

Values-Driven Leadership in Primary Education

A dissertation submitted

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Abstract

This study uses a case study and mixed methods approach to explore a primary education level program designed to teach habits that foster the character traits and leadership skills necessary for personal, academic, and work life success. Since character traits are a reflection of personal values, this study seeks to understand the values most associated with the habits taught in this program and how these values affect performance. The study identified that a whole school transformation program teaches competency values to students. The results of these competency values is that students learn to lead themselves, students learn to lead others, and the impact of teaching these values positively impacts student's behavior for three-years. The identification of these values will help inform efforts to develop future leaders who are more likely to make the right choices and do the right things.

Dedication

To my son, Ethan Andrew, and my daughter, Emma Grace, love God and serve others well. It is through education that the world will be at your fingertips and the galaxies your playground.

For wisdom is a protection even as money is a protection, but the [excellent] advantage of knowledge is that wisdom shields and preserves the lives of its possessors (Ecclesiastes 7:12, Amplified).

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To my husband, Sola, thank you for your love and support.

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To the School, the District Superintendent, the Principal, the former Principal, the teachers and staff, thank you for teaching our children, the next generation. You are leaders and world changers.

Table of Contents

Contents

Chapter 1: Introduction	1
A Worthy Exploration	2
Past Research	3
Organizational development programs	3
Social-emotional learning and youth leadership	5
Character education	6
The future of whole-school transformation programs	6
Deficiencies in Past Research	7
Audiences who will profit from the study	7
Statement of Purpose	8
Research questions and hypotheses	8
Philosophical assumptions	9
Chapter 2: Literature Review	11
Past Research	24
Organizational development programs	24
Social-emotional learning and youth leadership	26
Character education	27
The future of whole-school transformation programs	27
Deficiencies in Past Research	28
Audiences who will profit from the study	29
Statement of Purpose	29
Research questions and hypotheses	29
Philosophical assumptions	30
Chapter 3: Methodology	32
Definition	32
Research Approach	34
Research Framework	34
Research Setting	35
TLIM implementation process at Young	41
Parents	43
TLIM implementation process at Belvidere	44
Research Participants	48
Sampling Procedures	51
Belvidere recruitment	51
Teachers	52
Administrators	54

Qualitative Data Collection Measures	55
Interview	56
Data Analysis Procedures	58
Qualitative data analysis	58
The values most associated with the habits	66
Quantitative data analysis	69
Strategies for validating findings	70
Reliability	70
Validity	71
Ethical Assurances	74
Research Limitations	75
Summary	76
Chapter 4: Findings	78
Study Setting	78
Sampling Procedure	78
Qualitative Data Analysis	79
Aggregate Dimensions	79
Implementation	79
Values development	85
Student leadership	116
Impact	124
Academic and behavioral outcomes data	130
Behavioral outcomes data	131
Values and Habits Relationship Model	140
Chapter 5: Discussion	143
Introduction	143
Competence values	143
Self-leadership	146
Leading others	152
Chapter 6: Future Horizons	155
Recommendations for Future Research	156
Appendix A: School A: Recruitment Email	159
Appendix B: Teacher/Administrator Recruitment Flyer	161
Appendix C: Parent Recruitment Flyer	162
Appendix D: Teacher/Administrator Consent Form	163
Appendix E: Parent Consent Form	165
Appendix F: Interview Guide for Administrators	167
Appendix G: Interview Guide for Teachers	169
Appendix H: Interview Guide for Parents	171
Appendix I: Initial Codes	173
Appendix J: 1 st Order Concepts	176
Appendix K: 2 nd Order Themes	178
References	179

List of Figures

Figure 1. School District before Belvidere-Young Merger	36
Figure 2. School District after Belvidere-Young Merger	37
Figure 3. Implementation of TLIM at Young	41
Figure 4. Implementation of TLIM program at Belvidere	45
Figure 5. 1 st Order Concepts	63
Figure 6. 2 nd Order Themes	64
Figure 7. Aggregate Dimensions	66
Figure 8. Belvidere Internal and External Suspensions	135
Figure 9. Behavioral Incidents – 6 th Grade	137
Figure 10. Behavioral Incidents – 7 th Grade	138
Figure 11. Behavioral Incidents – 8 th Grade	139
Figure 12. Junior High Total Behavior Incidents	140
Figure 13. Values and Habits Relationship Model	141

List of Tables

Table 1. Lighthouse School Criteria	39
Table 2. Interview Groups	49
Table 3. Interview Questions	56
Table 4. Initial Codes	60
Table 5. 1 st Order Concepts	62
Table 6. 2 nd Order Themes	63
Table 7. Aggregate Dimensions	65
Table 8. Rokeach Instrumental Values	66
Table 9. Stephen Covey's 7 Habits	68
Table 10. Junior High School Behavioral Outcomes Data	132
Table 11. Types of Behavioral Incidents	133
Table 12. Values Teaching at Belvidere and Junior High Matriculation	136
Table 13. Moral vs. Competence Values	145

Chapter 1: Introduction

Personal values are implicitly related to choice; they guide decisions by allowing for an individual's choices to be compared to each choice's associated values (Halstead & Taylor, 1996; Raths, Harmin, & Simon, 1966). Business schools are teaching ethics in an effort to produce leaders who are more likely to make the right choices and do the right thing. Are business schools successful in teaching ethics in an effort to produce leaders who are more likely to make the right choices and do the right thing? Not according to Fisman and Galinsky, who suggest that “the ethics curriculum at business schools is an unsuccessful work-in-progress” (2012, p. 1).

While there are many examples of leaders who do the right thing—including former Southwest CEO James Parker, COSTCO CEO Jim Sinegal, and Tom Walter, COO of Tasty Catering—it is easy to come up with examples of leaders who have done the wrong thing with disastrous consequences—leaders that include former Turing Pharmaceuticals CEO Martin Shkreli, former Volkswagon CEO Martin Winterkorn, and former Toshiba CEO Hisao Tanaka. Research suggests (Weber, 1990; Cohen & Bennie, 2006) that the ethics curriculum in business schools has no impact on the likelihood that someone will commit fraud. Is this an indication that it is too late to teach college-age students about right and wrong? It is according to Kohlberg (1984). According to this researcher, it is never too late, and it is never too soon.

There are efforts underway to teach primary school students about right and wrong, including whole-school transformation programs, youth leadership development programs, social-emotional learning programs, and character development programs. One program, The Leader In Me (TLIM) (Covey, Covey, Summers, & Hatch, 2014), incorporates a whole-school transformational approach to teach habits to students, primarily in kindergarten through fifth grade. According to the literature (Anderson, 2011; Ross, Laurenzano, & Daniels, 2012; Broody, Lasswell, Robinson, & Reade, 2014), these habits positively impact key outcomes such as behavior outcomes, social skills, and academic achievement.

Underlying TLIM program is the idea that these habits foster character traits and leadership skills that are necessary for success in students' personal lives, education, and future careers. Since character traits are an outward reflection of personal values (Bilsky & Schwartz, 1994), this research seeks to understand the values most associated with the habits taught by TLIM program. This researcher suspects that the link between habits and outcomes is not a direct link but is influenced by the values formed as a result of TLIM program. Identifying these values will help inform efforts to develop future leaders who are more likely to make the right choices and do the right thing.

A Worthy Exploration

This study is important because values guide leaders' behaviors and actions. "When tested in difficult situations, authentic leaders do not compromise their values, but

rather use those situations to strengthen their values” (Northouse, 2013, p. 259).

There are articles about the impact of whole-school transformation programs (Vescio, Ross, & Adams, 2007), social-emotional learning programs (Ragozzino & Utne O’Brien, 2009), youth leadership programs (Thomson, 2012), and character education programs (Battistich & Hong, 2003) for positive student outcomes. Understanding how values impact student outcomes will allow for the creation of more values-driven education programs.

Past Research

Key to understanding past research are education-based youth development programs.

This section looks more closely at these programs including: whole-school transformation programs, social-emotional learning programs, youth leadership programs, and character education programs. These programs were created to develop leadership skills in youth, teaching youth social-emotional skills, and to improve behavior outcomes.

Organizational development programs

Whole-school transformation programs are organizational development programs with an emphasis on developing leadership skills in youth, teaching youth social-emotional skills, and improving behavior outcomes. There are three notable whole-school organizational development programs with an emphasis on improving academic achievement and behavior: Professional Learning Communities, Responsive Classrooms, and Positive Behavior Intervention and Supports. The

Professional Learning Communities (PLC) program is a faculty team-building program to look at student work data and make decisions about student learning. It is about teacher-to-teacher relationships. PLCs create teacher networking for decision-making and empowering teachers. PLCs also focus on leadership, professional development for teachers, and increasing the organization's scope (Huffman, Hipp, Pankake, & Moller, 2014). Research demonstrates that whole-school transformation programs have positive benefits for the students. If teachers are part of a PLC, they become more student centered, and the professional development teachers receives improves student academic achievement scores (Vescio, Ross, & Adams, 2007).

The Responsive Classrooms (RC) program trains teachers on how to create teams in the classroom. The RC approach emphasizes that social skills and academic achievement are equally important. "The RC approach asks teachers to align their beliefs, practices, and language about children to reflect a teaching philosophy based in developmental psychology" (Wanless, Patton, Rimm-Kaufman, & Deutsch, 2012). Research indicates that the RC approach leads to increased academic achievement, improved teacher-student relationships, and improved mathematics teaching (Northeast Foundation for Children, 2014).

The Positive Behavior Intervention and Supports (PBIS) program brings the entire school together for teachers to decide the school-wide rules for the hallway, recess,

lunch, and the rules for teaching students how to behave and how to reward students' positive behavior. PBIS encourages the teachers to set school-wide expectations for a climate and culture for school-wide behavior. It is intended to resolve behavior issues among students by teaching and directing students to behave responsibly (Sandomierski, Kincaid, & Algozzine, 2007). In a study comparing schools that implemented PBIS to schools that did not implement PBIS, teachers reported that bullying decreased in the schools that implemented PBIS (Waasdorp, Bradshaw, & Leaf, 2012).

Social-emotional learning and youth leadership

While social-emotional learning (SEL) and youth leadership programs are not whole-school transformation programs, SEL and youth leadership programs also tout positive benefits for students. SEL has positive impacts for students' behavior (Blum, Beuhring, & Rinehart, 2000; Wilson, Gottfredson, & Najaka, 2001). SEL also decreases bullying (Ttofi & Farrington, 2011; Vreeman & Carroll, 2007), increases social-emotional skills (Zins & Elias, 2004; Durlak et al., 2011; Ragozzino & Utne O'Brien, 2009), and improves students' academic achievement (Durlak et al., 2011; Zins, Weissberg, Wang, & Walberg, 2004; Wentzel, 1991; Quinn, Osher, Hoffman, & Hanley, 1998). In a search of the youth leadership literature, the literature did not indicate any direct links between youth leadership development and social-emotional skills and behavior outcomes. Although the youth leadership literature does indicate that youth leadership has positive impacts for students' academic achievement. (Thomson, 2012; Linking leadership to academic success, 2012).

Character education

It is important to understand the impact of character education because character education includes teaching values (Costley & Harrington, 2012). Berkowitz would argue that character education is values education (2011). In fact, some researchers would argue that the purpose of character education is to develop students morally and cognitively (Ryan & Bohlin, 1999). Numerous articles detail the link between academic achievement and character education (Aber, Brown, & Henrich, 1999; Battistich & Hong, 2003; Character Education Partnership, 2000; Flay, Allred, & Ordway, 2001; Kiger, 2000).

The future of whole-school transformation programs

It is important to note that whole-school transformation programs, social-emotional learning, youth leadership, and character education programs are separate programs. Recent research suggests that the future of education-based youth programs lies in merging the concepts of whole-school transformation programs, social-emotional learning programs, and character development programs together (Elias, Kranzler, Parker, Kash, & Weissberg, 2015; Elias, 2014). One of the programs that appears to merge whole-school transformation programs, social-emotional learning programs, character development programs, and youth leadership development programs together is TLIM program.

TLIM is a whole-school transformation program that officially launched in 2009.

TLIM teaches the 7 Habits of Highly Effective People to mostly primary education

students across the globe (Covey, Covey, Summers, & Hatch, 2014). TLIM is unique because it “emphasizes non-cognitive skills, which combined with cognitive and curricular knowledge, lead to the development of the whole child” (Steinberg & Li, 2014).

The development of the whole child aligns with one of the goals of TLIM, which is that it “seeks to develop the entire person, mind, body, heart, and soul” (Covey, Covey, Summers, & Hatch, 2014, p. 13). TLIM is pioneering the way for youth development in primary education schools by demonstrating the positive outcomes of whole-school transformation processes combined with components of other programs and curricula. The positive outcomes of TLIM have impacted students’ behavior, social-emotional development, and academic achievement.

Deficiencies in Past Research

Research indicates that whole-school transformation programs, social-emotional learning, youth leadership, and character education programs have positive effects for students’ academic achievement and behavior (Huffman, Hipp, Pankake, & Moller, 2014; Brown-Chidsey & Steege, 2011; Ttofi & Farrington, 2011; Thomson, 2012). Although, a literature review did not uncover any research exploring the values associated with these programs. This research proposes to fill this gap in the literature.

Audiences who will profit from the study

There are three audiences who will benefit from this study. First, educators will benefit from this research. Identifying the values associated with habits will help inform their efforts to develop future values-driven leaders. The second audience that will benefit from this research are the people and organizations being led by the future leaders. The third audience that will benefit from this research are the students. They will reap the benefits of receiving values-based leadership training, which teaches them to do the right thing at an early age for their life, career, and relationship successes.

Statement of Purpose

The purpose of this study is to understand which values are most associated with the habits taught through TLIM program using a mixed methods, case study approach. The setting for this research is a public primary elementary school in the Midwest region of the United States of America. The qualitative data consisted of gathering information about the values most associated with the habits taught through TLIM program. Quantitative data was gathered to determine the correlation between values and student outcomes.

Research questions and hypotheses

To understand the values associated with the TLIM habits, three questions were asked in the case study research.

1. Which values are most associated with the habits taught by TLIM program?
2. How are these values taught?

3. What impact do these values have for students, teachers, parents, and the community?

The first and second questions were studied qualitatively. The third question, which was studied qualitatively and quantitatively, required the collection of student behavioral outcomes and academic achievement scores.

The following hypothesis directed the qualitative and quantitative research for this case study: It is suspected that the link between habits and outcomes is not a direct link, but is influenced by the values formed as a result of TLIM program.

Philosophical assumptions

This research uses a social constructivist framework to determine which values are associated with the habits taught in TLIM program. According to Creswell (2003), social constructivists communicate with other individuals to understand the individuals' perspectives of the world they are a part of. Social constructivists ask open-ended questions, which allow the participants in the study to provide their definitions and interpretations of their world. Understanding the impact of TLIM for students, teachers, and the education community can help educators create programs and curriculum that include values, which will improve behavioral outcomes and academic achievement for all students. Furthermore, this research will inform the values transmission research for teacher-student relationships.

In order to understand the impact of TLIM for students, teachers, and the education community, the next chapter will discuss the current literature regarding TLIM. The TLIM research implies that TLIM program has far reaching positive impacts for student's behavior, academics, and social-emotional learning.

Chapter 2: Literature Review

The literature review examines the impact of The Leader In Me (TLIM) for students, teachers, parents, and the community. The TLIM research indicates that the program is life changing for students. Research further indicates that the students have internalized the habits taught in this program and practice the habits at home. It is important to understand the impact of TLIM in order to indicate a link between the habits and values. It is also important to understand the impact of TLIM to ascertain the program components that are unique.

