

iLEAD/iChoose Leadership Assessment Analysis



Prepared by

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Introduction

The purpose of this report is to establish the effectiveness of a pilot study with the iLEAD/iChoose program. This program was a set of 16 lessons covering four units. The lessons were meant for teenagers and attempted to reframe leadership as more than just a position, to redefine what leadership looks like, and to provide an environment for leadership values to be practiced. These lessons also encouraged participants to apply leadership values to their own lives.

Program Goals

This program was designed to help students accomplish five goals:

1. To identify with the 16 values of leadership
2. Take ownership of their personal choices
3. Practice leadership values and develop those skills
4. Evaluate themselves with their applied knowledge
5. Take turns guiding small group discussions

Learning Outcomes from the workshop included:

1. Increase self-confidence through discussions and participation in leadership development activities.
2. Noticeably stronger relationships between group members and an increase in community strength.
3. Increased self-knowledge, through completion of an online DISC Student Success Assessment, which diagnoses personality, strengths and motivators, relationships, and communication.
4. Demonstrate greater awareness of leadership activities, goals, roles, and initiatives.

5. Develop team skills and communicate ideas clearly, logically, and persuasively through analytical and critical thinking.
6. Demonstrate enhanced ability to describe his/her perspectives on leadership values, along with others associated with the program.

This report provides the evaluative results of the impact of this program on participants. A pre-post survey was administered to gain insights into participants' perceptions of program effectiveness. The questions that guided this evaluation focused on program outcomes:

- How do program participants report program impact specific to program objectives and outcomes?
- Are there changes in participants' perceptions of leadership and their leadership values indicating program impact from pre/post survey results?

This report provides a description of the methods employed, followed by results and recommendations for program improvement.

Methodology

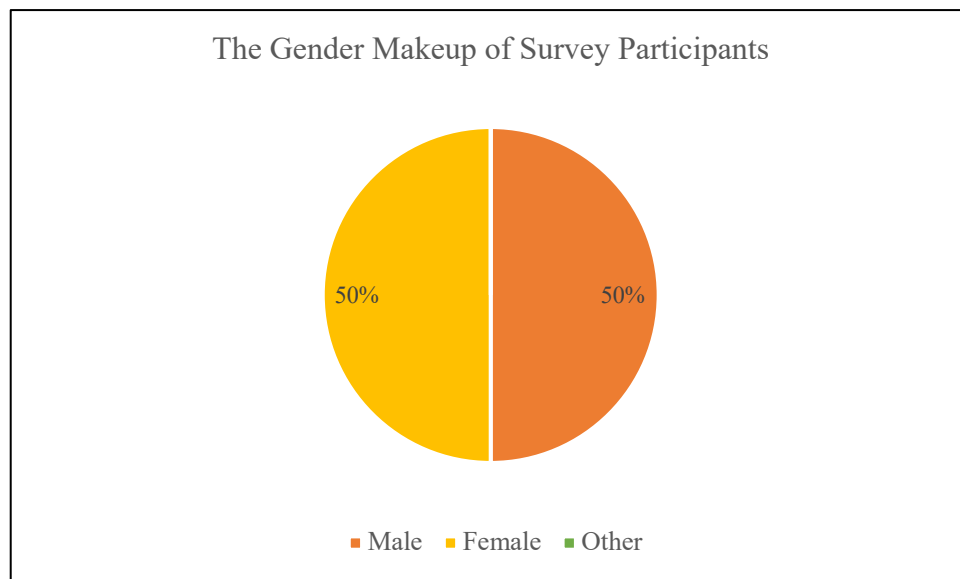
This was a mixed methods study utilizing a pretest and posttest before and after attending the series of workshops. The pre and posttests were identical with the exception that a few more items were added to the posttest including a free-response section. Eight participants participated in this pilot program and there was a survey response rate of 100%. Surveys were administered electronically through Qualtrics at the first and last sessions. Data were then analyzed using the Statistical Package for Social Sciences (SPSS) data management system comparing pre and posttest responses.

Findings

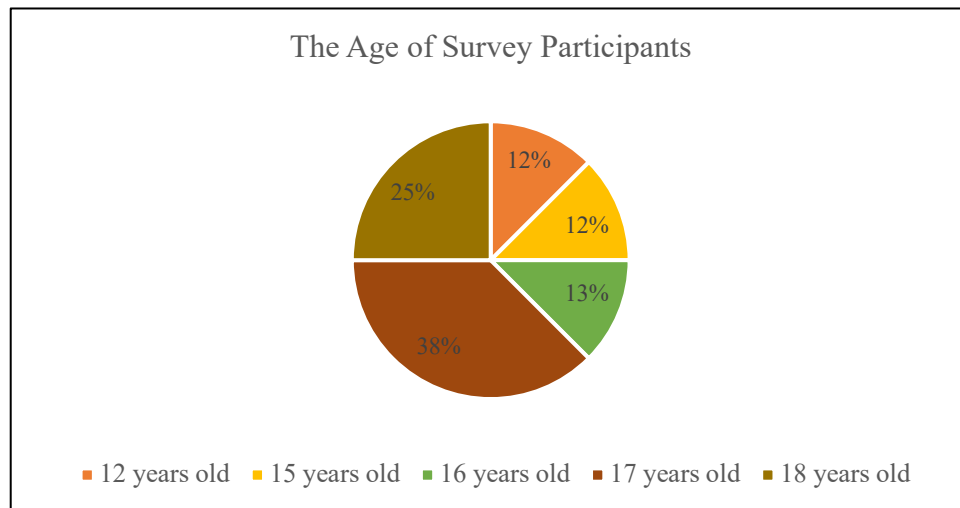
The following charts and explanations are an analysis of the results from the Leadership

