	3.5	99.5

Valid no. of total respondents = 370 [100%] | Missing individuals = 0

Table 3.7. Type of Workshop Where Public Narrative Was Learned

If you learned public narrative in a workshop, what was it about? (check all that apply)		
Workshop's content	N	% based on no. respondents
Public narrative	302	81.6
Organizing	71	19.1
Other	23	6.2
Total no. answers	*396*	*107.02*

Valid no. of total respondents = 370 [100%] |Missing individuals = 0

Figure 3.4. Type of Workshop Where Public Narrative Was Learned
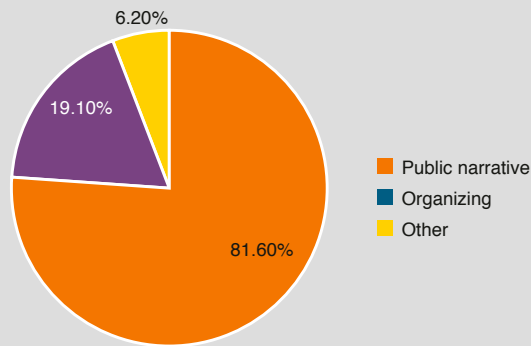
Table 3.8. Workshop Duration

How long was the workshop?		
Duration	N	% based on no. respondents
1 day	143	44
2 days	116	35.7
2.5 days	39	12
Other	27	8.3

Valid no. of total respondents = 325 [100%] | Missing individuals = 45

Figure 3.5. Workshop Duration
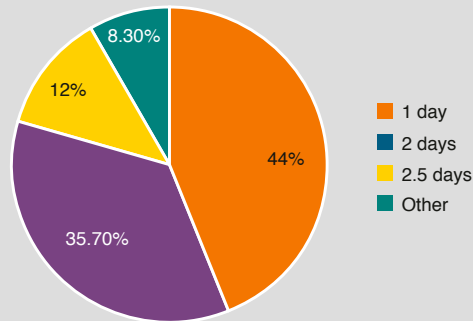
Main Findings

- Table 3.1 shows that most of the workshop survey respondents are women (62.7%) who currently residing at the USA. In this regard, Table 3.2 indicates that 73.4% of respondents are from the US. However, our data indicate there are 42 other *countries of origin* and 31 other *countries of residence.*
- As in Section 2, Table 3.3 indicates that a large pool of public narrative users are English native speakers (84.6%), but Spanish and French native speakers are also represented.
- Regarding the educational level of the participants, as observed in Table 3.4, 41.8% of them have completed a graduate degree (master's degree), 30.5% a terminal degree (e.g., PhD), and 20.6% a bachelor's degree.
- Similarly, Table 3.5 indicates that the largest domain of practice of our workshop survey respondents is that of education (45.7%), followed by the field of advocacy/organizing (26.2%), politics (21.9%), and government (21.35%).
- Table 3.6 shows that almost half of workshop survey respondents have learned public narrative in the last four years: in 2017, 2018, 2019, and 2020.
- Table 3.6 also shows that 81.6% of the respondents learned public narrative in a workshop that was solely about public narrative. In terms of the duration of the training workshops in which respondents have learned public narrative, Table 3.8 indicates that almost half of the workshops (44%) lasted one day, and 35.7% of them lasted two days.
- In a nutshell, *what do all of these data tell us in relation to the profile of workshop participants who answered our survey?* On the one hand, they are mainly English-speaking American women whose main domain of practice is the field of education, and in a lesser extent politics, organizing/advocacy, and government. On the other hand, they learned public narrative in a workshop mostly in the last five years, and we can expect that such training was mostly focused on the public narrative pedagogy, a general one-day-long training (44%), or a two-day-long training (35.7%).

Uses of Public Narrative across Different Domains of Usage

Table 3.9 below presents the reported frequency and percentage of usage for each domain. *Note that the total of respondents is N = 370 (those who learned public narrative in a workshop).*

Table 3.9. Frequency and Percentage of Using Public Narrative across Domains of Usage

	Have you used public narrative . . . ?				
	Workplace (co-workers)	Workplace (constituents)	Public engagement	Campaigns	Family and friends
N	256	232	211	90	183
%	69.2	62.7	57	24.3	49.5

Valid no. of total respondents = 370 [100%]

Figure 3.6. Use of Public Narrative across Domains of Usage
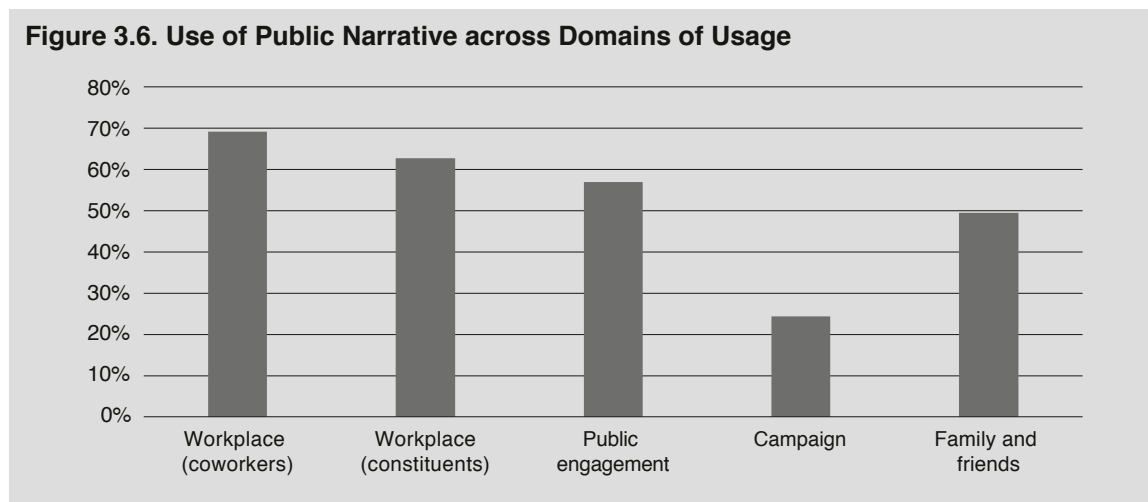
Table 3.10. Frequency Distribution of Public Narrative Usage across Domains of Usage

| Domains | Use of public narrative across domains of usage | | | | | | | | | |
| | Workplace (co-workers) | | Workplace (constituents) | | Public engagement | | Campaigns | | Family and friends | |
	N	%	N	%	N	%	N	%	N	%
Workplace (co-workers)	256	100	185	79.7	164	77.7	78	86.7	142	77.6
Workplace (constituents)	185	72.3	232	100	157	74.4	76	84.4	126	68.9
Public engagement	164	64.06	157	67.7	211	100	82	91.1	114	62.3
Campaigns	78	30.5	76	32.8	82	38.9	90	100	52	28.4
Family and friends	142	55.5	126	54.3	114	54	52	57.8	183	100

Table 3.11. Distribution by Gender and across Domains of Usage

| Gender* | Use of public narrative across domains of usage | | | | | | | | | |
| | Workplace (co-workers) | | Workplace (constituents) | | Public engagement | | Campaigns | | Family and friends | |
	N	%	N	%	N	%	N	%	N	%
Man	86	69.9	76	61.8	69	56.1	30	24.4	51	41.5
Woman	157	70.7	145	65.3	129	58.1	54	24.3	120	54.1
Other	6	66.7	4	44.4	6	66.7	3	33.3	4	44.4

*No significant differences were found in the usage of public narrative across gender (see chi-square test in Appendix Table B1).

Figure 3.7. Distribution by Gender and Across Domains of Usage (%)
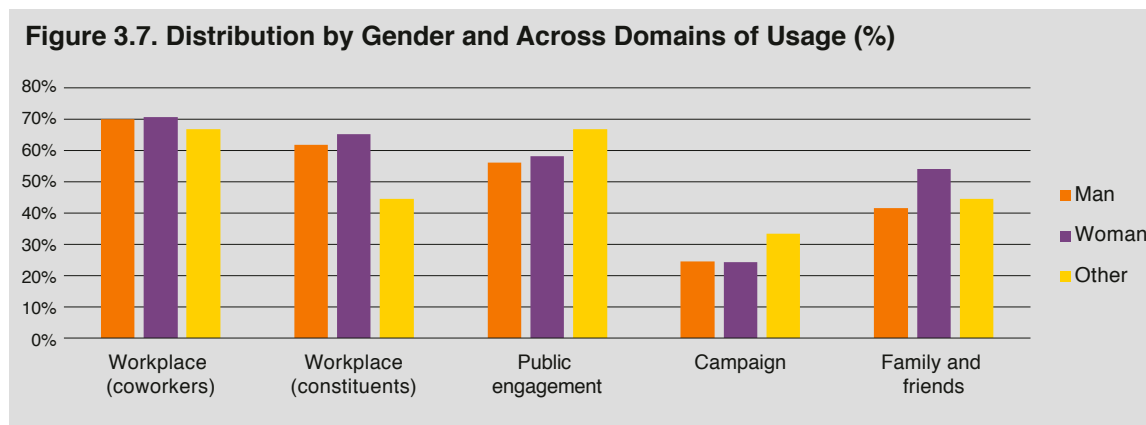
Main Findings

- Table 3.9 shows that the highest use of public narrative is found in the domain of the workplace (co-workers) (69.2%) and the lowest in the domain of campaigns (24.3%).
- Table 3.10 presents the distribution of use of public narrative across the different domains of usage. Below is a breakdown of the results by columns:
    - *Use of public narrative within the workplace with co-workers*: out of the 256 individuals who have used public narrative within the workplace with co-workers, 72.3% (n = 185) of them also used it within the workplace with constituents; 64.06% (n = 164) used it also for public engagement; 30.5% (n = 78) have used it in campaigns; and 55.5% (n = 142) with family and friends.
    - *Use of public narrative within the workplace with constituents*: out of the 232 individuals who have used public narrative within the workplace with constituents, 79.7% of them (n = 185) have also used it within the workplace with co-workers; 67.7% (n = 157) have used it to motivate public engagement; 32.8% have used it in campaigns (n = 76); and 54.3% (n = 126) with family and friends.
    - *Use of public narrative for public engagement*: out of the 211 individuals who have used public narrative to motivate public engagement, 77.7% of them (n = 164) have also used it within the workplace with co-workers; 74.45% (n = 157) within the workplace with constituents; 38.9% (n = 82) in campaigns; and 54% (n = 114) with family and friends.
    - *Use of public narrative in campaigns*: 90 individuals used public narrative in campaigns; 86.7% of them (n = 78) used it in the workplace with co-workers; 84.4% (n = 76) used within the workplace with constituents; 91.1% (n = 82) used it to motivate public engagement; and 57.8% (n = 52) with family and friends.
    - *Use of public narrative with family and friends*: out of the 183 individuals who reported using public narrative with family and friends, 77.6% (n = 142) of them also said they used it within the workplace with co-workers: 68.9% (n = 126) within the workplace with constituents; 62.3% (n = 114) for public engagement; and 28.4% (n = 52) in campaigns.
- Table 3.11 shows that the results disaggregated by gender are statistically nonsignificant.

Use of Public Narrative within the Workplace with Co-Workers

This domain of usage is referred to the use of public narrative with colleagues, co-workers, staff, employees, volunteers, or others **within the workplace**. Note that out of the 370 individuals who learned public narrative in a workshop, **235 (69.2%)** declared having used public narrative within the workplace, with colleagues, co-workers, staff, employees, volunteers, or others (see Table 3.9 above).

Frequency of Use of Public Narrative within Workplace with Co-Workers

This section details the frequency of use of public narrative within the workplace with co-workers disaggregated by respondents' domains of practice and by the type of workshop in which public narrative was learned. "Type of workshop" means if the workshop's content included (a) solely public narrative, (b) a broader training on the organizing methodology that also included public narrative, or if it was an "other" type of workshop (neither focused on organizing nor solely public narrative but in which public narrative was incorporated and taught in some way).

Table 3.12. Public Narrative at Workplace across Domains of Practice

Have you used public narrative within your workplace with co-workers? Which are your major domains of practice?		
Respondents' domains of practice*	N	%
Health	25	61
Education	126	74.6
Government	61	77.2
Business	40	58
Labor	21	75.0
Religion	7	70.0
Politics	62	76.5
Advocacy/organizing	70	72.2
Social service	23	60.5
Culture/recreation	19	61.3
Military	1	50.0
Other	34	61.8

* Differences were significant in the usage of public narrative in government and politics (see chi-square test in Appendix 5 Table B2).

Figure 3.8. Public Narrative within the Workplace with Co-Workers across Domains of Practice
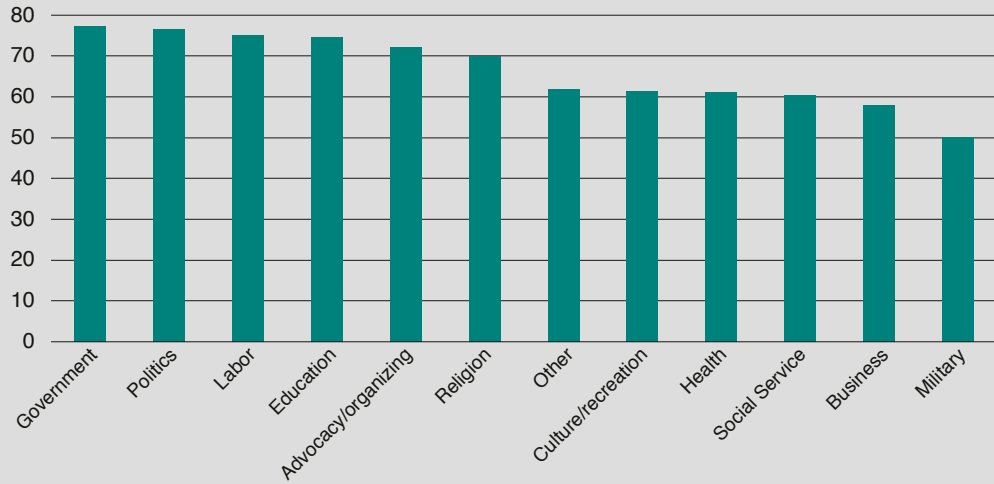
Table 3.13. Public Narrative within the Workplace with Co-Workers across Type of Workshop Content

Have you used public narrative within your workplace with co-workers? Type of workshop		
Workshop type*	N	%
Public narrative	149	65.07
Organizing	55	77.5
Other	12	52.17

* Differences were significant in the usage of public narrative in respondents who took the organizing
  workshop (see chi-square test in Appendix 5 Table B3).

Figure 3.9. Public Narrative within the Workplace with Co-Workers across Type of Workshop Content
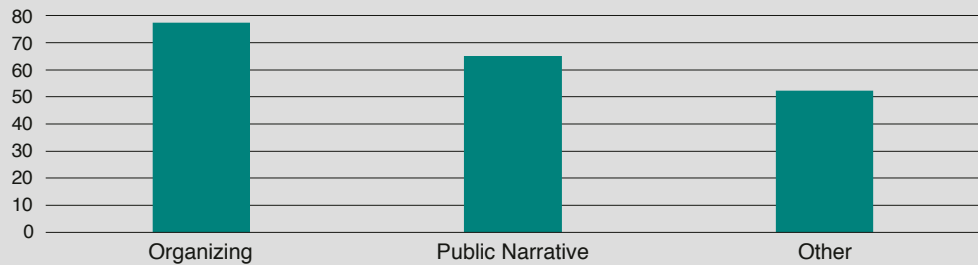
Main Findings

- As observed in Table 3.12, the use of public narrative within the workplace with co-workers ranges between 50% and 77.2% depending on the respondents' domain of practice.
- The highest reported use of public narrative within the workplace with co-workers is observed in those individuals whose main domain of practice is government (77.2%), politics (76.5%), and labor (75%). These differences were significant in the case of politics and government.
- When looking at the data according to the type of workshop in which public narrative was learned (Table 3.13), there is a variation of the framework's usage in the workplace from 52.17% to 77.5%, depending on if the workshop was solely on public narrative or was about the organizing methodology plus public narrative. In this regard, the highest percentages can be found in respondents who learned public narrative in the organizing workshop, with significative differences. This is of relevance, as it would indicate that those who learned public narrative in the organizing methodology framework are more prone to use it later, which might be due to already being involved in a workplace where they can put in place the learned leadership and organizing skills.

Types of Uses of Public Narrative within the Workplace with Co-Workers

Table 3.14. Uses of Public Narrative within the Workplace with Co-Workers

How did you use it? (check all that apply)	N	% based on no. respondents
I used public narrative within my workplace to communicate with colleagues, co-workers, staff, employees, volunteers, or others in 1-1 meetings, small meetings, or similar events	205	80.0
I used public narrative within my workplace to communicate with audiences in large events such as conventions, conferences, or others	152	59.3
I trained my colleagues, co-workers, staff, employees, volunteers, or others in how to use public narrative	86	33.5
Other	26	10.1
Total no. answers	*469*	*183.2*
Individuals who reported using public narrative for three purposes given: to communicate in small meetings, to communicate in large events, and to train co-workers	*51*	*20*

Valid no. of total respondents = 256 [100%]

Figure 3.10. Uses of Public Narrative within the Workplace with Co-Workers (%)
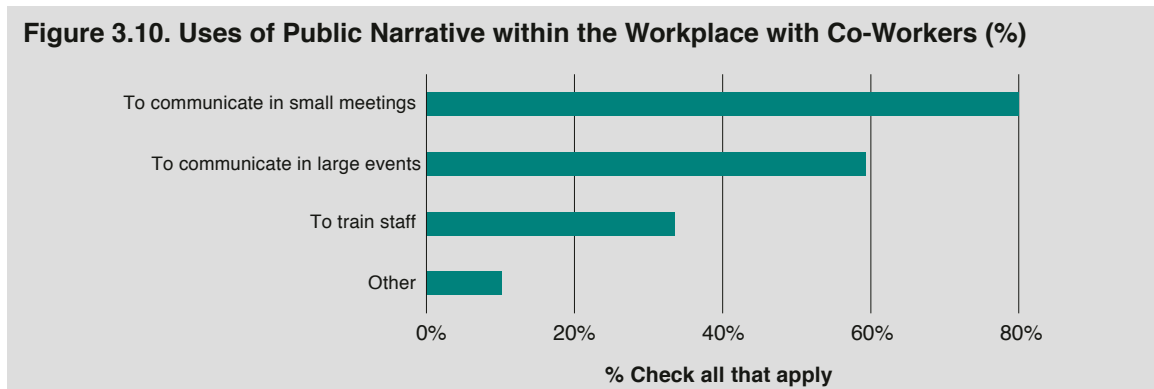
Main Findings

- Table 3.14 shows that more than three quarters (80.0%) of respondents who learned public narrative in a workshop used the framework within the workplace with co-workers to communicate with co-workers and staff in small meetings.
- Almost one quarter (20%) of respondents who used public narrative within the workplace with co-workers said they used them for the three suggested purposes (to communicate in small meetings, to communicate in large events, and to train co-workers).

Use of Public Narrative within the Workplace with Constituents

There were 232 (62.7%) survey respondents who learned public narrative in a workshop and declared having used the framework to engage with students, patients, beneficiaries, or clients, that is, used public narrative in external workplace-based settings.

Frequency of Use of Narrative within the Workplace with Constituents

Table 3.15. Public Narrative within the Workplace with Constituents, across Domains of Practice

If you used public narrative within the workplace with constituents, what are your major domains of practice?		
Respondents' domains of practice*	N	%
Health	28	68.3
Education	109	64.5
Government	56	70.9
Business	41	59.4
Labor	18	64.3
Religion	8	80.0
Politics	55	67.9
Advocacy/organizing	67	69.1
Social service	25	65.8
Culture/recreation	27	87.1
Military	0	0.0
Other	31	56.4

* Differences were significant in the usage of public narrative in government and culture/recreation domains (see chi-square test in Appendix Table B4).

Figure 3.11. Public Narrative within the Workplace with Constituents, across Domains of Practice
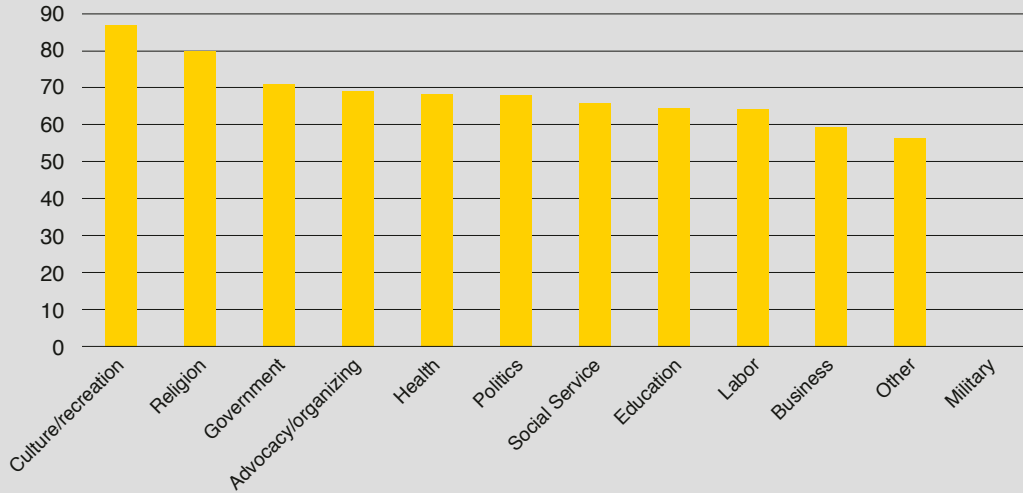
Table 3.16. Public Narrative within the Workplace with Constituents, across Workshops

Have you used public narrative within the workplace with constituents?		
Type of workshop*	N	%
Public narrative	145	63.32
Organizing	49	69.01
Other	13	56.52

* No significant differences were found in the usage of public narrative across workshops (see chi-square test in Appendix 5 Table B5).

Figure 3.12. Public Narrative within the Workplace with Constituents, across Workshops
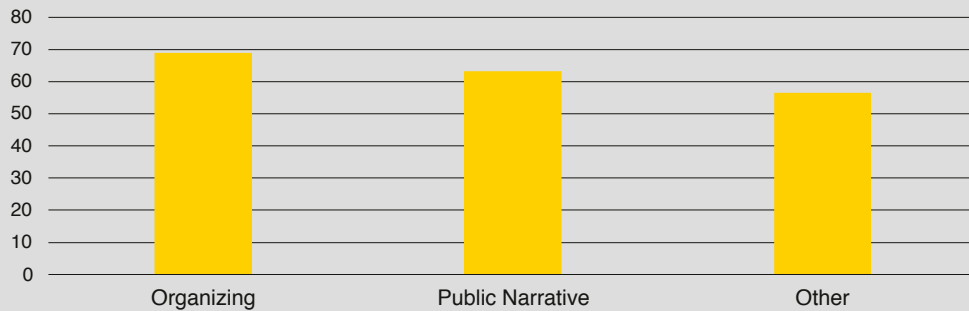
Main Findings

- As shown in Table 3.15, the use of public narrative within the workplace with constituents ranges widely depending on the respondents' domain of practice. In this sense, the highest use of public narrative *to engage with others at the workplace* is found for those participants whose main domains of practice are culture and recreation (87.1%), religion (80%), and government (70.9%). Statistically significant differences were observed in the case of "culture and recreation" and "government."
- Table 3.16 reveals that results disaggregated according to the different type of workshops present statistically nonsignificant differences.