The literature review discovered that TLIM program positively impacts students' behavioral outcomes, social-emotional skills, and academic achievement. TLIM also has a profound impact upon the academic achievement scores of minority students. TLIM improves the student-teacher relationship, teachers' collegial relationships, and the teachers' personal lives. TLIM is changing students' family dynamics because students use the habits at home. Finally, community organizations are excited to have students learning leadership and career skills at an early age.

TLIM behavioral impacts

In a pre-kindergarten study, comparing a classroom of students who learned the habits to a classroom of students who did not, researchers discovered that students who were taught the habits had more positive social leadership behaviors than students who did not learn the habits (Anderson, 2011). This research about positive social-leadership behavior aligns with the TLIM research demonstrating how quickly TLIM decreases

behavior issues at schools that implement TLIM program. Many schools find that behavior issues decrease drastically within the first year of TLIM implementation. One school noted a 75% decrease in discipline problems and another noted that discipline referrals decreased from 225 to 74 in a year (Hatch & Collinwood, 2010). One student noted that she or he “was bad in 3rd grade, ok in 4th grade, and now in 5th grade I am a leader” (Ross, Laurenzano, Daniels, 2012).

Research also indicates that bullying and harassment among students decreases as a result of TLIM (Ross, Laurenzano, & Daniels, 2012; Broody, Lasswell, Robinson, & Reade, 2014). As a result, students feel safer in school and freer to participate in class (Ross, Laurenzano, & Daniels, 2012). In conjunction with this, there are fewer arguments, fights, and suspensions than in the past (Ross, Laurenzano, & Daniels, 2012). Chronic absenteeism has also improved (Broody, Lasswell, Robinson, & Reade, 2014). Teachers believe this is due to students’ increased excitement and engagement with school as a result of TLIM. Finally, the students have become more proactive when conflicts arise, seeking to resolve the conflict amongst themselves without adult assistance (Ross, Laurenzano, & Daniels, 2012).

TLIM social impacts

TLIM has the ability to impact each student in a positive manner, encouraging students to engage in positive healthy relationships with their peers. In a 2015 survey asking parents for their reviews of TLIM, parents noted that their students had become more relational and the students’ interactions with others had improved

(TLIM Parent Perceptions Survey Report, 2015). In group interviews with students, the students detailed how they are forging relationships with other students they normally would not befriend. In another example, a student described how the “special education student in our class used to be mean, [but] now is nice because the kids in our class have a way to remind her how to behave” (Ross, Laurenzano, & Daniels, 2012).

Students have mentioned that they feel better equipped to formulate a positive response as a result of TLIM when conflicts arise (Ross, Laurenzano, & Daniels, 2012). In another student testimonial, a student noted that TLIM helps the student interact patiently with the student’s sister at home (Ross, Laurenzano, & Daniels, 2012). TLIM teaches students to be proactive and engaged (Hatch & Collinwood, 2010), which continues to affect the students after school has ended. Among other positive social impacts of TLIM, parents believe their students increased in their leadership capacity and actions (Ross, Laurenzano, & Daniels, 2012). Students’ respect and appreciation for diversity has also increased (2012).

TLIM emotional impacts

TLIM impacts how students feel about themselves and their peers. Through TLIM students are experiencing increased self-confidence, motivation, and self-esteem (Ross, Laurenzano, & Daniels, 2012). In addition, students are more empathetic towards their peers. “Empathy is the key to reducing bullying behaviors and TLIM provides the opportunity for students to develop and practice the skill of empathy”

(Steinberg & Li, 2014). It is these key emotional components that lead to students demonstrating increased love toward one another (Ross, Laurenzano, & Daniels, 2012).

The emotional skills the students receive through TLIM program provide students with a sense of emotional security. The students receive guidance and accountability from the habits, which give the students a sense of purpose and reassurance (Ross, Laurenzano, & Daniels, 2012). The increased self-confidence, self-esteem, and emotional security results in more outgoing students (TLIM Parent Perceptions Survey, 2015). Finally, TLIM teaches students to be more resilient in difficult life circumstances (TLIM at Fremont Elementary School, 2011). This could be a direct result of the positivity of TLIM as teachers note that students are more positive as a result of learning the habits (Baile & Collinwood, 2008).

TLIM and academic achievement

TLIM is a relatively new educational program. It officially launched in 2009.

Therefore, the data demonstrating a statistical correlation between TLIM and improved academic achievement is preliminary. Within one year of TLIM implementation, two schools outperformed the state in math and English/language arts (Ross, Laurenzano, Daniels, 2012). Some schools have reported increased scores for standardized tests with proficiency rates improving as much as 35 points (Hatch & Collinwood, 2010). In a report of 11 TLIM schools, 8 reported increased academic achievement for reading, 7 reported increased academic achievement for math, and 6

reported increased academic achievement for science since TLIM was implemented in the schools (Broody, Lasswell, Robinson, & Reade, 2014). In another report comparing a cohort of TLIM students to students not enrolled in TLIM program (the control group), the TLIM cohort students outperformed the control group in math and English language arts (Bigger, Dick, Bourque, & Picard, 2015). Finally, the TLIM schools that were not meeting academic achievement standards began to meet the academic achievement standards after the implementation of TLIM. The control group's schools did not improve their academic achievement.

Student testimonials about TLIM identify that TLIM improves the students' time management skills (Ross, Laurenzano, & Daniels, 2012). Furthermore, TLIM encourages students to write their academic goals and develop ways to achieve those goals (Ross, Laurenzano, & Daniels, 2012). One student noted that the student's goal was to exceed academic achievement expectations and the student notes that the student met the academic achievement goals (Broody, Lasswell, Robinson, & Reade, 2014). Students in schools where TLIM was fully implemented noted that their schoolwork was less difficult after learning the habits (Hatch & Collinwood, 2010).

In a survey of 669 principals, 87% agreed that TLIM has positively impacted the students' academic achievement (Education Direction, 2014). Students have become more responsible for their learning and behavior (School Principal Feedback about TLIM, 2014). There has also been a decrease in the number of Fs in academic classes

(School Principal Feedback about TLIM, 2014). In another study of 12 Lighthouse schools, principals cited one of the top benefits of TLIM is students are more engaged in their learning (Hatch & Covey, 2012). “Kids who were in trouble in the past are now on the honor roll and receiving rewards (Ross, Laurenzano, & Daniels, 2012).

TLIM academic achievement impacts for minority students

For years, educators have sought answers for the plight of North America’s poor and minority students. Statistically, poor and minority students have lower academic achievement scores than their white counterparts. Research attributes this to race and low socioeconomic status (Reardon, 2011; Clotfelter, Ladd, & Vigdor, 2009; Lee, 2002). Furthermore, for state standardized tests, minority students have lower academic proficiency than their non-minority counterparts in reading and math (National Education Statistics, 2013). Congress, educators, and the National Governors Association have tried to address this through No Child Left Behind and Common Core. Congress legislated No Child Left Behind to ensure all students, including minority, low-income, and ESL students, have access to a quality education. Educators and the National Governors Association wrote Common Core to create common education standards across all states. It was also designed for students to be college and career ready. Despite these efforts, minority, poor, and English as a Second Language (ESL) students continue to lag behind their white counterparts.

Based upon preliminary data, TLIM is improving academic achievement scores for minority students. In a study of 11 schools, the two schools with the most minority

students experienced significant achievement gains after the implementation of TLIM. The two schools with the most minority students had a 10% increase for reading achievement, 11.5% increase for math achievement, and 12% increase for science achievement (Broody, Lasswell, Robinson, & Reade, 2014). In another study, a TLIM school was compared to a non-TLIM school. The African-American students in the TLIM school were more likely to reach academic standards and they outperformed the African-American students who were not in TLIM schools (Biggar, Dick, Bourque, & Picard, 2015). Essentially, TLIM has positive impacts for African-American students, economically disadvantaged students, and students of lower grade levels (TLIM Evaluation Report, 2015).

TLIM teacher impact

The impact that TLIM has had for teachers has three categories. The first is teacher-to-student impact, which is how TLIM has changed the student-teacher relationship. The second impact is the teacher-to-teacher impact, which details how TLIM affects the interactions teachers have with other teachers. The third category details the impact TLIM has for the teachers from a personal perspective.

In a return on investment (ROI) study of eight schools, 87% of the teachers surveyed believed that through TLIM they had learned new information and skills to enable their students to learn the habits (TLIM District Evaluation Report, 2014). In addition, teachers find that they are able to model the habits for the students. Student testimonials support this. Students reported that teachers are kinder, quick to listen,

and more available, and students believe that their input is valued by the teachers (Ross, Laurenzano, & Daniels, 2012). This has led to improved communication among students and teachers. Moreover, there is more collaboration between teachers and students for goal setting and attainment (School Principal Feedback About TLIM, 2014).

Between teacher-to-teacher interactions, teachers report feeling more cohesive with other teachers and less overwhelmed, and the teachers gossip less (Hatch & Covey, 2012). In a survey of more than 30 schools involving 140 employees, teachers expressed that learning the habits made the teachers more collegial, dedicated, and the work environment less stressful (Baile & Collinwood, 2008). In addition, the habits influenced teachers' relationships with other teachers and it provided guidance during meetings (TLIM at Fremont Elementary School, 2011).

The gains for teachers in their personal lives, through TLIM, have been significant. Teachers have expressed that they are more organized and introspective since learning the habits (I Am a Leader Funders Report, 2013). Furthermore, teachers believe that their talents and gifts are respected and utilized appropriately within the school. Teachers' leadership capacities have also increased. Surveys found that 84% of the teachers believed that TLIM provided them with new information and skills that improved their leadership skills (TLIM District Evaluation Report, 2014). In fact, teachers credit the habits training with positively influencing their personal lives and

families and believe that it is the “best professional development training [they] have received as an educator” (Hatch & Collinwood, 2010).

TLIM has positive impacts for the teachers’ careers: teachers are more engaged and satisfied with their students and jobs as a result of TLIM (Boody, Lasswell, Robinson, & Reade, 2014). Teachers also report feeling better about themselves (Ross, Laurenzano, & Daniels, 2012). Furthermore, teachers were more fulfilled with their careers and their loyalty to the school increased. This resulted in increased teacher retention rates (TLIM at Fremont Elementary School, 2011). Of 669 principals surveyed, 83% believe that TLIM positively impacts teachers’ attitudes and the quality of teaching (Principal Perspective on Whole-School Improvement Programs and TLIM, 2014). Teachers also mentioned that the habits made them feel better (School Principal Feedback about TLIM, 2014).

The impact of TLIM for parents

TLIM has led to increased involvement and satisfaction with the schools for parents (Boody, Lasswell, Robinson, & Reade, 2014). The students are practicing the habits at home, the parents are learning the habits, and it is modifying the family dynamics (Ross, Laurenzano, & Daniels, 2012). At Crestwood Elementary in Medicine Hat, Alberta, Canada, parents were so impressed with TLIM that when the habits training for families became available, over 60 families attended the training (Hatch & Collinwood, 2010). Finally, the habits are having a positive influence personally for parents (Hatch & Collinwood, 2010).

The impact of TLIM for the community

Community organizations in various states believe there is a need for TLIM. These organizations have chosen to sponsor schools and entire districts (Hatch & Collinwood, 2010). For organizations, there is a dearth of candidates lacking soft skills, communication skills, work ethics, and leadership skills (Broody, Lasswell, Robinson, & Reade, 2014). TLIM provides these skills through the habits. Organizational leaders are excited that TLIM has incorporated another ‘R’ into the academic curriculum – reading, writing, arithmetic, and *relationships* (Hatch & Collinwood, 2010).

For the economy, TLIM encourages students to become a skilled workforce. Teachers at Fremont Elementary School help the students become progressive thinkers by engaging the students in discussions about applying for good jobs and earning scholarships (TLIM at Fremont Elementary School, 2011). This encourages the students to consider their career paths and take steps at an early age to ensure they are skilled employees for the workforce.

Furthermore, teachers at Fremont argue that through TLIM the “students are provided with opportunities to use higher order thinking skills, such as elaboration, synthesis, providing evidence, and application” (TLIM at Fremont Elementary School, 2011). TLIM students are learning critical life, education, and career skills at an early age. One business leader suggests these skills will provide the students with a 10-year

advantage over their peers that did not have TLIM training (Leader In Me Impact Report, 2014). TLIM teaches skills that students generally would not learn until they are adults.

Gaps in the literature: Values

TLIM is based on the premise that the habits will foster character traits and leadership skills that are necessary for success in students' personal lives, education, and future careers. "Character is the realization of one's positive development as a person – intellectually, socially, emotionally, and ethically" (Battistich, p. 2, 2011). Character traits are "habitual patterns of thought, behavior, and emotion that are considered to be relatively stable in individuals across situations and over time" (Crossan, Gandz, & Seijts, p. 1, 2012).

Values are inextricably linked to character. Values are the important beliefs we have that guide our behavior (Halstead & Taylor, 1996). Kohlberg's Philosophy of Moral Development (1984) demonstrates that values development, for children ages 5-9 year of age and slightly older, occurs through reward and punishment given by adults, based upon the child's behavior. Following Kohlberg's theory, children are ripe for values development while in elementary school. TLIM was developed and is implemented primarily in elementary schools (Covey, Covey, Summers, & Hatch, 2014), where students are 5-11 years of age.

Values are the internal motivators behind our character and character traits. Both our character and our character traits are outward reflections of our values. Milton Rokeach created a values classification system, The Human Values Survey, which was included in his book, *The Nature of Human Values* (1973). The Human Values Survey has two types of values: Instrumental Values and Terminal Values. The (1973) Instrumental Values refer to the manner in which one behaves. The Instrumental Values are prerequisites or lead to the Terminal Values. The Terminal Values are the life goals that people desire to achieve (Rokeach, 1973). This study will use Rokeach's Instrumental Values to determine which values are most associated with the habits. This research study hypothesizes that the improved academic achievement and decreased behavioral issues are mitigated by the values training inherent in TLIM. The gap in the literature is that there is no discussion of the values that are associated with the habits.

Gaps in the literature: Teacher-student relationship

For values to be transmitted, a transmission belt is required (Schonpflug, 2001). A values transmission belt is a conduit for the values to flow from parent to child or teacher to student. Transmission belts are relational or sociodevelopmental. An example of a relational transmission belt is the parent-child relationship. Specifically, within a parent-child relationship, values transmission occurs through articulation (Francis & Archer, 2000) and parental involvement (Chenung & Pomerantz, 2015). Kohlberg (1984) argues that adults other than parents can instill values. In fact, research demonstrates that the teacher-student relationship is as important as the

parent-child relationship for the student's development (Greenberg, Speltz, & Deklyen, 1993). Furthermore, leaders, which in this case are the teachers, play a pivotal role in values transmission (Kouzes & Posner, 1995). This research indicates that values transmission is just as likely to occur through the teacher-student relationship as it would through the parent-child relationship.

There are several studies related to the transmission of cultural values for parent-child relationships (Perez-Brena, Updegraff, & Umana-Taylor, 2015; Tsai, Gonzales, Telzer, & Fuligni, 2015), how adolescents transmit values to their parents (Pinquart & Silbereisen, 2004), individualistic and collectivistic values transmission from parent to child (Schonpflug, 2001), and how children's gender and developmental phase influence values transmission for the parent-child relationship (Roest, Dubas, & Gerris, 2009). There is no literature related to personal, leadership, and career values transmission through the teacher-student relationship. This research will fill that gap in the literature.

Gaps in the literature: Student age

The second type of transmission belt is sociodevelopmental. An example of the sociodevelopmental transmission belt is the child's age, family socioeconomic status, and education level of parents. Using Kohlberg's Philosophy of Moral Development, primary education students are the perfect age for values development. There is no research related to student age as a transmission belt for personal, leadership, and career values. This research will fill that gap in the literature.