Assessment Posttest. There were eight participants who took the posttest. Findings include demographics and participants' responses to open and close-ended questions pertaining to the leadership program.

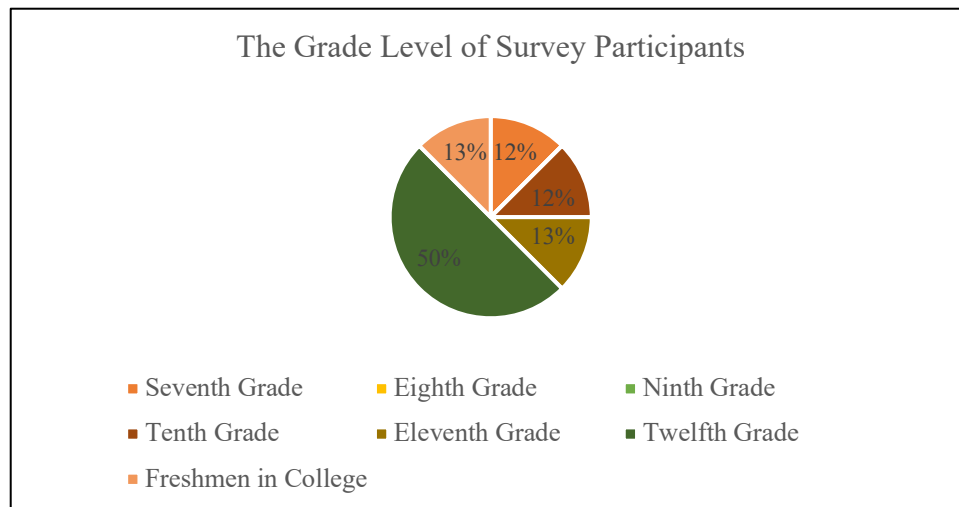
Leadership Assessment Posttest Quantitative Data Frequencies



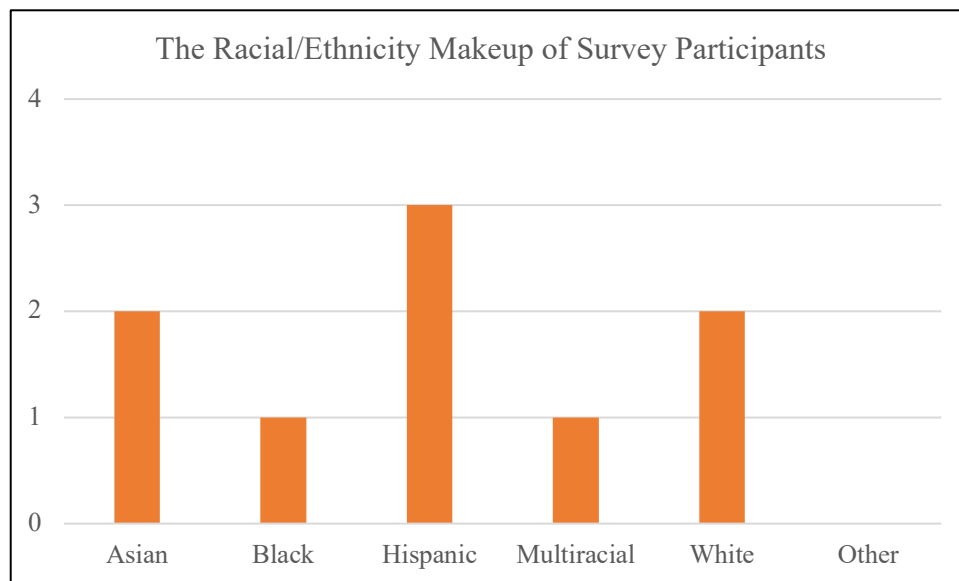
Of the survey participants, 50% were male (n=4) and 50% were female (n=4).



In terms of age, 25% (n=2) of participants were 18 years old, 37.5% (n=3) of participants were 17 years old, 12.5% (n=1) of participants were 16 years old, 12.5% (n=1) of participants were 15 years old, and 12.5% (n=1) of participants were 12 years old.