Type of Uses of Public Narrative within the Workplace with Constituents

Table 3.17. Uses of Public Narrative within the Workplace with Constituents

How did you use it? (check all that apply)	N	% based on no. respondents
I used public narrative to communicate (externally) with beneficiaries, students, patients, clients, or others in 1-1 meetings, small meetings, classes, assemblies, or similar events	173	74.5
I used public narrative to communicate (externally) with beneficiaries, students, patients, clients, or others in large public events (e.g., conventions)	145	62.5
I trained beneficiaries, students, patients, clients, or others in public narrative	47	20.2
Other	31	13.3
Total no. answers	*396*	*170.7*
Individuals who reported using public narrative for three purposes given: to communicate in small meetings, to communicate in large events, and to train constituencies	*29*	*12.5*

Valid no. of total respondents = 232 [100%]

Figure 3.13. Uses of Public Narrative within the Workplace with Constituents
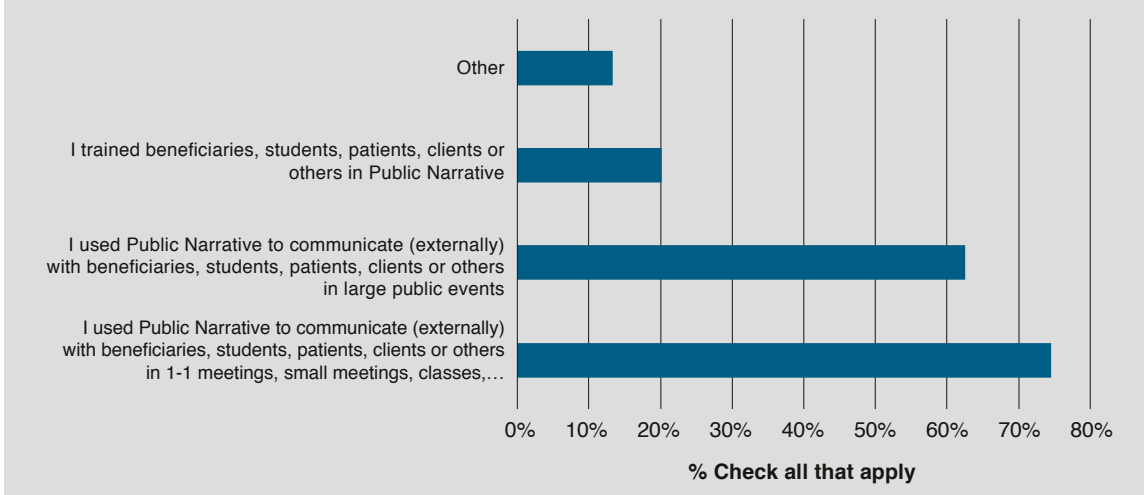
Main Findings

- Table 3.17 reveals almost three quarters (74.5%) of the respondents used public narrative within the workplace to communicate with constituents such as beneficiaries, clients, or patients in small meetings. This is very similar to the main usage observed for the domain of "workplace (co-workers)."
- We also noticed that 12.5% of all the respondents who used public narrative within the workplace with constituents reported to use it for the three purposes provided: communicating in small meetings, communicating in large events, and training beneficiaries.

Use of Public Narrative for Public Engagement

Out of the 370 respondents who learned public narrative in a workshop, 211 (57%) used public narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement.

Frequency of Use of Public Narrative for Public Engagement

Table 3.18. Public Engagement across Domains of Practice

If you used public narrative for public engagement, what are your major domains of practice?		
Respondents' domains of practice*	N	%
Health	29	70.7
Education	85	50.3
Government	52	65.8
Business	28	40.6
Labor	25	89.3
Religion	5	50.0
Politics	65	80.2
Advocacy/organizing	82	84.5
Social service	23	60.5
Culture/recreation	18	58.1
Military	0	0.0
Other	35	63.6

* Differences were significant in the usage of public narrative in the domains of business, labor, politics, and advocacy/organizing (see chi-square test in Appendix 5 Table B6).

Figure 3.14. Public Engagement across Domains of Practice (%)
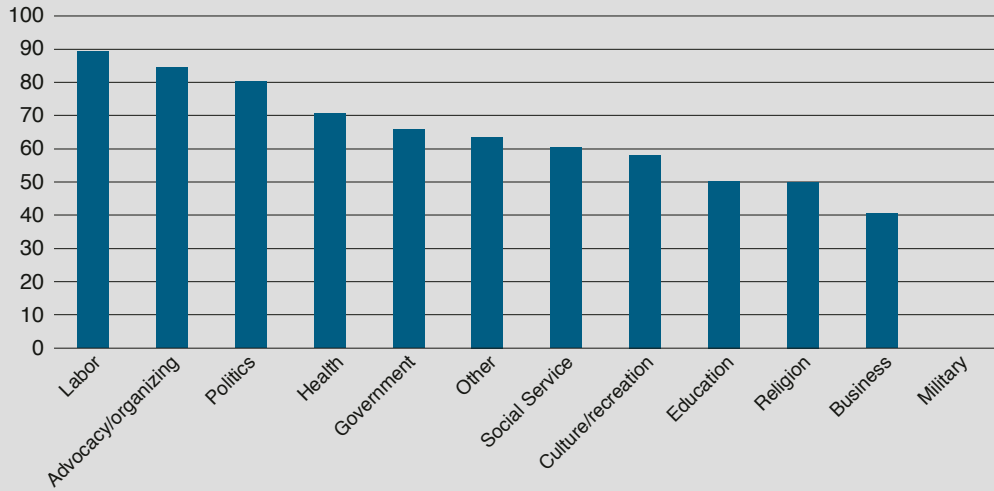
Table 3.19. Public Narrative for Public Engagement across Workshops

If you used public narrative for public engagement, what was the workshop type?		
Type of workshop*	N	%
Public narrative	138	60.26
Organizing	61	85.92
Other	13	56.52

* Differences were significant in the usage of public narrative in the workshops public narrative and organizing (see chi-square test in Appendix 5 Table B7).

Figure 3.15. Public Engagement across Workshops (%)
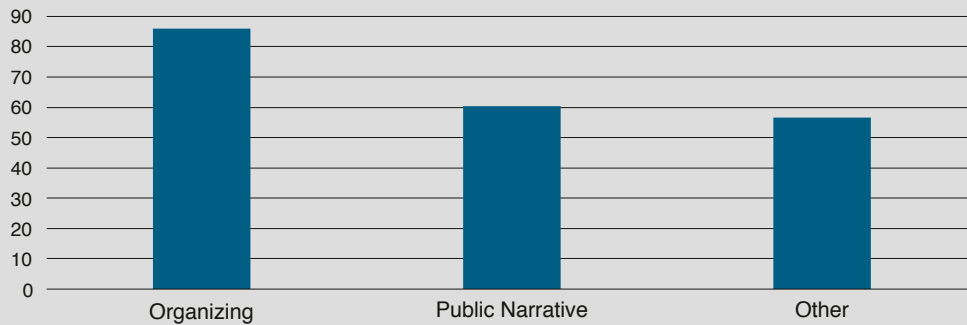
Main Findings

- As presented in Table 3.18, the use of public narrative for public engagement ranges widely depending on the respondents' main domain of practice. The highest use of public narrative is observed by those whose main domain of practice is that of labor (89.3%), advocacy/organizing (84.5%), and politics (80.2%). Statistically significant differences were observed for the domains of practice of business, labor, politics, and advocacy/organizing.
- Table 3.19 reveals there are significant differences in the reported level of usage of public narrative for the domain of public engagement among those who learned the framework in workshops focused on organizing (where public narrative was a part of them) and those who learned it in workshops solely about public narrative.

Types of Uses of Public Narrative for Public Engagement

Table 3.20. Uses of Public Narrative for Public Engagement

How did you use it? (check all that apply)	N	% based on no. respondents
I used public narrative to communicate with participants in 1-1 meetings, small meetings, conferences, or similar events.	167	79.1
I used public narrative to communicate with participants in large events open to the general public (e.g., rallies, conventions).	126	59.7
I trained participants in civic associations, professional associations, trade unions, political campaigns, social movements, or other forms of public engagement in how to use public narrative.	52	24.6
Other	7	3.3
Total no. answers	*352*	*166.8*
Individuals who reported using public narrative for three purposes given: to communicate in small meetings, to communicate in large events, and to train others	*30*	*14.2*

Valid no. of total respondents = 211 [100%]

Figure 3.16. Uses of Public Narrative for Public Engagement
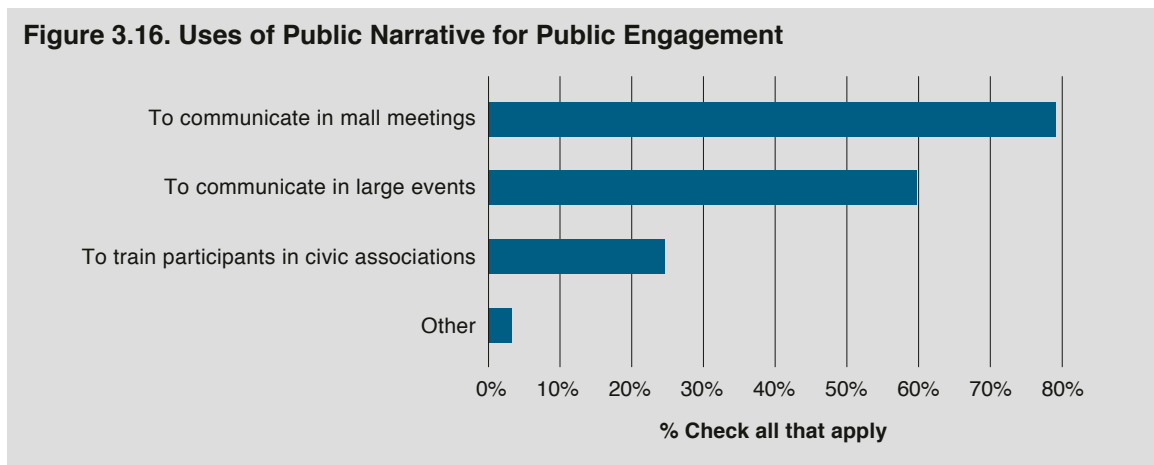
Table 3.21. Specific Forms of Public Engagement

In which specific forms of public engagement? (check all that apply)	N	% based on no. respondents
Civic association	70	33.1
Professional association	50	23.6
Trade union	28	13.2
Political campaign	77	36.4
Social movement	118	55.9
Other	33	15.6
Total no. answers	*376*	*178.2*

Valid no. of total respondents = 211 [100%]

Figure 3.17. Specific Forms of Public Engagement

% Check all that apply
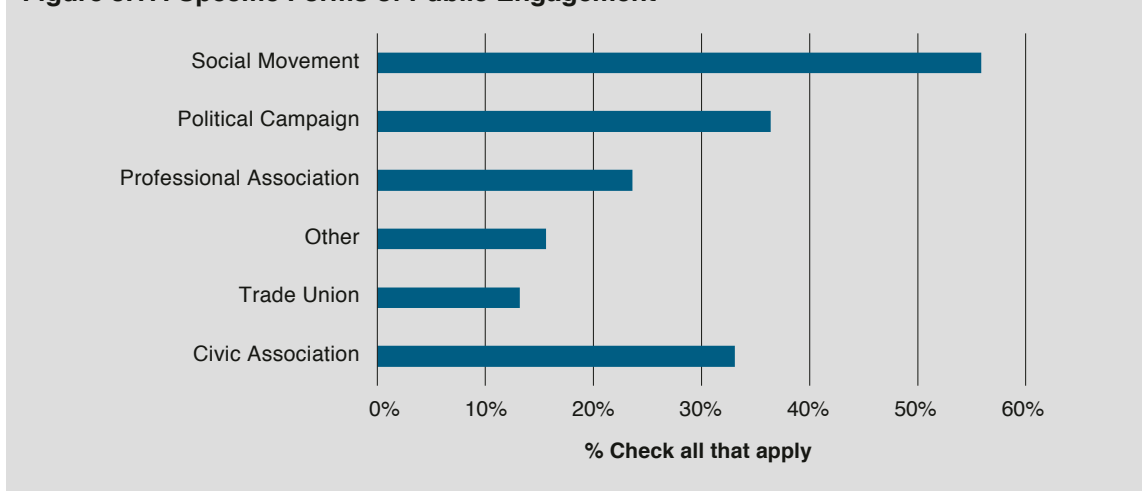
Main Findings

- Table 3.20 shows that, similarly to other domains of usage, almost eight out of ten (79.1%) of the respondents used public narrative to communicate in small conferences or meetings.
- 14.2% of the respondents who used public narrative for public engagement reported to use them for the three proposed uses.
- Table 3.21 shows that as also occurred for the case of individuals who learned public narrative as students in a course and who also reported having used it to motivate public engagement, for those who learned the framework in a workshop, social movements is the most popular form of public engagement (55.9%) reported. However, there is also a wide representation of political campaigns (36.4%) and civic associations (33.1%) as other forms of public engagement in which public narrative has been used.

Use of Public Narrative in Campaigns

There were 90 survey respondents who learned public narrative in a workshop and reported having used the framework in a campaign, that is, 24.3% out of all workshop participants.

Frequency of Use of Public Narrative in Campaigns

Table 3.22. Public Narrative in Campaigns across Domains of Practice

If you used public narrative in a campaign, what are your major domains of practice?		
Respondents' domains of practice*	N	% based on no. respondents
Health	13	31.7
Education	38	22.5
Government	30	38.0
Business	11	15.9
Labor	10	35.7
Religion	2	20.0
Politics	40	49.4
Advocacy/organizing	42	43.3
Social service	9	23.7
Culture/recreation	7	22.6
Military	0	0.0
Other	10	18.2

* Differences were significant in the usage of public narrative in government, business, politics, and advocacy/organizing respondents (see chi-square test in Appendix 5 Table B8).

Figure 3.18. Public Narrative in Campaigns across Domains of Practice (%)
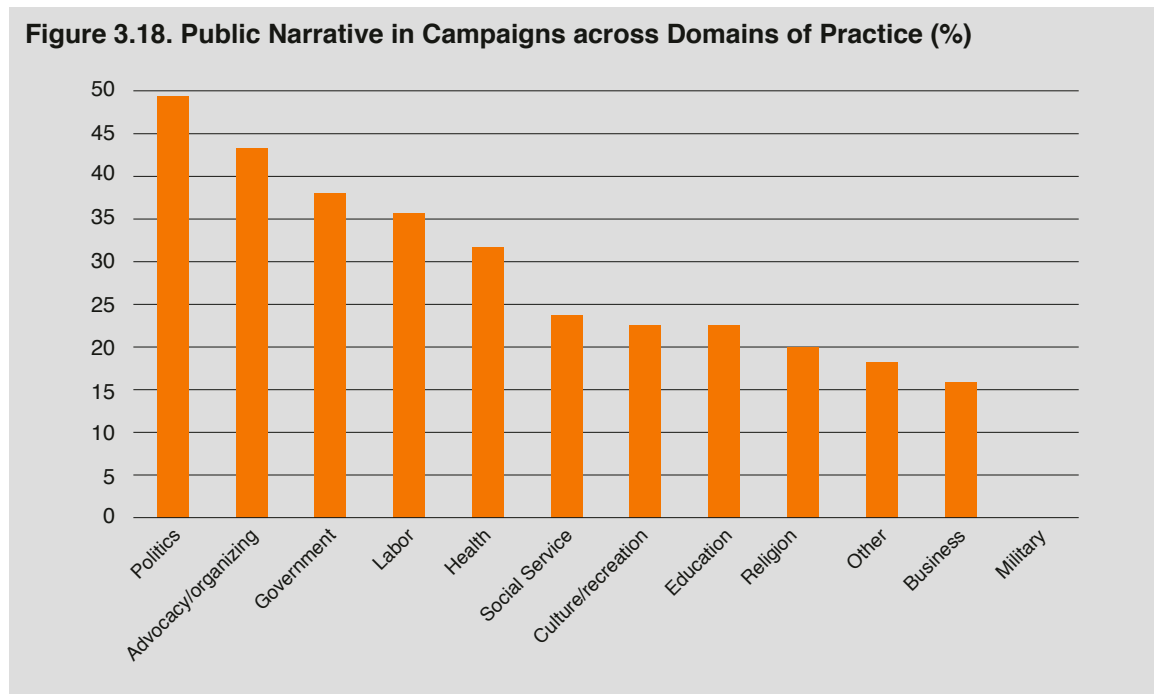
Table 3.23. Use of Public Narrative in Campaigns across Type of Workshops

If you used public narrative in a campaign, what was the workshop type?		
Type of workshop*	N	%
Public narrative	57	24.89
Organizing	39	54.93
Other	5	21.74

*Differences were significant in public narrative and organizing workshops (see chi-square test in Appendix 5 Table B9).

Figure 3.19. Use of Public Narrative in Campaigns across Type of Workshops (%)
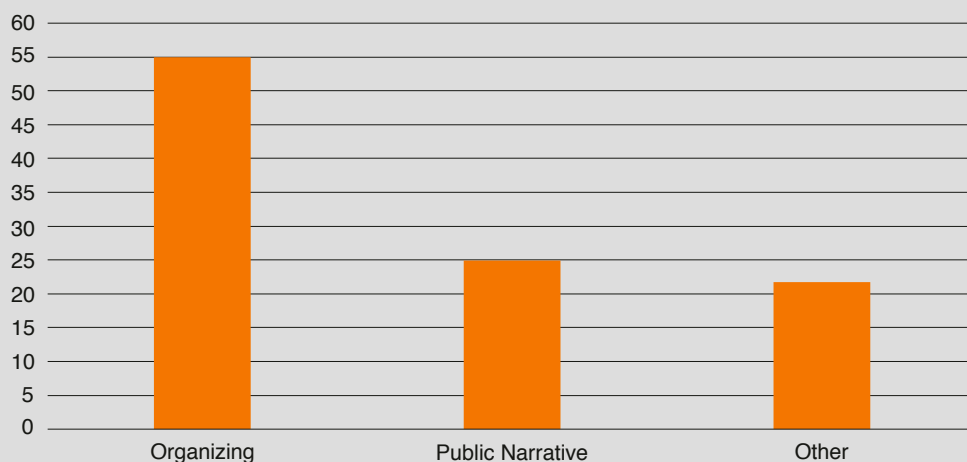
Table 3.24. Country of Residence of Those Who Have Used Public Narrative in a Campaign

Country of residence of workshop participant		
Country	N	% based on no. respondents
USA	74	85.1
UK and Northern Ireland	3	3.4
Australia	1	1.1
Canada	1	1.1
Denmark	1	1.1
Finland	1	1.1
Iceland	1	1.1
Ireland	1	1.1
Kenya	1	1.1
Liechtenstein	1	1.1
Serbia	1	1.1
Sierra Leone	1	1.1
Total no. respondents	*87*	*100*

Missing individuals = 3

Figure 3.20. Country of Residence of Those Who Have Used Public Narrative in a Campaign

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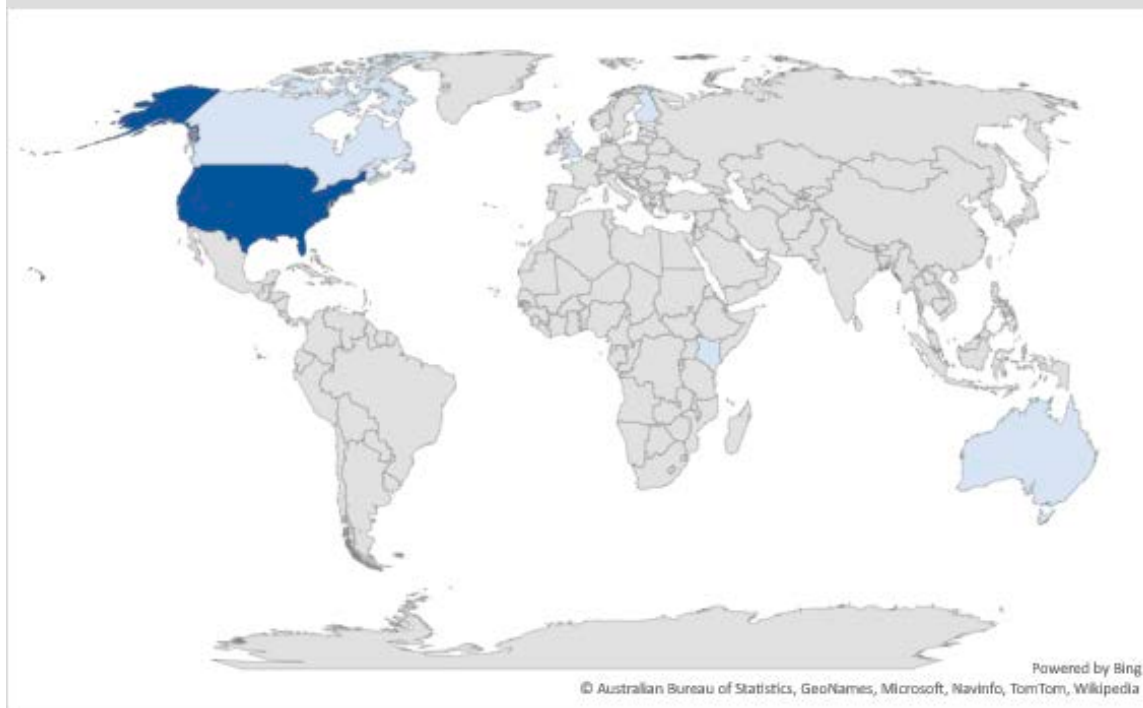
Main Findings

- The use of public narrative in campaigns is slightly lower than in previous domains of practice. As already explained in previous sections, this might be because not all respondents might have been involved in a campaign. However, as occurred when looking at the data according to the respondents' domains of practice for previous domains of usage, the use of public narrative in campaigns is also present in all domains of practice except in the military.

- As expected, Table 3.22 shows that the highest use of public narrative in a campaign by individuals who have learned the framework in a workshop is found in the domain of practice of politics (49.4%), advocacy/organizing (43.3%), and government (38%). Statistically significant differences were observed for the domains of practice of government, business, politics, and advocacy/organizing.

- Table 3.23 presents results distributed according to the type of workshop in which public narrative was learned. The data indicate that those who learned public narrative in the framework of organizing workshops tended to use public narrative in campaigns in a higher extent (54.93%) than those who learned the framework in a public narrative (only) workshop (24.89%).

- As observed in Table 3.24, more than eight out of ten of the respondents who used public narrative in campaigns (85.1%) currently reside in the United States. However, it is worth mentioning that 12 other countries are also represented.