Conclusion

The impact of TLIM program has far reaching implications for primary education and the values research. TLIM program demonstrates that whole-child education programs are effective for students, teachers, administrators, parents, and the community. In addition, the program is able to improve behavior, social skills, emotional maturity and academic achievement for all students. The next chapter will focus on the methods that were used to determine, which values are most associated with the Habits.

Past Research

Key to understanding past research are education-based youth development programs. This section looks more closely at these programs including: whole-school transformation programs, social-emotional learning programs, youth leadership programs, and character education programs. These programs were created to develop leadership skills in youth, teaching youth social-emotional skills, and to improve behavior outcomes.

Organizational development programs

Whole-school transformation programs are organizational development programs with an emphasis on developing leadership skills in youth, teaching youth social-emotional skills, and improving behavior outcomes. There are three notable whole-school organizational development programs with an emphasis on improving academic achievement and behavior: Professional Learning Communities, Responsive Classrooms, and Positive Behavior Intervention and Supports. The

Professional Learning Communities (PLC) program is a faculty team-building program to look at student work data and make decisions about student learning. It is about teacher-to-teacher relationships. PLCs create teacher networking for decision-making and empowering teachers. PLCs also focus on leadership, professional development for teachers, and increasing the organization's scope (Huffman, Hipp, Pankake, & Moller, 2014). Research demonstrates that whole-school transformation programs have positive benefits for the students. If teachers are part of a PLC, they become more student centered, and the professional development teachers receives improves student academic achievement scores (Vescio, Ross, & Adams, 2007).

The Responsive Classrooms (RC) program trains teachers on how to create teams in the classroom. The RC approach emphasizes that social skills and academic achievement are equally important. "The RC approach asks teachers to align their beliefs, practices, and language about children to reflect a teaching philosophy based in developmental psychology" (Wanless, Patton, Rimm-Kaufman, & Deutsch, 2012). Research indicates that the RC approach leads to increased academic achievement, improved teacher-student relationships, and improved mathematics teaching (Northeast Foundation for Children, 2014).

The Positive Behavior Intervention and Supports (PBIS) program brings the entire school together for teachers to decide the school-wide rules for the hallway, recess,

lunch, and the rules for teaching students how to behave and how to reward students' positive behavior. PBIS encourages the teachers to set school-wide expectations for a climate and culture for school-wide behavior. It is intended to resolve behavior issues among students by teaching and directing students to behave responsibly (Sandomierski, Kincaid, & Algozzine, 2007). In a study comparing schools that implemented PBIS to schools that did not implement PBIS, teachers reported that bullying decreased in the schools that implemented PBIS (Waasdorp, Bradshaw, & Leaf, 2012).

Social-emotional learning and youth leadership

While social-emotional learning (SEL) and youth leadership programs are not whole-school transformation programs, SEL and youth leadership programs also tout positive benefits for students. SEL has positive impacts for students' behavior (Blum, Beuhring, & Rinehart, 2000; Wilson, Gottfredson, & Najaka, 2001). SEL also decreases bullying (Ttofi & Farrington, 2011; Vreeman & Carroll, 2007), increases social-emotional skills (Zins & Elias, 2004; Durlak et al., 2011; Ragozzino & Utne O'Brien, 2009), and improves students' academic achievement (Durlak et al., 2011; Zins, Weissberg, Wang, & Walberg, 2004; Wentzel, 1991; Quinn, Osher, Hoffman, & Hanley, 1998). In a search of the youth leadership literature, the literature did not indicate any direct links between youth leadership development and social-emotional skills and behavior outcomes. Although the youth leadership literature does indicate that youth leadership has positive impacts for students' academic achievement. (Thomson, 2012; Linking leadership to academic success, 2012).

Character education

It is important to understand the impact of character education because character education includes teaching values (Costley & Harrington, 2012). Berkowitz would argue that character education is values education (2011). In fact, some researchers would argue that the purpose of character education is to develop students morally and cognitively (Ryan & Bohlin, 1999). Numerous articles detail the link between academic achievement and character education (Aber, Brown, & Henrich, 1999; Battistich & Hong, 2003; Character Education Partnership, 2000; Flay, Allred, & Ordway, 2001; Kiger, 2000).

The future of whole-school transformation programs

It is important to note that whole-school transformation programs, social-emotional learning, youth leadership, and character education programs are separate programs. Recent research suggests that the future of education-based youth programs lies in merging the concepts of whole-school transformation programs, social-emotional learning programs, and character development programs together (Elias, Kranzler, Parker, Kash, & Weissberg, 2015; Elias, 2014). One of the programs that appears to merge whole-school transformation programs, social-emotional learning programs, character development programs, and youth leadership development programs together is TLIM program.

TLIM is a whole-school transformation program that officially launched in 2009.

TLIM teaches the 7 Habits of Highly Effective People to mostly primary education

students across the globe (Covey, Covey, Summers, & Hatch, 2014). TLIM is unique because it combines components of multiple education programs. TLIM combines whole-school transformation programs, social-emotional learning programs, youth leadership programs, and character education programs. As a result, TLIM “emphasizes non-cognitive skills, which combined with cognitive and curricular knowledge, lead to the development of the whole child” (Steinberg & Li, 2014).

The development of the whole child aligns with one of the goals of TLIM, which is that it “seeks to develop the entire person, mind, body, heart, and soul” (Covey, Covey, Summers, & Hatch, 2014, p. 13). TLIM is pioneering the way for youth development in primary education schools by demonstrating the positive outcomes of whole-school transformation processes combined with components of other programs and curricula. The positive outcomes of TLIM have impacted students’ behavior, social-emotional development, and academic achievement.

Deficiencies in Past Research

Research indicates that whole-school transformation programs, social-emotional learning, youth leadership, and character education programs have positive effects for students’ academic achievement and behavior (Huffman, Hipp, Pankake, & Moller, 2014; Brown-Chidsey & Steege, 2011; Ttofi & Farrington, 2011; Thomson, 2012). Although, a literature review did not uncover any research exploring the values associated with these programs. This research proposes to fill this gap in the literature.

Audiences who will profit from the study

There are three audiences who will benefit from this study. Educators will benefit from this research. Identifying the values associated with habits will help inform their efforts to develop future values-driven leaders. The second audience that will benefit from this research are the people and organizations being led by the future leaders. The third audience that will benefit from this research are the students. They will reap the benefits of receiving values-based leadership training, which teaches them to do the right thing at an early age for their life, career, and relationship successes.

Statement of Purpose

The purpose of this study is to understand which values are most associated with the habits taught through TLIM program using a mixed methods, case study approach. The setting for this research is a public primary elementary school in the Midwest region of the United States of America. The qualitative data consisted of gathering information about the values most associated with the habits taught through TLIM program. Quantitative data was gathered to determine the correlation between values and student outcomes.

Research questions and hypotheses

To understand the values associated with the TLIM habits, three questions were asked in the case study research.

4. Which values are most associated with the habits taught by TLIM program?
5. How are these values taught?

6. What impact do these values have for students, teachers, parents, and the community?

The first and second questions were studied qualitatively. The third question, which was studied qualitatively and quantitatively, required the collection of student behavioral outcomes and academic achievement scores.

The following hypothesis directed the qualitative and quantitative research for this case study: It is suspected that the link between habits and outcomes is not a direct link, but is influenced by the values formed as a result of TLIM program.

Philosophical assumptions

This research uses a social constructivist framework to determine which values are associated with the habits taught in TLIM program. According to Creswell (2003), social constructivists communicate with other individuals to understand the individuals' perspectives of the world they are a part of. Social constructivists ask open-ended questions, which allow the participants in the study to provide their definitions and interpretations of their world. Understanding the impact of TLIM for students, teachers, and the education community can help educators create programs and curriculum that include values, which will improve behavioral outcomes and academic achievement for all students. Furthermore, this research will inform the values transmission research for teacher-student relationships.

In order to understand the impact of TLIM for students, teachers, and the education community, the next chapter will discuss the current literature regarding TLIM. The TLIM research implies that TLIM program has far reaching positive impacts for student's behavior, academics, and social-emotional learning.

Chapter 3: Methodology

This chapter begins by explaining the research questions, research design and setting, and the research process. In addition, this chapter explains the interview and data collection procedures. It closes with a discussion of the limitations of the research.

Definition

The research questions and purpose of this study was to identify which values are most associated with the habits taught through The Leader In Me (TLIM) program.

This study utilized a case study and mixed methods approach to understand the values associated with the TLIM habits. Three questions were asked in this case study.

1. Which values are most associated with the habits taught by TLIM program?
2. How are these values taught?
3. What impact do these values have for students, teachers, parents, and the community?

In order to answer these research questions, a concurrent transformation mixed methods design was used. This method was best for a study of this nature because it allowed the researcher to create a study that tied qualitative and quantitative data together during data gathering and construction of the theoretical lens.

The concurrent procedure allowed the researcher to collect qualitative and quantitative data at the same time. Gathering data together allows the researcher to review the data for parallel findings (Creswell, Plano Clark, Gutmann, & Hanson, 2003). This study relied heavily upon qualitative data, however, it did use quantitative

data to support the qualitative research findings. In addition, collecting qualitative and quantitative data together, allowed the researcher to question some of the quantitative findings during the semi-structured interviews.

A transformative procedure “uses a theoretical lens as an overarching perspective within a design that contains both quantitative and qualitative data” (Creswell, 2003, p. 16). The theoretical lens provided the foundation for the research. The foundation includes the data collection method, topics, and the hypothesis. The theoretical lens also helped to form the research. In order to create a theoretical lens, first a hypothesis had to be developed. The hypothesis is that: the link between habits and outcomes is not a direct link, but is influenced through the values formed as a result of TLIM program. This hypothesis forces the researcher to think about the results that the researcher should be looking for. Then a theoretical lens was created. The theoretical lens guided the questions that were asked, important topics, and the researcher’s role in the study (Cresswell, 2013). The research sought to uncover, which values are influencing the outcomes of TLIM program. Mixed methods research is the process of combining qualitative and quantitative research methods for the research study (Hibberts & Johnson, 2012).

Data collection for the qualitative findings consisted of semi-structured interviews of three groups of participants; the three groups of participants were teachers, parents, and administrators. The data collected was used to provide detailed information about

1) the values most associated with the habits; 2) how the values are taught; 3) and the impact of the values for the students, teachers, administrators, parents, and the community. Quantitative data collection included student's reading scores and behavioral outcomes data. This data was collected to correlate it with the results of the habits training. The selection process for the school and the teachers will be described in the research approach section.

Research Approach

This study included 21 qualitative interviews with teachers, administrators, and parents at one school. This study provided analysis about the association between the habits and values, which results in positive outcomes for the students. All the interviews were conducted face-to-face. According to Glatthorn and Joyner (2005), including detailed information about the research participants helps the reader comprehend the study. The participants were composed of 13 female teachers, two male teachers, 3 administrators, and 3 parents.

Research Framework

This study used a social constructivism framework to understand the values most associated with the habits taught through TLIM program. The social constructivism approach was used because the researcher relies upon the participant's interpretation of TLIM program to understand the values associated with the habits. Social constructivism involved the researcher "relying as much as possible on the participants' views of the situation" (Creswell, p. 25, 2013). The participant's views

of the situation were based upon their communication, and the historical and cultural contexts of the participants. The social constructivist perspective allowed the researcher to investigate the values most associated with the habits and how those values are taught to students through a relational and sociodevelopmental context. This is an important topic in today's education industry as local government and educators create college and career readiness programs and assessments to ensure that all students receive a quality education and are college and career prepared. As a result, schools will increasingly receive ratings based upon the school's assessment outcomes.

The social constructivist's purpose is to understand the participant's perspective of the world (Cresswell, 2013). The narratives provided by the teachers, administrators, and parents explain the impact of the values inherent in the habits and how the values are taught or transmitted. The social constructivism framework is the best approach for the school utilized in this study. Teachers work directly and sometimes one-on-one with the students to help them overcome academic, social-emotional, behavioral and personal challenges.

Research Setting

The setting for this research study was a public primary education school in the Midwest region of the United States of America, referred to in this study as Belvidere School, or "Belvidere," to preserve confidentiality. One of the keys to understanding TLIM at Belvidere is the history of Belvidere including the organizational changes in

the school district, described in detail in the paragraphs that follow: in short, the district merged Belvidere and another school, referred to as Young School, or “Young” to preserve confidentiality. Prior to the merger, TLIM had been implemented at Young; after the merger, TLIM was implemented at Belvidere.

Prior to the merger, there were four schools in the school district. Figure 1 describes how the students in the kindergarten through second grade school matriculated into Belvidere or Young. Both Belvidere and Young served students in grades third through fifth. Upon completing fifth grade, the students matriculated into the junior high school in the district.

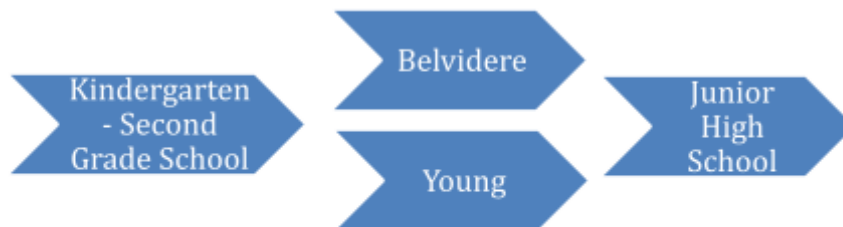


Figure 1. School District before Belvidere-Young Merger

TLIM program was implemented first at Young, in the same school district as Belvidere. The principal of Young introduced TLIM program to the school and the school district. She led the implementation of TLIM program at Young. Based upon qualitative data, the implementation of TLIM at Young was progressing well,

however, the financial crisis of 2008 had negative financial results for Young. This led to the School District's decision to close Young and merge it with Belvidere.

The teachers, staff, administrators, and students at Young moved into Belvidere. Like Young, Belvidere also served students in grades third through fifth. The principal of Young became the principal of Belvidere as a result of the merger. Figure 2 depicts how the school district was organized after the merger of Young with Belvidere, which resulted in three schools in the school district. The kindergarten through second grade school students matriculated into Belvidere only. The students at Belvidere, upon completing fifth grade, matriculated into the junior high school.



Figure 2. School District after Belvidere-Young Merger

Prior to the merger, Belvidere had implemented the Positive Behavioral Interventions and Support (PBIS) program, which is a whole school transformation program, similar to TLIM. The teachers at Belvidere already had a program that they thought

was working and this compounded the resistance the teachers felt to implementing TLIM program. When the schools merged, half of the teachers were familiar with TLIM program and half of the teachers were familiar with PBIS. The principal collaborated with the teachers, staff, and administrators at Belvidere to implement TLIM program. Thus, TLIM program was implemented at two schools, first Young and then at Belvidere, after Young merged with Belvidere. In addition, the principal of Belvidere and some of the teachers, staff, and administrators were involved in implementing TLIM program at both Young and Belvidere.

Therefore, the implementation of TLIM program at Belvidere is unique. There were challenges transitioning from a PBIS school to a TLIM school, merging two groups of teachers and staff into a unified team, and other difficulties the Belvidere team encountered while implementing TLIM program. These challenges are further examined in the implementation discussion below. Belvidere was eventually able to overcome these challenges because TLIM program is designed to address organizational development issues. Ultimately, TLIM program's organizational development dimensions helped Belvidere overcome some of the challenges it faced.