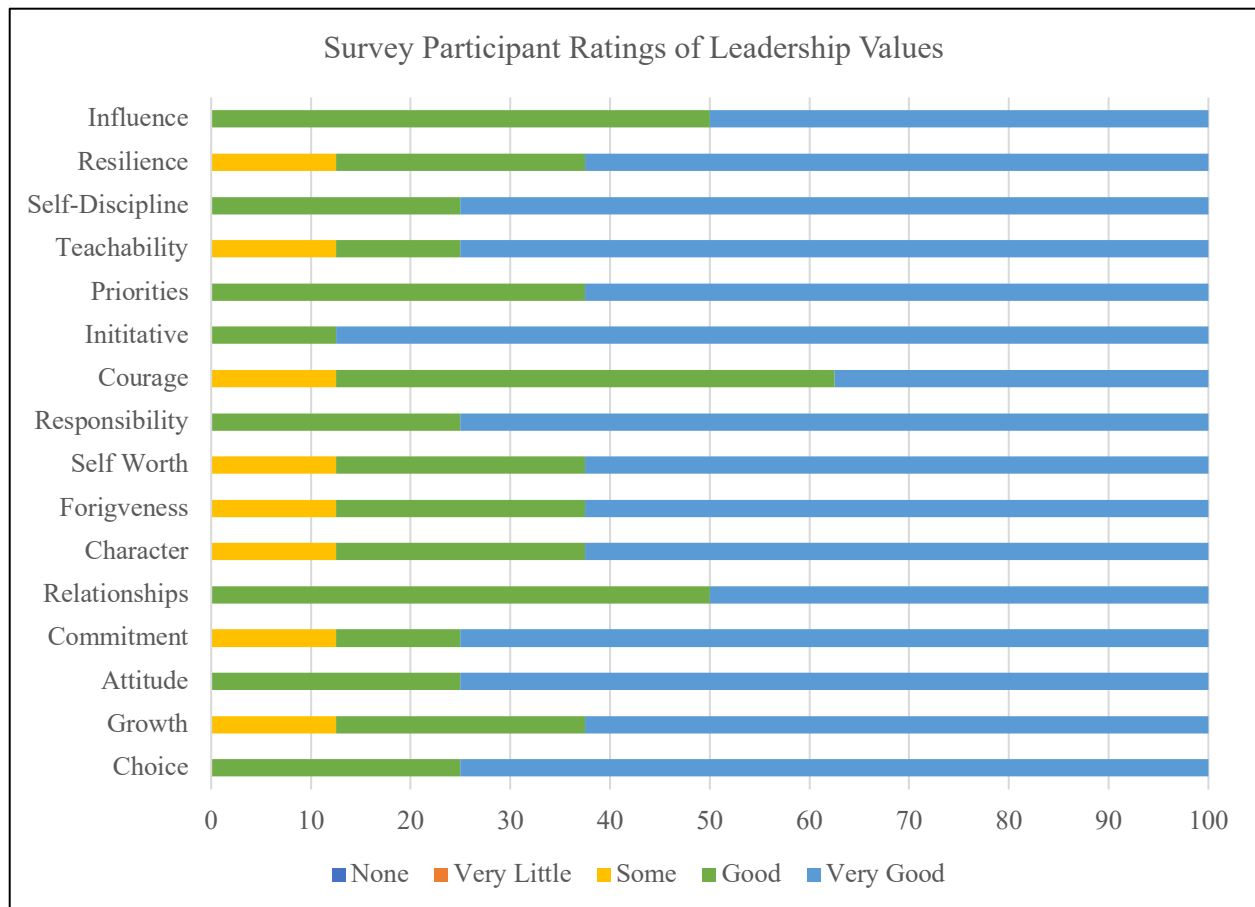
Most participants were in high school with 12.5% (n=1) in seventh grade, 12.5% (n=1) in tenth grade, 12.5% (n=1) in eleventh grade, 50% (n=4) in twelfth grade, and 12.5% (n=1) in their freshmen year of college



The participants were asked to mark all of the racial identities that apply to them. Of the eight participants, one was Black, two were White, three were Hispanic, two of Asian decent, and one was multiracial.



Those who reported that they currently hold a leadership position made up 75% (n=6) of the participants while 25% (n=2) of participants reported they were not in a leadership position.



The graph above is a stacked bar chart of the rating participants gave to several leadership qualities. The data is presented in this way for ease in comparison. The colors of the chart go from warm to cool where warmer colors indicate a lower rating and cooler colors represent a stronger rating. Participants were asked to rate their level of understanding of the following leadership values.

When it comes to influence, 50% (n=4) of participants reported good understanding and 50% (n=4) of participants reported a very good understanding of the value.

For the value resilience, 12.5% (n=1) of participants reported some understanding, 25% (n=2) of participants report a good understanding, and 62.5% (n=5) of participants reported a very good understanding of the value.

When rating their understanding of self-discipline, results showed that 25% (n=2) of participants reported a good understanding and 75% (n=6) of participants reported a very good understanding of the value.