Impacts of the Use of Public Narrative in Campaigns

Table 3.25. Types of Uses of Public Narrative in Campaigns

How did you and the members of the campaign use public narrative in it? (check all that apply)		
Type of usages	N	% based on no. respondents
Materials produced and used for the campaign	46	51.1
Communicate with each other in 1-1 meetings, small meetings	64	71.1
Large assemblies of the organization (closed to campaign members)	44	48.9
Large events open to the general public (e.g., rallies, conventions)	53	58.9
Other	12	13.3
Total no. answers	*219*	*243.3*

Valid no. of total respondents = 90 [100%]

Figure 3.21. Types of Uses of Public Narrative in Campaigns
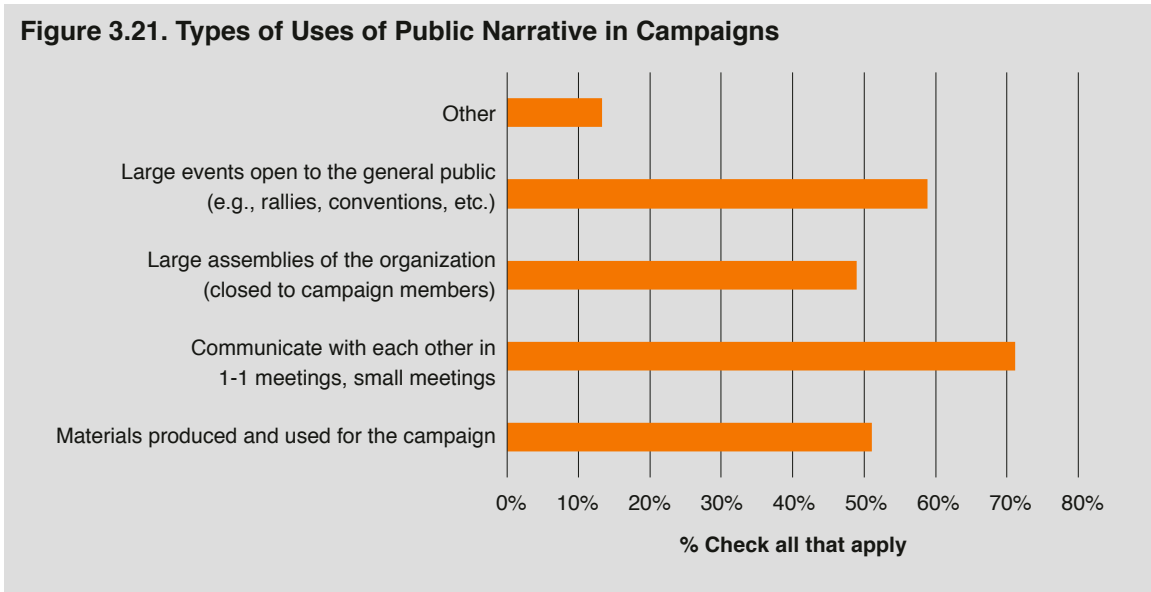
Table 3.26. Replication of the Campaign That Used Public Narrative in Other Campaigns

Was the use of public narrative in this campaign of value to others? (check all that apply)	N	% based on no. respondents
Yes. After this campaign, my colleagues used public narrative in other campaigns	38	42.2
Yes. After this campaign, others used public narrative in their own campaigns	24	26.6
Not that I know of	25	27.7
Other	21	23.3
Total no. answers	*208*	*231.1*

Valid no. of total respondents = 90 [100%]

Figure 3.22. Replication of the Campaign That Used Public Narrative in Other Campaigns
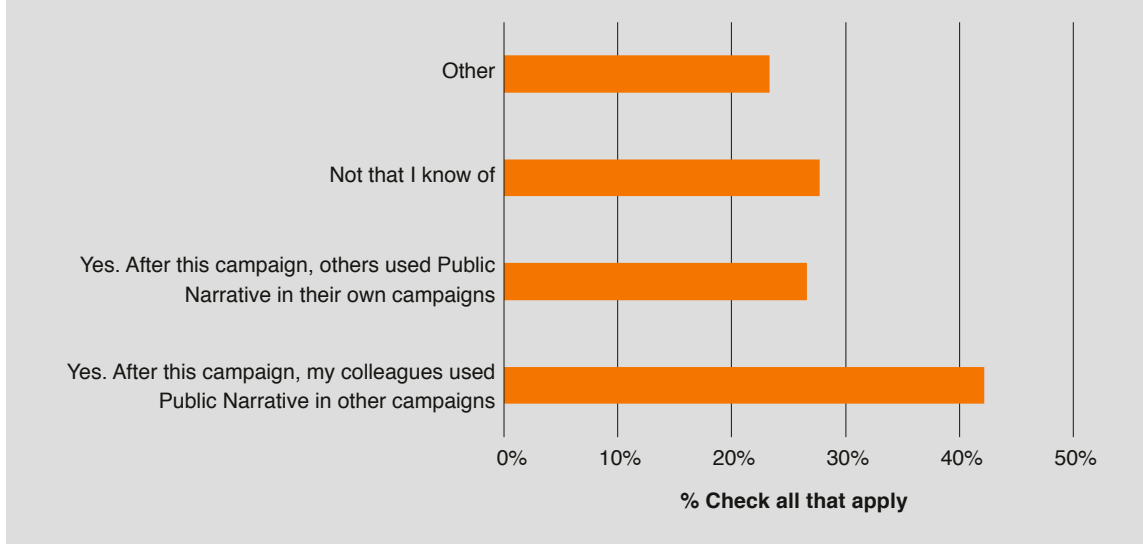
Table 3.27. Campaign Influence on Legislative Change (%)

Did the campaign influence legislative change?		
	N	% based on no. respondents
Yes	33	37.1
No	19	21.3
Maybe	20	22.5
Not sure	9	10.1
Not relevant	8	9

Valid no. of total respondents = 89 [100%] | Missing individuals = 1

Figure 3.23. Campaign Influence on Legislative Change (%)
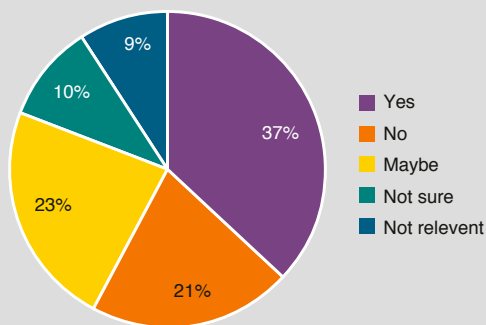
Table 3.28. Impact of the Campaign in Specific Societal Fields

Did the campaign contribute to advance any impacts in the following fields? (check all that apply)		
	N	% based on no. respondents
Gun violence and community security	13	14.4
Domestic violence, sexual assault, and harassment	10	11.1
Disability rights	8	8.8
Hunger, food justice, and sustainable agriculture	7	7.7
Arts and culture	11	12.2
Criminal justice and rule of law	13	14.4
Housing, planning, and urban politics	21	23.3
Labor rights, unions, and economic justice	25	27.7
Climate change, environmental protection, and clean energy	34	37.7
Racial, ethnic, and religious equity	28	31.1
Gender equity and LGBTQ rights	17	18.8
Immigration and refugee rights	15	16.6
Human rights	20	22.2
Education	27	30.0
Health, health care, and public health	26	28.8
Voting rights, participation, and civic engagement	35	38.8
Electoral politics and campaigns	29	32.2
Democracy, political reform, and corruption	44	48.8
Other	10	11.1
Total no. answers	*393*	*441.6*

Valid no. of total respondents = 90 [100%] | Missing individuals = 0

Figure 3.24. Impact of the Campaign in Specific Societal Fields
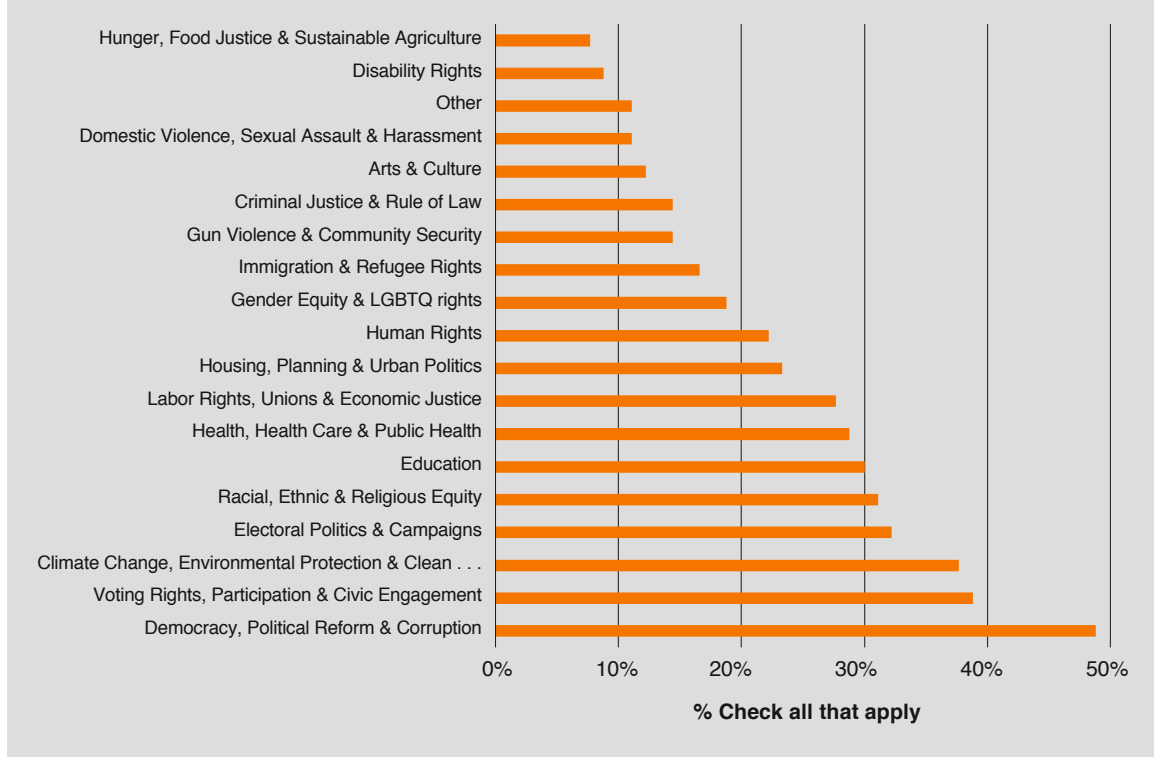
Main Findings

- Table 3.25 shows that the most common use of public narrative in campaigns is to communicate with each other in one-on-one meetings and in small meetings (71.1%).
- As per Table 3.26 concerning the replication of public narrative when used in campaigns in other contexts, 42.4% reported that after the campaign in which public narrative was used, their colleagues also used it in other campaigns.
- Table 3.27 reports the perceived legislative impact of the campaign in which public narrative was used. As observed, 37.1% of those who learned public narrative in a workshop and used it in a campaign believed that the campaign did influence legislative change. On the contrary, 27.7% of respondents do not think the campaign influenced legislative change, and 10.1% were not sure about it.
- Table 2.28 shows the *impact of the campaign in societal fields*. Almost half of respondents (48.8%) reported that the campaigns achieved impacts in the fields of "democracy, political reform and corruption." Other representative impacts are "voting rights, participation and civic engagement" (38.8%), "climate change, environmental protection, and clean energy" (37.7%), and "electoral politics and campaigns" (32.2%).

Use of Public Narrative with Family and Friends

Out of the 370 respondents who learned public narrative in a workshop, **183 (49.5%)** reported having used the framework with their family and friends.

Frequency of Use of Public Narrative with Family and Friends

Table 3.29. Public Narrative with Family and Friends across Domains of Practice

If you have used public narrative with family and friends, what is your practice domain?		
Respondents' major domains of practice*	N	%
Health	24	58.5
Education	84	49.7
Government	43	54.4
Business	35	50.7
Labor	12	42.9
Religion	7	70.0
Politics	41	50.6
Advocacy/organizing	46	47.4
Social service	19	50.0
Culture/recreation	17	54.8
Military	1	50.0
Other	30	54.5

* No significant differences were found in the usage of public narrative with family and friends (see chi-square test in Appendix 5 Table B10).

Figure 3.25. Public Narrative with Family and Friends across Domains of Practice
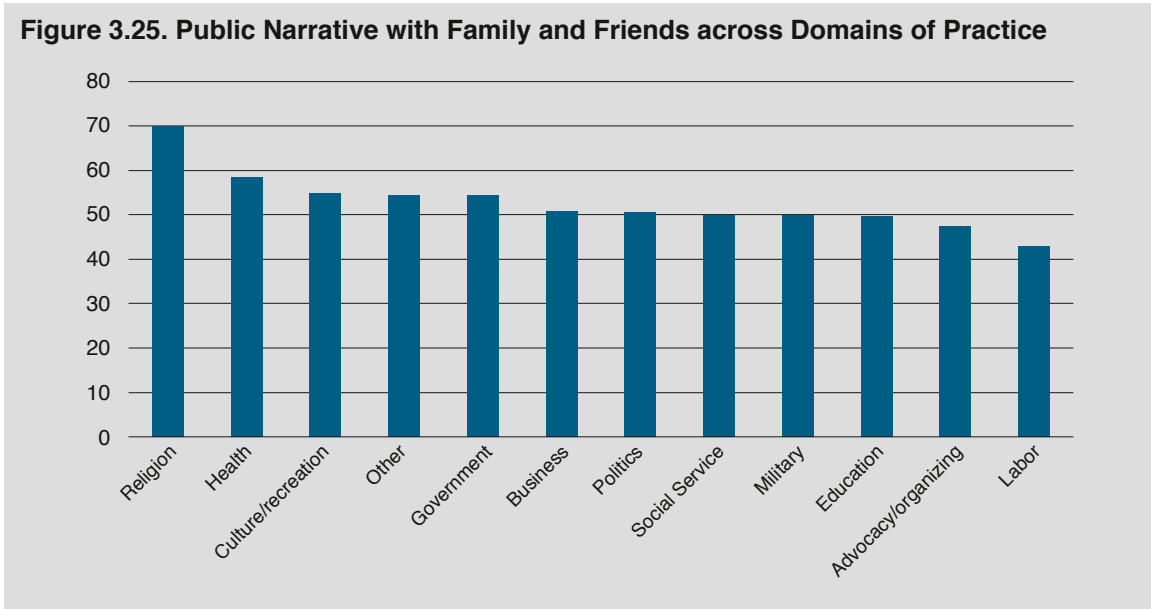
Table 3.30. Public Narrative with Family and Friends across Type of Workshop

Have you used public narrative with family and friends? Type of workshop		
Type of workshop*	N	%
Public narrative	146	48.3
Organizing	40	56.34
Other	11	47.83

* No significant differences were found in the usage of public narrative with family and friends (see chi-square test in Appendix Table B11).

Figure 3.26. Public Narrative with Family and Friends across Workshops (%)
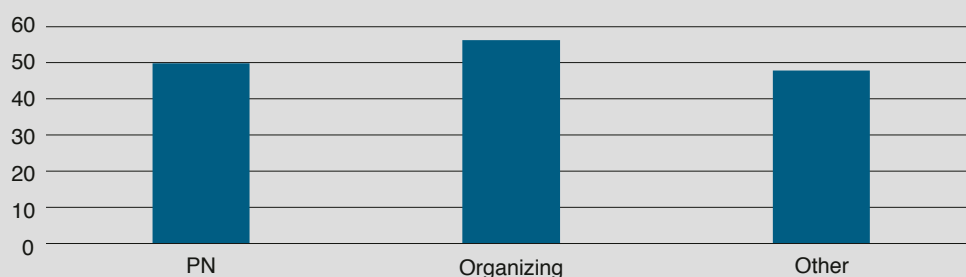
Main Findings

- Table 3.29 shows that the use of public narrative with family and friends by those who learned it in a workshop ranges widely depending on their domain of practice. The highest use is reported by those whose main domain of practice is religion (70.0%), health (58.5%). And culture/recreation (54.8%). However, the results regarding the differences across domains of practice are statistically nonsignificant.
- As per Table 3.30, the use of public narrative with family and friends does not show significant differences across the different type of workshops (workshops solely on public narrative, workshops on organizing, or other type of workshops). The results in this case range from 47.83% (in other workshops) to 56.34% in organizing workshops.

Types of Uses of Public Narrative with Family and Friends

Table 3.31. Types of Uses of Public Narrative with Family and Friends

How did you use it? (check all that apply)	N	% based on no. respondents
To establish a common purpose	114	62.2
To solve conflicts	74	40.4
To facilitate communication	138	75.4
Other	14	7.6
Total no. answers	340	185.8
Individuals who reported using public narrative for three purposes given: to establish a common purpose, to solve conflicts, and to facilitate communication	46	25.1

Valid no. of total answers = 183 | Missing individuals = 0

Figure 3.27. Types of Uses of Public Narrative with Family and Friends (%)

% Check all that apply
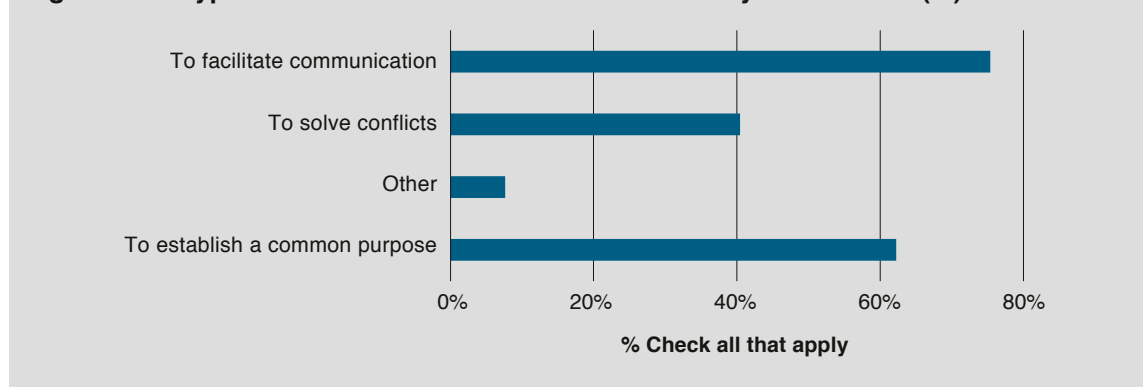
Main Findings

- Table 3.31 shows that, again, the use of public narrative to facilitate communication is out-standing even with family and friends, as occurred in the other domains of usage, with more than three quarters of the respondents (75.4%).
- More than one quarter (25.1%) of those who used public narrative with family and friends reported having used public narrative for the three uses: to facilitate communication, to establish a common purpose, and to solve conflicts.

Usefulness of Public Narrative across the Domains of Usage

Table 3.32. Usefulness across Domains of Usage

Usefulness	In your experience using public narrative . . . how useful has it been?							
	Workplace (co-workers)		Workplace (constituents)		Public engagement		Family and friends	
	N	%	N	%	N	%	N	%
Not at all useful	0	0.0	0	0.0	0	0.0	0	0.0
Slightly useful	3	1.2	4	1.7	4	1.9	2	1.1
Moderately useful	24	9.4	30	12.9	31	14.7	42	22.8
Very useful	111	43.4	104	44.8	88	41.7	90	48.9
Extremely useful	118	46.1	94	40.5	88	41.7	50	27.2
Total	256	100	232	100	211	100	184	100

Figure 3.28. Usefulness across Domains of Usage
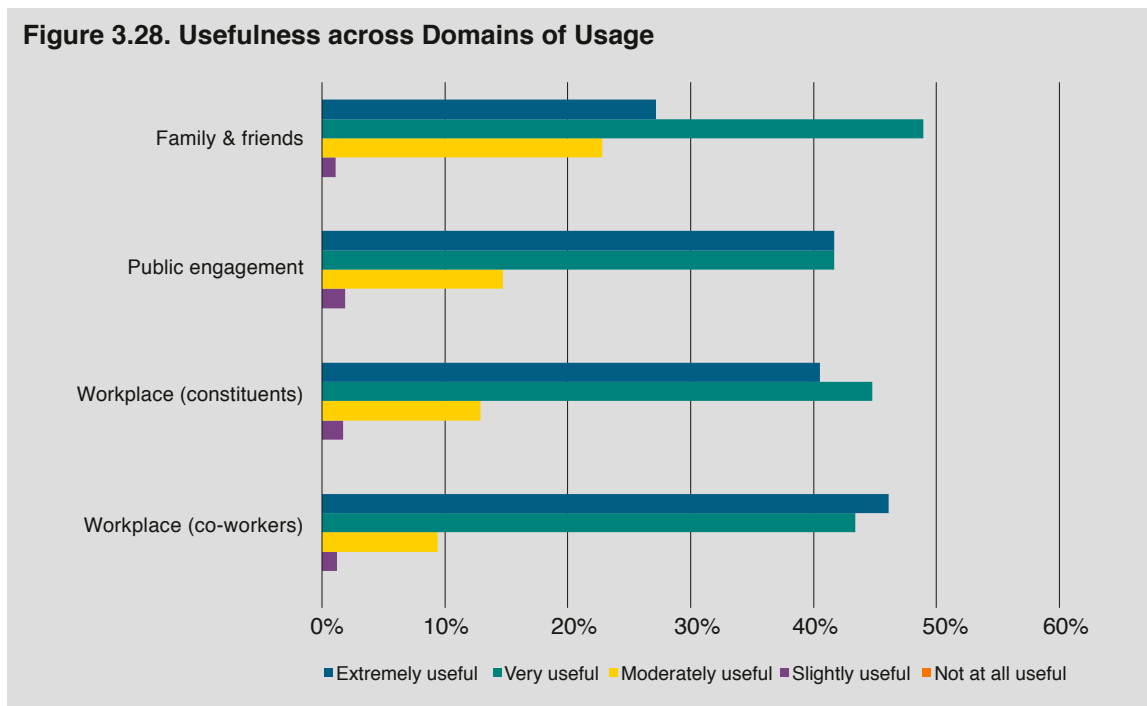
Main Findings

- Table 3.32 shows the frequencies and percentages of the reported level of usefulness expressed by individuals for each of the following domains of usage asked about (except campaigns). The results show that for (a) workplace (co-workers), (b) workplace (constituents), and (c) public engagement, approximately four out of ten of the respondents believed that public narrative was "extremely useful."

- When looking at the data disaggregated per each domain of usage, the following is observed:
  - More than nine out of ten (90.3%) of individuals who used public narrative within the workplace with co-workers believed that their experience with the framework was "very useful" (43.4%) and "extremely useful" (46.1%).
  - A large majority (85.3%) of those who reported having used public narrative within the workplace with constituents expressed that the usage of public narrative in this domain is either "extremely useful" (40.5%) or "very useful" (44.8%).
  - Similarly, 83.4% of those who reported having used public narrative for public engagement found it "very useful" (41.7%) or "extremely useful" (41.7%).
  - As also observed in Section 2, when looking at the data of individuals who learned public narrative in a course, the results are slightly different within the private sphere; 27.2% of those who used public narrative with family and friends found it "extremely useful" and 48.9% found it "very useful."
  - The analysis was run disaggregating data according to the (a) domain of practice and (b) type of workshop in which public narrative was learned. The results were statistically nonsignificant.

Experience in General Using Public Narrative and Its Impacts

Table 3.33. Perceived Impacts of the Usage Usefulness of Public Narrative

| | | In your experience in general using public narrative, to what extent did it have the following impacts? | | | | | | | | |
| | | To a small extent | | To some extent | | Neutral | | To a moderate extent | | To a great extent | |
		N	%	N	%	N	%	N	%	N	%
Story of Self	To communicate why I have been called to leadership	17	4.8	15	4.2	31	8.7	123	34.6	169	47.6
	To understand values shared by others	12	3.4	14	3.9	35	9.9	126	35.5	168	47.3
	To feel confident about expressing their vulnerabilities	17	4.8	22	6.2	55	15.5	131	36.9	130	36.6
Story of Us	To build mutual understanding	9	2.5	18	5.1	24	6.8	127	35.8	177	49.9
	To build trust within a group	11	3.1	13	3.7	36	10.1	116	32.7	179	50.4
	To facilitate agreement on a shared purpose	13	3.7	22	6.2	45	12.7	117	33.0	158	44.5
	To facilitate a sense of cohesion within the group	15	4.2	13	3.7	48	13.5	131	36.9	148	41.7

Table 3.33. Perceived Impacts of the Usage Usefulness of Public Narrative continued

		To a small extent		To some extent		Neutral		To a moderate extent		To a great extent	
		N	%	N	%	N	%	N	%	N	%
Story of Now	To define a clear ask	16	4.5	17	4.8	74	20.8	113	31.8	135	38.0
	To communicate urgent needs and opportunities to others	13	3.7	20	5.6	60	16.9	106	29.9	156	43.9
	To inspire hope that the action would make a meaningful difference	18	5.1	9	2.5	42	11.8	126	35.5	160	45.1

Figure 3.29. Perceived Impacts of the Usage Usefulness of Public Narrative (%)
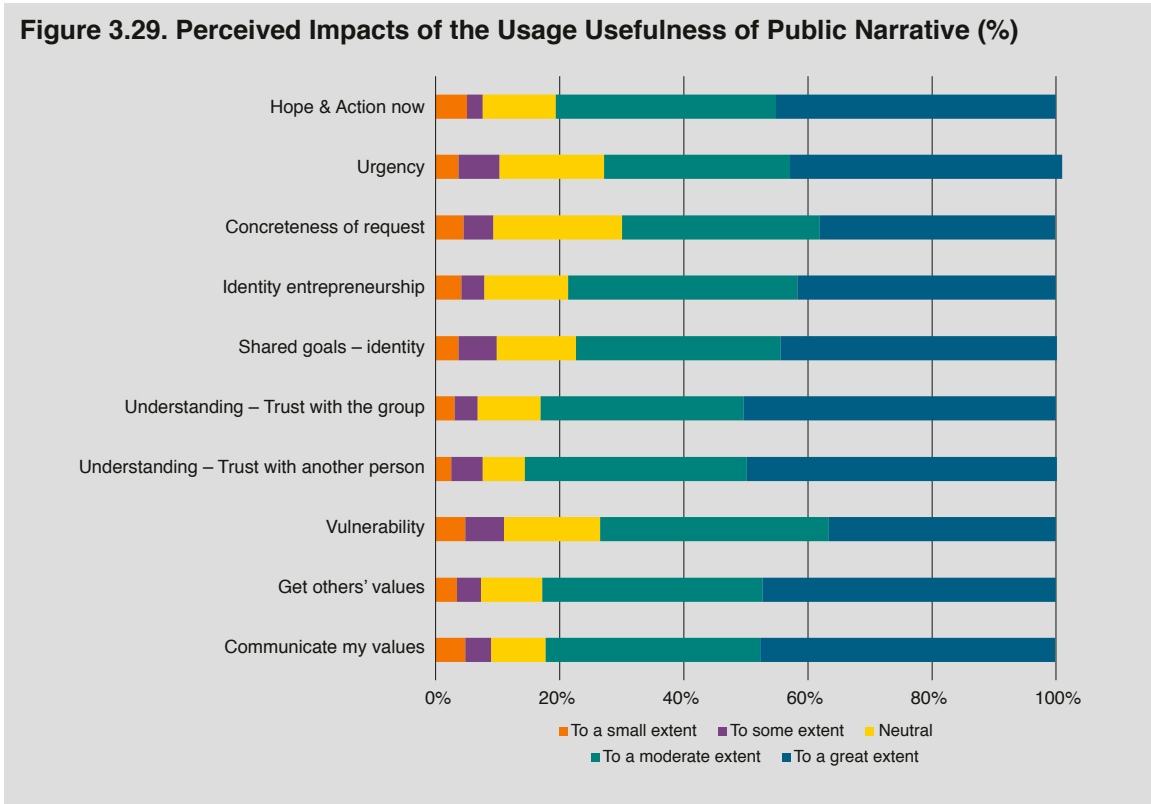
Table 3.34. Usefulness of Using Public Narrative