Belvidere was chosen for this study because of its Lighthouse Status. A school with Lighthouse Status has successfully passed an evaluation, conducted by FranklinCovey, creator of The Leader In Me program. FranklinCovey evaluates and certifies schools with Lighthouse Status. There are 2,562 schools worldwide that are

participating in The Leader In Me program; however, only 222 schools have achieved Lighthouse Status. Schools with this special designation, Lighthouse Schools, have met nine criteria (Table 1) as designated by Franklin Covey to obtain Lighthouse School Status. The status is renewed every two years. Lighthouse Status is important to this study because it is an indicator that TLIM implementation at Belvidere was complete and correct, thus, eliminating the potential for ambiguous outcomes as a result of incomplete implementation. Table 1 displays the criteria for a school to achieve Lighthouse Status.

Table 1. Lighthouse School Criteria

Lighthouse School Criteria	Recommended Steps to Becoming a Lighthouse School
1)-Lighthouse Team A Lighthouse Team is in place, meets regularly, and oversees schoolwide implementation of the leadership model.	Implement a few key initiatives focused on engaging students, staff, parents, and community members in the school’s leadership model. Support schoolwide New-Staff Orientation and Ongoing Staff Development in The Leader In Me process.
2) Leadership Environment School environment reinforces the leadership model.	Add leadership language and tools to displays and bulletin boards in hallways and classrooms. Incorporate music, art, and technology into the school and campus environment that reinforce individual worth and leadership principles.
3) Integrated Instruction and Curriculum Teachers are integrating leadership language into instruction and curriculum daily.	Teach and reinforce the 7 Habits through literature. When developing lesson plans, integrate teachable moments for reinforcing leadership principles and tools.

Lighthouse School Criteria	Recommended Steps to Becoming a Lighthouse School
<p>4) Staff Collaboration Staff works together effectively to build a culture of leadership in classrooms and throughout the school.</p>	<p>Establish processes for mentoring and modeling the leadership principles and tools to new staff members. Use existing or establish new team structure that allow the entire staff (teaching and nonteaching) to actively collaborate in building a culture of leadership.</p>
<p>5) Student Leadership Students are provided with meaningful leadership roles and responsibilities.</p>	<p>Create roles for students using the word “leader” (e.g., “Leader of Technology”, “Leader of Nutrition”) that allow students to develop skills vital to the 21st century. Allow students to take responsibility for planning schoolwide activities that support the leadership theme.</p>
<p>6) Parent Involvement Parents are involved in activities that support the leadership model and have an understanding of the common language being used at the school.</p>	<p>Equip parents with a general understanding of the 7 Habits. Get started by inviting them to a Parent Night to introduce the leadership model and sending home a copy of The Leader In Me Parent’s Guide. Involve parents in leading activities that support the leadership theme.</p>
<p>7) Goal Tracking A system is in place for setting and tracking goals at the student, classroom, and schoolwide level.</p>	<p>Create a system for tracking and displaying schoolwide, classroom, and individual teacher goals. Equip students with a Data Notebook and leadership tools to set and track academic and personal goals.</p>
<p>8) Measurable Results The school is seeing improvements as a result of implementing The Leader In Me process.</p>	<p>Choose indicators to measure, collect baseline data, and track regularly to determine where and to what degree the leadership model is bringing improvement (e.g., discipline referrals, academic achievement, attendance and/or tardies, staff and/or parent satisfaction). Record anecdotal evidence (e.g., success stories, parent testimonials, noted improvements in student self-confidence).</p>
<p>9) Leadership Events The school is holding events to share their leadership model with the</p>	<p>Invite community leaders to come to the school to share leadership insights and experiences with students. Hold a mini or full Leadership Day or similar event. Invite parents, business partners, and educators from</p>

Lighthouse School Criteria	Recommended Steps to Becoming a Lighthouse School
community and other schools.	other schools to come learn about and see your school's unique leadership model.

Source: FranklinCovey Education (2014).

TLIM implementation process at Young

Figure 3 illustrates the implementation sequence of the TLIM program at Young for academic years 1 and 2. This sequence was uncovered as part of the qualitative interviews.

TLIM
program at
Young
School

- **Academic Year 1**
- Parent introduces idea of implementing TLIM program at Young to principal during town hall meeting.
- Principal and parents completed a book study of TLIM program.
- Parents thought the program had positive benefits.
- School leadership reads TLIM book during summer.
- **Academic Year 2**
- School leadership thought TLIM book had positive benefits.
- Teachers read TLIM book as a book study.
- Teachers thought TLIM program had positive benefits.
- Teachers spent first trimester learning habits and living into habits.
- Teachers introduced habits to students informally in second and third trimesters.
- Young School is closed and merged with Belvidere School.

Figure 3. Implementation of TLIM at Young

TLIM implementation process at Young – Academic Year 1

The idea to implement TLIM program at Young came up at the school town hall meeting. The town hall meetings were the forum where Young celebrated successes for the recent school year and created strategies and goals for the approaching school year. The feedback from the parents indicated that the parents wanted their students to have leadership opportunities. A parent introduced the principal to Stephen Covey's book, *The Leader In Me* (2014). The principal introduced the book to the parents and the parents decided to complete a book study of *The Leader In Me*. Book studies are generally used by teachers to discuss topics and to understand how new programs will impact the students and the school.

The parents thought TLIM program would have positive benefits for the students. As a result, the book was given to the leadership of Young to read during the summer break. At the conclusion of summer break, *The Leader In Me* was introduced to the teachers at a staff meeting. The principal introduced the book and discussed it with the staff. It was decided that the teachers would have a book study about *The Leader In Me*, on Friday mornings. The book study facilitated a space for the teachers and staff to ask questions, raise concerns, and consider how to teach the habits to all students.

The principal collaborated with the teachers to implement the habits. The staff spent the first year of TLIM program learning the habits and living into the habits before teaching the habits to the students. The students were introduced to some of the habits language during the first year that the teachers were learning about the habits. The intent was to understand the student's receptivity to the habits and how the habits should be incorporated into the curriculum and instruction.

TLIM Implementation Process at Young – Academic Year 2

Academic Year 2 was filled with teachers formally teaching the habits to the students. Each month the students learned a new habit and focused on that particular habit throughout the month. Other habits were touched on if appropriate during that month. During this second year, the administration, teachers, and staff at Young were informed that the school district decided to close Young at the end of the school year. Young would merge with Belvidere.

The challenges of merging Young with Belvidere

The merger of Young with Belvidere was difficult for the students and teachers. First, the district was merging two competing schools. Young and Belvidere had previously competed for the same students in the district. Second, the merger resulted in some staff changes. The principal of Young became the principal of Belvidere. The principal of Belvidere became a district administrator. Third, the teachers did not feel prepared for the merger. Due to the timing of the district office's decision to close Young, the teachers of both schools did not have time to plan and work together. Fourth, the schools were utilizing different whole school transformation programs.

Young was a Positive Behavioral Interventions and Supports (PBIS) school and Belvidere was utilizing both Responsive Classrooms and TLIM program. Finally, the community did not support the schools merging.

Parents

The researcher of this study recruited three parents to participate in this study through the Parent Recruitment Flyer (Appendix C). The parents confirmed their intent to participate in the study by notifying the principal. Prior to the start of the interview, the parents signed the consent form, Parent Consent Form (Appendix E). The principal of Belvidere provided the parents' names and information to the researcher of this study by email.

At least one parent had a student in fifth grade. Another parent had a student in fourth grade and the third parent had a student in third grade. Once the researcher received notice of who the parents were, the researcher set up time for individual, face-to-face, 30-minute interviews with the parents. The parents received a Parent Consent Form (Appendix E) explaining that the study is voluntary. The consent form included that the parents could withdraw from the study at any time. Further, any data collected would remain confidential. The parents' names were not used in the research study. The data was collected, coded, and aggregated to maintain the parents' identity. The parents were interviewed using the Interview Guide for Parents (Appendix H). The parents linked the habits they believed were most associated with the values using the list of TLIM habits (Appendix I) and the values (Appendix J).

TLIM implementation process at Belvidere

Figure 4 illustrates the implementation sequence of TLIM program at Belvidere for academic years 3, 4, 5, and 6. The information in Figure 4 was received through qualitative interviews.

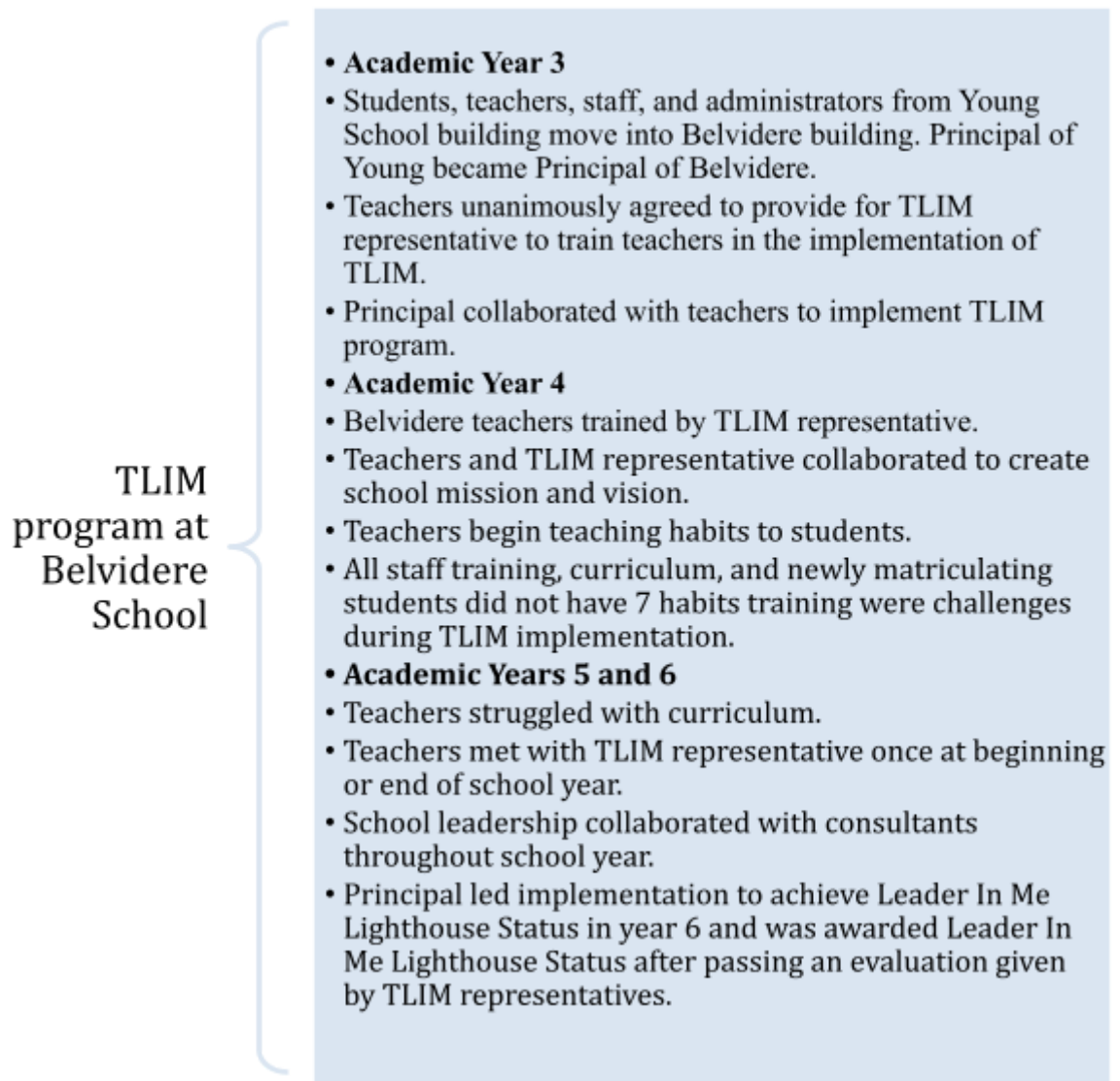


Figure 4. Implementation of TLIM program at Belvidere

TLIM implementation process at Belvidere – Academic Year 3

Due to the merger of Young with Belvidere, the initial implementation of TLIM program to the achievement of Lighthouse was a six-year process. Year 3 of the implementation process involved providing all the teachers and staff with initial TLIM training. Half of the staff had the understanding of the habits because they were from Young. Those teachers from Belvidere had not received habits training. The training did not become more in-depth until all the teachers at Belvidere chose to implement TLIM program.

In year 3, after the teachers decided to implement TLIM program, the school district provided for the school to receive professional training from a FranklinCovey representative. The teachers developed the mission and vision with the FranklinCovey representative. The FranklinCovey representative spent one entire day with the teachers and staff of Belvidere to develop the school's mission and vision.

TLIM Implementation Process at Belvidere – Academic Year 4

The teachers implemented the school's mission and vision and taught it to the students. Each classroom developed a mission and vision and each student created a mission and vision for themselves as well. The individual classroom mission and vision and the student's mission and vision connected to the school mission and vision.

It was after the initial implementation of the mission and vision, that Belvidere encountered another challenge. The curriculum had to be re-written to accommodate Common Core Standards. This was a difficult time for the school because there were several shifts occurring at once, the merger, the re-writing of the curriculum, and the implementation of The Leader In Me program. Despite this, Belvidere continued to move forward with the TLIM implementation.

Another challenge that the teachers encountered during the implementation process was the incoming third grade students coming from the kindergarten through second grade. The kindergarten through second grade school teaches the 7 Habits, but it does not have the full implementation of TLIM program. Through qualitative interviews, the teachers shared that the incoming second grade students were not receiving the same thought process and the same behavioral expectations as the students at Belvidere School.

TLIM implementation process at Belvidere – Academic Years 5 and 6

In year 5 of the TLIM implementation process at Belvidere, Belvidere continued to encounter multiple curriculum revisions due to the Partnership for Assessment of Readiness for College and Careers (PARCC) testing. PARCC was created to test if students are prepared for college and careers. Despite the curriculum challenge, Belvidere continued to move forward with the TLIM implementation.

The TLIM implementation at Belvidere was supported by FranklinCovey in two ways. During the implementation process, the teachers met with a Franklin Covey representative at the beginning or end of each academic year. Belvidere's school leadership team worked with FranklinCovey consultants throughout the year, to inform the implementation process. In academic year 6, Belvidere received an evaluation by FranklinCovey and it was determined that Belvidere had achieved The Leader In Me Lighthouse status.

Research Participants

Belvidere serves more than 500 students in the third through fifth grades. The student body is diverse. The school's 2013 Demographic Report demonstrates that 20% of the students are English Language Learners; 34% of the students are low-income; 43% of the students are Caucasian; 46% of the students are Hispanic; and 14% of the students have special needs.

The implementation data for Belvidere was gathered through 21 qualitative interviews. The qualitative interviews included four groups of interview participants: teachers, staff, administrators, and parents totaling 21 participants. Twenty of the interview participants were current teachers and staff at the time of the interviews. One interview participant, an administrator was the former principal who implemented TLIM program at Belvidere and Young.

Table 2 describes the teacher and staff groups, the total number of individuals in each group, the total number of individuals who participated in interviews, and the percentage of those groups that participated in interviews. The two physical education teachers who were interviewed are included in the number of teachers. The former principal is not included in the following table. In addition, three parents who had student's currently attending Belvidere in grades third through fifth were interviewed. The three parents are not included in Table 2 and nor is the former principal, who is an administrator, who was interviewed. That is a total of four interview participants who are not listed in the table.