The value teachability was reportedly understood by participants as follows: 12.5% (n=1) had some understanding, 12.5% (n=1) had a good understanding, and 75% (n=6) had a very good understanding of the value.

When it comes to the value of priorities, 37.5% (n=3) of participants reported a good understanding and 62.5% (n=5) of participants reported a very understanding of the value.

For the value initiative, 12.5% (n=1) of participants had some understanding and 87.5% (n=7) of participants had a very good understanding.

The value courage was reportedly understood by participants as follows: 12.5% (n=1) had some understanding, 50% (n=4) had a good understanding, and 37.5% (n=3) had a very good understanding of the value.

When rating their understanding of responsibility, participants reported that 25% (n=2) had a good understanding and 75% (n=6) had a very good understanding.

When it comes to the value of self worth, 12.5% (n=1) of participants had some understanding, 25% (n=2) had a good understanding, and 62.5% (n=5) had a very good understanding of the value.

For the value forgiveness, 12.5% (n=1) of participants had some understanding, 25% (n=2) of participants had a good understanding, and 62.5% (n=5) had a very good understanding of the value.

When rating their understanding of character, results showed that 12.5% (n=1) of participants had some understanding, 25% (n=2) of participants had a good understanding, and 62.5% (n=5) of participants had a very good understanding of the value.

When it comes to the value of relationships, 50% (n=4) had a good understanding and 50% (n=4) had a very good understanding of the value.

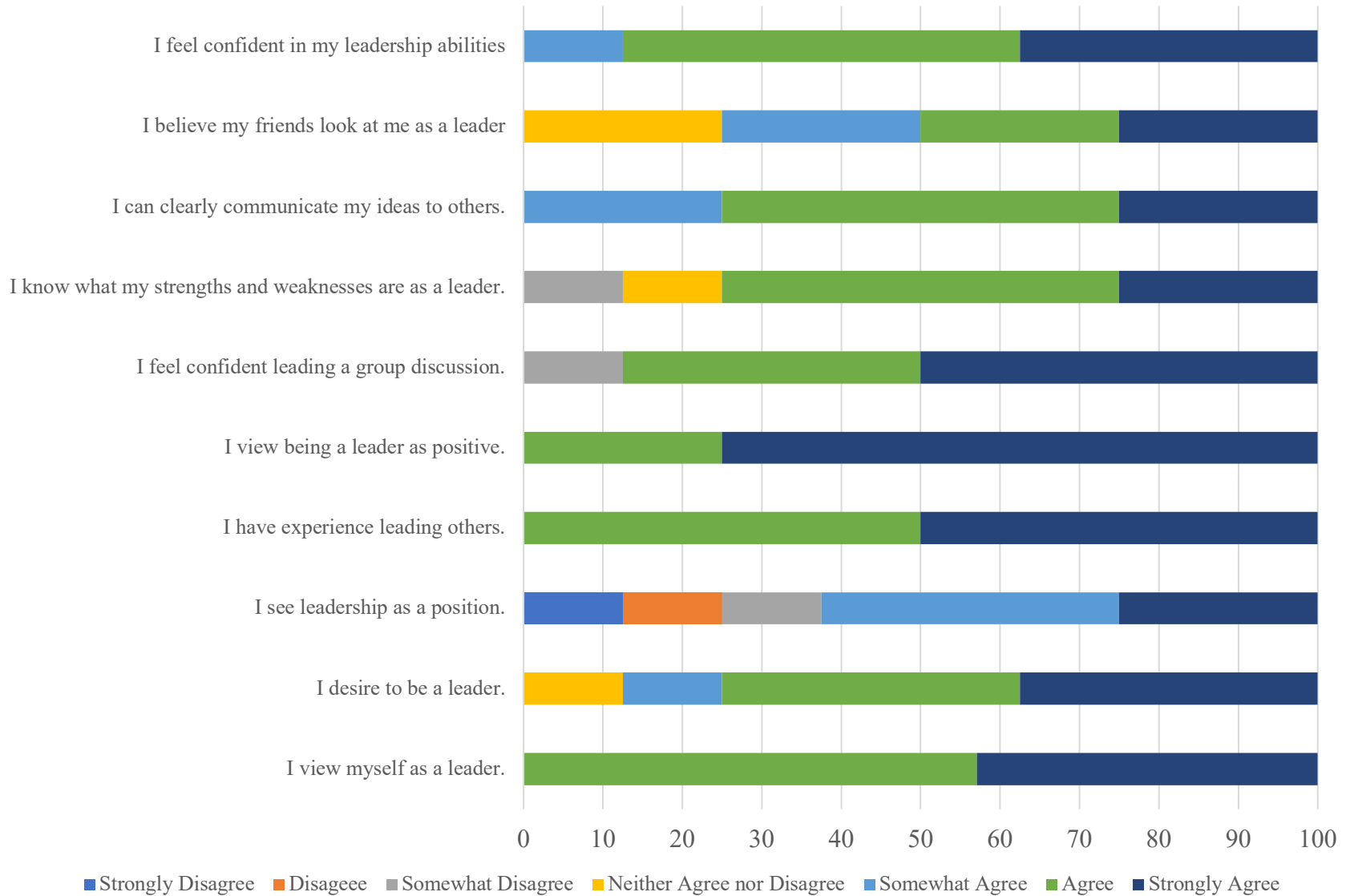
The value of commitment was reportedly understood by participants as follows: 12.5% (n=1) of the participants had some understanding, 12.5% (n=1) of participants had a good understanding, and 75% (n=6) of participants had a very good understanding of the value.