In your experience in general using public narrative, how useful has it been?		
Usefulness	N	% based on no. respondents
Not at all useful	11	3.1
Slightly useful	16	4.5
Moderately useful	52	14.6
Very useful	126	35.5
Extremely useful	150	42.3

Valid no. of total respondents = 355 [100%] | Missing individuals = 15

Figure 3.30. Usefulness of Using Public Narrative

Legend:
- Not at all useful
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful
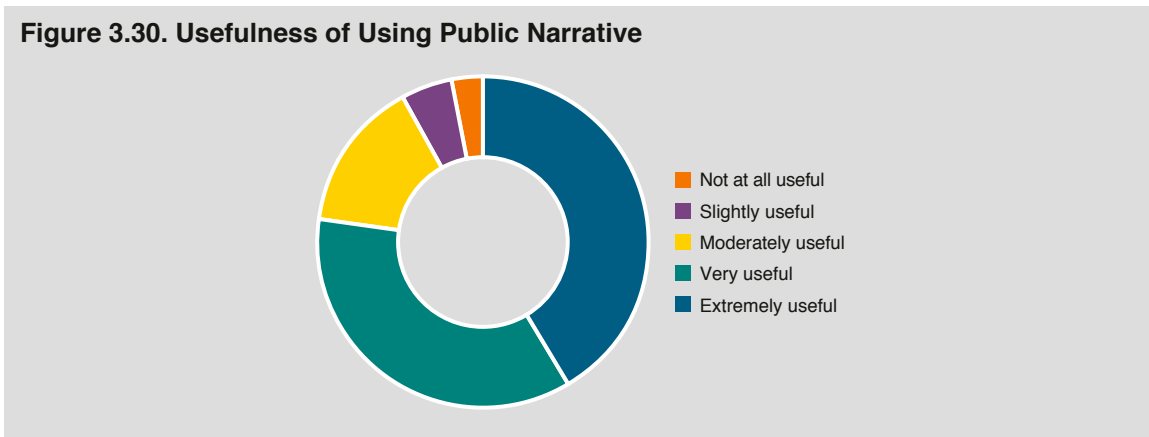
Main Findings

- Table 3.33 presents the perceived impacts of public narrative; note that all areas of impacts are almost similar.
- In all the ten different impacts inquired about, except for "to define a clear task," more than seven out of ten of the respondents said that public narrative created an impact "to a moderate extent" or "to a great extent." As also occurred for those individuals who learned public narrative in a course (explained in Section 2), this reveals a high level of satisfaction regarding workshop users' perception of the usefulness of public narrative when they were advancing and facilitating their leadership practice for the different aspects inquired about.
- As occurred for the case of individuals who learned public narrative in a course, and for those who learned it in a workshop, Table 3.33. reveals that the proportion of respondents who reported "to a small extent" and "to some extent" in all impacts is 10% or less.
- Finally, as observed in Table 3.34 and Figure 3.29, almost eight out of ten (77.8%) who learned public narrative in a workshop believed their experience in general using public narrative was "very useful" or "extremely useful." Again, this reveals a high level of satisfaction with the framework.

Appendixes

Appendix 1. Public Narrative Impact Survey Protocol

Narratives4Change: Public Narrative Impact Questionnaire

Thank you for participating in this research!

This questionnaire is structured in seven sections. In each section, we ask about your experience using Public Narrative in various domains:

- Section 1. Basic information about the setting in which you learned Public Narrative.
- Section 2. Using Public Narrative within your workplace with co-workers.
- Section 3. Using Public Narrative to engage with students, patients, beneficiaries, or clients (within the workplace with constituents).
- Section 4. Using Public Narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement.
- Section 5. Using Public Narrative in a campaign.
- Section 6. Using Public Narrative with family and friends.
- Section 7. General experience using Public Narrative.

Your personal information and answers will be kept confidential. Original answers will be seen only by our research team.

Note: If you would like to suspend and save your survey responses at any time, then return later, **you must use the same computer and same browser** (e.g., Internet Explorer or Firefox) when you return. Make sure your cookies are not turned off in your browser.

Informed Consent

Please, look over our terms of consent explained in the following **CONSENT FORM TEM-PLATE** before proceeding, especially regarding pseudonymization and treatment of personal names in case you decide to provide it.

Your checking this box documents that you have freely given your consent to the use of Personal Information as described in the CONSENT FORM TEMPLATE **including the GDPR Addendum**

Section 1. Learning Public Narrative

In which year did you learn Public Narrative?

In which context did you learn Public Narrative?
- ☐ In a course at Harvard Kennedy School or at Harvard Graduate School of Education
- ☐ In a workshop

In which course? (Please check all that apply)
- ☐ MLD-355M—Public Narrative: Self, Us, Now
- ☐ MLD 356—Public Narrative: Loss, Difference, Power and Change
- ☐ MLD 377—Organizing: People, Power, and Change
- ☐ Public Narrative: Leadership, Storytelling, and Action [Online]
- ☐ Leadership, Organizing and Action: Leading Change [Online]
- ☐ Ed.L.D. degree program (HGSE)
- ☐ Other. Please explain _____

If you learned Public Narrative in a workshop. Was it about . . . (Please check all that apply)
- ☐ Public Narrative workshop
- ☐ Organizing workshop
- ☐ Other _____

Who hosted the workshop? (Organization, school, program?)

How long was the workshop?
- ☐ 1 day
- ☐ 2 days
- ☐ 2.5 days
- ☐ Other _____

Section 2. Using Public Narrative within your workplace (internally)
If you are a professional organizer, this refers to the use of Public Narrative with your colleagues.

Have you used Public Narrative with your colleagues, co-workers, staff, employees, volunteers or others **within your workplace (internally)**?
- ☐ Yes
- ☐ No

How useful has it been?
- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

How did you use it? (Please check all that apply)
- ☐ I used Public Narrative within my workplace to communicate with colleagues, co-workers, staff, employees, volunteers or others in 1-1 meetings, small meetings, or similar events
- ☐ I used Public Narrative within my workplace to communicate with audiences in large events such as conventions, conferences or others
- ☐ I trained my colleagues, co-workers, staff, employees, volunteers or others in how to use Public Narrative
- ☐ Other. Please explain _____

Would you share an example of how you used Public Narrative within your workplace?

Section 3. Using Public Narrative to engage with beneficiaries, students, patients, clients or others (externally)

Have you used Public Narrative to engage with beneficiaries, students, patients, clients or others (externally)?
- ☐ Yes
- ☐ No

How useful has it been?
- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

How did you use it? (Please check all that apply)
- ☐ I used Public Narrative to communicate (externally) with beneficiaries, students, patients, clients or others in 1-1 meetings, small meetings, classes, assemblies or similar events
- ☐ I used Public Narrative to communicate (externally) with beneficiaries, students, patients, clients or others in large public events (e.g., conventions)
- ☐ I trained beneficiaries, students, patients, clients or others in Public Narrative
- ☐ Other. Please explain _____

Would you share an example of how you used Public Narrative to engage with beneficiaries, students, patients, clients or others?

Section 4. Using Public Narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement

Have you used Public Narrative **to motivate participation** in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement?
- ☐ Yes
- ☐ No

In which specific forms of public engagement? (Please check all that apply)
- ☐ Civic association
- ☐ Professional association
- ☐ Trade union
- ☐ Political campaign
- ☐ Social movement
- ☐ Other. Please explain _____

How useful has it been?
- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

How did you use it? (Please check all that apply)
- ☐ I used Public Narrative to communicate with participants in 1-1 meetings, small meetings, conferences, or similar events
- ☐ I used Public Narrative to communicate with participants in large events open to the general public (e.g., rallies, conventions, etc.)
- ☐ I trained participants in civic associations, professional associations, trade unions, political campaigns, social movements, or other forms of public engagement in how to use Public Narrative
- ☐ Other. Please explain _____

Would you share an example of how you used Public Narrative to motivate participation in a civic association, professional association, trade union, political campaign, social movement, or other forms of public engagement?

Section 5. Using Public Narrative in a campaign If you used Public Narrative in more than one campaign, choose one in which you found its usage most effective.

Have you used Public Narrative in a campaign?
- ☐ Yes
- ☐ No

What organization sponsored the campaign?

In a few sentences, please describe the campaign's **name** and its **purpose**.

Is there a **website** or any other public information **about this campaign**? Please share it here

How did you and the members of the campaign use Public Narrative in it? (Please check all that apply)
- ☐ We used Public Narrative in materials produced and used for the campaign (e.g., videos, leaflets, reports, etc.)
- ☐ We used Public Narrative to communicate with each other in 1-1 meetings, small meetings, or similar events
- ☐ We used Public Narrative in large assemblies of the organization (closed to campaign members)
- ☐ We used Public Narrative in large events open to the general public (e.g., rallies, conventions, etc.)
- ☐ Other. Please explain ⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺

Did the campaign contribute to advance any **impacts** in the following fields? **If YES, please check all that apply**
- ☐ Democracy, Political Reform & Corruption
- ☐ Arts & Culture
- ☐ Gender Equity & LGBTQ rights
- ☐ Housing, Planning & Urban Politics
- ☐ Labor Rights, Unions & Economic Justice
- ☐ Voting Rights, Participation & Civic Engagement
- ☐ Health, Health Care & Public Health
- ☐ Human Rights
- ☐ Education
- ☐ Racial, Ethnic & Religious Equity
- ☐ Immigration & Refugee Rights
- ☐ Disability Rights
- ☐ Electoral Politics & Campaigns
- ☐ Hunger, Food Justice & Sustainable Agriculture
- ☐ Climate Change, Environmental Protection & Clean Energy
- ☐ Criminal Justice & Rule of Law
- ☐ Gun Violence & Community Security
- ☐ Domestic Violence, Sexual Assault & Harassment
- ☐ Other. Please explain ⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺⸺

Is there any online evidence reporting or explaining the impacts of the campaign? (e.g., news, facebook page, twitter page, online published reports, articles, or any other material that you think it is valuable regarding the impacts of the campaign).

Did the campaign influence legislative change?
- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Not sure
- ☐ Not relevant

Was the use of Public Narrative in this campaign of value to others? (Check all that apply)
Yes. After this campaign, **my colleagues** used Public Narrative in other campaigns
- ☐ Yes. After this campaign, **others** used Public Narrative in their own campaigns
- ☐ Not that I know of
- ☐ Other. Please explain _____

Section 6. Using Public Narrative with family and friends

Have you ever used Public Narrative with family and friends?
- ☐ Yes
- ☐ No

How useful has it been?
- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

How did you use it? (check all that apply)
- ☐ To establish a common purpose
- ☐ To solve conflicts
- ☐ To facilitate communication
- ☐ Other. Please explain _____

Would you share an example of how you used Public Narrative with family and friends?

Section 7. Your experience in general using Public Narrative

In your experience in general using Public Narrative, to what extent did it have the following impacts?

	To a great extent	To a moderate extent	Neutral	To some extent	To a small extent
It helped me to communicate why I have been called to leadership					
It helped me to understand values shared by others					
It encouraged individuals to feel confident about expressing their vulnerabilities					
It helped me to build mutual understanding					
It helped me to build trust within a group					
It helped me to facilitate agreement on a shared purpose					
It helped to facilitate a sense of cohesion within the group					
It helped me to define a clear ask					
It helped me to communicate urgent needs and opportunities to others					
It helped me to inspire hope that the action would make a meaningful difference					

In **your experience in general using Public Narrative**, how useful has it been?
- ☐ Extremely useful
- ☐ Very useful
- ☐ Moderately useful
- ☐ Slightly useful
- ☐ Not at all useful

You are almost done!

What is your year of birth?

What is your gender?
- ☐ Male
- ☐ Female
- ☐ Non-binary/third gender
- ☐ Prefer to self-describe ———————————————————————
- ☐ Other/Prefer not to say

What is your country of origin?

Where do you currently live?

In which US state?

What is the highest level of schooling you have completed or the highest degree you have earned?
- ☐ Less than high school degree
- ☐ High school degree or equivalent
- ☐ Some college/university but no degree
- ☐ Associate degree
- ☐ Bachelor degree
- ☐ Graduate degree (e.g., master's degree)
- ☐ Terminal degree (e.g., M.D., J.D., Ph.D.)
- ☐ Other (please specify) ———————————————————————

What is your first language? (Please check all that apply)
- ☐ English
- ☐ Spanish
- ☐ French
- ☐ Chinese
- ☐ Hindi
- ☐ Japanese
- ☐ Arabic
- ☐ Serbian
- ☐ Urdu
- ☐ Other (please specify) ———————————————————————

Which are your major domains of practice? (Please check all that apply)
- ☐ Health
- ☐ Education
- ☐ Government
- ☐ Business
- ☐ Labor
- ☐ Religion
- ☐ Politics
- ☐ Advocacy/Organizing
- ☐ Social Service
- ☐ Culture/Recreation
- ☐ Military
- ☐ Other (please specify) _____

This is the end of the questionnaire!

Are there any general comments that you would like to share with us?

Would you be willing to talk more about your Public Narrative experience? If yes, please enter your preferred contact information below!

Name _____

Email _____

End of Block: FINAL SECTION

Appendix 2. Participants' Age

Age	What is your age? (Asked in 2020)		
	No. of individuals Course	No. Individuals Workshop	Total
19	1	1	2
21	1	0	1
22	1	1	2
23	5	2	7
24	4	1	5
25	4	3	7
26	7	1	8
27	16	4	20
28	23	2	25
29	20	5	25
30	29	2	31
31	25	3	28
32	23	4	27
33	32	2	34
34	30	5	35
35	29	7	36
36	31	8	39
37	33	8	41
38	36	7	43
39	24	17 [Mode]	41
40	39 [Mode]	8	47 [Mode]
41	24	6	30
42	25	6	31
43	19	10	29
44	16	11	27
45	24	11	35
46	19	8	27
47	17	5	22
48	8	8	16
49	10	13	23
50	12	9	21
51	9	13	22
52	11	7	18

Age	What is your age? (Asked in 2020) continued		
	No. of individuals Course	No. Individuals Workshop	Total
53	7	4	11
54	9	4	13
55	6	5	11
56	7	6	13
57	6	4	10
58	6	9	15
59	7	10	17
60	5	10	15
61	4	4	8
62	9	7	16
63	6	3	9
64	2	11	13
65	4	5	9
66	2	11	13
67	3	11	14
68	5	4	9
69	4	4	8
70	5	8	13
71	1	9	10
72	1	8	9
73	1	4	5
74	1	2	3
75	2	2	4
76	0	1	1
77	1	3	4
78	0	1	1
80	1	0	1
81	1	1	2
Mode value	40	39	40
Average value	41	51	44

Appendix 3. Summary of the Organizations That Sponsored Campaigns in Which Public Narrative Has Been Used * Country of Residence of Respondent

Table 1. Reported Organizations That Have Sponsored Campaigns Using Public Narrative—All Countries Excluding USA

What organization sponsored the campaign? * Where do you currently live?		
Country	Name of the organization	Count
Albania	Serbia on the move	1
Antigua and Barbuda	Antigua and Barbuda Association of Persons with Disabilities	1
Australia	N/A	8
	Australian Education Union	1
	Australian Labor Party	1
	Cancer Council NSW	1
	Membership based	1
	Nurses of Pennsylvania	1
	Queensland Teachers' Union (and federal Union—The Australian Education Union)	1
	Self sponsored	1
	Teach For Australia	1
	The Queensland Teachers' Union	1
Austria	N/A	1
	Crowd funded, no specific organizations	1
Bangladesh	N/A	2
	Clinton Presidential Campaign 2016	1
Belgium	Other	1
Brazil	Other	1
Bulgaria	Volt Bulgaria	1
Canada	N/A	20
	BC Green Party	1
	early childhood educators	1
	individual campaigns for the 2019 canadian general election	1
	Ontario New Democratic Party	1
	Political campaign	1
	Political campaign sponsored by individual donations	1
	sawiyan organization	1
	Self-sponsored	1
	The Council of Canadians	1
	The Refugee Consortium of North Dakota (became the New American Consortium for Wellness and Empowerment)	1
Chile	N/A	4
	1. The International Baccalaureate (IBO) and Redland School sponsored the 'IB Symposium', Chile, 2. The US Embassy in Lima, Peru sponsored the 'Project Citizen' training and campaigns	1

Table 1. Reported Organizations That Have Sponsored Campaigns Using Public Narrative—All Countries Excluding USA continued

Country	Name of the organization	Count
China	N/A	4
	Yanxing China	1
Colombia	N/A	4
Costa Rica	N/A	2
Côte d'Ivoire	N/A	1
Czech Republic	N/A	1
Democratic Republic of the Congo	N/A	1
Denmark	N/A	1
	The Danish Youth Council	1
Dominica	The United Workers Party (UWP) of Dominica	1
Egypt	N/A	4
	DOSS	1
	Funded Through The Constituency. (Grassroots)	1
	Ruwwad Egypt	1
	We had no sponsor	1
El Salvador		2
Ethiopia		1
Finland	Milieudefensie—FoE Netherlands	1
France	N/A	8
Germany	N/A	6
Greece	N/A	2
	Immigrants and Refugees groups in Norhtern Greece	1
Guatemala	N/A	1
Haiti	N/A	2
Hong Kong (S.A.R.)	N/A	1
Hungary	N/A	1
India	N/A	12
	Haiyya Foundation	3
	OSF	1
	This was a US electoral campaign	1
Iran, Islamic Republic of . . .	N/A	1
Israel	N/A	9
	Association for Civil Rights in Israel	1
	Zazim	1
Italy	N/A	1
	International Fund for Agricultural Development	1
	Volt Europa	1
	Volt Itala	1
Japan	N/A	3

Table 1. Reported Organizations That Have Sponsored Campaigns Using Public Narrative—All Countries Excluding USA continued

Country	Name of the organization	Count
Jordan	N/A	8
	BDS	1
	Jordan BDS	1
	Local community	1
	Ruwwad in 2013–2016. Ahel 2017-now	1
	The Justice center for Legal Aid	1
	Women Now/Ahel	1
Kuwait	Gray area	1
Lao People's Democratic Republic	Holden for Florida. David Holden ran for Congress in Florida's 19 in 2018 and is running again in 2020.	1
Lebanon	N/A	3
	Self sponsored	1
Madagascar	N/A	1
Malaysia	N/A	1
Mauritius	N/A	1
Mexico	N/A	6
	An independent mayor candidate for San Pedro Garza García in Nuevo Leon Mexico.	1
	Elizondo running for governor if Nuevo León y Mexico	1
	Ensamble	1
	Government of Baja California	1
	Self-sponsored	1
Myanmar	N/A	1
Nepal	N/A	1
	Youth Congress Nepal	1
Netherlands	N/A	2
	Amnesty International	1
New Zealand	N/A	1
Nigeria	N/A	3
	Coalition of Disability Organisations	1
	CORDELIA BENSON FOUNDATION	1
	Self-sponsored	1
	My Governorship campaign	1
	The People's Democratic Party (PDP)	1
Norway	N/A	3
Pakistan	N/A	3
Peru	N/A	2
Philippines	N/A	2
Romania	N/A	2

Table 1. Reported Organizations That Have Sponsored Campaigns Using Public Narrative—All Countries Excluding USA continued

Country	Name of the organization	Count
Serbia	N/A	4
	It was used for various campaigns sponsored by different organisations from UNFPA to EUD	1
	Serbia on the move	1
	Serbia on the Move	1
	Serbia on the Move was lead, 0 budget	1
	Srbija on The Move	1
Sierra Leone	N/A	2
Singapore	N/A	4
	Obama for America	1
South Korea	N/A	2
Spain	N/A	3
	HKS Alumni network of my country	1
Sweden	N/A	5
	Ahel	1
	Chabujo (Chabudai Gaeshi Joshi Action)	1
Switzerland	N/A	3
	One Voice Movement (now called Darkenu)	1
	Perspektiva	1
Syrian Arab Republic	My newly co-founded political party	1
Thailand	N/A	1
Tunisia	N/A	1
Turkey	Door Beyond War, Norwegian People Aid	1
Uganda		1
Ukraine	Political party	1
United Arab Emirates	N/A	5
United Kingdom of Great Britain and Northern Ireland	N/A	11
	Australian Workers' Union	1
	in 2009 used public narrative to support the adoption of innovative technologies across the Midlands in England includig the Green Medicine Bag.	1
	Roberto Castillo's campaign as independent candidate for Mexico City's local congress	1
	Sport England	1

Table 2. Reported Organizations Which Have Sponsored Campaigns Using Public Narrative in the USA

Country	Organization	Count
	What organization sponsored the 8p5.15campaign? * Where do you currently live?	
United States of America	N/A	414
	350 Mass	1
	A civic organization in Romania: Romania 100	1
	ACLU	2
	American Alliance of Orthopaedic Executives	1
	Amos Organizing Collaborative	1
	Arizona Center for Empowerment and the Bernie Sanders Campagin	1
	Bernie 2020	2
	Brave New Films	1
	California Charter Schools Association Advocates	1
	California Immigrant Policy Center	1
	Campaign for Tobacco-Free Kids	1
	Candidate for New York State Assembly	1
	Children's Defense Fund Cradle to Prison Pipeline Campaign	1
	CLASH	1
	Color Of Change	2
	Committee to Elect Joshua Stroman	1
	Community Organizing Japan, Chabjo, Spring	1
	David Holden 2018 and Holden for Florida 2020	1
	Democratic Races	1
	Diocese of Phoenix	1
	Do No Harm Coalition	1
	Earth Quaker Action Team	1
	Elizabeth Warren for President	1
	EqualHealth	1
	FIRM / CCC	1
	Greater Boston Interfaith Organization	3
	HKS Speak Out	1
	Humanitarian	1
	I ran for city council.	1
	I ran for public office in 2018.	1
	I was in University Professional Technical Employees, a University of California staff union.	1

Table 2. Reported Organizations Which Have Sponsored Campaigns Using Public Narrative in the USA continued

Country	Organization	Count
United States of America	Institute for Healthcare Improvement	1
	International Foundation for Women's Empowerment	1
	Jamaica Plain Neighborhood Development Corporation	1
	James Lockhart for state representative.	1
	Jason Crow for Congress	1
	Jeanne Dietsch for NH Senate	1
	Justice LA	1
	Kamala Harris For the People	1
	Lake Washington Education Association	1
	Laramie County Democratic Party	1
	Los Altos Community Voices No On C	1
	Marco Attisano for State Representative	1
	Men4Choice	1
	Merrimack valley project	1
	MetroMorphosis	1
	MIRA—Safe Communities Coalition—Episcopal City Mission	1
	Monterey Peninsula Unified School District	1
	Mothers Out Front	1
	My Campiagn: Friends for Dilara	1
	National Education Associaiton	1
	New California Arts	1
	NOI	1
	NY Renews	1
	Obama for America	9
	Ocean River Institute, Inc	1
	Ohio Organizing Collaborative / Ohio Student Association	1
	Our Turn (formerly Students for Education Reform)	1
	Pete for America	4
	PEW Charitable Trusts	1

Table 2. Reported Organizations Which Have Sponsored Campaigns Using Public Narrative in the USA continued