Table 2. Interview Groups

Group	Total #	# Interviewed	%
Teachers grades 3-5	21	11	52%
Reading Specialists	3	1	33%
Math Specialists	1.5	0	0%
School Psychologist	1	1	100%
Gifted Teacher	1	1	100%
Social Worker	1	0	0%
Speech Teacher	2	0	0%
Special Education Teacher	5	1	20%
School Nurse	1	0	0%

Group	Total #	# Interviewed	%
District Occupational Therapist	1	0	0%
District Physical Therapist	1	0	0%
School Librarian	1	1	100%
Principal	1	1	100%
Total	40.5	17	42%

Five of the teachers who were interviewed taught at Young prior to the implementation of TLIM program at Young. Two of the three administrators who were interviewed were administrators at Young prior to the implementation of TLIM program at Young. When Young merged with Belvidere, these five teachers and two administrators were transferred to Belvidere. These seven faculty and staff were able to offer unique insights into the implementation of TLIM program at both schools.

Six of the teachers who were interviewed taught at Belvidere prior to the implementation of TLIM program at Belvidere. These six teachers were able to provide stories about the values observed in the students prior to the implementation of TLIM program at Belvidere.

Three teachers, the school librarian, and one administrator began working at Belvidere after TLIM program was implemented. The teachers, school librarian, and administrator, who were not present at Belvidere for the implementation of TLIM

program provided stories about the values observed in students as a result of the students learning the habits.

The parents, who were interviewed, had students currently attending Belvidere. Their students matriculated into Belvidere from the kindergarten through second grade school. The parents became involved with TLIM program after their students matriculated into Belvidere. All the parents became involved with TLIM program after it was implemented at Belvidere.

Based on an extensive review of the literature this study differs from other studies that have researched the habits and/or TLIM program. The Research Department of the TLIM also confirmed that they were unaware of studies of this nature. None of the previous studies researched the values most associated with the habits taught through TLIM program. Further, none of those studies researched how the values are taught or the impact of the values for students, teachers, administrators, parents, and the community.

Sampling Procedures

Sampling procedures for participants included receiving the District Superintendent's permission and the principal's permission to interview the teachers, administrators, and parents and to receive access to academic and behavioral outcomes data. The sampling procedures also included recruiting teachers, administrators, and parents and reviewing academic achievement and behavioral outcomes data.

Belvidere recruitment

The researcher of this study requested a face-to-face meeting with the Belvidere's School District Superintendent. The meeting was requested through the work email of the Superintendent and Principal of Belvidere. The email included information about the research study, the extent of the school's participation, the benefits to the school, and a request for the school's participation in the research study (Appendix A: School A).

The Superintendent and the Principal agreed to meet with the researcher of this study on Wednesday, February 10, 2016. During the meeting, the researcher provided details about the research study, copies of the research guides for all participants, a timeline for the study, and how to ensure the anonymity of the school district, the school, and the participants. The Superintendent and Principal discussed the logistics and planning of the research study for Belvidere with the researcher. At the conclusion of the meeting, the Superintendent and Principal agreed to allow Belvidere faculty and staff to participate in interviews with the researcher of this study, to explore the values most associated with the habits taught through TLIM program.

Teachers

The researcher of this study recruited teachers to participate in this study through the Teacher/Administrator Recruitment Flyer (Appendix B). The teachers confirmed their intent to participate in the study by notifying the principal and signing a Teacher Administrator Consent Form (Appendix D). The principal of Belvidere provided the

teachers' names and information to the researcher of this study through the researcher's email.

The researcher collaborated with the principal to set up dates and times to meet with the teachers for face-to-face interviews. The face-to-face interviews used the Teacher Interview Guide, (Appendix G), to ask teachers about the values associated with the habits and the impact of those values for students, administrators, and parents.

Teachers received a list of Rokeach's Instrumental Values (1973). These values will be discussed in more detail later in this chapter. Teachers also received a list of Covey's 7 Habits, which will also be discussed in more detail later in this chapter.

Rokeach's list of Instrumental Values was chosen instead of Rokeach's list of Terminal Values because the Instrumental Values are modes of conduct (Rokeach, 1973). The Terminal Values, which are achieved through the Instrumental Values, are one's desired end state. In addition, the Instrumental Values are easier to understand than the Terminal Values. Ambitious is an Instrumental Value and A Comfortable Life is a Terminal Value. The Instrumental Values have been tested by multiple researchers and it is a valid values classification system, which remains consistent across diverse populations and settings (Braithwaits & Law, 1985; Feather & Peay, 1975; Rankin & Grube, 1980).

After receiving the Instrumental Values and 7 Habits definitions and descriptions, the teachers had to tell a story about a time they saw students using the habits and tell which values they saw in the students as a result of the habits. The principal of Belvidere chose the teachers for the research study interviews, based upon the researcher's request for the teachers to meet certain criteria. The criteria was that six of the teachers had to teach at Young or Belvidere prior to the implementation of TLIM. The teachers were third, fourth, and fifth grade teachers, physical education teachers, and special services teachers. The school librarian was also interviewed. At least six of the teachers had to work at Young or Belvidere prior to the merger and subsequent implementation of TLIM program. The researcher traveled to Belvidere and interviewed individual teachers at the school for 30 minutes.

The teachers were provided with a Teacher/Administrator Consent Form, (Appendix D), for the study, which required the teacher's signature. The consent form informed the teachers that the information they provided is confidential and that the teachers could withdraw from the study at any time. Further, their employment would not be impacted as a result of their participation in the study. Data received from the teachers was coded and interpreted. The coding pulled all stories about students demonstrating values together. For example, all stories of students demonstrating self-control were compiled and grouped as aggregate data to ensure the confidentiality of the data the teachers provided to the study. All identifying markers about the teachers were removed from the data collection.

Administrators

Interviews with administration at Belvidere included the former principal, who implemented TLIM, the current principal, and the school psychologist. The former principal was recruited for the study through an invitation sent to her personal email address. She received a Teacher/Administrator Consent Form, (Appendix D), explaining that the study was entirely voluntary. She could withdraw from the study at any time. All information collected and gathered was confidential.

Two other administrators from Belvidere were recruited for the study. These two administrators were the current principal and the school psychologist. They were recruited through the Teacher/Administrator Recruitment Flyer (Appendix B). The two administrators received the Teacher/Administrator Consent Form (Appendix D), explaining that the study is voluntary. The consent form included that the administrators can withdraw from the study at any time. Further, any data collected would remain confidential. The administrators' names were not used in the research study. The data was collected, coded, and aggregated to maintain confidentiality of the administrators' identity. Data was collected using the Interview Guide for Administrators (Appendix F). Administrators linked the habits they believe are associated with the values using the list of values (Table 8, p.) and habits (Table 9, p.).

Qualitative Data Collection Measures

In order to understand the values most associated with the habits, the teachers, administrators, and parents of Belvidere were asked to participate in interviews. The interviews were semi-structured recorded interviews. The researcher conducted the interviews and informed the participants that their participation in the interviews was entirely voluntary and that the participants could withdraw at any time.

Interview

The researcher utilized open ended, semi-structured, recorded, face-to-face interviews to discover which values are most associated with the habits taught through TLIM program. To help ensure a private and undisturbed discussion, the interviews were conducted in a conference room at Belvidere. The teacher, administrator, and parent interviews were conducted by the researcher of this study utilizing the Interview Guides (Appendix F, Appendix G, Appendix H). These appendices were developed by the researcher.

Table 3 contains the questions used in the interview guide. Due to time constraints, not all interview questions were asked of each group. The check marks indicate which questions were asked of each group.

Table 3. Interview Questions

Interview Question	Administrator	Teacher	Parent
Please tell me when you first got involved with TLIM. What did you do? How did you feel about it at the time?	√	√	√
Looking back on the entire TLIM program, think of a time when you felt that it was really working – when it was truly having a profound impact on students. Tell me the story. What was going on?	√	√	√
Thinking about the same story, without being modest, what was it about you that made it a great experience? Think about your values, strengths, skills, relationships, ways of working, specific strategies, etc.	√	√	
Who else was involved in that story? What was it about them that made it a great experience?	√		
What was it about the school as a whole that made it a great experience?	√		
TLIM teaches seven habits. Please take a look at these habits. Have you seen any of these habits in your child? Please share a story with me.			√
What values are you seeing in your child as a result of TLIM? Please share a story.			√
What values do you see being developed in students, teachers, and parents through the TLIM process? Here is a list of values to consider.	√	√	
Think of a time when you saw the positive values of the students really flourishing because of TLIM. Tell me the story. Specifically what were the values you saw? Which, if any, of the habits being taught through TLIM, played a role in this story?	√	√	
What impact did these values have on the students? Teachers? Administrators? Parents? The Community?	√	√	√

Interview Question	Administrator	Teacher	Parent
Can you think of another time when you saw the positive values of the students really flourishing because of TLIM? Please tell me the story.	√	√	
Is there anymore that you would like to share with me about TLIM?	√	√	√

The purpose of using semi-structured interviews was to allow the participants to provide detailed narratives and to allow the discussion to vary with each participant.

The semi-structured interviews allowed the researcher to follow up on ideas and themes that emerged from the teachers', administrators', and parents' interviews.

Semi-structured interviews allowed for depth interviewing, "theory construction and theory-verification" (Wengraf, 2001, p. 4). In addition, semi-structured interviews fit with the research questions. The more complex the research questions, the less structured the interview questions should be (Fylan, 2005).

The researcher provided the participants with the 7 habits as illustrated in TLIM program and Rokeach's 18 Instrumental Values. The participants were asked to "think of a time when you saw the positive values of the students really flourishing because of TLIM. Tell me the story. Specifically what were the values you saw? Which, if any, of the habits being taught through TLIM, played a role in this story?" These questions allowed the researcher to connect the values that are most associated with the habits and the values that are associated with individual habits. After all

qualitative interview data was collected, the researcher sent out the data gathered for transcription and scrubbed the data for identifying information before the transcripts were coded.

Data Analysis Procedures

Qualitative data analysis

To combine the quantitative and qualitative data, the study utilized a concurrent transformative mixed methods approach. Interviews were the primary data form for qualitative data analysis.

The interview analysis had four layers of coding, initial coding, 1st Order Concepts, 2nd Order Themes, and Aggregate Dimensions. Through coding, the researcher analyzed the narratives, accounts, and observations (Charmaz, 2014). Coding is an interpretation of what is occurring in the data. Coding allows the researcher to compile all the narratives, accounts, and observations. Through coding, the researcher compiled all the narratives, accounts, and observations from participant interviews to obtain a complete picture of the qualitative data.

Initial coding

The researcher used Dedoose (Dedoose Version 6.1.18, 2015), an online application for analyzing qualitative and mixed methods research. After the completion and transcription of the interviews was complete, the researcher uploaded the interviews to Dedoose (2015). Through Dedoose (2015) the researcher created codes, linked multiple codes, and created memos for the qualitative data. The first layer of coding is

initial coding or open coding. In initial coding or open coding the researcher identifies, describes, and constructs the interview participants' thoughts and observations based on the excerpts from the interviews (Wolfswinkely, Furtmueller, & Wildercom, 2013). Through this process, countless codes can materialize (Gioia, Corley, Hamilton, 2012).

Open coding created 171 initial codes. On four occasions, the codes were reviewed for duplicates and overlap. In this process, on four separate occasions, the researcher reviewed the codes for similarities, relationships, and eliminated duplicates to achieve a consolidated set of codes. The completion of this process resulted in 156 initial codes. Table 4 lists some of the codes, for a complete listing of the initial codes, please refer to Appendix I .

Table 4. Initial Codes

7 habits a tool for communication	Administrators have more positive attitude	Connecting habits to literature
7 habits are a guide	Administrators impressed by student leadership role	Creative methods to teach habits
7 habits are internalized	Administrators less disciplining of students	culture
7 habits had positive impact for community	Administrators think students come first	decreases bullying
7 habits has to be practiced	Better learners	difficult to teach
7 habits has to be weaved into instruction	Brainstorming	V-E - creative
7 habits has to be weaved into curriculum	Changed leadership style	V-E - independent
7 habits provide foundation	Collaboration	V-E - perseverance
	Common language	V-E - respect
		V-E - responsible

The process of initial coding was particularly challenging for two reasons. First, the researcher was discovering the impact of the values for five groups: students, parents, teachers, administrators, and the community. This required the codes to be very specific or close representations of the data (Charmaz, 2014). By coding for outcomes, inputs, emotions, processes, and variables the data reflected the interview participant's interpretations and not the researcher's interpretation. Therefore, the researcher conveyed narratives and developed theories based upon actual happenings instead of interpretations of actual happenings.

The second reason coding was challenging is because the researcher noted that there were two sets of values. The first set of values, labeled "V-E" for the values expressed, were the values that the teachers expressed they exhibit in the classrooms for the students. These values derived from the questions "Looking back on the entire TLIM program, think of a time when you felt that it was really working – when it was truly having a profound impact on students. Tell me the story. What was going on?" and another question "Thinking about the same story, without being modest, what was it about you that made it a great experience? Think about your values, strengths, skills, relationships, ways of working, specific strategies, etc.". Essentially, the V-E values (creative, independent, etc.,) are the values the *teachers exhibited* for the

students. In addition, the teachers spoke of these values prior to receiving the list of Rokeach's Instrumental Values.

When the teachers were asked, "Think of a time when you saw the positive values of the students really flourishing because of TLIM. Tell me the story. Specifically what were the values you saw? Which, if any, of the habits being taught through TLIM, played a role in this story?" the teachers were given a list of values from Rokeach's Human Values Survey. For this question, the teachers connected the habits with Rokeach's Values. Thus, the use of the "VR" in front of the values: ambitious, broad-minded, capable, etc. These were the values the teachers noticed the *students exhibiting* as a result of the habits. The "VR" also represents the connection between values and habits during the administrator and parent interviews.

1st order concepts

The second layer of coding, 1st Order Concepts, seeks to place the codes into categories (Gioia, Corley, & Hamilton, 2012). In this part of the coding process, the researcher has to ask "What's going on here?" in order to understand which initial codes should be grouped into the same 1st Order Concepts. The grouping of the initial codes into 1st Order Concepts resulted in 32 1st Order Concepts. Some of the 32 1st Order Concepts are listed in Table 5. For a complete listing of 1st Order Concepts, see Appendix J.

Table 5. 1st Order Concepts

Rokeach Instrumental Values most associated with the habits
Rokeach Instrumental values least associated with the habits
Values expressed by teachers
7 Habits
Learning habits at an early age is important
Age and developmental phase impact student’s understanding of the habits
Student-teacher relationship impacts students learning the habits
Tools to teach habits

Using Figure 5 as an example, the values labeled V-E are creative, independent, perseverance, respect, and responsible. These values were placed into a 1st Order Concept titled, Values Expressed by Teachers.

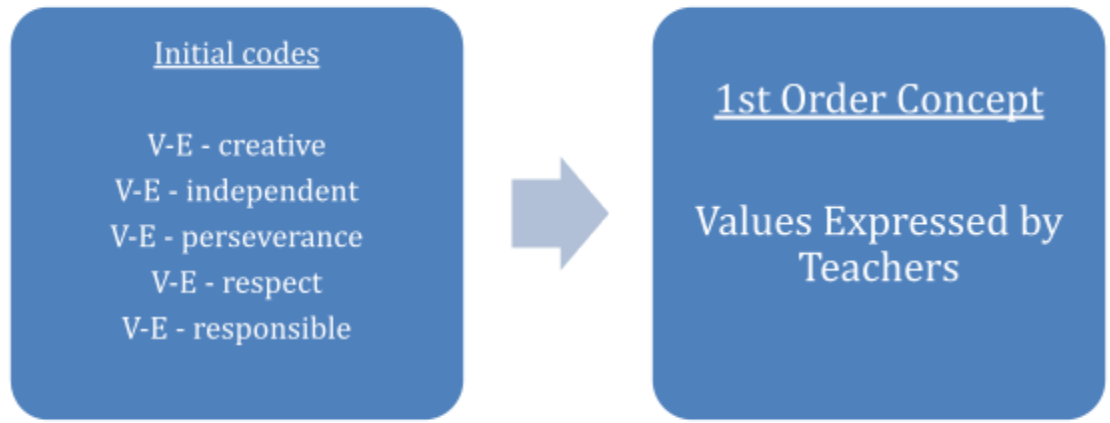


Figure 5. 1st Order Concepts

2nd order themes

In the third phase of coding, 2nd Order Themes are created to describe the occurrences of 1st Order Concepts. 2nd Order Themes can be new ideas that do not exist in the literature or they can be existing ideas (Gioia, Corley, & Hamilton, 2012). Ten 2nd Order Themes emerged as a result of the coding process. Figure 6 lists some of the 2nd Order Themes, for a complete listing of 2nd Order themes, see Table 6.