For the value attitude, participants reported that 25% (n=2) had good understanding and 75% (n=6) had a very good understanding.

When rating their understanding of growth, 12.5% (n=1) of the participants reported some understanding, 25% (n=2) of the participants reported a good understanding, and 62.5% (n=5) of the participants reported a very good understanding of the value.

For the value choice, 25% (n=2) of the participants reported a good understanding and 75% (n=6) of the participants reported a very good understanding.

Survey Participant Level of Agreement or Disagreement with Statements



The graph above is a stacked bar chart of the rating participants gave to several statements regarding leadership. The data is presented in this way for ease in comparison.

Participants were asked to rate how well they agreed or disagreed with statements.

For the statement, “I feel confident in my leadership abilities,” 12.5% (n=1) of participants somewhat agreed, 50% (n=4) of participants agreed, and 37.5% (n=3) of participants strongly agreed with the statement.

When rating “I believe my friends look to me as a leader,” 25% (n=2) of participants neither agreed nor disagreed, 25% (n=2) of participants somewhat agreed, 25% (n=2) of participants agreed, and 25% (n=2) of participants strongly agreed with the statement.

For the statement, “I can clearly communicate my ideas to others,” 25% (n=2) of participants somewhat agreed, 50% (n=4) of participants agreed, and 25% (n=2) of participants strongly agreed with the statement.

When rating “I know what my strengths and weaknesses are as a leader,” 12.5% (n=1) of participants somewhat disagreed, 12.5% (n=1) of participants neither agreed nor disagreed, 50% (n=4) of participants somewhat agreed, and 25% (n=2) of participants strongly agreed with the statement.

The statement, “I feel confident leading a group discussion,” was rated by participants as follows: 12.5% (n=1) somewhat agreed, 37.5% (n=3) agreed, and 50% (n=4) strongly agreed.

For the statement, “I view being a leader as positive,” 25% (n=2) of participants agreed and 75% (n=6) of participants strongly agreed.

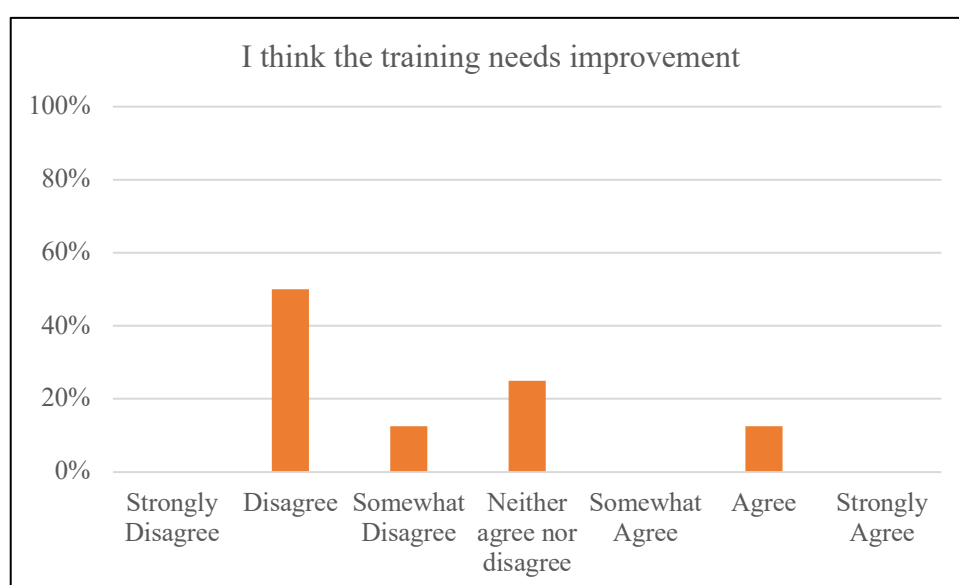
When rating “I have experience leading others,” 50% (n=4) of participants agreed and 50% (n=4) of participants strongly agreed with the statement.