Country	Organization	Count
United States of America	Portland Art Museum	1
	Presidential and local elections	1
	Promise Arizona	1
	Rachel Rollins for DA	1
	Redwood Coast Land Conservancy	1
	Right Care Alliance	1
	SEIU	1
	Serbia on the move	1
	Sierra Club	1
	St. Stephen's Episcopal Church	1
	students at the Harvard Graduate School of Education	1
	The Merrimack Valley Project	1
	The Real Food Challenge	1
	The Rippel Foundation	1
	United We Dream	1
	Vatsady Sivongxay for Cambridge	1
	Virgin Islands Youth Advocacy Coalition	1
	Virginia Education Association	1
	We the People Michigan	1
	Wildlife Conservation Society	1
	Yes on one Maine	1
		511

Appendix 4. Chi-Square Tests for Section 2: Individuals Who Learned Public Narrative in Offline or Online Courses

Table A1. Gender & Usage

	Workplace (co-workers)			Workplace (constituents)			Public engagement		
	Value	df	Asym Sig. (2-side)	Value	df	Asym Sig. (2-side)	Value	df	Asym Sig. (2-side)
Pearson Chi-Square	1.88	2	.391	.62	2	.733	5.06	2	.080
Likelihood Ratio	1.86	2	.395	.62	2	.733	5.08	2	.079
Linear-by-Linear Assoc.	1.81	1	.178	.55	1	.447	3.09	1	.079
N of vàlid cases	716			716			716		

	Campaigns			Family and Friends		
	Value	df	Asym Sig. (2-side)	Value	df	Asym Sig. (2-side)
Pearson Chi-Square	7.66	2	.022	2.41	2	.299
Likelihood Ratio	7.76	2	.021	2.38	2	.304
Linear-by-Linear Assoc.	7.64	1	.006	.18	1	.667
N of valid cases	716			716		

Table A2. Domain Practice & Workplace (Co-Workers)

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.27[a]	1	0.601		
Continuity Correction	0.16	1	0.691		
Likelihood Ratio	0.28	1	0.598		
Fisher's Exact Test				0.708	0.351
Linear-by-Linear Assoc.	0.27	1	0.602		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 24.02.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.43[a]	1	0.11		
Continuity Correction	5.97	1	0.015		
Likelihood Ratio	6.60	1	0.010		
Fisher's Exact Test				0.012	0.007
Linear-by-Linear Assoc.	6.42	1	0.011		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 72.89.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.33[a]	1	0.568		
Continuity Correction	0.22	1	0.636		
Likelihood Ratio	0.33	1	0.566		
Fisher's Exact Test				0.624	0.320
Linear-by-Linear Assoc.	0.33	1	0.568		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.99.

b. Computed only for a 2 × 2 table

Table A2. Domain Practice & Workplace (Co-Workers) continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.72[a]	1	0.396		
Continuity Correction	0.54	1	0.463		
Likelihood Ratio	0.70	1	0.401		
Fisher's Exact Test				0.425	0.230
Linear-by-Linear Assoc.	0.72	1	0.397		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.91.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.16[a]	1	0.013		
Continuity Correction	5.19	1	0.023		
Likelihood Ratio	8.09	1	0.004		
Fisher's Exact Test				0.013	0.006
Linear-by-Linear Assoc.	6.15	1	0.013		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.94.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.92[a]	1	0.337		
Continuity Correction	0.55	1	0.449		
Likelihood Ratio	0.86	1	0.353		
Fisher's Exact Test				0.376	0.224
Linear-by-Linear Assoc.	0.92	1	0.337		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.68.

b. Computed only for a 2 × 2 table

Table A2. Domain Practice & Workplace (Co-Workers) continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.86[a]	1	0.001		
Continuity Correction	10.15	1	0.001		
Likelihood Ratio	12.02	1	0.001		
Fisher's Exact Test				0.001	0.000
Linear-by-Linear Assoc.	10.84	1	0.001		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 33.83.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	22.03[a]	1	0.000		
Continuity Correction	21.14	1	0.000		
Likelihood Ratio	23.93	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	22.0	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 52.21

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.72[a]	1	0.189		
Continuity Correction	1.42	1	0.234		
Likelihood Ratio	1.80	1	0.179		
Fisher's Exact Test				0.222	0.115
Linear-by-Linear Assoc.	1.72	1	0.190		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.52.

b. Computed only for a 2 × 2 table

Table A2. Domain Practice & Workplace (Co-Workers) continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.65[a]	1	0.199		
Continuity Correction	1.20	1	0.274		
Likelihood Ratio	1.82	1	0.178		
Fisher's Exact Test				0.255	0.135
Linear-by-Linear Assoc.	1.65	1	0.200		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.61.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.42[a]	1	0.516		
Continuity Correction	0.10	1	0.749		
Likelihood Ratio	0.46	1	0.497		
Fisher's Exact Test				0.745	0.398
Linear-by-Linear Assoc.	0.42	1	0.517		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 3.13.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.95[a]	1	0.330		
Continuity Correction	0.72	1	0.396		
Likelihood Ratio	0.92	1	0.333		
Fisher's Exact Test				0.321	0.196
Linear-by-Linear Assoc.	0.95	1	0.330		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 24.02.

b. Computed only for a 2 × 2 table

Table A3. Course & Workplace (Co-Workers)

MLD-355					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	36.42[a]	1	0.000		
Continuity Correction	35.34	1	0.000		
Likelihood Ratio	36.89	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	36.37	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 73.30.

b. Computed only for a 2 × 2 table

MLD-356					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.0[a]	1	0.046		
Continuity Correction	3.53	1	0.060		
Likelihood Ratio	3.79	1	0.052		
Fisher's Exact Test				0.055	0.032
Linear-by-Linear Assoc.	3.99	1	0.046		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.11.

b. Computed only for a 2 × 2 table

MLD-377					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.67[a]	1	0.196		
Continuity Correction	1.41	1	0.235		
Likelihood Ratio	1.72	1	0.190		
Fisher's Exact Test				0.210	0.117
Linear-by-Linear Assoc.	1.67	1	0.197		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 37.59.

b. Computed only for a 2 × 2 table

Table A3. Course & Workplace (Co-Workers) continued

PN_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.13[a]	1	0.013		
Continuity Correction	5.24	1	0.022		
Likelihood Ratio	7.74	1	0.005		
Fisher's Exact Test				0.013	0.006
Linear-by-Linear Assoc.	6.13	1	0.013		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.40.

b. Computed only for a 2 2 table

LOA_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	20.71[a]	1	0.000		
Continuity Correction	19.82	1	0.000		
Likelihood Ratio	22.93	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	20.68	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 45.11.

b. Computed only for a 2 × 2 table

Other					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.43[a]	1	0.035		
Continuity Correction	3.23	1	0.072		
Likelihood Ratio	7.77	1	0.005		
Fisher's Exact Test				0.030	0.021
Linear-by-Linear Assoc.	4.43	1	0.035		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 106.51.

b. Computed only for a 2 × 2 table

Table A4. Domain Practice & Workplace (Constituents)

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.30[a]	1	0.069		
Continuity Correction	2.91	1	0.088		
Likelihood Ratio	3.46	1	0.063		
Fisher's Exact Test				0.073	0.042
Linear-by-Linear Assoc.	3.30	1	0.069		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.90.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	17.32[a]	1	0.000		
Continuity Correction	16.64	1	0.000		
Likelihood Ratio	17.91	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	17.30	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 105.90.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.65[a]	1	0.419		
Continuity Correction	0.52	1	0.472		
Likelihood Ratio	0.65	1	0.421		
Fisher's Exact Test				0.428	0.235
Linear-by-Linear Assoc.	0.65	1	0.419		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 68.27.

b. Computed only for a 2 × 2 table

Table A4. Domain Practice & Workplace (Constituents) continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.11[a]	1	0.745		
Continuity Correction	0.05	1	0.824		
Likelihood Ratio	0.11	1	0.744		
Fisher's Exact Test				0.838	0.415
Linear-by-Linear Assoc.	0.11	1	0.745		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 44.91.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000[a]	1	0.963		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.00	1	0.963		
Fisher's Exact Test				1.000	0.563
Linear-by-Linear Assoc.	0.00	1	0.963		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.53.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.89[a]	1	0.346		
Continuity Correction	0.55	1	0.457		
Likelihood Ratio	0.94	1	0.333		
Fisher's Exact Test				0.429	0.233
Linear-by-Linear Assoc.	0.89	1	0.347		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.71.

b. Computed only for a 2 × 2 table

Table A4. Domain Practice & Workplace (Constituents) continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.38[a]	1	0.123		
Continuity Correction	2.08	1	0.149		
Likelihood Ratio	2.44	1	0.118		
Fisher's Exact Test				0.141	0.073
Linear-by-Linear Assoc.	2.37	1	0.124		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 49.16.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	18.82[a]	1	0.000		
Continuity Correction	18.08	1	0.000		
Likelihood Ratio	19.73	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	18.79	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 75.86.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.17[a]	1	0.684		
Continuity Correction	0.09	1	0.767		
Likelihood Ratio	0.17	1	0.683		
Fisher's Exact Test				0.742	0.387
Linear-by-Linear Assoc.	0.17	1	0.685		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 38.54.

b. Computed only for a 2 × 2 table

Table A4. Domain Practice & Workplace (Constituents) continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.78[a]	1	0.095		
Continuity Correction	2.24	1	0.134		
Likelihood Ratio	3.04	1	0.081		
Fisher's Exact Test				0.123	0.063
Linear-by-Linear Assoc.	2.78	1	0.095		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.96.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.28[a]	1	0.594		
Continuity Correction	0.06	1	0.812		
Likelihood Ratio	0.27	1	0.600		
Fisher's Exact Test				0.566	0.392
Linear-by-Linear Assoc.	0.28	1	0.594		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 4.55.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.00[a]	1	0.984		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.00	1	0.984		
Fisher's Exact Test				1.000	0.541
Linear-by-Linear Assoc.	0.00	1	0.984		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.90.

b. Computed only for a 2 × 2 table

Table A5. Course & Workplace (Constituents)

MLD-355					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.53[a]	1	0.011		
Continuity Correction	6.12	1	0.013		
Likelihood Ratio	6.52	1	0.011		
Fisher's Exact Test				0.012	0.007
Linear-by-Linear Assoc.	6.52	1	0.011		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.90.

b. Computed only for a 2 × 2 table

MLD-356					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.02[a]	1	0.896		
Continuity Correction	0.00	1	0.982		
Likelihood Ratio	0.02	1	0.896		
Fisher's Exact Test				1.000	0.495
Linear-by-Linear Assoc.	0.02	1	0.896		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 37.93.

b. Computed only for a 2 × 2 table

MLD-377					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.86[a]	1	0.049		
Continuity Correction	3.50	1	0.061		
Likelihood Ratio	3.98	1	0.046		
Fisher's Exact Test				0.059	0.029
Linear-by-Linear Assoc.	3.86	1	0.050		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 54.62.

b. Computed only for a 2 × 2 table

Table A5. Course & Workplace (Constituents) continued

PN_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.91[a]	1	0.340		
Continuity Correction	0.62	1	0.433		
Likelihood Ratio	0.88	1	0.349		
Fisher's Exact Test				0.398	0.214
Linear-by-Linear Assoc.	0.91	1	0.341		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.65.

b. Computed only for a 2 × 2 table

LOA_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.41[a]	1	0.011		
Continuity Correction	5.97	1	0.015		
Likelihood Ratio	6.61	1	0.010		
Fisher's Exact Test				0.013	0.007
Linear-by-Linear Assoc.	6.40	1	0.011		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 65.54.

b. Computed only for a 2 × 2 table

Other					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.41[a]	1	0.011		
Continuity Correction	5.97	1	0.015		
Likelihood Ratio	6.61	1	0.010		
Fisher's Exact Test				0.013	0.007
Linear-by-Linear Assoc.	6.40	1	0.011		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.16.

b. Computed only for a 2 × 2 table

Table A6. Domain Practice & Public Engagement

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.60[a]	1	0.440		
Continuity Correction	0.45	1	0.503		
Likelihood Ratio	0.59	1	0.441		
Fisher's Exact Test				0.473	0.251
Linear-by-Linear Assoc.	0.60	1	0.440		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 54.96.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.33[a]	1	0.127		
Continuity Correction	2.11	1	0.147		
Likelihood Ratio	2.33	1	0.127		
Fisher's Exact Test				0.129	0.073
Linear-by-Linear Assoc.	2.33	1	0.127		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 166.78.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.94[a]	1	0.026		
Continuity Correction	4.97	1	0.032		
Likelihood Ratio	4.58	1	0.026		
Fisher's Exact Test				0.029	0.016
Linear-by-Linear Assoc.	4.93	1	0.026		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 107.52.

b. Computed only for a 2 × 2 table

Table A6. Domain Practice & Public Engagement continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.74[a]	1	0.029		
Continuity Correction	4.34	1	0.037		
Likelihood Ratio	4.72	1	0.030		
Fisher's Exact Test				0.031	0.019
Linear-by-Linear Assoc.	4.73	1	0.030		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 70.73.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14.12[a]	1	0.000		
Continuity Correction	12.89	1	0.000		
Likelihood Ratio	15.73	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	14.10	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.16.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.83[a]	1	0.362		
Continuity Correction	0.53	1	0.466		
Likelihood Ratio	0.84	1	0.359		
Fisher's Exact Test				0.468	0.234
Linear-by-Linear Assoc.	0.83	1	0.362		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.29.

b. Computed only for a 2 × 2 table

Table A6. Domain Practice & Public Engagement continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	58.23[a]	1	0.000		
Continuity Correction	56.87	1	0.000		
Likelihood Ratio	62.60	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	58.16	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 77.42.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	110.00[a]	1	0.000		
Continuity Correction	108.36	1	0.000		
Likelihood Ratio	117.24	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	109.85	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 119.47.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.96[a]	1	0.162		
Continuity Correction	1.69	1	0.194		
Likelihood Ratio	1.97	1	0.160		
Fisher's Exact Test				0.191	0.097
Linear-by-Linear Assoc.	1.95	1	0.162		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 60.69.

b. Computed only for a 2 × 2 table

Table A6. Domain Practice & Public Engagement continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.45[a]	1	0.063		
Continuity Correction	2.90	1	0.089		
Likelihood Ratio	3.55	1	0.059		
Fisher's Exact Test				0.085	0.043
Linear-by-Linear Assoc.	3.45	1	0.063		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.98.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.92[a]	1	0.048		
Continuity Correction	2.92	1	0.088		
Likelihood Ratio	3.97	1	0.046		
Fisher's Exact Test				0.059	0.044
Linear-by-Linear Assoc.	3.91	1	0.048		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.17.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.21[a]	1	0.646		
Continuity Correction	0.13	1	0.721		
Likelihood Ratio	0.21	1	0.645		
Fisher's Exact Test				0.682	0.361
Linear-by-Linear Assoc.	0.21	1	0.646		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 54.96.

b. Computed only for a 2 × 2 table

Table A7. Course & Public Engagament

MLD-355					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	80.65[a]	1	0.000		
Continuity Correction	79.33	1	0.000		
Likelihood Ratio	82.05	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	80.55	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 167.74.

b. Computed only for a 2 × 2 table

MLD-356					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	22.97[a]	1	0.000		
Continuity Correction	22.03	1	0.000		
Likelihood Ratio	23.01	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	22.94	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 59.74.

b. Computed only for a 2 × 2 table

MLD-377					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.13[a]	1	0.288		
Continuity Correction	0.95	1	0.329		
Likelihood Ratio	1.13	1	0.287		
Fisher's Exact Test				0.302	0.164
Linear-by-Linear Assoc.	1.13	1	0.288		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 86.02.

b. Computed only for a 2 × 2 table

Table A7. Course & Public Engagament continued

PN_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.11[a]	1	0.293		
Continuity Correction	0.81	1	0.369		
Likelihood Ratio	1.12	1	0.290		
Fisher's Exact Test				0.354	0.185
Linear-by-Linear Assoc.	1.11	1	0.293		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.50.

b. Computed only for a 2 × 2 table

LOA_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	71.14[a]	1	0.000		
Continuity Correction	69.78	1	0.000		
Likelihood Ratio	75.06	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	71.04	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 103.22.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.73[a]	1	0.098		
Continuity Correction	1.96	1	0.162		
Likelihood Ratio	2.89	1	0.089		
Fisher's Exact Test				0.128	0.079
Linear-by-Linear Assoc.	2.73	1	0.099		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.12.

b. Computed only for a 2 × 2 table

Table A8. Domain Practice & Campaigns

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.60[a]	1	0.440		
Continuity Correction	0.43	1	0.512		
Likelihood Ratio	0.61	1	0.436		
Fisher's Exact Test				0.490	0.258
Linear-by-Linear Assoc.	0.59	1	0.441		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.68.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.64[a]	1	0.003		
Continuity Correction	8.15	1	0.004		
Likelihood Ratio	8.85	1	0.003		
Fisher's Exact Test				0.004	0.002
Linear-by-Linear Assoc.	8.63	1	0.003		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 87.04.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.15[a]	1	0.283		
Continuity Correction	0.97	1	0.326		
Likelihood Ratio	1.14	1	0.286		
Fisher's Exact Test				0.318	0.163
Linear-by-Linear Assoc.	1.15	1	0.283		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 56.11.

b. Computed only for a 2 × 2 table

Table A8. Domain Practice & Campaigns continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.67[a]	1	0.196		
Continuity Correction	1.41	1	0.235		
Likelihood Ratio	1.72	1	0.190		
Fisher's Exact Test				0.208	0.117
Linear-by-Linear Assoc.	1.67	1	0.197		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.91.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.52[a]	1	0.011		
Continuity Correction	5.60	1	0.018		
Likelihood Ratio	5.91	1	0.015		
Fisher's Exact Test				0.014	0.011
Linear-by-Linear Assoc.	6.51	1	0.011		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.48.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.12[a]	1	0.290		
Continuity Correction	0.73	1	0.393		
Likelihood Ratio	1.20	1	0.273		
Fisher's Exact Test				0.414	0.199
Linear-by-Linear Assoc.	1.12	1	0.291		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.98.

b. Computed only for a 2 × 2 table

Table A8. Domain Practice & Campaigns continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	68.32[a]	1	0.000		
Continuity Correction	66.66	1	0.000		
Likelihood Ratio	62.72	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	68.23	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 40.40.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	73.22[a]	1	0.000		
Continuity Correction	71.73	1	0.000		
Likelihood Ratio	70.53	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	73.12	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 62.35.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.05[a]	1	0.829		
Continuity Correction	0.01	1	0.918		
Likelihood Ratio	0.05	1	0.828		
Fisher's Exact Test				0.910	0.464
Linear-by-Linear Assoc.	0.05	1	0.829		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 31.67.

b. Computed only for a 2 × 2 table

Table A8. Domain Practice & Campaigns continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.25[a]	1	0.264		
Continuity Correction	0.89	1	0.347		
Likelihood Ratio	1.19	1	0.275		
Fisher's Exact Test				0.293	0.172
Linear-by-Linear Assoc.	1.24	1	0.265		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.47.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.82[a]	1	0.093		
Continuity Correction	1.89	1	0.169		
Likelihood Ratio	3.61	1	0.057		
Fisher's Exact Test				0.128	0.075
Linear-by-Linear Assoc.	2.82	1	0.093		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 3.74.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.60[a]	1	0.440		
Continuity Correction	0.43	1	0.512		
Likelihood Ratio	0.61	1	0.436		
Fisher's Exact Test				0.490	0.258
Linear-by-Linear Assoc.	0.59	1	0.441		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.68.

b. Computed only for a 2 × 2 table

Table A9. Course & Campaigns

MLD-355					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	50.34[a]	1	0.000		
Continuity Correction	49.16	1	0.000		
Likelihood Ratio	52.25	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	50.27	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 87.53.

b. Computed only for a 2×2 table

MLD-356					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.88[a]	1	0.001		
Continuity Correction	11.13	1	0.001		
Likelihood Ratio	13.18	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	11.86	1	0.001		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 31.17.

b. Computed only for a 2×2 table

MLD-377					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.14[a]	1	0.709		
Continuity Correction	0.08	1	0.782		
Likelihood Ratio	0.14	1	0.710		
Fisher's Exact Test				0.700	0.388
Linear-by-Linear Assoc.	0.14	1	0.709		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 44.89.

b. Computed only for a 2×2 table

Table A9. Course & Campaigns continued

PN_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.52[a]	1	0.469		
Continuity Correction	0.30	1	0.582		
Likelihood Ratio	0.54	1	0.461		
Fisher's Exact Test				0.603	0.297
Linear-by-Linear Assoc.	0.52	1	0.470		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.22.

b. Computed only for a 2 × 2 table

LOA_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	58.66[a]	1	0.000		
Continuity Correction	57.27	1	0.000		
Likelihood Ratio	55.65	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	58.58	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 53.87.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	19.30[a]	1	0.000		
Continuity Correction	16.87	1	0.000		
Likelihood Ratio	16.48	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	19.27	1	0.000		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 4.24.

b. Computed only for a 2 × 2 table

Table A10. Domain Practice & Family and Friends

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.27[a]	1	0.132		
Continuity Correction	1.97	1	0.161		
Likelihood Ratio	2.30	1	0.129		
Fisher's Exact Test				0.147	0.080
Linear-by-Linear Assoc.	2.27	1	0.132		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 49.59.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.72[a]	1	0.030		
Continuity Correction	4.39	1	0.036		
Likelihood Ratio	4.74	1	0.029		
Fisher's Exact Test				0.032	0.018
Linear-by-Linear Assoc.	4.71	1	0.030		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 150.49.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.68[a]	1	0.102		
Continuity Correction	2.42	1	0.120		
Likelihood Ratio	2.70	1	0.101		
Fisher's Exact Test				0.104	0.060
Linear-by-Linear Assoc.	2.67	1	0.102		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 97.02.

b. Computed only for a 2 × 2 table

Table A10. Domain Practice & Family Friends continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.42[a]	1	0.519		
Continuity Correction	0.30	1	0.582		
Likelihood Ratio	0.42	1	0.518		
Fisher's Exact Test				0.571	0.292
Linear-by-Linear Assoc.	0.41	1	0.520		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 63.82.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.50[a]	1	0.478		
Continuity Correction	0.29	1	0.588		
Likelihood Ratio	0.50	1	0.480		
Fisher's Exact Test				0.503	0.292
Linear-by-Linear Assoc.	0.50	1	0.478		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.39.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.02[a]	1	0.887		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.02	1	0.887		
Fisher's Exact Test				1.000	0.520
Linear-by-Linear Assoc.	0.02	1	0.887		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.80.

b. Computed only for a 2 × 2 table

Table A10. Domain Practice & Family Friends continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.04[a]	1	0.847		
Continuity Correction	0.01	1	0.919		
Likelihood Ratio	0.04	1	0.847		
Fisher's Exact Test				0.857	0.458
Linear-by-Linear Assoc.	0.04	1	0.847		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 69.86.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.00[a]	1	0.317		
Continuity Correction	0.85	1	0.357		
Likelihood Ratio	1.00	1	0.316		
Fisher's Exact Test				0.343	0.178
Linear-by-Linear Assoc.	1.00	1	0.317		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 107.80.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.49[a]	1	0.114		
Continuity Correction	2.18	1	0.140		
Likelihood Ratio	2.53	1	0.112		
Fisher's Exact Test				0.128	0.069
Linear-by-Linear Assoc.	2.49	1	0.115		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 54.76.

b. Computed only for a 2 × 2 table

Table A10. Domain Practice & Family Friends continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.08[a]	1	0.043		
Continuity Correction	3.47	1	0.063		
Likelihood Ratio	4.27	1	0.039		
Fisher's Exact Test				0.058	0.029
Linear-by-Linear Assoc.	4.07	1	0.044		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.84.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.39[a]	1	0.532		
Continuity Correction	0.12	1	0.725		
Likelihood Ratio	0.39	1	0.535		
Fisher's Exact Test				0.590	0.358
Linear-by-Linear Assoc.	0.39	1	0.532		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.47.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.60[a]	1	0.440		
Continuity Correction	0.45	1	0.504		
Likelihood Ratio	0.59	1	0.441		
Fisher's Exact Test				0.469	0.251
Linear-by-Linear Assoc.	0.59	1	0.441		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 49.59.

b. Computed only for a 2 × 2 table

Table A11. Course & Family and Friends

MLD-355					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.09[a]	1	0.765		
Continuity Correction	0.05	1	0.822		
Likelihood Ratio	0.09	1	0.765		
Fisher's Exact Test				0.766	0.411
Linear-by-Linear Assoc.	0.09	1	0.765		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 151.31.

b. Computed only for a 2 × 2 table

MLD_356					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.08[a]	1	0.004		
Continuity Correction	7.53	1	0.006		
Likelihood Ratio	8.32	1	0.004		
Fisher's Exact Test				0.005	0.003
Linear-by-Linear Assoc.	8.07	1	0.005		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 53.90.

b. Computed only for a 2 × 2 table

MLD-377					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.46[a]	1	0.499		
Continuity Correction	0.35	1	0.556		
Likelihood Ratio	0.46	1	0.498		
Fisher's Exact Test				0.543	0.279
Linear-by-Linear Assoc.	0.46	1	0.499		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 77.62.

b. Computed only for a 2 × 2 table

Table A11. Course & Family Friends continued

PN_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.42[a]	1	0.233		
Continuity Correction	1.08	1	0.300		
Likelihood Ratio	1.46	1	0.227		
Fisher's Exact Test				0.276	0.150
Linear-by-Linear Assoc.	1.42	1	0.233		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.40.

b. Computed only for a 2 × 2 table

LOA_Online					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.85[a]	1	0.356		
Continuity Correction	0.71	1	0.400		
Likelihood Ratio	0.85	1	0.356		
Fisher's Exact Test				0.368	0.200
Linear-by-Linear Assoc.	0.85	1	0.356		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 93.14.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.75[a]	1	0.386		
Continuity Correction	0.37	1	0.541		
Likelihood Ratio	0.78	1	0.378		
Fisher's Exact Test				0.451	0.274
Linear-by-Linear Assoc.	0.75	1	0.386		
N of valid cases	741				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.33.

b. Computed only for a 2 × 2 table

Appendix 5. Chi-Square Tests for Section 3: Individuals Who Learned Public Narrative by Participating in Offline or Online Workshops

Table B1. Gender & Usage

	Workplace (co-workers)			Workplace (constituents)			Public engagement		
	Value	df	Asym Sig. (2-side)	Value	df	Asym Sig. (2-side)	Value	df	Asym Sig. (2-side)
Pearson Chi-Square	.08[a]	2	.959	1.88[b]	2	.390	.44[c]	2	.802
Likelihood Ratio	.008	2	.959	1.82	2	.403	.45	2	.800
Linear-by-Linear Assoc.	.00	1	.967	.01	1	.923	.31	1	.577
N of vàlid cases	354			354			354		

a. 2 cells (33.3%) have expected count less than 5, The minimum expected count is 2.33.

b. 2 cells (33.3%) have expected count less than 5, The minimum expected count is 2.51.

c. 2 cells (33.3%) have expected count less than 5, The minimum expected count is 2.48.