Table 6. 2nd Order Themes

Values learned through the habits
Methods used to teach values
Methods used to teach habits
Students lead themselves
Students lead others

Using Figure 6 as an example, the initial codes were grouped into the 1st Order Concept, Values Expressed by Teachers. The 1st Order Concept was grouped into the 2nd Order Theme, Values Learned Through the Habits.

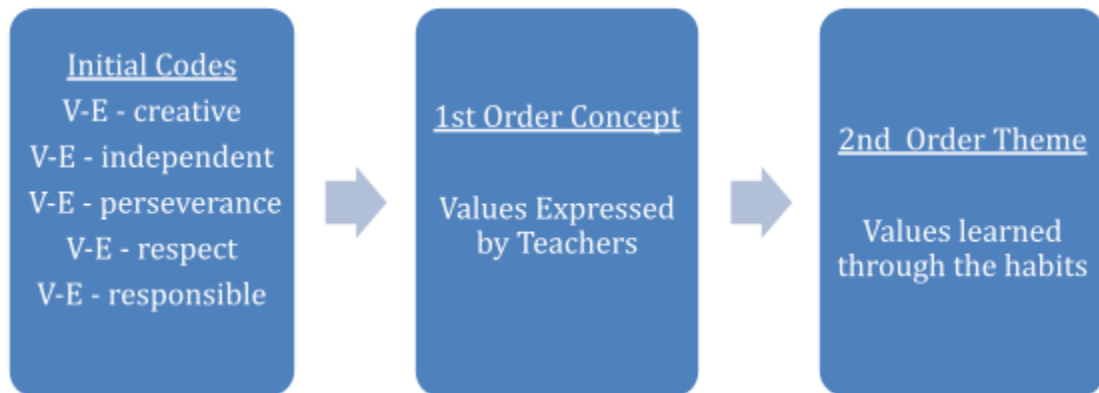


Figure 6. 2nd Order Themes

Aggregate dimensions

The final step in the coding process should be to organize the 2nd Order Themes into aggregate dimensions (Gioia, Corley, Hamilton, 2012). Aggregate dimensions leads to creating theoretical propositions that are rooted in the qualitative interview participant’s perceptions of their experience (Gioia, Corley, & Hamilton, 2012). The 2nd Order Themes were grouped into four aggregate dimensions (Table 7.).

Table 7. Aggregate Dimensions

Implementation

Values Education

Student leadership

Impacts

The next figure, Figure 7, is a complete example of Gioia’s suggested coding process. The initial codes were grouped into a 1st Order Concept, Values Expressed by Teachers. The 1st Order Concept was categorized into a 2nd Order Theme, Values learned through the habits. The 2nd Order Theme was organized into an Aggregate Dimension, Values education. The purpose of the aggregate dimensions is to provide the researcher with a visual representation of the progression from “raw data to terms and themes in conducting the analyses” (Gioia, Corley, & Hamilton, 2012). The visual representation enables the researcher to prove accuracy in the qualitative research (Pratt, 2008; Tracy, 2010).

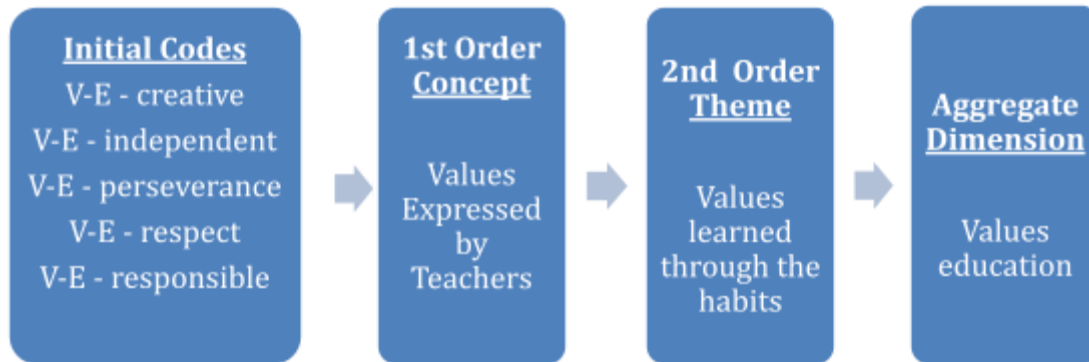


Figure 7. Aggregate Dimensions

In summary, 156 initial codes were created by reviewing the qualitative interview text for actions, processes, and emotions. The initial codes were grouped into 32 various categories or 1st Order Concepts. The 32 1st Order Concepts were then organized into ten 2nd Order Themes. The ten 2nd Order Themes were categorized into four Aggregate Dimensions.

The values most associated with the habits

In order to determine the values most associated with the habits, the researcher provided a list of Rokeach’s 18 Instrumental Values to the interview participants.

Table 8 contains Rokeach’s Instrumental Values list and the definition of each value.

Table 8. Rokeach Instrumental Values

Value	Definition
Ambitious	Hard working, aspiring
Broadminded	Open-minded
Capable	Competent, effective
Cheerful	Lighthearted, joyful
Clean	Neat, tidy
Courageous	Standing up for your beliefs
Forgiving	Willing to pardon others
Helpful	Working for the welfare of others
Honest	Sincere, truthful
Imaginative	Daring, creative
Independent	Self-reliant, self-sufficient
Intellectual	Intelligent, reflective
Logical	Consistent, rational
Loving	Affectionate, tender
Obedient	Dutiful, respectful
Polite	Courteous, well-mannered
Responsible	Dependable, reliable
Self-controlled	Restrained, self-disciplined

Reference: Rokeach, M. The Nature of Human Values (Vol 438). New York: Free Press.

The interview participants were also given a list of The 7 Habits. The 7 Habits lead to the development of character traits in students. The 7 Habits and their definitions are listed in Table 9.

Table 9. Stephen Covey's 7 Habits

Habit 1 – Be Proactive: You're in Charge

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong action. I do the right thing without being asked, even when no one is looking.

Habit 2 – Begin with the End in Mind: Have a Plan

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

Habit 3 – Put First Things First (Work First, Then Play)

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4 – Think Win-Win (Everyone Can Win)

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

Habit 5 – Seek First to Understand, Then to be Understood (Listen Before You Talk)

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confidential in voicing my ideas. I look people in the eyes when talking.

Habit 6 – Synergize (Together Is Better)

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us can alone. I am humble.

Habit 7 – Sharpen the Saw (Balance Feels Best)

I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

Reference: Covey, S. R., Covey, S., Summers, M., & Hatch, D. K. (2014). *The Leader In Me* (2nd ed.).

New York, NY: Simon & Schuster Paperbacks.

In order to determine the values most associated with the habits, the researcher identified the values the participants associated with the habits in each interview. Through Dedoose (2015), the researcher was able to total the number of times each value was mentioned in each interview and received a total number of times each value was mentioned for all interviews. The values were placed in numerical order from the value with the most number of mentions in interviews to the value with the least number of mentions in interviews.

For example, the value responsibility was mentioned nine times in connection with Habit 1: Be Proactive and 10 times in connection with Habit 6: Synergize. The value of responsibility was associated less with the other 5 habits. As a result, responsibility connects mostly with Habits 1 and Habits 6. This process allowed the researcher to determine two criteria: 1) which values are most associated with the habits in general and 2) of the values which are most associated with the habits, which habit(s) are most associated with each value.

The researcher then analyzed the interviews to ensure the values most associated with the habits were connected to habits during the interview process, by the interview participants. The researcher selected the top 7 values most associated with the habits. These top 7 values, were identified as the values most associated with the habits by the teachers, parents, and administrators during the interview process.

Quantitative data analysis

The academic achievement scores were analyzed to correlate increases in academic achievement with the implementation of TLIM and ultimately values. Specifically, the researcher reviewed the academic achievement data prior to the implementation of TLIM, during the implementation of TLIM, and after the implementation of TLIM. The scores were analyzed to determine if academic achievement increases are synonymous with the implementation of TLIM and ultimately values.

Behavioral Outcomes Data

Behavioral outcomes data for Belvidere and the junior high school that students from Belvidere attend was made available for the past six academic years. This data is significant for two reasons. The first was that the junior high school should be filled with mostly students from Belvidere. The students from Belvidere would fill grades 6th-8th. If the students from Belvidere filled the junior high school and there were decreased behavior issues, then that would demonstrate that the values associated with the habits taught through TLIM program have long-term impacts.

Strategies for validating findings

All research has to convince the researcher and the audience that the conclusions are based upon rigorous investigation methods. This research will use reliability, construct validity, internal validity, and external validity to validate the findings in the research.

Reliability

The purpose of reliability is to ensure the consistency of the research study. If another researcher completes the same study and utilizes the exact procedures outlined by a previous researcher, the later researcher should receive the same findings and conclusions (Yin, 2014). If this occurs, the first researcher's methods for completing the research study are reliable. For example, Rokeach's Human Values Survey is dependable. It remains consistent when utilized across diverse populations and settings (Braithwaits & Law, 1985; Feat, 1980; Feather & Peay, 1975; Rankin & Grube, 1980). Using a survey instrument which is proven to be consistent decreases the risk associated with using an inconsistent survey instrument.

The researcher of this study incorporated two procedures into the study to reduce errors and biases from a qualitative perspective. First, the researcher kept a journal documenting each step the researcher took during the research study in chronological order. This can strengthen the study's reliability.

Second, the researcher was transparent with the creation of the interview guides and the questions used in the interview guides. The interview guide includes the purpose of the research study, the interview process description, pre-interview steps, and how the interview was completed and documented. This information, used with the interview questions increases the likelihood that another researcher will obtain the same results and conclusions.

Validity

Validity requires the researcher to create procedures to ensure the correctness of the data (Gibbs, 2007). There are two types of validity, internal and external. Internal validity is imperative in explanatory case studies, in which the researcher is detailing how and why one event led to another event (Yin, 2014). Internal validity ensures that the research study assesses what it is intended to assess (Shenton, 2004). Specifically, internal validity seeks to ascertain the trustworthiness of the conclusions drawn by the researcher.

For validity of the quantitative data, the researcher reviewed the qualitative data for connections between the students' academic achievement and behavior outcomes. The researcher supported the quantitative data with the qualitative data received from interviews with teachers, parents, and staff. Two other kinds of internal validity, trustworthiness and code checking, were also used in this study.

Trustworthiness

The ability to trust the observations and inferences made by the researcher and ultimately the researcher's interpretation of the participant interviews is a critical component of internal validity. For this reason, the transcribed semi-structured interviews were validated to ensure the researcher was drawing the correct conclusions. The recordings and notes taken during the interviews, were reviewed for initial findings and themes.

Code checking

The interviews for this study were coded by the researcher. Two other individuals coded the same two teacher transcripts as the researcher to ensure the correct codes were used. The first coder was the researcher's PhD Dissertation Chair and the second coder was a PhD student in the same cohort. The researcher was the third coder. Each coder received an Interrater Reliability Guide (Appendix K). An Interrater Reliability Guide provides a summary of the research, the research questions, and coding instructions. It was created to guide the coders in their review of the interviews. It also ensures consistent coding. This document can be used by other researchers to obtain results that are similar to this study.

The Interrater Reliability Guide allowed for construct validity or a demonstration that this research study is measuring the conceptual elements it claims to be measuring (Yin, 2014). Interrater reliability quantifies the amount of concurrence between two or more coders who provide separate ratings about the codes (Hallgren, 2012) in a qualitative research study. Each coder, upon completion of their work, provided the researcher with a copy of their results. The researcher measured the degree of agreement between the three coders by adding all agreements together. The total number of agreements was then divided by the total number of agreements and disagreements combined. For qualitative reliability the coding should be in agreement at least 80% of the time (Miles & Huberman, 1994).

Initially, there was 55% agreement among coders for the first interview, and only 20% agreement for the second interview. Through discussion, the research found that one coder used a different coding approach. After discussion with all three coders, there was 85% agreement for the first interview and 81% agreement for the second interview.

External validity

The second type of validity is external validity. External validity seeks to determine if a study's findings can be generalized or extended to apply to the world at large. Per Yin (2014), generalizability should occur despite the research procedure used.

Providing detailed information about the setting and the participants will provide a context about the codes, categories, and the researcher's interpretations of the data.

Ethical Assurances

The process of working with a school that has Lighthouse status for research required the researcher to collaborate with the TLIM Research Department. The Researcher has collaborated with the department regarding other studies being conducted about habits and values, for which there are none.

A consent form was provided to all interview participants and signed by all interview participants. The consent form included information about the purpose of the study, the confidentiality of the information the interview participants would provide, and the participant's ability to voluntarily participate or withdraw at any time.

The qualitative and quantitative data for this study was anonymous. The participants did not provide the names of any students in their narratives. All quantitative data obtained from the school was de-identified and did not contain any student information.

The researcher sought to maintain participant anonymity through the following steps. All data collected was kept confidential. The participant's names were not used in the research study. The data was collected, coded, and aggregated to maintain the participants' identity. Within the confidentiality section of the consent form, participants were notified that all information obtained would be kept confidential, however, the data may be published or presented at professional conferences and the participant's individual identity will not be disclosed.

The interviews were digitally recorded and the recordings were transcribed. The files and data will be stored on Benedictine University's campus, locked under Marie Di Virgilio's (Dissertation Chairperson) supervision. The data will be stored for seven years, and then destroyed.

Research Limitations

The setting for this study includes a diverse student body. The student body is composed of English Language Learners, Asian students, Caucasian students, African-American students, Hispanic students, special needs students, and

low-income students. Understanding the impact of values for diverse student groups could be difficult. Hispanic families tend to be more collectivist (Perez-Brena, Updegraff, & Umana-Taylor, 2015) than North American families. Team work, synergy, and collaboration for the Hispanic students might be increased by the habits, but these character traits might exist through the students' family values transmission. The Teacher Interview Guide (Appendix C) detailed if the teachers observed values in students before the implementation of TLIM program, what the pre-TLIM values were, and the differences between the values prior to TLIM and after the implementation of TLIM.

Summary

This chapter presented the research approach and methods for this study regarding the values most associated with the habits taught through TLIM program. The areas discussed included the definitions and research approach, research framework, research question and hypothesis, setting and participants, sampling procedures, qualitative data collection measures, quantitative data collection measures, data analysis procedures, strategies for validating findings, ethical assurances, and research limitations.

The purpose of this research study was to discover which values are most associated with the habits taught through TLIM program. The findings of this study could contribute to the knowledge about developing future values-driven leaders. In addition, students could benefit from this research as they will reap the benefits of

receiving values-based leadership training, which teaches them to do the right thing at an early age for their life, career, and relationship successes. The qualitative and quantitative data analysis will be presented in Chapter 4.