The statement, “I see leadership as a position,” was rated by participants as follows:

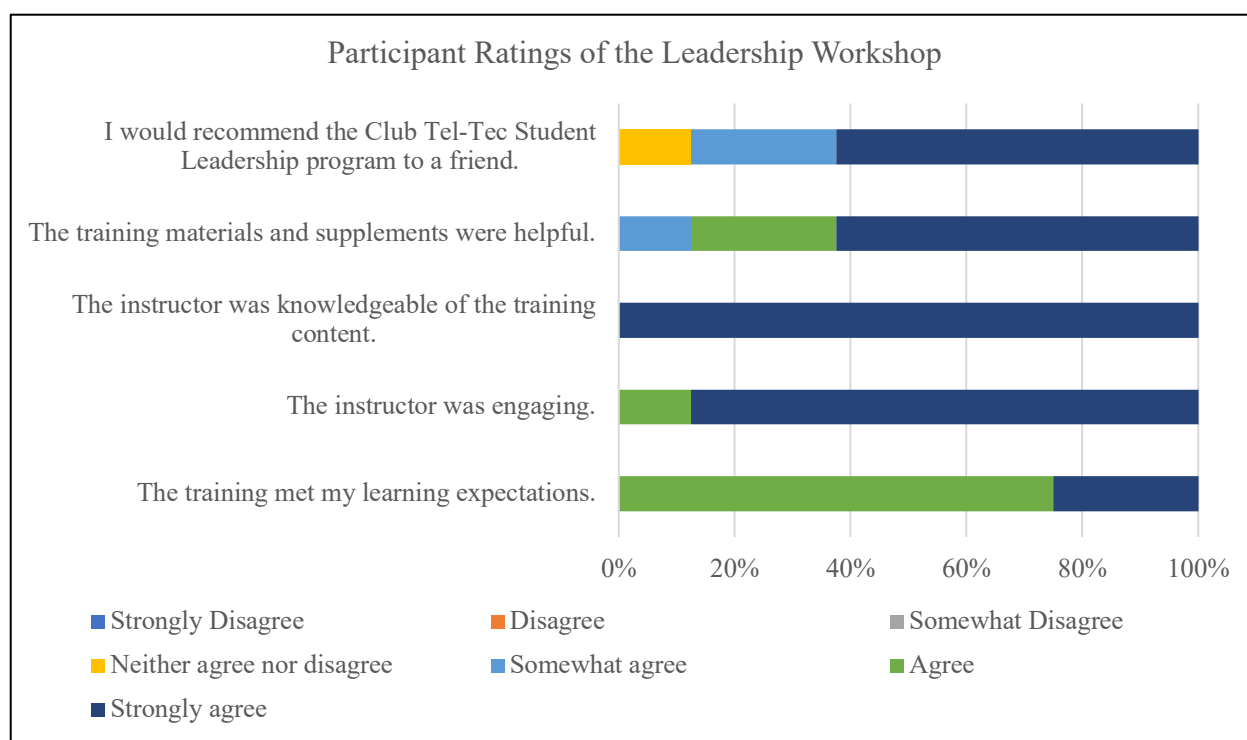
12.5% (n=1) strongly disagreed, 12.5% (n=1) disagreed, 12.5% (n=1) somewhat disagreed, 37.5% (n=3) somewhat agreed and 25% (n=2) strongly agreed.

For the statement, “I desire to be a leader,” 12.5% (n=1) of participants neither agreed nor disagreed, 12.5% (n=1) of participants somewhat agreed, 37.5% (n=3) of participants agreed, and 37.5% (n=3) of participants strongly agreed with the statement.

Lastly, when rating the statement “I view myself as a leader,” 57.1% (n=4) of participants agreed and 42.9% (n=3) of participants strongly agreed.



Participants in the workshop were asked to rate six statements regarding the leadership workshop and the program. Of the six statements, “I think the training needs improvement” was the only statement where negative responses indicated positive feelings regarding the program. For instance, strongly disagreeing with the statement would indicate that a participant felt the program is fine as it is and does not need improvement. Most participants did not agree with the statement, “I think the training needs improvement,” and rated the statement as follows: 50% (n=4) disagreed, 12.5% (n=1) somewhat disagreed, 25% (n=2) neither agreed nor disagreed, 12.5% (n=1) agreed.



The stacked bar chart above shows that participants generally agreed with the five other statements.

For the statement, “I would recommend the Club Tel-Tec Student Leadership program to a friend,” 12.5% (n=1) of participants neither agreed nor disagreed, 25% (n=2) of participants somewhat agreed, and 62.5% (n=5) of participants strongly agreed with the statement.

When rating “The training materials and supplements were helpful,” 12.5% (n=1) of participants somewhat agreed, 25% (n=2) of participants agreed, and 62.5% (n=5) of participants strongly agreed with the statement.

All of the participants (100%; n=8) strongly agreed with the statement “The instructor was knowledgeable of the training content.”

When rating “The instructor was engaging,” 12.5% (n=1) of participants agreed and 87.5% (n=7) of participants strongly agreed.

Lastly, for the statement, “The training met my learning expectations,” 75% (n=6) of

participants agreed and 25% (n=2) of participants strongly agreed with the statement.