	Campaigns			Family and Friends		
	Value	df	Asym Sig. (2-side)	Value	df	Asym Sig. (2-side)
Pearson Chi-Square	.38[d]	2	.826	5.11[e]	2	.078
Likelihood Ratio	.36	2	.836	5.13	2	.077
Linear-by-Linear Assoc.	.06	1	.809	3.66	1	.056
N of valid cases	354			354		

d. 2 cells (33.3%) have expected count less than 5, The minimum expected count is 2.04.

e. 2 cells (33.3%) have expected count less than 5, The minimum expected count is 2.51.

Table B2. Domain Practice & Workplace (Co-Workers)

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.46[a]	1	0.277		
Continuity Correction	1.06	1	0.304		
Likelihood Ratio	1.41	1	0.236		
Fisher's Exact Test				0.281	0.152
Linear-by-Linear Assoc.	1.46	1	0.228		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.39.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.20[a]	1	0.040		
Continuity Correction	3.75	1	0.053		
Likelihood Ratio	4.24	1	0.039		
Fisher's Exact Test				0.43	0.026
Linear-by-Linear Assoc.	4.19	1	0.041		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.34.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.04[a]	1	0.081		
Continuity Correction	2.58	1	0.109		
Likelihood Ratio	3.17	1	0.075		
Fisher's Exact Test				0.099	0.052
Linear-by-Linear Assoc.	3.03	1	0.082		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.41.

b. Computed only for a 2 × 2 table

Table B2. Domain Practice & Workplace (Co-Workers) continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.01[a]	1	0.025		
Continuity Correction	4.38	1	0.036		
Likelihood Ratio	4.81	1	0.028		
Fisher's Exact Test				0.030	0.020
Linear-by-Linear Assoc.	4.99	1	0.025		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.64.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.48[a]	1	0.489		
Continuity Correction	0.23	1	0.631		
Likelihood Ratio	0.50	1	0.481		
Fisher's Exact Test				0.671	0.323
Linear-by-Linear Assoc.	0.48	1	0.489		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.62.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000[a]	1	0.955		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.00	1	0.955		
Fisher's Exact Test				1.000	0.629
Linear-by-Linear Assoc.	0.00	1	0.955		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 3.43.

b. Computed only for a 2 × 2 table

Table B2. Domain Practice & Workplace (Co-Workers) continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.63[a]	1	0.105		
Continuity Correction	2.21	1	0.137		
Likelihood Ratio	2.73	1	0.098		
Fisher's Exact Test				0.134	0.067
Linear-by-Linear Assoc.	2.62	1	0.105		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 27.13.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.55[a]	1	0.460		
Continuity Correction	0.37	1	0.541		
Likelihood Ratio	0.55	1	0.457		
Fisher's Exact Test				0.523	0.272
Linear-by-Linear Assoc.	0.54	1	0.461		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 32.28.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.49[a]	1	0.222		
Continuity Correction	1.07	1	0.300		
Likelihood Ratio	1.43	1	0.231		
Fisher's Exact Test				0.265	0.150
Linear-by-Linear Assoc.	1.49	1	0.223		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.30.

b. Computed only for a 2 × 2 table

Table B2. Domain Practice & Workplace (Co-Workers) continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.99[a]	1	0.320		
Continuity Correction	0.63	1	0.428		
Likelihood Ratio	0.95	1	0.329		
Fisher's Exact Test				0.317	0.212
Linear-by-Linear Assoc.	0.99	1	0.320		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.96.

b. Computed only for a 2 × 2 table

MILITARCY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.35[a]	1	0.556		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.32	1	0.571		
Fisher's Exact Test				1.190	0.522
Linear-by-Linear Assoc.	0.35	1	0.556		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 0.34.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.65[a]	1	0.199		
Continuity Correction	1.27	1	0.261		
Likelihood Ratio	1.60	1	0.207		
Fisher's Exact Test				0.208	0.131
Linear-by-Linear Assoc.	1.64	1	0.200		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.20.

b. Computed only for a 2 × 2 table

Table B3. Workshop & Workplace (Co-Workers)

PUBLIC NARRATIVE					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.155[a]	1	0.694		
Continuity Correction	0.062	1	0.804		
Likelihood Ratio	0.156	1	0.693		
Fisher's Exact Test				0.772	0.405
Linear-by-Linear Assoc.	0.154	1	0.694		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.35.

b. Computed only for a 2 × 2 table

ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.770[a]	1	0.016		
Continuity Correction	5.102	1	0.024		
Likelihood Ratio	6.067	1	0.014		
Fisher's Exact Test				0.021	0.011
Linear-by-Linear Assoc.	5.750	1	0.016		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 24.38.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.010[a]	1	0.156		
Continuity Correction	1.414	1	0.234		
Likelihood Ratio	1.925	1	0.165		
Fisher's Exact Test				0.174	0.118
Linear-by-Linear Assoc.	2.003	1	0.157		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.90.

b. Computed only for a 2 × 2 table

Table B4. Domain Practice & Workplace (Constituents)

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.62[a]	1	0.433		
Continuity Correction	0.38	1	0.539		
Likelihood Ratio	0.63	1	0.428		
Fisher's Exact Test				0.496	0.272
Linear-by-Linear Assoc.	0.61	1	0.433		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.18.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.43[a]	1	0.513		
Continuity Correction	0.30	1	0.585		
Likelihood Ratio	0.43	1	0.513		
Fisher's Exact Test				0.520	0.293
Linear-by-Linear Assoc.	0.43	1	0.513		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.36.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.82[a]	1	0.090		
Continuity Correction	2.45	1	0.118		
Likelihood Ratio	2.95	1	0.086		
Fisher's Exact Test				0.115	0.057
Linear-by-Linear Assoc.	2.87	1	0.090		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.91.

b. Computed only for a 2 × 2 table

Table B4. Domain Practice & Workplace (Constituents) continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.39[a]	1	0.532		
Continuity Correction	0.24	1	0.626		
Likelihood Ratio	0.39	1	0.534		
Fisher's Exact Test				0.582	0.311
Linear-by-Linear Assoc.	0.39	1	0.532		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.91.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.03[a]	1	0.857		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.03	1	0.857		
Fisher's Exact Test				1.000	0.515
Linear-by-Linear Assoc.	0.03	1	0.857		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.18.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.31[a]	1	0.252		
Continuity Correction	0.66	1	0.415		
Likelihood Ratio	1.44	1	0.230		
Fisher's Exact Test				0.333	0.211
Linear-by-Linear Assoc.	1.31	1	0.252		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 3.64.

b. Computed only for a 2 × 2 table

Table B4. Domain Practice & Workplace (Constituents) continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.20[a]	1	0.274		
Continuity Correction	0.93	1	0.335		
Likelihood Ratio	1.22	1	0.270		
Fisher's Exact Test				0.300	0.167
Linear-by-Linear Assoc.	1.20	1	0.274		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.73.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.28[a]	1	0.131		
Continuity Correction	1.93	1	0.165		
Likelihood Ratio	2.32	1	0.128		
Fisher's Exact Test				0.144	0.082
Linear-by-Linear Assoc.	2.27	1	0.132		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.18.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.17[a]	1	0.678		
Continuity Correction	0.17	1	0.812		
Likelihood Ratio	0.06	1	0.676		
Fisher's Exact Test				0.727	0.410
Linear-by-Linear Assoc.	0.17	1	0.628		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.91.

b. Computed only for a 2 × 2 table

Table B4. Domain Practice & Workplace (Constituents) continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.61[a]	1	0.003		
Continuity Correction	7.51	1	0.006		
Likelihood Ratio	9.97	1	0.002		
Fisher's Exact Test				0.003	0.002
Linear-by-Linear Assoc.	8.59	1	0.003		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.55.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.38[a]	1	0.066		
Continuity Correction	1.22	1	0.269		
Likelihood Ratio	3.96	1	0.047		
Fisher's Exact Test				0.265	0.138
Linear-by-Linear Assoc.	3.37	1	0.066		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 0.36.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.11[a]	1	0.292		
Continuity Correction	0.81	1	0.367		
Likelihood Ratio	1.09	1	0.296		
Fisher's Exact Test				0.295	0.183
Linear-by-Linear Assoc.	1.11	1	0.293		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.27.

b. Computed only for a 2 × 2 table

Table B5. Workshop & Workplace (Constituents)

PUBLIC NARRATIVE					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.044[a]	1	0.835		
Continuity Correction	0.004	1	0.948		
Likelihood Ratio	0.044	1	0.834		
Fisher's Exact Test				0.886	0.477
Linear-by-Linear Assoc.	0.043	1	0.835		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 24.73.

b. Computed only for a 2 × 2 table

ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.166[a]	1	0.280		
Continuity Correction	0.881	1	0.348		
Likelihood Ratio	1.186	1	0.276		
Fisher's Exact Test				0.323	0.174
Linear-by-Linear Assoc.	1.162	1	0.281		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.82.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.545[a]	1	0.460		
Continuity Correction	0.263	1	0.608		
Likelihood Ratio	0.534	1	0.465		
Fisher's Exact Test				0.502	0.300
Linear-by-Linear Assoc.	0.544	1	0.461		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.36.

b. Computed only for a 2 × 2 table

Table B6. Domain Practice & Public Engagement

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.53[a]	1	0.060		
Continuity Correction	2.93	1	0.087		
Likelihood Ratio	3.66	1	0.056		
Fisher's Exact Test				0.067	0.042
Linear-by-Linear Assoc.	3.52	1	0.060		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.92.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.75[a]	1	0.016		
Continuity Correction	5.26	1	0.022		
Likelihood Ratio	5.76	1	0.016		
Fisher's Exact Test				0.020	0.011
Linear-by-Linear Assoc.	5.74	1	0.017		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 35.69.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.17[a]	1	0.075		
Continuity Correction	2.73	1	0.098		
Likelihood Ratio	03.23	1	0.073		
Fisher's Exact Test				0.095	0.048
Linear-by-Linear Assoc.	3.16	1	0.075		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.41.

b. Computed only for a 2 × 2 table

Table B6. Domain Practice & Public Engagement continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.36[a]	1	0.002		
Continuity Correction	8.56	1	0.003		
Likelihood Ratio	9.28	1	0.002		
Fisher's Exact Test				0.003	0.002
Linear-by-Linear Assoc.	9.34	1	0.002		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.48.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.86[a]	1	0.000		
Continuity Correction	11.48	1	0.001		
Likelihood Ratio	15.05	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	12.83	1	0.000		
N of valid cases	370	1			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.99.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.21[a]	1	0.649		
Continuity Correction	0.02	1	0.896		
Likelihood Ratio	0.21	1	0.651		
Fisher's Exact Test				0.751	0.442
Linear-by-Linear Assoc.	0.21	1	0.649		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 3.57.

b. Computed only for a 2 × 2 table

Table B6. Domain Practice & Public Engagement continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	22.82[a]	1	0.000		
Continuity Correction	21.62	1	0.000		
Likelihood Ratio	24.48	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	22.75	1	0.000		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.20.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	40.60[a]	1	0.000		
Continuity Correction	39.09	1	0.000		
Likelihood Ratio	44.41	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	40.49	1	0.000		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 33.55.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.21[a]	1	0.646		
Continuity Correction	0.08	1	0.774		
Likelihood Ratio	0.21	1	0.644		
Fisher's Exact Test				0.731	0.390
Linear-by-Linear Assoc.	0.21	1	0.646		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.71.

b. Computed only for a 2 × 2 table

Table B6. Domain Practice & Public Engagement continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.01[a]	1	0.903		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.01	1	0.903		
Fisher's Exact Test				1.000	0.530
Linear-by-Linear Assoc.	0.01	1	0.903		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.35.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.67[a]	1	0.102		
Continuity Correction	0.84	1	0.359		
Likelihood Ratio	3.39	1	0.065		
Fisher's Exact Test				0.386	0.184
Linear-by-Linear Assoc.	2.66	1	0.103		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 0.36.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.15[a]	1	0.283		
Continuity Correction	0.86	1	0.355		
Likelihood Ratio	1.17	1	0.280		
Fisher's Exact Test				0.305	0.178
Linear-by-Linear Assoc.	1.15	1	0.284		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.92.

b. Computed only for a 2 × 2 table

Table B7. Workshop & Public Engagement

PUBLIC NARRATIVE					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.140[a]	1	0.008		
Continuity Correction	6.390	1	0.011		
Likelihood Ratio	7.553	1	0.006		
Fisher's Exact Test				0.009	0.005
Linear-by-Linear Assoc.	7.116	1	0.008		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 24.27.

b. Computed only for a 2 × 2 table

ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	18.977[a]	1	0.000		
Continuity Correction	17.760	1	0.000		
Likelihood Ratio	21.169	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	18.913	1	0.000		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.34.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.659[a]	1	0.417		
Continuity Correction	0.342	1	0.558		
Likelihood Ratio	0.643	1	0.423		
Fisher's Exact Test				0.498	0.276
Linear-by-Linear Assoc.	0.657	1	0.418		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.21.

b. Computed only for a 2 × 2 table

Table B8. Domain Practice & Campaigns

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.37[a]	1	0.243		
Continuity Correction	0.95	1	0.329		
Likelihood Ratio	0130	1	0.255		
Fisher's Exact Test				0.250	0.164
Linear-by-Linear Assoc.	1.36	1	0.243		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.29.

b. Computed only for a 2×2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.57[a]	1	0.450		
Continuity Correction	0.40	1	0.526		
Likelihood Ratio	0.57	1	0.449		
Fisher's Exact Test				0.468	0.263
Linear-by-Linear Assoc.	0.57	1	0.450		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.96.

b. Computed only for a 2×2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.17[a]	1	0.001		
Continuity Correction	9.25	1	0.002		
Likelihood Ratio	9.49	1	0.001		
Fisher's Exact Test				0.003	0.002
Linear-by-Linear Assoc.	10.14	1	0.001		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.43.

b. Computed only for a 2×2 table

Table B8. Domain Practice & Campaigns continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.24[a]	1	0.072		
Continuity Correction	2.70	1	0.100		
Likelihood Ratio	3.48	1	0.062		
Fisher's Exact Test				0.087	0.047
Linear-by-Linear Assoc.	3.23	1	0.072		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.24.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.13[a]	1	0.144		
Continuity Correction	1.52	1	0.218		
Likelihood Ratio	1.97	1	0.160		
Fisher's Exact Test				0.169	0.111
Linear-by-Linear Assoc.	2.13	1	0.145		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.11.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.10[a]	1	0.747		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.11	1	0.741		
Fisher's Exact Test				1.000	0.545
Linear-by-Linear Assoc.	0.10	1	0.747		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 2.90.

b. Computed only for a 2 × 2 table

Table B8. Domain Practice & Campaigns continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	35.38[a]	1	0.000		
Continuity Correction	33.65	1	0.000		
Likelihood Ratio	32.02	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	35.28	1	0.000		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.88.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	25.71[a]	1	0.000		
Continuity Correction	24.34	1	0.000		
Likelihood Ratio	23.93	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	25.64	1	0.000		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 27.22.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.01[a]	1	0.923		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.01	1	0.922		
Fisher's Exact Test				1.000	0.552
Linear-by-Linear Assoc.	0.01	1	0.923		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.69.

b. Computed only for a 2 × 2 table

Table B8. Domain Practice & Campaigns continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.06[a]	1	0.813		
Continuity Correction	0.00	1	0.986		
Likelihood Ratio	0.06	1	0.812		
Fisher's Exact Test				1.000	0.506
Linear-by-Linear Assoc.	0.06	1	0.813		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.40.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.65[a]	1	0.421		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	1.12	1	0.290		
Fisher's Exact Test				1.007	0.572
Linear-by-Linear Assoc.	0.64	1	0.422		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 0.29.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.32[a]	1	0.250		
Continuity Correction	0.96	1	0.327		
Likelihood Ratio	1.40	1	0.237		
Fisher's Exact Test				0.308	0.164
Linear-by-Linear Assoc.	1.32	1	0.250		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.35.

b. Computed only for a 2 × 2 table

Table B9. Workshop & Campaigns

PUBLIC NARRATIVE					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.036[a]	1	0.005		
Continuity Correction	7.196	1	0.007		
Likelihood Ratio	7.654	1	0.006		
Fisher's Exact Test				0.006	0.004
Linear-by-Linear Assoc.	8.009	1	0.005		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.69.

b. Computed only for a 2 × 2 table

ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	30.598[a]	1	0.000		
Continuity Correction	28.961	1	0.000		
Likelihood Ratio	28.626	1	0.000		
Fisher's Exact Test				0.000	0.000
Linear-by-Linear Assoc.	30.495	1	0.000		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.56.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.631[a]	1	0.427		
Continuity Correction	0.308	1	0.579		
Likelihood Ratio	0.665	1	0.415		
Fisher's Exact Test				0.484	0.297
Linear-by-Linear Assoc.	0.629	1	0.428		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.66.

b. Computed only for a 2 × 2 table

Table B10. Domain Practice & Family and Friends

HEALTH					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.52[a]	1	0.218		
Continuity Correction	1.14	1	0.286		
Likelihood Ratio	1.53	1	0.217		
Fisher's Exact Test				0.248	0.143
Linear-by-Linear Assoc.	1.52	1	0.218		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.17.

b. Computed only for a 2 × 2 table

EDUCATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.01[a]	1	0.931		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.01	1	0.931		
Fisher's Exact Test				1.000	0.507
Linear-by-Linear Assoc.	0.01	1	0.931		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 49.16.

b. Computed only for a 2 × 2 table

GOVERNMENT					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.99[a]	1	0.319		
Continuity Correction	0.76	1	0.385		
Likelihood Ratio	0.99	1	0.319		
Fisher's Exact Test				0.375	0.192
Linear-by-Linear Assoc.	0.99	1	0.320		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.38.

b. Computed only for a 2 × 2 table

Table B10. Domain Practice & Family Friends continued

BUSINESS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.05[a]	1	0.816		
Continuity Correction	0.01	1	0.921		
Likelihood Ratio	0.05	1	0.816		
Fisher's Exact Test				0.894	0.460
Linear-by-Linear Assoc.	0.05	1	0.816		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.97.

b. Computed only for a 2 × 2 table

LABOR					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.53[a]	1	0.467		
Continuity Correction	0.28	1	0.596		
Likelihood Ratio	0.53	1	0.467		
Fisher's Exact Test				0.557	0.298
Linear-by-Linear Assoc.	0.53	1	0.468		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.76.

b. Computed only for a 2 × 2 table

RELIGION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.73[a]	1	0.188		
Continuity Correction	0.99	1	0.319		
Likelihood Ratio	1.78	1	0.182		
Fisher's Exact Test				0.216	0.160
Linear-by-Linear Assoc.	1.73	1	0.188		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 4.92.

b. Computed only for a 2 × 2 table

Table B10. Domain Practice & Family Friends continued

POLITICS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.06[a]	1	0.814		
Continuity Correction	0.01	1	0.912		
Likelihood Ratio	0.06	1	0.814		
Fisher's Exact Test				0.900	0.456
Linear-by-Linear Assoc.	0.06	1	0.814		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 38.84.

b. Computed only for a 2 × 2 table

ADVOCACY/ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.22[a]	1	0.640		
Continuity Correction	0.12	1	0.727		
Likelihood Ratio	0.22	1	0.640		
Fisher's Exact Test				0.723	0.364
Linear-by-Linear Assoc.	0.22	1	0.641		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.21.

b. Computed only for a 2 × 2 table

SOCIAL SERVICES					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.00[a]	1	0.944		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.00	1	0.944		
Fisher's Exact Test				1.000	0.540
Linear-by-Linear Assoc.	0.00	1	0.944		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.75.

b. Computed only for a 2 × 2 table

Table B10. Domain Practice & Family Friends continued

CULTURE/RECREATION					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.39[a]	1	0.531		
Continuity Correction	0.19	1	0.661		
Likelihood Ratio	0.39	1	0.531		
Fisher's Exact Test				0.577	0.331
Linear-by-Linear Assoc.	0.39	1	0.532		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.26.

b. Computed only for a 2 × 2 table

MILITARY					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.00[a]	1	0.988		
Continuity Correction	0.00	1	1.000		
Likelihood Ratio	0.00	1	0.988		
Fisher's Exact Test				1.112	0.745
Linear-by-Linear Assoc.	0.00	1	0.988		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 0.49.

b. Computed only for a 2 × 2 table

OTHERS					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.67[a]	1	0.414		
Continuity Correction	0.45	1	0.502		
Likelihood Ratio	0.67	1	0.413		
Fisher's Exact Test				0.466	0.251
Linear-by-Linear Assoc.	0.67	1	0.414		
N of valid cases	370				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.05.

b. Computed only for a 2 × 2 table

Table B11. Workshop & Family and Friends

PUBLIC NARRATIVE					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.450[a]	1	0.502		
Continuity Correction	0.284	1	0.594		
Likelihood Ratio	0.450	1	0.502		
Fisher's Exact Test				0.581	0.297
Linear-by-Linear Assoc.	0.448	1	0.503		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 33.43.

b. Computed only for a 2 × 2 table

ORGANIZING					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.128[a]	1	0.288		
Continuity Correction	0.857	1	0.354		
Likelihood Ratio	1.131	1	0.288		
Fisher's Exact Test				0.341	0.177
Linear-by-Linear Assoc.	1.124	1	0.289		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.90.

b. Computed only for a 2 × 2 table

OTHER					
	Value	df	Asym Sig. (2-side)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.091[a]	1	0.763		
Continuity Correction	0.007	1	0.933		
Likelihood Ratio	0.091	1	0.763		
Fisher's Exact Test				0.830	0.466
Linear-by-Linear Assoc.	0.090	1	0.764		
N of valid cases	297				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.31.

b. Computed only for a 2 × 2 table

Appendix 6. Codified Qualitative Data Derived from "General Comments"