Chapter 4: Findings

This research studied the values most associated with the 7 habits taught by The Leader In Me (TLIM) program. The hypothesis is that the link between habits outcomes is not a direct link, but is influenced through the values formed as a result of TLIM program. This chapter presents an overview of the findings. The first section details the study setting and sampling procedures. The second section presents the findings from the qualitative interviews and the answers to the research questions. The last section present the quantitative findings for the values and outcomes.

Study Setting

A public primary elementary school located in the Midwestern region of the United States, Belvidere, was selected as the focus of this research. The school teachers, administrators, and parents were invited to participate in the study.

Sampling Procedure

In March 2016, 21 teachers, parents, and administrators from Belvidere were invited to participate in the study. Of the 21, 9 were academic teachers; 1 reading specialist; 1 gifted teacher; 2 were Physical Education teachers; 1 Special Education teacher; 1 librarian; 3 administrators; and 3 parents. Six of the teachers were required to have worked at Belvidere or Young prior to the implementation of TLIM program.

Qualitative Data Analysis

This section of Chapter 4 presents the findings generated from 21 semi-structured interviews from Belvidere. The four aggregate dimensions will be defined and discussed.

Aggregate Dimensions

The coding process revealed four aggregate dimensions. The four aggregate dimensions are: 1) Implementation; 2) Values Education; 3) Student Leadership; 4) and Impact. The four aggregate dimensions answered the three research questions:

1. Which values are most associated with the habits taught by TLIM program?
2. How are these values taught?
3. What impact do these values have for students, teachers, administrators, parents, and the community?

The aggregate dimensions will be discussed in the following sections in the order outlined above. The results of implementing TLIM program at Belvidere are discussed in the next section.

Implementation

The implementation data was gathered through 21 qualitative interviews. How TLIM program was implemented at Young and Belvidere was discussed in Chapter 3. This next section will discuss the teacher's initial reactions for the TLIM program at Young and Belvidere.

Teacher's initial reactions to TLIM program at Young

During qualitative interviews the teachers at Young expressed their initial reactions to TLIM program. The initial reactions ranged from thinking the program would be beneficial for the students to being quite skeptical of the program. "I really thought it was a great way, a concrete way for students to know the different habits and also find examples for how to implement the habits during the school day and also at home" (Randolph, interview, 2016). This teacher expressed how the teacher thought the program could have benefits for the students outside of the classroom.

Other teachers expressed concern about the advantages of TLIM program. "I didn't really know anything about it. I was interested in learning a little more. I wanted to make sure it would not be one additional thing that was going to be added to the teachers plate, but that it was going to be something of value" (Fredericks, interview, 2016). This excerpt demonstrates that the teacher was open to learning more about the program, however, she was concerned about its contribution to the student's education. She was also concerned about how TLIM program would impact her workload.

One teacher's concern about TLIM program centered on the effectiveness of TLIM program for students with learning challenges.

I was very skeptical. One of the things I had a really difficult time with was the language because of the population that I particularly work with. They have a much more literal sense of understanding. When you say, "Sharpen the saw", they look for a saw. I had a lot of

questions on how do you break that down and apply it in a way that they actually understand the meaning and not the verbiage (Thomas, interview, 2016).

This excerpt demonstrates that the teacher's concern was that TLIM program would not be inclusive. Inclusive implying that the program's benefits would positively benefit student's without learning challenges, but that the program would not benefit those students with learning challenges.

The merger of Young with Belvidere

Merging two school into one was a difficult experience for teachers and students.

There was a lot of sadness [at Young] because it was a school that had been built by the teachers and they felt such ownership to it. It was a really hard move. It was hard on the students and it was hard on the teaching faculties. It was kind of rocky at first because we did not have any time to plan and work together and establish who we were. There were some students who said that, "I'm never going to do The Leader In Me" and there were some teachers who were hesitant (Johnson, interview, 2016).

As the above excerpt demonstrates, the teachers and students from Young and Belvidere were not cohesive yet or they were not one school. Since they did not have time to collaborate, they were two schools in one building.

The initial experience of having two schools in one building, negatively impacted the Belvidere teacher's response to implementing TLIM program.

It was tough at first because we were merging schools. The principal of [Belvidere] was becoming a district administrator. [The principal of Young was becoming the Principal of Belvidere.] There were hard

feelings because we were receiving a new principal. Then that principal introduced TLIM program. We were just skeptical in general because there was a lot of uproar, upheaval with the staff because of the merging of the buildings. The community was also upset (Brady, interview, 2016).

The aforementioned excerpts demonstrate that some of the hesitancy the teachers and students at Belvidere exhibited about TLIM program was related to the teachers and students feelings about the merger of Young with Belvidere. The community was also not in agreement with the merger.

Teacher's initial reactions to TLIM program at Belvidere

The teachers at Belvidere had similar initial reactions to TLIM program as the teachers at Young. "I was open to it. I feel like I was willing to give it a try. I was very open minded, I felt like the common language was beneficial if you are carrying this from grade-to-grade" (Kimball, interview, 2016). Openness to TLIM program was a consistent comment among the teachers at Belvidere. The teacher's openness was important as the teachers were experiencing many different emotions at the time of the implementation due to the merger.

Another teacher expressed that initially she did not believe the program was beneficial, rather it was an interruption of core academic subjects.

Honestly, I thought it was kind of a waste of time. We have so much math, science, reading, and writing to get through. Why am I spending all this time teaching [the students] to be proactive. Why should I take time away from math to teach them this? For me, it was overwhelming the first year. It was a lot, but I understand the benefit to it and I

believe that the 7 habits are great for the students. It's a great reminder of how they should treat others and how they should try and think about things (Richards, interview, 2016).

This teacher was concerned with ensuring the student's were knowledgeable in core academic subjects and expressed concern about how TLIM program could contribute to the core subjects. This excerpt also demonstrates that the acceptance time period of TLIM program varied by teacher. In the first paragraph of this section, one teacher expressed immediate acceptance. This teacher, Richards expressed that her acceptance of the program took one academic year. It was only after the program was found to be beneficial that the teacher accepted the program.

Implementing TLIM program at Belvidere

The teachers expressed varying degrees of acceptance of TLIM program. Once the teachers unanimously agreed to implement TLIM program, the district provided for a TLIM representative to train the teachers.

A TLIM representative was brought in and the teachers worked really hard to implement the vision and mission. The students knew the mission, and we began to work on developing a vision and a mission in every classroom. Then every student [created] a vision and mission statement. [The students] reviewed the [vision and mission] statement daily. [The classroom and student vision and mission] were all connected to the [school] vision and mission. It was powerful because there was an alignment – we knew who we were (Johnson, interview, 2016).

The development of the mission and vision was a key step for the alignment of the students, teachers, administrators, and staff. The creation and inclusion of a vision

and mission for the school, classrooms, and students was the first step in changing the school's culture. "I think in order to change schools, it is changing the culture because the culture will shape how we interact with [students] (Johnson, interview, 2016).

Shaping the culture and aligning the staff included the playground supervisors and lunch aids. The implementation of TLIM program required that all school staff, including the playground supervisors and lunch aids receive TLIM training. "It was important to really train the playground supervisors, lunch aids, and really make sure that they understood the principles behind what we were doing because the lunch aids and [playground supervisors] can really impact the students at lunch" (Johnson, interview, 2016). By teaching the habits to all staff at Belvidere, the behavior expectations, discipline tactics, and application of the habits on the playground, remained consistent with the habits training that the students received in the classroom.

Organizational processes

Belvidere's internal processes were modified to mirror TLIM program.

One of the things that we do is many of our agendas are set by the habits. If we are going to talk about making a schedule for next school year, that would fall under certain habits. It infuses it so that we are living it. We try to create more of a focus (Thomas, interview, 2016).

The habits were infused into the school's internal processes so that the teachers were living the habits. TLIM program was not implemented in isolation from the school's

processes and procedures. It was not implemented as a separate program operating within the framework of the school. It was tightly woven into the school's processes so that it was indistinguishable from the school. TLIM program became the core from which Belvidere operated. This is important because the students learned values through the habits teaching. The next section will focus on how the habits were taught to the students.

Values development

The habits teach leadership skills to elementary school students. The habits were taught through a common language, goal setting and reflection, personal examples, experiential learning, curriculum and instruction, and music. Through these teaching methods, the habits resulted in values formation in the students. The values that were developed in the students, through the habits teachings, were identified by used Rokeach Instrumental Values Survey (1973). The next section will discuss the methods used to teach the habits to the students.

Teaching the habits

The qualitative research demonstrates that teaching the habits results in students developing values. Kohlberg's Philosophy of Moral Development (1984) demonstrates that values development, for children ages 5-9 year of age and slightly older, occurs through reward and punishment given by adults, based upon the child's behavior. Following Kohlberg's theory, children are ripe for values development while in elementary school. The habits serve as a framework for values to be taught. As a result, it is imperative to first understand how the habits are taught before there

can be a discussion about how the values are transmitted and which values are most associated with the habits.

Common language

The methods used by the teachers to teach the habits all share one element, a common language. The common language is interwoven into the habits. Included in each habit are words and phrases that are shared between teachers, students, and parents. These words and phrases include “Work first, then play”, and “I set priorities, make a schedule, and follow my plan”. The teachers speak this common language to the students. “It is a language that everyone understands” (Lakewood, interview, 2016).

The parents also speak this language to the students. “We use these terms quite frequently at home” (Banks, interview, 2016). The common language provides a bridge between home and school and helps the students continue practicing the habits outside of school.

This common language that is built into the framework of the habits also crosses cultural boundaries to unify the students, teachers, staff, and the parents.

The common language, regardless of what your background is, regardless of whether you even have a religion, it does not matter. That is one thing that is unifying regardless of the background. We have a diverse population and it puts everyone on equal footing. I think that it is a good and positive thing. These are shared values and everyone benefits from these values. That is what I think is really awesome, is that shared value. It is helping you. It is helping me (Coldwell, interview, 2016).

The common language serves to bridge the gap among individuals from various backgrounds to provide them with a common language, common goals, a common mission, and shared values. Due to the unity Belvidere experienced, as a result of TLIM program, Belvidere was able to begin working together as a cohesive unit to accomplish academic goals. This is demonstrated through Belvidere's accomplishment of reading 1.1 million minutes in 12 weeks (Brady, interview, 2016).

Another teacher found that the habits are a guide and provide a foundation, through the common language, which prompts changes in students.

I started framing the Covey language. I framed it when I would talk to them or anytime they needed to be redirected or if problems should arise. I helped them process things better and I saw that the values that I had, that caring about my students and them as little individuals. I felt like the language in the program was helping them to make changes, changes that they often wanted to make but maybe did not know how to make (Bennett, interview, 2016).

The students were able to use the habits and the common language as a roadmap to accomplish some of their goals. These goals could be social, emotional, or behavioral.

The habits acted as a guide pointing the students in the direction that would lead to improved student outcomes.

Goal setting and reflection

Goal setting and reflection were one of the key teaching methods for students to learn the habits. "I think that goal setting and reflecting on their goals is another good thing

to connect for life as well. It's getting them to realize this and it probably goes along with the value of independent" (Brady, interview, 2016). Qualitative data revealed that teachers reflect with the students after goal setting, experiential lessons, individual one-on-one processing with the students, and reading stories. As it relates to goal setting, the students reflect upon the actions they should take to reach their goals.

Personal examples

Through excerpts in the previous section, it is noted that the teachers at Belvidere made individual investments in the students to help the students internalize and process the habits. Thus, one of the methods the teachers use to teach the habits is individual instruction and processing the student's thoughts, behavior, and words alongside the student.

She and I had a lot of conversations about being proactive and talking about how no one can make you feel a certain way. I also gave her personal examples from my own childhood. I said, "This kind of thing happened to me and this is what I did with it. Or as an adult, this is how I like to handle things." I gave her personal examples and how it has or has not worked out for me. I gave her examples of other students, without using their names. She was really receptive to it and it ended up working out (Richards, interview, 2016).

This excerpt identifies that the teacher utilized personal examples from the teacher's childhood and adult life to help the student overcome some social struggles the student was experiencing. The teacher was able to provide a concrete way to respond to the social issues the student was having. The student took the examples the teacher

presented and applied them to the student's life, leading the student to become successful in her social interactions with her peers. The teacher's ability to engage students in discussions other than academics has proven a vital tool in a teacher's toolbox to teach the habits.

When teachers model the habits through personal examples, this is transparency.

It's very important for me to also display the habits as well for them to see that I'm actually using them as well. I think in these classes, I try to be as transparent as possible as a teacher. "So this is how I use the habits at home." I'm pretty honest with them. When I speak to the class, sometimes I would say, "You know, I did not do a good job of balancing. I did too much work. I did not have time to play. I want to teach you guys, it's very important to balance [work and play]." When students see that, to see from my example, ok that is what it means to balance. Sometimes you can recite the habits, without really understanding what it means. I try to give as many examples from my personal life as possible. I think that helps the students connect a little more. It makes their experiences using the 7 Habits and also in extracurricular activities, very helpful and enjoyable for them. (Randolph, interview, 2016).

In this excerpt, the teacher is transparent with the students to help the students grasp the intent of the habits. Once again, the teacher is using personal examples to help the students connect the habits to their lives. Personal examples are key to helping students understand the application of the habits for their personal lives. When teachers share their struggles and success about living the habits, the teachers are allowing their lives, as models, to shape the meaning of the habits. This also provides the students with a guide or a roadmap to help the students grasp the meaning of the habits.

Experiential learning

Experiential learning activities also serve as a time for the students to reflect and process the habits through an activity. Experiential learning makes the habits more tangible for the students.

I buy bubbles from the dollar store. I go around the room and I blow bubbles. So all the students start to run and pop the bubbles. As the teacher I talk with them about how that is reactive. It is very reactive behavior to pop someone else's bubble because someone worked really hard to make the bubble. If a student is really excited that they scored the winning soccer goal and you crush the student by saying I scored two goals yesterday, that is very reactive language. It is not proactive language. I make the analogy that if someone crushes you by saying something that upsets you, it is kind of like them popping your bubbles (Brady, interview, 2016).

Through the bubble popping, students were able to connect being proactive vs. reactive and being positive versus negative. In addition, the students were able to relate Habit 1: Be Proactive to a real life experience. By making it tangible, the students were able to see the situation from another student's perspective and identify with the student to understand the impact of their reactive behavior, which touches on Habit 5: Seek First to Understand, Then to be Understood.

Curriculum and instruction

The teachers also use curriculum and instruction to teach the habits. The qualitative data indicates that teaching the habits through curriculum and instruction requires consistency. The habits "have to be practiced and weaved into everyday instruction" (Brady, interview, 2016).

The 7 habits were ubiquitously woven into the curriculum. The students would note, “Oh, look, that is an example of someone synergizing. Or look there is an alternative solution to that problem. The students could apply the habits to literature. They could apply it in their math group work, when they were doing problem solving” (Johnson, interview, 2016).

The teachers found that through practice and incorporating the habits into instruction and curriculum, the students were able to transfer their knowledge of the habits into other contexts. In another example, the students led the incorporation of the habits into the curriculum.

I remember reading aloud a story. We were reading James and the Giant Peach. The kids all had a copy. The students by themselves, started making the connections to it. “Oh, they are not synergizing in this part.” This was on their own without me prompting it and I thought, wow! They really understand it and they are even looking for it and seeing it in texts. This was awesome because it was not a separate thing that I was teaching. It just kind of flowed into the curriculum from that point (Lakewood, interview, 2016).

This quote also demonstrates that the habits can be taught by connecting the habits to the literature. Connecting the habits to the literature is an important component of teaching the habits to students with learning challenges. “I connect the character traits a lot with the habits when I am teaching or when we are talking about writing. Connecting to literature is huge for intermediate students. I make it a point when I am talking about what I am going to discuss with the student that day, to weave the habits in” (Brady, interview, 2016). Thus, the habits are inclusive; the habits can be taught to

students with learning challenges. The previous quote by Brady indicates that the habits are tangible for students with learning challenges.