Leadership Assessment Posttest Quantitative Data Frequencies

Six participants responded to the free-response item “What information or materials did you find most beneficial to you? Why were these materials beneficial?” With six short responses, only two themes emerged across all responses; however, each participant had something specific that they found helpful from the workshops. The table below outlines the themes found across the data.

Category	Theme	Quotation
Helpful Materials	Participants found the booklets valuable.	“The booklets were of course the most beneficial...”
Helpful Information	Participants stated that the emphasis on leadership values gave them skills they would use in different aspects of their lives.	“[The materials] helped me see another side of being a leader and all the values that go behind it.”
Helpful Classroom Discussions	Participants found that discussion with each other was beneficial to learning.	“I believe what made the group so great was the people within the cohort and the instructor himself. These ‘materials’ allowed ideas to be created and shared in an environment that was comfortable and beneficial to everyone. The different perspectives and things I learned from others around me were unbelievable.”

Helpful Materials

Participants reported that materials they found useful included the “Ichoose” notebooks and the booklets specifically. These materials fostered learning and made up for the remote learning aspect of the workshops according to one participant when they wrote: “Although we were not able to meet in person due to covid, the four John Maxwell booklets were extremely beneficial. I would highlight what was important to me and refer back to it when needed.” With the “Ichoose” notebooks in particular, one participant wrote: “I loved the Ichoose notebooks. Each one of them had an empowering story and great life lessons I felt we could all relate to and learn from.” Focusing directly on the written material itself and not its function as a supplemental material, one participant praised the booklets for their included quotations. They wrote: “I found the little booklets to be most beneficial. Not only did they provide rather inspiring and thought-provoking information, but I enjoyed how there were little quotes in each chapter. I also found their review questions to be useful in recalling the material but also getting me to dig further into it.” Not only were the written materials a helpful style of material for learning, but the content itself was accessible and engaging to participants. These written materials participants are able to access outside of the workshop times is reported as beneficial in learning what all is involved with leadership and what that looks like in reality.

Helpful Information

Explaining the values that coincide with leadership was helpful to participants. Many of the participants who completed the free-response item mentioned specific values they plan on utilizing throughout multiple areas of their lives. For example, one participant writes: “My favorite lesson was about relationships. I personally think the lesson is pertinent to the world we are living in now, as society is currently on lockdown. The lesson taught me how to build and

maintain healthy relationships.” Another wrote: “I think that specifically the material about self-worth was particularly beneficial to me, but overall the entire course and all of the material was very beneficial and taught me things I didn’t know. It helped me see another side of being a leader and all the values that go behind it.” Participants reported understanding how to utilize these values in their lives overall. To exemplify this, one participant wrote: “I think I found initiative beneficial to me because I used to pretty often neglect things just because it was kind of hard for me to start a project or an assignment on my own. But now whenever I need to get things done I realize that in order for me to finish things and to finish fast I need to start and not complain about it so I can just get it done.” While the values that stood out to participants changed with the individual, participants reported that they could use these leadership values in their lives.

Helpful Classroom Discussions

Participants also shared that the group discussion dynamics in the workshops were beneficial to learning. One participant mentioned breakout rooms specifically citing that they improved their comfortability in the workshop to allow for discussion between peers. They wrote: “I also liked the breakout rooms where we all felt comfortable enough to express our feelings and discuss important information and experiences.” Another participant stated that the group dynamics were helpful in creating thoughtful discussion that granted this participant better perspective. They wrote: “...I believe what made the group so great was the people within the cohort and the instructor himself. These "materials" allowed ideas to be created and shared in an environment that was comfortable and beneficial to everyone. The different perspectives and things I learned from others around me were unbelievable.” Overall, participants agreed that allowing participants of the workshops to speak with one another and respond to the instructor

was a preferable style of engagement over alternatives.

Comparison of Pre and Posttest Results

Overall, the posttest results revealed positive changes. Tables 1 and 2 compare the pre and posttest responses from participants as percentages.

Table 1: Comparison between Pre and Posttest Ratings of Understanding Leadership Values

Values/Understanding	None	Very Little	Some	Good	Very Good
Influence			42.9 / 0	28.6 / 50	28.6 / 50
Resilience		14.3 / 0	28.6 / 12.5	14.3 / 25	42.9 / 62.5
Self-Discipline			14.3 / 0	57.1 / 25	28.6 / 75
Teachability		14.3 / 0	14.3 / 12.5	42.9 / 12.5	28.6 / 75
Priorities			14.3 / 0	57.1 / 37.5	28.6 / 62.5
Initiative			42.9 / 0	42.9 / 12.5	14.3 / 87.5
Courage			71.4 / 12.5	28.6 / 50	0 / 37.5
Responsibility			14.3 / 0	42.9 / 25	42.9 / 75
Self-Worth		14.3 / 0	57.1 / 12.5	28.6 / 25	0 / 62.5
Forgiveness			71.4 / 12.5	14.3 / 25	14.3 / 62.5
Character			42.9 / 12.5	28.6 / 25	28.6 / 62.5
Relationships			42.9 / 0	42.9 / 50	14.3 / 50
Commitment			28.6 / 12.5	42.9 / 12.5	28.6 / 75
Attitude			14.3 / 0	57.1 / 25	28.6 / 75
Growth		14.3 / 0	14.3 / 12.5	71.4 / 25	0 / 62.5
Choice		14.3 / 0	14.3 / 0	57.1 / 25	14.3 / 75

Note. Pre and posttest scores for participants' ratings of their understanding of leadership values are listed as percentages where the posttest score follows the pretest score separated by a slash.