Research question/Dimension	Code
How is PN being used for the development of individual and collective leadership capacity in different areas of action and cultural and geographical contexts?	Context adaptation
	Cultural adaptation
	Social areas adaptation
In what ways PN enables individuals' agentic action and their capacity to develop agency in others?	[Story of Self] Communicate my values
	[Story of Self] Get others' values
	[Story of Self] Vulnerabilities
	[Story of Us] Understanding—trust with another person
	[Story of Us] Understanding—trust with the group
	[Story of Us] Shared goals—identity
	[Story of Us] Identity entrepreneurship: "Crafting a sense of us"
	[Story of Now] Concreteness of request
	[Story of Now] Urgency
	[Story of Now] Hope & action now
	Individual Leadership
	Collective Leadership
	Example of agentic action
	Enabling others agency
	Pedagogy for leadership learning
	Peer-to-peer coaching
	Dialogical interactions
	Brave Space
In what ways learning and using PN impacts on enhancing organizational capacity?	Enhancement of organizational capacity
	Enhancement structure

Research question/Dimension	Code
What is the social impact of the line of research and pedagogy of Prof. Ganz, and its contributions in the field of leadership development and organizing?	Impact related to SDGs [tangible]
	Sustainability of changes
	Replicability in other contexts
	Political impact
Usages	Usage workplace—1
	Usage_T1: communicate with others [PRIVATE -REDUCED]
	UsageT1: communicate with others [PRIVATE—LARGE]
	UsageT1: trained others
	UsageT1: Other
	Usage to engage with—2
	Usage_T2: communicate with others [PRIVATE -REDUCED]
	UsageT2: communicate with others [PRIVATE—LARGE]
	UsageT2: trained others
	UsageT2: other
	Usage motivate participation—3
	Usage_T3: communicate with others [PRIVATE -REDUCED]
	UsageT3: communicate with others [PRIVATE—LARGE]
	UsageT3: trained others
	UsageT3: other
	Usage campaign—4
	Organization name
	Goal campaign
	Evidence of campaign
	UsageT4: in materials
	UsageT4: to communicate with each other
	UsageT4: in large assemblies [closed]
	UsageT4: large events [public]

Code	Quotation from General comment
Context adaptation [POSITIVE]	As a union leader it is helpful (and necessary) to be sure our story telling about our experiences as teachers is clear, focused, and always linked to how students benefit. It easy to become overwhelmed and blame others for the situations we find ourselves in (primarily disconnected leadership) but reminding others of their impact and purpose for doing the work helps to empower them while validating their efforts that often times seem futile. In both union and staff meetings I attempt to ground struggles or problems in how students are impacted and then share possible solutions. It separates the personal attacks and mitigates frustration (when it works—it doesn't always work).
	Community Organizing changed my life and helped me to mobilize grassroots in Syria. Public Narrative helped us to recognize our national and personal identity.
	Grateful for this tool! Have been using it 10+ years across a variety of context and it rings true every time.
	I am very happy to have had the opportunity to study in this program. For the past three years, I have been volunteering with one of my classmates for the LOC program in India, and have found that finding new ways to practice and discuss this with others keeps it fresh. One of the best parts of this program is the broadening of horizons it has given me.
	I find public narrative to be a compelling tool for public health professionals. It really helps them connect with the why that brings them to their work and empowers them to call upon others to join them in that why.
	I found the public narrative workshop and also the organizing workshop to be invaluable aspects of my experience as an EdLD student at HGSE. My only suggestion would be that a variation of public narrative should be re-introduced later in the program, ideally as part of the earliest return to campus visit as part of year-3 residency. I think the frame is invaluable as we re-enter the sector and are interviewing and otherwise engaging with groups and organizations. The general framework was very helpful in helping me align my values and experience with organizational needs but it would have been very helpful to formally practice the process again with feedback from colleagues. If it could not be done twice, I would consider moving the workshop for this particular program to year three (or end of year 2) instead of offering it as part of the initial program launch.
	I realized the power of public narrative only when I had to create my own movement in my country. Sometimes, if you are not ready, you may not see how impactful is this course. I wish I had achieved this moment of truth earlier although as said previously, the crafting of my own public narrative during HKS was priceless.
	I respect and admire very much the devotion to this work, because it is important, because it is changing lives and systems. I cannot think of anything knowledge more practical and effective.
	I really admire how Prof. Ganz has made an international strong community of passionate leaders who understood their role and likewise, are creating other generations of thoughtful leaders.
	Cheers to that, I celebrate my opportunity to be a humble part of that change!
	I truly see a great opportunity ahead of us. We need to think clearly and strategically how to benefit for the disruption of COVID-19. In my organization we are taking that very seriously, even changing our platform of programs, our structure. I would love to talk to you about it.
	how those of us who have used public narrative have iterated and used it in other organizing work to build power. A great organizing tool is flexible and seeds other ideas. I used this to iterate in a digital field and would love to share that.
	I think the principles of public narrative are subtle, residing as latent understanding in most natural leaders. The courses I took at Harvard gave form to what were amorphous thoughts.

Code	Quotation from General comment
Context adaptation [POSITIVE] (cont.)	I work as a volunteer for a nonprofit organization that is renovating an historic neighborhood theater near my home. We are an all-volunteer organization and are membership based. We will be launching a membership campaign this year (when allowed) and will be including door to door recruitment. I intent to coach our team and use techniques learned in the course for that campaign.
	Unfortunately, due to major socio-political changes with Serbia, I had to find a job in business and move from the NGO sector, but I must mention that I would not be half a good professional if I did not have opportunity to attend LOA 2017 which helped me define the purpose of everything that I do, plan strategically, constantly reflect and always evaluate in order to be better. I would also like to mention that the two best mentors I have ever had—xxxxxxx and xxxxxx have played a huge role in the process of learning, understanding and practicing the Community Organizing. I will never stop propagating the Public Narrative and teaching people in Serbia about its power.
	I would like to test out Public Narrative in a 2 day workshop in Bangladesh.
	I would love to learn more about how to write a public narrative for a country. My husband is working with the Businesspeople Association of Turkey (TÜSİAD) to write a Public Narrative of Turkey. I appreciate if you guide me on this issue.
	I've shared LCN's work with my daughter-in-law who is involved with educational reform in California. Like me, she was educated in a Quaker school, which focused on student service. We are both struck by the power of public narrative to support the instruction of public service and public servants.
	My organization, International Bridges to Justice (IBJ), including a number of colleagues benefited from the public narrative experience. We use it often during our training programs in Asia and African to build trust and community among defense lawyers to advance access to justice to vulnerable individuals.
	When I came to Leadership, Organizing and Action I was as service and aid oriented as could be. Of course, we feed the hungry. Of course we give blankets to the cold and unsheltered. Of course we send money to Aid concerts for "Africa" Of course we do!
	It was challenging to rethink my approach to social impact work. But it's at the core of my being now. If we want to sustainably change the world, we must accompany communities as they author their own change.
	It's been an honor to shepherd the ideas I learned in class into the minds and hearts of brilliant young leaders throughout Latin America, latinamericanleaderhsipacademy.org I regularly get to rock their worlds much as Dr Ganz's class rocked mine. It makes me think how wonderful it would be to explore developing a richer relationship between our network and that of HKS. To date, we've trained over 500 young leaders from 9 different countries across Latin America and we will add another couple hundred in a few months even in these trying conditions. If anyone at HKS wants to meet with our network and witness the work, we'd love to have you! Needless to say, this is the perfect time to get on a video call and share stories. Thank you for your time, dear reader. Wishing you and yours well…

Code	Quotation from General comment
Context adaptation [NEGATIVE]	In the next year or two, I may have the opportunity to share the teachings in a more substantial way in my current role at Democracy Fund. I could see us using the model to train our grantees to call their networks to action as well as sharing it with our staff during a future retreat.
	I am sensing that there is some degree of public narrative fatigue in the places I practice it, in Sweden. People seem to be more familiar now with the importance of narratives, and are on their guard not to be manipulated by emotion. They claim to want data and evidence. I know of course that this isn't entirely true, but I do feel that when I teach public narrative here, there is some resistance. I feel that it's important to link my story to data points that support my overall message.
	I find it hard to remind myself in the several meetings I am in each week with large audiences the importance of a public narrative. Often times, it feels like there is only time to "just get to business" and finding time for the space to share narratives it often a challenge. I'm finding it more and more important for teams to get to know each other, especially now as we are working remotely (for many in state government this is the first time—this is the first time in my career).
	I find the storytelling aspect of Public Narrative the most useful and widely applicable skill in the course. I have had very few times where large group public narrative, like a speech, becomes relevant. However, storytelling as an aspect of persuasive communication is very generally applicable in written and small group form.
	I find the tools very useful but find it hard to remember to use them, and often find it hard to connect the ask I want to make with a personal story. I know I need to dig deeper in the underlying values, but I often get stuck at that stage.
	I think it was a good course. The only thing is that there is a narrow set of areas where the training is really useful. For that reason, I have not used it in my work or personal life. But if I were an activist or politician, I think it would be very relevant.
	It is a useful narrative, but very much linked with the American culture and need to be modified in other kind of societies
	Most of the content were western context which are readily applicable to other context. The gap between theory and practice is evidently high as socio-cultural context, nature of organizations and their funding including political economy situations are diametrically opposite.
	Public Narrative was a very helpful tool in many occasions, but it needs to be adjusted to different cultures. For example, most (if not all) speeches that I've heard from my US colleagues were not achieving the effect they would like to achieve. In my culture, it's too cheesy, too emotional and too scripted to provoke an emotional reaction.
	The public narrative is based on the theory that different people can connect if they have relatable stories. In the contexts I worked in Jordan,* that proved to be untrue. People will never forget that you are different and that if you give them a different story than theirs, they will probably feel alienated.
	I often used the public narrative to start conversations but then I would consciously speak less about it and hear more because otherwise I would seem like I am very distant out of their world.
	*The campaigns I worked in were grassroots and unfunded because I wanted to invest in the power of the people and understand it better. Any campaign that was fully supported by philanthropists and international human rights organizations often seemed to me like phantom organization and too often self-contradictory. I, as a woman and a community organizer, was subject to these contradictions and almost abuse by "feminism" and community organizing based campaigns.

Code	Quotation from General comment
Context adaptation [NEGATIVE] (cont.)	There's a cultural overlay which impacts my use of public narrative. Relative to what's acceptable in America, Australians are less inclined to share visceral information about themselves. This doesn't mean using my public narrative isn't possible, it's just different and perhaps a little more understated than what might be culturally appropriate in the US.
	This course taught me a lot. If I was disappointed about anything, it was that the first week we read something from a non-Euro-Western tradition and after that it was all very rooted in the Western tradition. There should be more room for multiple paths.
	Yes, sorry, but I have to share first that this survey was very poorly constructed and duplicative. On another front, I thought I was going to offer feedback about how to improve the teaching of Public Narrative at Harvard. On this topic, it is CRITICAL that the class include more recognition of the limits of Public Narrative. The reality is that the approach and results DO NOT resonate with all audiences or geographies. In a state like Indiana, it can be incredibly hard to pull out personal stories and vulnerabilities because of culture. And there are whole fields of people (e.g., lobbyists) who could give two wits about your use of public narrative. We need more training in when application is most useful and what other combination of strategies or resources can assist. Right now, it kind of sits alone as a strategy, even when taught in the context of the Leadership class. I am grateful for my public narrative training and the ability to apply it in the real world.
Cultural adaptation *(beware of narratives which are duplicated)*	As my organization and community were dealing with issues of cultural equity I used the principles of Public Narrative to advocate for the creation of a Black cultural heritage district in an area of the city that was one time regulated for all Black citizens to live. The public narrative created opportunities to discover the history of racial segregation and on the other side the Public Narrative gave an opportunity for community members to tell the stories of their families and the positive stories of the community they built regardless of forced segregation. This became the foundation for the creation of the cultural heritage district. The city is Austin, Texas, and the part of town is East Austin which now is called Six Square, Austin's Black Cultural District.
	Community Organizing changed my life and helped me to mobilize grassroots in Syria. Public Narrative helped us to recognize our national and personal identity.
	I found the program very useful, yet due to heavy restrictions on any political /social movements in my country I feel I don't have enough space to practice what I have been learning.
	I reside on St. Croix, Virgin Islands (US), and only Puerto Rico is listed in the drop down menu. Please fix it. Interestingly, my public narrative centers of the issues of colonialism as we as Virgin Islanders are treated as second-class citizens. I am an alum who has taken four courses to include traveling twice for in-person courses.
	I really admire how Prof. Ganz has made an international strong community of passionate leaders who understood their role and likewise, are creating other generations of thoughtful leaders.
	I co-founded the IL Muslim Civic Coalition based on the narrative—telling our story of individual struggle, integrating it with our greater national story, and moving towards Civic Justice together.
	Most of the content were western context which are readily applicable to other context. The gap between theory and practice is evidently high as socio-cultural context, nature of organizations and their funding including political economy situations are diametrically opposite.
	Public Narrative was a very helpful tool in many occasions, but it needs to be adjusted to different cultures. For example, most (if not all) speeches that I've heard from my US colleagues were not achieving the effect they would like to achieve. In my culture, it's too cheesy, too emotional and too scripted to provoke an emotional reaction.

Code	Quotation from General comment
Cultural adaptation (cont.)	The Public Narrative framework is a very powerful and effective one. Something that was just as transformative, and I did not expect, was the structure of the class at HKS. The coaching and group work really brought me close to other people and pushed my thinking.
	The public narrative is based on the theory that different people can connect if they have relatable stories. In the contexts I worked in Jordan,* that proved to be untrue. People will never forget that you are different and that if you give them a different story than theirs, they will probably feel alienated.
	I often used the public narrative to start conversations but then I would consciously speak less about it and hear more because otherwise I would seem like I am very distant out of their world.
	*The campaigns I worked in were grassroots and unfunded because I wanted to invest in the power of the people and understand it better. Any campaign that was fully supported by philanthropists and international human rights organizations often seemed to me like phantom organization and too often self-contradictory. I, as a woman and a community organizer, was subject to these contradictions and almost abuse by "feminism" and community organizing based campaigns.
	There's a cultural overlay which impacts my use of public narrative. Relative to what's acceptable in America, Australians are less inclined to share visceral information about themselves. This doesn't mean using my public narrative isn't possible, it's just different and perhaps a little more understated than what might be culturally appropriate in the US.
	I am grateful for my public narrative training and the ability to apply it in the real world.
Social areas adaptation	As my organization and community were dealing with issues of cultural equity I used the principles of Public Narrative to advocate for the creation of a Black cultural heritage district in an area of the city that was one time regulated for all Black citizens to live. The public narrative created opportunities to discover the history of racial segregation and on the other side the Public Narrative gave an opportunity for community members to tell the stories of their families and the positive stories of the community they built regardless of forced segregation. This became the foundation for the creation of the cultural heritage district. The city is Austin, Texas and the part of town is East Austin which now is called Six Square, Austin's Black Cultural District.
	Grassroots Organizational Leadership training modules developed for High Schools and taught as a CORE Subject, has the potential to transform many of the young leaders from leadership of gangs to leadership for Good.
	I am still struggling with how to "activize" my people to form an organization. From what I have read about successful strategic nonviolent liberation struggles, a key component of these struggles is the building of power among oppressed populations by organizing the oppressed to build parallel arrangements for them to take care of themselves without having to appeal to dominant power-holders. (This is also known as parallel institution-building, and falls under what Gandhi called the "constructive program.") To me, this is the highest pinnacle of organizing, and the hardest kind of organizing to achieve. I wish there was someone who knew how to do this successfully who was also willing to teach it to people like me. Some of what I learned in the LOA course was along this line—especially the case study of the people in Jordan (?) who organized themselves to boost their own literacy. But a lot of what was covered in the LOA course was along the lines of how to organize political campaigns to get people elected to office. It doesn't seem to me that organizing political campaigns builds the kind of power among oppressed populations that would be built by the members of those populations organizing themselves to meet their needs, since organizing for political campaigns does not require long-term commitment to a cause. How do you use public narrative to move people to organize to build their own long-term power instead of organizing them to make short-term demands for a "free lunch" from people who are reluctant to share seats at the table?

Code	Quotation from General comment
Social areas adaptation (cont.)	I found the experience of going through the Public Narrative: Self, Us, Now course to be transformative in my own understanding of my journey in education and the arts. So much of my work today is rooted in uncovering my journey, which was at the center of this course. I would love to find ways to bring public narrative more into my work with music educators across the country and support other artists/educators in their own experiences with public narrative
	how those of us who have used public narrative have iterated and used it in other organizing work to build power. A great organizing tool is flexible and seeds other ideas. I used this to iterate in a digital field and would love to share that.
[Story of Self] Communicate my values	I built this movement "Blossom" around women and girls empowerment and use a mentoring program between girls and women to get everyone move towards the us. The results were amazing but if I did not work well my own public narrative, it would have been impossible to inspire.
	As a Lawmaker, I successively used Public Narrative during plenary to convey and communicate soul-searching and soul-touching powerful stories that resonate with the experiences of my constituency and my colleagues to garner the supports of my colleagues and the public during debates of my bills and motions with numerous successful outcomes.
	As a Mayor I am often called on to speak to groups and individuals and I want to connect to people in an authentic way. Weaving in my public narrative has been so helpful in connecting with my constituents.
	As a mentor to and facilitator of professional development for each year's National Teacher and attendant cohort of 50+ teachers of the year, I'm always searching for a way to help them learn how to more skillfully advocate for their students and the profession. Public narrative is an excellent, portable practice that I've begun teaching over the past two years during their induction. I model it with my first five-minute talk welcoming them and have taught it to my co-facilitators as well. The self-us-now framework helps many of them find a way to introduce themselves in a way that moves beyond their title and helps them to communicate their "why" of teacher leadership and enlist allies or persuade funders/legislators. Thank you so much for giving me such a powerful skill that I can in turn use to empower others.
	Is an insecure introvert with a few sales jobs in my very distant past, I've always hated the idea of trying to persuade people to do things they weren't initially inclined to do. I'm older now, and, well, slightly more confident in my abilities, and vastly more confident in my opinions on certain topics. Aside from everything else (and there was much else) Public Narrative helped me frame issues in a way that would be more compelling, more human, more loving. And the last is probably the most important right now.
	I appreciate the craft of narrative it changed my way of mobilizing and made my comfortable with my own self and story of origin
	I found the courses inspiring and hugely beneficial. Both in drafting and delivering public remarks. It helped me reflect on previous failures of mine, and my ability to analyze other peoples calls to action and speeches. I will draw from the framework when next called to deliver public remarks and engage in advocacy. That said, I had a strong background in communications before this workshop, so I can't say that THIS workshop was the thing that made me effective at sharing my personal story and giving a clear ask. I was already doing that before this workshop. Nonetheless, I appreciated the opportunity to further refine my communication skills through this workshop
	I was not a fan of the public narrative workshop. As a self proclaimed introvert it was difficult for keto express myself in that kind of forum. I finished the workshop (unlike some of my other classmates who left) because I think there was value in it just wasn't a format that was for me personally. I have used the principles in much smaller forums small groups and Individual mtgs.

Code	Quotation from General comment
[Story of Self] Communicate my values (cont.)	Telling the stories also brought us all closer together and we were no longer acquaintances but friends.
	Public Narrative has changed my life. It is a powerful tool. From using this tool in many different contexts, I see that people are always telling stories but with a little knowledge of the process, all can be capable of providing stories that communicate meaning and value. I think there is a longing in all people to be able to do this. It seems to me to be a human trait.
	Public Narrative was one of the most important skills that I learned in the Ed.L.D program. It fundamentally changed my understanding of how to communicate and build a common purpose on a set of shared values for the sake of action. It also pushed me to lead in a different way buy first and foremost understanding why I do this work and then learning how to communicate that set of values to others.
	The Public Narrative is quite useful when speaking in hearings, to political leaders and government officials, including those elected. However, it is part of an overall organizing approach that includes information and being present, etc. that are part of Mothers Out Front. When sharing my public narrative with members of my MOF team, they already have much in common such as explicit values and focus, so I do not think the narrative was useful within my team to move opinions. But is was an encouragement to speak up, and that each story is important.
	This course changed my life! It allowed me to see my story, my challenges, my hidden narrative as worthy of sharing with others. It truly was a transformation season for me in turning my internal strife into something worth making public. In many ways, this helped me to heal from lots of trauma in my life and discovering that there were many others that experienced trauma just like me. Additionally, I likely wouldn't be the public speaker I am to day without this course. I now am comfortable sharing and speaking to audiences of 10 or audiences of 10,000. And the result is always the same. Every time I connect with one or many who are inspired by my journey.
	When I'm trying to push a policy idea it's often hard to step back from the intricacies of regulations or the resentment against the corporations or lobbyists who oppose it to consider why other people should care about it. Relating the story of self and why an issue matters to me personally (using my mothers voice) helps to move me to a more vulnerable and open place from which to start the conversation. Finding the right story of us that is empowering and contains the possibilities of making change is crucial and I'm still learning about what that looks like.
[Story of Self] Get others' values	Public Narrative has changed my life. It is a powerful tool. From using this tool in many different contexts, I see that people are always telling stories but with a little knowledge of the process, all can be capable of providing stories that communicate meaning and value. I think there is a longing in all people to be able to do this. It seems to me to be a human trait.
[Story of Self] Vulnerabilities	As an insecure introvert with a few sales jobs in my very distant past, I've always hated the idea of trying to persuade people to do things they weren't initially inclined to do. I'm older now, and, well, slightly more confident in my abilities, and vastly more confident in my opinions on certain topics. Aside from everything else (and there was much else) Public Narrative helped me frame issues in a way that would be more compelling, more human, more loving. And the last is probably the most important right now.
	The course taught me to learn again. Noor taught me to learn with intention and to vulnerable and tap into myself for strength I have grown as a leader, adviser, mother and friend.

Code	Quotation from General comment
[Story of Self] Vulnerabilities (cont.)	Doing public narrative is a very courageous act. It requires you to have the courage to look deep into yourself, and than have the courage to share with others. For me, what is extremely empowering is that through the digging and sharing process, we are able to discover hidden gems within ourselves and have them appreciated by others. In a more psychotherapy frame, this is an act of self-validation and other validation. It is about "seeing" and "being seen," which helps to strengthen personal validity and facilitate a sense of connection.
	For me it was understanding why talking about yourself is an important tool for inviting people to be part of your circle and to trust you. I hate talking about myself but unless you open up, people are unlikely to build a connection with you. However, I think this is a very American approach.
	I believe that PN helps builds a bridge of understanding, empathy and also a healing process on a personal level. As mush as we sometimes try to use it strategically in contexts of organizing campaigns, it purely comes from the heart, the place where all begins.
	I found the framing concepts of "self-us-know" very helpful and can easily imagine drawing upon this structure in the future. At times, however, I did feel that participants were pushed to share a past experience that was deeply personal and even traumatic in a public forum. This happened to me in the Saturday workshop, and I am quite sure I was not alone. The spotlight was on me, everyone was expecting me to say something, and what came out of my mouth was not something that, in hindsight, I would have shared in that setting. Perhaps giving participants advanced guidance or the opportunity to "pass and come back to me" could avoid this situation in the future.
	I honestly see the power of public narrative however, while working with communities I have often felt members feeling uncomfortable with sharing personal or triggering. I feel unless one has made peace with their experience it become hard to make them to use their stories. Although they do see the power in ones own story. The other thing is I may be working on multiple issues and I can think of moments why I was called to leadership however, the one feeling I got when I didn't my course was I needed to have struggle in order to have a strong narrative. But what if I don't? What if someone else story made me take up action. Will that still be my narrative.
	I hope to take this course at HKS next year. Just the one day workshop helped me process so much trauma from childhood and understand how it fits into my story and made me who I am. It has been so helpful.
	I still want to encourage your team to look at ways to balance out the risks to mental health inherent in the way you teach this course. No one should be pressured to relive their trauma, especially without supportive and clinically trained staff at the ready.
	I was not a fan of the public narrative workshop. As a self proclaimed introvert it was difficult for keto express myself in that kind of forum. I finished the workshop (unlike some of my other classmates who left) because I think there was value in it just wasn't a format that was for me personally. I have used the principles in much smaller forums small groups and Individual mtgs.
	I would love to hear more about making PN a part of a movement culture. We have serious barriers in being vulnerable with each other and even if vulnerability is demonstrated by one or two people in the room, it's been very difficult to go beyond that especially if the few's vulnerability has not been celebrated by the group but just by the trainer.

Code	Quotation from General comment
[Story of Self] Vulnerabilities (cont.)	It is very evident whether someone has taken the course. All of their narratives have a real similarity and are predictable. Perhaps in a situation where you are dealing with people who have not been exposed to the course this would be less evident. However, when listening to presentation after presentation (As with the final presentation of ALI projects) given by people who have taken the course the effect is actually a negative one. The repetition becomes wearing and the repeated use of the same format actually comes across as somewhat insincere and superficial.
	On the other hand, our group had real personal breakthroughs in terms of being willing to acknowledge and express vulnerability and we bonded very closely. I think we all faced emotional baggage we had been suppressing and this helped our personal emotional growth.
	It was an honor to learn from Marshall and I am very grateful for the opportunity. At this juncture in my career, I don't often have the time or opportunity to participate in significant, life-changing professional development. The public narrative workshop was both. It helped me hone my ask and dig deeper for moments of vulnerability. It helped me get much clearer about why I do what I do and will be a huge benefit as I prepare my re-election campaign in 2021. THANK YOU.
	I've been a fan prior to the workshop during 2019 HTUP. I think the one day workshop was not enough time to allow the deep thought necessary to reflect on vulnerabilities, gain comfort in sharing vulnerabilities with colleagues, and lacks the individual support in the days to come. For me, it wasn't a big deal. But for classmates, I saw one slip back into drinking and one reactivate PTSD from childhood trauma. I do not believe people were prepared for the real experiences being "exploited" in such a short period of time outside of a therapeutic environment.
	My personal experience as well as observation of others using public narrative is an over sharing and dullness around "I," poor focus or understanding of "you" and therefore insufficient connection or linkage to "us" and "now." I do not remember in my study of Public Narrative of the use of the word / concept "vulnerability" as used in this questionnaire. That would have been very helpful, perhaps key.
	Recognizing that vulnerability sparks connection and breaks through the minds clutter, is important. It also requires more of you, it enables you to shorten the "I" piece because if the listener hears vulnerability then they will continue to listen, and to hear.
	Public Narrative and the prism through which it's helped me view the world (with heart, a reminder to check in to emotional engagement and not just head engagement) has set me on a path that has impacted not just my professional work and calling, but opened a window that's impacted many parts of my life. My interest in spiritual life and meditation, which has served as an important sanctuary and place of growth and development, is definitely in part due to the perspectives opened up to me in PN and the community of practitioners around it. It's a home base for me
	The Public Narrative session was one of those that left indelible memories. I may have unconsciously used it in many other in settings without giving it much thought or realizing what I was doing, only because it changed my way of thinking about how to get people to act. Once you allow yourself to be vulnerable (your story of self) others are open to being vulnerable too—they can relate.
	The Public Narrative workshop that was part of the 2018 ALI Curriculum was emotionally charged and participants were not given adequate warning about this aspect of their participation. While there is no doubt that many participants had a greater understanding of the motivation of their colleagues on its conclusion, several experienced emotional distress that was disconcerting and unkind.

Code	Quotation from General comment
[Story of Self] Vulnerabilities (cont.)	Our group included two people whose parents had recently died and another whose son had recently been severely injured in a car crash. Others had issues with alcoholism or substance abuse. Forcing small groups at tables to go over and over "perfecting" their narrative caused them emotional distress to the point where one fellow at my table refused to participate by the third go-round. Others "left early." One colleague agreed to be interviewed by the Professor in front of the whole group and ended up in tears.
	While I am a strong proponent of authenticity, I felt that this workshop could have been better ex-plained and better oriented. Developing a public narrative can be authentic without causing emotional distress, and delving into motivation can be delicate without knowing the issues participants are handling in their private lives.
	Overall I would say that while I benefited from this workshop, the lasting memory I have taken away from it is the importance of respecting the emotional space of participants. I made my views on this known to ALI Leadership at the time.
	When I'm trying to push a policy idea it's often hard to step back from the intricacies of regulations or the resentment against the corporations or lobbyists who oppose it to consider why other people should care about it. Relating the story of self and why an issue matters to me personally (using my mothers voice) helps to move me to a more vulnerable and open place from which to start the conversation. Finding the right story of us that is empowering and contains the possibilities of making change is crucial and I'm still learning about what that looks like.
[Story of Us] Understanding—trust with another person	For me it was understanding why talking about yourself is an important tool for inviting people to be part of your circle and to trust you. I hate talking about myself but unless you open up, people are unlikely to build a connection with you. However, I think this is a very American approach.
[Story of Us] Understanding—trust with the group	Always always find a common interest. In my last official job as a Director, I shared offices with very different kind of income people, so it wasn't always easy to talked to. So Public Narrative helped in finding common interests.
	As a social studies teacher, we use narrative to learn about the different stories in history (whose stories we tell, whose stories we omit) and to also think about how we can share our own stories. I've shared my stories with students to help connect with them on a greater level, and we spend the en-tire year crafting our "story of us" in the classroom. This is particularly powerful in the middle school setting where I teach, for students are developmentally at the age where they wonder about their own identities and begin to apply that to the world around them.
	Telling the stories also brought us all closer together and we were no longer acquaintances but friends.
[Story of Us] Shared goals—identity	Why it is so important for the organization to work on the same thing (us)—I have used it with large groups of volunteers, as we work on addressing health needs of communities. Have broken it down into a conversation where the first question is around "why are they there?" (Self), and then a discus-sion on why is what we are doing important (now) . . . this also weaves in beautifully into "establish-ing task relevance" and then building a sense of us (the community and us)
	Always find a common interest. In my last official job as a Director, I shared offices with very different kind of income people, so it wasn't always easy to talked to. So Public Narrative helped in finding common interests.
	An issue that needed resolving, and was escalating to an intense conflict was diffused by the skills developed in my Public Narrative course. I had immediate access to ways to develop a narrative that would lead us on an emphatic bridge and positive outcomes that gave way to bonding as well.

Code	Quotation from General comment
[Story of Us] Shared goals—identity (cont.)	As a mentor to and facilitator of professional development for each year's National Teacher and attendant cohort of 50+ teachers of the year, I'm always searching for a way to help them learn how to more skillfully advocate for their students and the profession. Public narrative is an excellent, portable practice that I've begun teaching over the past two years during their induction. I model it with my first five-minute talk welcoming them and have taught it to my co-facilitators as well. The self-us-now framework helps many of them find a way to introduce themselves in a way that moves beyond their title and helps them to communicate their "why" of teacher leadership and enlist allies or persuade funders/legislators. Thank you so much for giving me such a powerful skill that I can in turn use to empower others.
	As my organization and community were dealing with issues of cultural equity I used the principles of Public Narrative to advocate for the creation of a Black cultural heritage district in an area of the city that was one time regulated for all Black citizens to live. The public narrative created opportunities to discover the history of racial segregation and on the other side the Public Narrative gave an opportunity for community members to tell the stories of their families and the positive stories of the community they built regardless of forced segregation. This became the foundation for the creation of the cultural heritage district. The city is Austin, Texas, and the part of town is East Austin which now is called Six Square, Austin's Black Cultural District.
	Thank you again for helping me to access sources of courage within my own family story that have helped me to be braver during times of challenge and transition, to find common ground and shared values with people from many different backgrounds, and to help us to come together to take action—whether at the Harvard Kennedy School Center for Public Leadership, with emerging leaders from around the globe or now at Silver Lining Mentoring recruiting people to serve as allies for young people impacted by foster care. Public narrative creates powerful bonds of shared purpose and values and builds the capacity for courage and resilience—which is essential in these times!
	The story of self has proven to be the easiest element of the heuristic to teach, although not all learners pick up on identifying conflicts, challenges and how they have overcome. The story of us strikes me as the hardest for students in class to articulate; that is easier in public campaigns. The now presents similar challenges, especially when it comes to identifying a specific concrete step that the story teller is asking for. The heuristic overall is beautiful and simple, as great heuristics need to be. What's generally hard to teach and coach and foster are the more granular story telling elements: the effective use of details, pacing, issues of delivery for oral presentation, etc.
[Story of Us] Identity entrepreneurship: 'Crafting a sense of us'	Why it is so important for the organization to work on the same thing (us)—I have used it with large groups of volunteers, as we work on addressing health needs of communities. Have broken it down into a conversation where the first question is around "why are they there?" (Self), and then a discussion on why is what we are doing important (now) . . . this also weaves in beautifully into "establishing task relevance" and then building a sense of us (the community and us)
	After having had to restructure my team, I led a full-day retreat, at the start of which I planned a relationship-building moment and sharing of stories.
	Always thinking about why I am engaging with Other(s), and figuring out the relevant story of self to share, thinking about what makes us an us in this context, and why we are trying to do now is the thing to try now. Thinking about authentically connecting with people to mobilize action on leadership challenges, particularly adaptive ones. And, more generally, realizing how important stories are for connection and meaning making, and making space to share them.

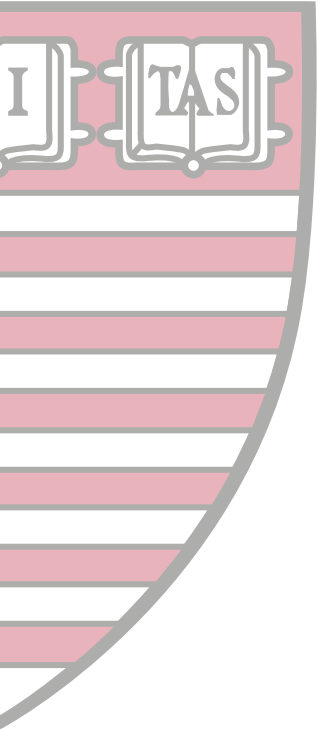| Code	Quotation from General comment
[Story of Us] Identity entrepreneurship: 'Crafting a sense of us' (cont.)	As a Mayor, I have many opportunities to speak to people and try to encourage shared purpose. While I still have a lot of room for improvement, where I have been able to identify and articulate examples of my story of self, the story of us and the story of now it has been very valuable and impactful. My last State of the City Address was my probably the most deliberate and structured example, but in many other addresses along the way I have been learning to incorporate narrative to harness emotion and common cause inspired by Ganz's approach. I also frequently use Ganz' definition of leadership with audiences to promote a shift from top down leadership to shared leadership. This has been especially relevant in the response to the pandemic as we have been very much challenged to rise to this challenge together.
	Community Organizing changed my life and helped me to mobilize grassroots in Syria. Public Narrative helped us to recognize our national and personal identity.
	Going through the class was a transformative experience, I learned a lot about myself and how great leaders connect with and move others.
	With prolonged armed conflict, very dire conditions, half schools and health facilities are destroyed, no higher education, low rates of employment and low income, it is very challenging to picture a beautiful future. However, I found that describing hell helped in triggering participants into thinking of a positive future. I know we say always that community organizing workshops are not psycho-social support workshops, but they are in a way.
	Allowing people to express their worst visions about the future after telling their stories, help them release some of their distress and tension and allowed some space for hope.
	The story of self has proven to be the easiest element of the heuristic to teach, although not all learners pick up on identifying conflicts, challenges and how they have overcome. The story of us strikes me as the hardest for students in class to articulate; that is easier in public campaigns. The now presents similar challenges, especially when it comes to identifying a specific concrete step that the story teller is asking for. The heuristic overall is beautiful and simple, as great heuristics need to be. What's generally hard to teach and coach and foster are the more granular story telling elements: the effective use of details, pacing, issues of delivery for oral presentation, etc.
	When I'm trying to push a policy idea it's often hard to step back from the intricacies of regulations or the resentment against the corporations or lobbyists who oppose it to consider why other people should care about it. Relating the story of self and why an issue matters to me personally (using my mothers voice) helps to move me to a more vulnerable and open place from which to start the conversation. Finding the right story of us that is empowering and contains the possibilities of making change is crucial and I'm still learning about what that looks like.
[Story of Now] Concreteness of request	The course was great at defining a singular issue and tactic to address it. However, I have not been able to apply this learning to intersectional issues that use multiple tactics at one time. The narrow issue-based focus does not often relate to the kind of advocacy that I engage in at work or with my non-profit.
	The story of self has proven to be the easiest element of the heuristic to teach, although not all learners pick up on identifying conflicts, challenges and how they have overcome. The story of us strikes me as the hardest for students in class to articulate; that is easier in public campaigns. The now presents similar challenges, especially when it comes to identifying a specific concrete step that the story teller is asking for. The heuristic overall is beautiful and simple, as great heuristics need to be. What's generally hard to teach and coach and foster are the more granular story telling elements: the effective use of details, pacing, issues of delivery for oral presentation, etc.

Code	Quotation from General comment
[Story of Now] Urgency	As a person living with Disabilities. I use the self, us and now narrative to motivate team to deliver on set goals. I start off with the exact date and location of the car crash which immediately resonates with the listeners because of the familiarity with the road particularly. I then delve into my past experiences and values that imbued me with the strength and courage to do exploits in the face of my current life with spinal cord injuries. These prepares everyone for the urgency of Now and why we must successfully complete set tasks.
[Story of Now] Hope & Action Now	In response to the COVID-19 Pandemic and communications with our staff about the initial precautions and then the move to work from home. The empathetic bridge was most useful as it acknowledged the situation and associated fear/ concern/ uncertainty and then proceeded to encourage hope by the action of moving to the safety of our homes as well as maintaining full employment.
	I am strengthened and sustained by my LOA/Public Narrative/Leadership Challenges practice—THANK YOU!!
	I sense not only the gravity but the opportunity of this horrid pandemic moment, as power shifts and factions realign—I'm all in!
	I believe that PN helps builds a bridge of understanding, empathy and also a healing process on a personal level. As mush as we sometimes try to use it strategically in contexts of organizing campaigns, it purely comes from the heart, the place where all begins.
	Self reflection is a huge challenge with people who lived under oppression and received the education that kills critical thinking and team work. Therefore, after creating the safe and supportive environment, self reflection as a practice learned from story of self, in a game changer. For me, it triggered a journey of self recovery, healing, and growth.
	With prolonged armed conflict, very dire conditions, half schools and health facilities are destroyed, no higher education, low rates of employment and low income, it is very challenging to picture a beautiful future. However, I found that describing hell helped in triggering participants into thinking of a positive future. I know we say always that community organizing workshops are not psycho-social support workshops, but they are in a way.
	Allowing people to express their worst visions about the future after telling their stories, help them release some of their distress and tension and allowed some space for hope.
	We're having a really rough time at the maker space. Thanks for reminding me these are tools in my Toolbox. I'm in Texas. Attitudes suck, and the stories are so backwards at times. A weekly or monthly SHORT email or video with quick tips to keep all this fresh and keep the learning going would be amazing. Could link to a longer podcast. Feeling alone and hopeless, but I'm not. I will revisit these tools.
Individual Leadership	[In-process]
Collective Leadership	After having had to restructure my team, I led a full-day retreat, at the start of which I planned a relationship-building moment and sharing of stories.
	I find it hard to remind myself in the several meetings I am in each week with large audiences the importance of a public narrative. Often times, it feels like there is only time to "just get to business" and finding time for the space to share narratives it often a challenge. I'm finding it more and more important for teams to get to know each other, especially now as we are working remotely (for many in state government this is the first time—this is the first time in my career).

Code	Quotation from General comment
Empathetic bridge	-coached my colleagues story of self -led a 30 min discussion of story of self for my team -referenced empathic bridge, to coach my manager to handle team conflict -asked peer educators to reflect on their motivations and challenges; shared my story of self -told my story of self as a keynote speaker
	In response to the COVID-19 Pandemic and communications with our staff about the initial precautions and then the move to work from home. The empathetic bridge was most useful as it acknowledged the situation and associated fear/ concern/ uncertainty and then proceeded to encourage hope by the action of moving to the safety of our homes as well as maintaining full employment.
	An issue that needed resolving, and was escalating to an intense conflict was diffused by the skills developed in my Public Narrative course. I had immediate access to ways to develop a narrative that would lead us on an emphatic bridge and positive outcomes that gave way to bonding as well.
Pedagogy for leadership learning	!The course taught me to learn again. Noor taught me to learn with intention and to vulnerable and tap into myself for strength I have grown as a leader, adviser, mother and friend. Honestly, I can't wait to start working again and to bring to life everything I've learned in this amazing course. I am so grateful for the fact that I was able to participate both in modules. In many ways, it defined my Harvard experience. A lot of people around me love consulting with me about their writing and public appearances. I have used so many techniques to assist others, to help them focus and deliver a message in a convincing, down to earth way. This course is a true gift. I have continued to participate in a couple of different trainings around public narrative and have learned that even if we have not honed a personal narrative in advance, we can frequently connect with others on a 1:1 basis around our values and that we may need to think about the possibility of several narratives.
	Practice helps a lot, especially when we get good feedback, and it gives me more confidence.
	I have engaged in public narrative in the Harvard Kennedy School's LOA program where I cam away with a clearly crafted story of self that was the foundation of my public narrative in a particular campaign. This method of study was excellent and allowed me to build upon my learning across a number of weeks.
	I also did a Saturday workshop earlier this year as part of the Harvard Trade Union Program. This workshop seemed very rushed and a number of my classmates were quite negative about the process. I explained my previous experience being positive but that I had time to process some of the concepts over a few weeks of study. I would suggest not delivering the training as a full day workshop and instead undertake two half-day workshops with some reading, thinking and writing time in between.
	I'd love to for us to find ways to test more "practical applications" of PN. So far, I've mostly seen us use it to ask for commitment to take action in a campaign. I often wonder about contexts that would benefit from telling a more stripped down, simpler PN than what we train for. How can we imagine PN as not just a 2–5 min. monologue, but one that emerges from a dialogue? Can we show examples of different ways to tell a PN in a one-on-one?
	To make it more of a practice of "second nature," what are the different relationship-building contexts in which we can train and practice using it?

Code	Quotation from General comment
Pedagogy for leadership learning (cont.)	Can we imagine different sizes or genres of a PN that can fit different contexts? And how do we train for those? How do we then train coaches for those? For example: • ad-hoc in a meeting of leaders during a time of uncertainty; • pre-planned for a community gathering, • one-on-ones • [not being very creative rn :] The framework does not have to change, but maybe we can expand our shared understanding of its different applications.
	When I came to Leadership, Organizing and Action I was as service and aid oriented as could be. Of course, we feed the hungry. Of course we give blankets to the cold and unsheltered. Of course we send money to Aid concerts for "Africa" Of course we do! It was challenging to rethink my approach to social impact work. But it's at the core of my being now. If we want to sustainably change the world, we must accompany communities as they author their own change.
	I'm so grateful for public narrative in my life—not only did it help me understand some complex conflicting narratives in my own life experience, but it has become the basis for the ways in which I interact with, coach, and create materials for others as I do my job as a career strategist and, essentially, life coach.
Brave Space	The practice of norms in each community organizing or public narrative workshop, is now something I use in every training, and it inspired the three exercises that our local partners conduct with every new group of children they work with to create a safe a supportive environment. All of our partners reported a huge decrease in violent behavior among children after the children develop their own norms.
Enhancement of organize capacity	How those of us who have used public narrative have iterated and used it in other organizing work to build power. A great organizing tool is flexible and seeds other ideas. I used this to iterate in a digital field and would love to share that.
Impact related to SDGs [tangible]	I think the principles of public narrative are subtle, residing as latent understanding in most natural leaders. The courses I took at Harvard gave form to what were amorphous thoughts.
	This is particular, not general. But I want you to know: In the year after my graduation from HKS, I helped convince the all-Republican government of Florida to continue acceptance of Federal funding for cancer prevention programs. It was nearly pure stealth, and nearly entirely executed by just two nurses I trained to give public testimony that would win the day. The story they told followed the arc of a narrative. It was simple, phrased in the terms the legislators were used to, and used a few well-chosen calculations—of preventable suffering—to devastating effect. It worked, and is working to this day.
Replicability in other contexts	How those of us who have used public narrative have iterated and used it in other organizing work to build power. A great organizing tool is flexible and seeds other ideas. I used this to iterate in a digital field and would love to share that.
Political impact	The legislative change I mentioned was negative; the Republican controlled Wisconsin state legislature changed the law to make it virtually impossible to get a recount again in the future.

Notes

1. McKee, R., 1997. "Story: Substance, Structure, Style, and the Principles of Screenwriting (1st Ed.)," New York: ReganBooks.

2. Ganz, M., 2010. "Leading Change. Leadership, Organization and Social Movements." In *Handbook of Leadership Theory and Practice*, edited by Nitin Nohria and Rakesh Khurana, 19, 110, Cambridge: Harvard Business School Press; Ganz, M., 2011. "Public Narrative, Collective Action, and Power." In *Accountability through Public Opinion: From Inertia to Public Action*, edited by Sina Odugbemi and Taeku Lee, 273–289, Washington DC: The World Bank.

3. See, for instance, Aiello, E., 2020. "Public Narrative and Its Use in the Stand Up with the Teachers Campaign in Jordan (QMM)," Harvard University, https://nrs.harvard.edu/URN-3:HUL.INSTREPOS:37367384.

4. Uhl-Bien, M., 2006. "Relational Leadership Theory: Exploring the Social Processes of Leadership and Organizing," *Leadership Quarterly*, 17(6), 654–676, https://doi.org/10.1016/j.leaqua.2006.10.007.

5. Mehra, A., Dixon, A. L., Brass, D. J., and Robertson, B., 2006. "The Social Network Ties of Group Leaders: Implications for Group Performance and Leader Reputation," *Organization Science*, 17(1), 64–79, https://doi.org/10.1287/orsc.1050.0158.

6. Reicher, S., Haslam, S. A., and Hopkins, N., 2005. "Social Identity and the Dynamics of Leadership: Leaders and Followers as Collaborative Agents in the Transformation of Social Reality," *Leadership Quarterly*, 16(4), 547–568, https://doi.org/10.1016/j.leaqua.2005.06.007; Steffens, N. K., Haslam, S. A., and Reicher, S. D., 2014. "Up Close and Personal: Evidence That Shared Social Identity Is a Basis for the 'special' Relationship That Binds Followers to Leaders." *Leadership Quarterly*, 25(2), 296–313, https://doi.org/10.1016/j.leaqua.2013.08.008.

7. Seventh Framework Programme of the European Union, "IMPACT-EV. Evaluating the Impact and Outcomes of European SSH Research," 2014–2018.

8. Emilia Aiello, Claire Donovan, Elena Duque, Serena Fabrizio, Ramon Flecha, Poul Holm, Silvia Molina Roldán, Esther Oliver, and Emanuela Reale, "Effective Strategies That Enhance the Social Impact of Social Sciences and Humanities Research," *Evidence and Policy*, (2020): 1–16, https://doi.org/10.1332/174426420X15834126054137.

9. https://sior.ub.edu/.

10. See the protocol in Appendix 1: Public Narrative Impact Survey Protocol.

11. See Appendix 2 "Participants age," which shows data disaggregated by age, and type of learning context (courses, and workshops). Take into account that the reported age was in year 2020.

12. Note that "domain of practice" refers to the "job" domain of practice (or job sector) of the respondent in the moment of answering the survey.

13. The Leading Change Network (LCN) grew out of the work of Marshall Ganz, his collaborators, their students, and others, in 2012. The LCN is today a global community of organizing practice and learning that develops leadership across borders and generations to build the power of people to lead change towards a far more just, sustainable and democratic world. Its mission is to further the knowledge, capacity and leadership of community organizers by connecting ideas, building learning spaces and developing relationships towards organized people power. For more information on the LCN visit: https://leadingchangenetwork.org/.

14. See Appendix 3 for a summary of the organizations that sponsored the campaigns in which public narrative has been used, disaggregated according to respondents' country of residence. This was a multiple-choice answer question.

15. Rick Van Dick et al., "Identity Leadership Going Global: Validation of the Identity Leadership Inventory across 20 Countries." *Journal of Occupational and Organizational Psychology* 91, no. 4 (2018): 697–728.

16. Solely for the aim of this report, the results are showed in a general way. In-depth analysis of this data is needed to better understand any relationship among the different items as well as the consistency among them.

17. Courses reported as "other" were the following: "PAL 154. Public Narrative, Identity, Agency and Action"; "Moral leadership"; and "Social studies seminar" (undergraduate), no description.

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