Table 1 reveals large increases in understanding of leadership values. Posttest scores are

higher than pretest scores with 50% or more of posttest participants reporting a very good understanding of leadership values with the exception of courage. Posttest scores were also spread out less with 12.5% or less of participants reporting some understanding of half of the leadership values. Still there was an upward movement of increasing understanding in participants across all measured leadership values.

Similarly, Table 2 shows that there was a general increasing trend in posttest participants to rate the leadership statements with more agreeance.

Table 2: Comparison Between Pre and Posttest Ratings of Agreeance with Statements Regarding Leadership

Statement/Rating	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I feel confident in my leadership abilities			14.3 / 0	14.3 / 0	42.9 / 12.5	14.3 / 50	14.3 / 37.5
I believe my friends look at me as a leader			14.3 / 0	28.6 / 25	14.3 / 25	14.3 / 25	28.6 / 25
I can clearly communicate my ideas to others					85.7 / 25	14.3 / 50	0 / 25
I know what my strengths and weaknesses are as a leader		14.3 / 0	14.3 / 12.5	14.3 / 12.5	42.9 / 0	0 / 50	14.3 / 25
I feel confident leading a group discussion			0 / 12.5	42.9 / 0	28.6 / 0	14.3 / 37.5	14.3 / 50
I view being a leader as positive				14.3 / 0		57.1 / 25	28.6 / 75
I have experience leading others				14.3 / 0		71.4 / 50	14.3 / 50
I see leadership as a position	14.3 / 12.5	28.6 / 12.5	0 / 12.5	14.3 / 0	14.3 / 37.5	14.3 / 0	14.3 / 25
I desire to be a leader				0 / 12.5	14.3 / 12.5	57.1 / 37.5	28.6 / 37.5
I view myself as a leader				14.3 / 0	57.1 / 0	28.6 / 57.1	0 / 42.9

Note. Pre and posttest scores for participants' ratings of agreeance with statements regarding leadership are listed as percentages

where the posttest score follows the pretest score separated by a slash

Discussion

The results of the posttest offer support to the conclusion that this program was effective in meeting its goals. There were increases in understanding across all leadership values. There were also improvements made to participants' ratings of statements regarding leadership with the exception of one statement. The statement "I view leadership as a position" was initially rated by participants anywhere from strongly disagree to strongly agree with no strong trend in the pretest data. In the posttest results, the statement was rated as something participants agreed with to some degree more often than they disagreed. However, there is not a very strong trend for agreeing or disagreeing with the statement in the posttest results since 37.5% of participants disagreed with the statement to a degree and the results are spread out from one another. This suggests that participants did not understand the framework the lessons sought to provide that leadership is not just a position.

Overall, participants reported positive experiences with the program. They reported that they would not change much about the program and that the course was helpful. Qualitative analysis also suggests that the program provided participants with applicable skills they will take with them after they complete the program. Their knowledge about leadership appears to have increased as seen with increases in their reported understanding of leadership values.

Conclusion

Of the five program goals, posttest results reveal that these goals were met. Leadership values were identified by posttest participants. The increased reported understanding between pre and posttest participants of leadership values suggests that the workshops were successful in getting participants to identify and understand these leadership values. Likewise, qualitative data from the posttest participants reveals the development of leadership skills participants practiced

between workshops. Qualitative data also showed that participants benefited from the small group discussions and the course materials. Participants reported that these aspects of the program allowed them to apply what they were learning to their lives outside of the workshop suggesting that they took ownership of their choices and were able to evaluate their applied knowledge.

Learning Outcomes from the workshop were partially met but the posttest results reveal areas that could be improved upon in participants through this program. For instance, one of the learning outcomes was to increase self-confidence. However, the leadership value with the lowest level of good understanding in the posttest results was courage. Participants also reported mixed agreeance with the statement “I see leadership as a position.” By the posttest, more than 50% of participants agreed to some extent that leadership is a position. However, learning outcomes were reached otherwise.

Recommendations

The following are recommendations for the iLEAD /iChoose program.

1. Attention needs to be paid to improving understanding of courage as a leadership value.
While an increase in understanding was still perceived between the pre and posttest results, this leadership value could be encouraged more aggressively.
2. Viewing leadership as not just a position was a goal of this study and yet participants did not seem to see that perspective by the end of the program. It would be beneficial for meeting the program goals if emphasis is placed on this framework that leadership is not just a position.