Music

Songs were also used to teach the habits to the students. “The music teacher at the time made up a 7 habit song for the students. My child remembered it [two-years later]” (Hamilton, interview, 2016). Writing 7 habits songs gave the students long-term memories of the song; it helped the students remember the habits and how to apply them. Using music to teach the habits is another method teachers use to make the habits tangible.

Age and developmental phase

During qualitative interviews, teachers noted that some habits were easier or more difficult to teach depending on the student’s age and developmental phase. The students’ age and developmental phase impacts the student’s ability to receive, interpret, and apply the habits to their lives.

Age, application, and student receptivity to the habits

Qualitative data revealed that the student’s age influences the student’s receptivity to the habits. During qualitative interviews, younger students were generally referred to as those in third grade and older students were generally considered those in fifth-grade.

I started The Leader in Me program with third-graders. They are younger than the fifth grade students. I currently teach fifth grade, and I do see a difference in them. The younger kids were really receptive and embraced the program, they embraced the 7 Habits, and we used it constantly through scenarios in the classroom. I was teaching lessons,

and they really grasped the concept. In third grade we would read stories and the students would point out, “He was following Habit Four or he was following Habit 6” (Sheedy, interview, 2016).

This excerpt illustrates that the younger students were enthusiastic about learning the habits. They were also able to apply the habits to various contexts within the curriculum. The fifth grade student’s enthusiasm and application of the habits was different from the third grade student’s experience

Fifth grade, it depends on the students and it depends on the support that we get at home too as well. I do not see it as often as I like [the students using the habits]. I am not sure if it is because they are in fifth grade and this is their last year here. Next year they will be attending middle school. It is a different age group. I see it in some students, just not on a consistent basis like I did in third grade. I do not hear the fifth grade students pointing out the habits through the literature as often as I did with third grade students (Ross, interview, 2016).

This excerpt indicates that the fifth grade students did not use the common language as much as the third grade students did. In addition, this excerpt suggests that developing values in older students requires support at home and at school for habits training to be effective.

The parent of a fifth grade student expressed how impressed she is with the impact the habits have had for her student. “[The habits] impact so much of my fifth-grader’s life. When it comes to doing chores, when it comes to doing homework, when it comes to working with her friends, I think it comes into play in all aspects of her life.” (Morrison, interview, 2016). In this excerpt, a fifth-grade student has learned the

habits and she is applying the habits to her life. This excerpt contradicts the previous excerpt. Thus, the research regarding the receptivity and application of the habits for fifth grade students is mixed.

Age and connecting that habits

Qualitative data also suggests that student's ability to interpret the habits is also determined by age.

I think the third graders, the younger students, they know the language. I think for the older students, it is easier for them to put two and two together. The younger students are understanding the language and what it actually means. By giving [the younger students] examples, it helps them to understand a little bit better (Randolph, interview, 2016).

This excerpt demonstrates that the older students are able to understand how the habits work in their entirety. For example, the habits are interconnected and they do not operate in isolation. As a result, the habits should not be learned and applied in isolation. Per the above excerpt, the older students understand this concept, but the younger students do not.

Sharpening the saw will have to work with having a plan. [The students] have to think about that. They have to think about working first before they can go play. The habits start to overlap and intermingle with each other in that the value of being self-dependent or self-reliable is connected to making sure that you are responsible for your actions to be able to follow the habits to achieve the things that you want. Students understand this concept by the fifth-grade (Lambert, interview, 2016).

As the students grow and develop, their ability to process how interconnected the habits are increases. Thus, the third grade students will ultimately understand how the

habits are interconnected and how to apply them like the fifth grade students. The student's ability to apply the habits to their lives as building blocks also increases with the student's age.

Age and teaching the habits

In general, teachers found that teaching the habits to fifth grade students was easy. "Being a fifth grade teacher it works really well because [the students] have had it since third grade. Then they went to fourth grade. The third year, they have [the TLIM training] is with [the fifth grade teachers]" (Lambert, interview, 2016). Another teacher agreed with this excerpt, "[The fifth-grade students] have such a great foundation in [TLIM program] that I don't really need to teach them. I can mention Habit 2 and all the students know what it is" (Brady, interview, 2016). This teacher found that teaching the habits to fifth grade students was fairly easy because the students were entering their third year of habits training.

Difficult habits to teach

The qualitative research revealed that there are two habits which are difficult to teach. Those habits are Habit 4: Think Win-Win and Habit 5: Seek First to Understand, Then to be Understood. Habit 4 is difficult for the younger students to understand. Habit 5 is difficult for the older students to understand.

Habit 4: Think Win-Win is a difficult concept for the younger students to grasp.

I think the idea of thinking win-win has been another habit that's really helped my classroom to be more successful each year, but I think it is especially hard for younger students. It was not always easy for them

to find ways for other people to also be happy and not just them. It is part of where they are developmentally, but I saw that some students did not always move on from that. They were not really ready to developmentally (Bennett, interview, 2016).

Habit 4 encourages the students to consider solutions that will benefit everyone. It is difficult for the younger students to place someone else before themselves. The students' developmental phase did not allow the students to understand the importance of focusing less on themselves and more on others.

The second habit that teachers expressed that students have a difficult time learning is

Habit 5: Seek First to Understand, Then to be Understood.

The habit Seek First to Understand, Then to be Understood, I feel like that is one of the harder habits to teach. Especially for fifth grade students, they are trying to understand who they are. Students misunderstand each other a lot. I think a lot of times students think more about themselves. It is really getting them to expand perspective and to see beyond their own needs and look toward others. I think that every year that we have done this at [Belvidere], it has been helpful for students to have a mission statement of their own (Randolph, interview, 2016).

Habit 5 is more difficult for fifth-grade students to understand. The student's ability to apply Habit 5 is attributed to the student's developmental phase. In the first excerpt, the third grade students' developmental phase was attributed to an inability to understand and apply Habit 4. In the second excerpt, the fifth grade student developmental phase was attributed to an inability to understand and apply Habit 5.

Due to the student's various ages and developmental phases, some habits will be difficult for the students to understand and apply.

The habits are taught through various methods including a common language, music, curriculum and instruction, and the student's age. Interwoven into the habits is a framework that allows teachers to teach values to the students. The values were taught through leadership roles, leadership notebooks, and the student-teacher relationship.

Values transmission

There are several factors contributing to the transmission of values into the students. The first is the student's leadership roles. The qualitative data indicates that values are being shaped through the student's leadership roles. The second contributing factors are the student's leadership notebooks and goal setting. Students write their behavioral and academic goals in their leadership notebooks. These goals are tracked through graphs and charts. As a result of the leadership notebooks and goal setting, student's accountability is positively impacted. The third contributing factor for values transmission is the student-teacher relationship. The trust that exists in the student-teacher relationship determines if the teacher is able to transfer values to the students. This next section focuses on transmitting values through leadership roles.

Transmitting values through leadership roles

The qualitative data indicates that leadership roles assist and influence the development of values in students. “Self-control comes from learning to apply the 7 Habits. The 7 Habits are applied through the student’s leadership roles. Respect and responsibility are through the leadership role as well” (Johnson, interview, 2016). Self-control, respect, and responsibility are three values from Rokeach’s list of Instrumental Values. These values are developed and reinforced through the student’s leadership roles.

In addition to self-control, respect, and responsibility, the leadership roles teach and develop some of Rokeach’s other Instrumental Values in students.

I use Google drive to create a Google form. The students have to apply for their leadership role like they apply for a job. I give three or four questions, and the students have to complete the application and I have a list of jobs. We have an electrician, that person’s leadership role is to turn off the lights when I need the lights turned off. We have teacher assistants so that any job I need, like going to the office [the teacher assistants complete]. I have those job titles and I put them all on [applications on Google drive]. [The students] get to pick the top three that they want and then they have to defend why they think they deserve that job. What traits do the students have that make them a good leader in that position? A lot of teachers have leadership roles. It teaches the students responsibility and that you have to work hard and that you have to contribute to society. You have to be independent, helpful and honest because they have to contribute to our classroom and that is what I talk to them about (Brady, interview, 2016).

This excerpt indicates that the students learn five additional values through the leadership roles. The five values are: responsibility, ambitious, independent, helpful,

and honest. To further ensure the values are internalized in the students, the teacher speaks with the students about the values.

Leadership roles have also been responsible for transforming student's lives by teaching values through the roles.

One student did not want to come to school. He felt like an outsider. He actually refused to come to school and we tried many different ways of encouraging him. [In the morning, we went] out to the car and greeted he and his mom. Since he would not attend school, his mom could no longer go to work. This student completely shut down and we tried everything.

Someone suggested that the social worker and our liaison police officer, who is a nice man and real sweet, go to the student's home. They went to the student's home and the student drew a knife on them. They left the student at home and returned to school. I said, "Let's sit down and find what it is that would motivate him to come to school. Let's find a leadership role for him in the community." We talked about several options. When he returned to school, I sat down with him and his mom. I said, "We care so much about you. You are hurting yourself by staying home. We need you here. We need you here so much, what leadership role could you take to help our school?"

We gave him a leadership role in the library. In the morning he helped the librarian get situated and he collected the books. [The leadership role] helped him turn the corner. He started coming to school. He never stayed home. He never had another moment after that. He became a leader. As the year progressed, he came and said, "You know what? I would like to be a peer tutor and help kids who are struggling in math" (Johnson, interview, 2016).

First, this excerpt indicates that one of the values this student learned through his leadership role was helpful. Second, this excerpt demonstrates the power of the leadership roles to transform at-risk student's behavior and to cause students to take responsibility for themselves. Third, this excerpt also demonstrates the power of

community and belonging. Finally, this excerpt demonstrates that the student felt that he had input or a role to play in the community – he felt that he had something to give and that he was needed. Through his leadership role, this student began to lead himself in a positive direction. It is important to understand the significance of the leadership role to teach values in students and to understand the multiple ways that leadership roles impact the students.

Learning values through leadership notebooks and goal setting
Goal setting and leadership notebooks were important to teach the values to the students. The student’s goal setting occurred through their leadership notebooks, which the students shared with the teachers and their parents.

Students have a leadership notebook and they keep track of their progress. They put down their goals at the beginning of the year. There is a leadership notebook for every subject. If it was spelling words or vocabulary, the students wrote that it was their goal. “What am I going to do to get to that goal?” The students kept track of their growth through charts and graphs (Randolph, interview, 2016).

Through the leadership notebooks, the students can celebrate their successes and document their struggles until they see improvement. These notebooks serve as a tool for teachers to help remind students of any behavioral, academic, or social goals. These notebooks also serve as a parent communication tool and help the parents remain connected to their student’s learning and progress throughout the school year. They also assist parents in initiating discussions with their students.

[The leadership notebook is] a parent communication tool, where [the students] are bringing it home, so their parents can see what they are

doing. They celebrate the successes they are having or ask questions if they are seeing a struggle. “So what’s going on here? I see that we are having some problems in math.” It is a communication tool that helps parents have conversations with the students. Sometimes parents, they do not know what to say to their kids. Sometimes, “How was school?” is as far as it goes. But this gives them something to talk about because you physically bring it home. It has [the student’s] mission statement, their beliefs, their philosophies, and their benchmarks that they are trying to meet in the classroom. I think that is one of the biggest tools for The Leader In Me is their leadership notebooks, because it combines so many things in one piece of equipment that they can use (O’Brien, interview, 2016).

Through the leadership notebooks and goal setting, values, such as responsibility and self-controlled, can be reinforced at school and at home. The leadership notebooks and goals also help the students question if they are doing what they think is important or if they are living into their values. “Setting goals and seeing if you can achieve them is ambitious and responsible” (Brady, interview, 2016). By tracking their student’s progress, the students are now responsible for accomplishing their goals.

Student-teacher relationship

Qualitative data indicates that the student’s relationship with the teacher impacts the student’s ability to receive and understand values. Teachers noted that trust and respect were key for the student-teacher relationship and ultimately developing values in the students.

If you are using the habits, it does build trust in the relationship [between the student and the teacher]. You need the trust to develop some of the values that you want the students to have. Using the first three habits helps to develop the trust that you need between two

people, so they can develop the values. The trust is a little built in. If you are using the language, you are avoiding distrustful language between two people. You cannot develop the values if the relationship is not there and the respect is not there (Kimball, interview, 2016).

This excerpt indicates that the habits facilitate or act as a vehicle for the development of the values in students. Common language is one of the methods through which the habits are taught. From the common language comes positive language or positive interpersonal communication, which builds trust between the student and the teacher.

The above excerpt highlights that trust and respect are necessary components in the student-teacher relationship to help the teachers teach values to the students. When the students trust the teachers, the students are open to the teachers. This allows the teachers to speak into the student's lives through one-on-one processing and personal stories. This was evident in the section titled Personal Examples. The students were receptive to the personal stories the teachers shared with the students regarding their lives. The students were able to overcome some of their challenges through one-on-one processing and personal examples with the teachers. Trust and respect are building blocks of the student-teacher relationship encouraging the development of values within the students.

The qualitative interviews revealed values are not always taught through a person, such as a teacher or parent, but that values can be taught through experiences. This was indicated through qualitative interviews, when the interview participants revealed

that students learned values through their leadership roles and leadership notebooks. The previous two sections discussed how habits are taught and how values are taught. Values are taught through the habits, therefore, it was necessary to explore the methods used to teach first the habits, and the values that resulted from teaching those habits. This next section will focus on the values that are most associated with the habits.

Values most associated with the habits

This section answers the first research question, which values are most associated with the habits taught through TLIM program? Interview participants used Rokeach's list of Instrumental Values (Table 8, p.) was used to answer this question. The Instrumental Values are a list of 18 values that are preferred ways for an individual to conduct himself or herself. Of these 18 instrumental values, 7 values were most associated with the habits. The 7 values are: 1) responsibility; 2) helpful; 3) ambitious; 4) self-controlled; 5) respect; 6) independent; 7) and polite. These seven values and the habits they were most associated with will be discussed next.

Responsibility

Responsibility is defined as dependable or reliable (Rokeach, 1981). The value responsibility was most often associated with Habit 1: Be Proactive and Habit 2: Synergize. The premise behind Habit 1 is that students learn that they are in control. No one else can be responsible for the student's thoughts, actions, and emotions. Habit 1 shifts control of the student's life from others or the environment to the students. The premise behind Habit 6 is that the students are also responsible for their

interactions with others. The outcomes of student's interactions with others cannot be blamed upon other students.

Throughout the [school] year I would talk to this student [about his behavior] or when he would be inside for recess [because of his behavior]. He would say, "Johnny hit me first, so I hit him back." I would process all of that with him and repeat what he said but infuse that *Leader in Me* language. I would say, "You were not being proactive or you did not synergize with Johnny because you did this, this, and this." I think he definitely became more responsible. He became super reliable and kids could depend on him to do his part in a discussion or in a group project, whereas in the beginning of the [school] year he would not do anything (Brant, interview, 2016).

Above is an excerpt of a student learning to become responsible through the use of Habits 1 and 6. This quote shows how applying the habits to the student's situations helped the student assess his response to the situation. It also demonstrates how using the language of the habits helped the student shift responsibility for his actions to himself from others. Finally, this quote demonstrates how this student became more reliable in group interactions as a result of learning the value of responsibility through Habits 1 and Habit 6.

This next excerpt demonstrates how the habits, over the course of the school year, helped students shift from irresponsibility to responsibility. This is evident in the first excerpt of this section as well. In the first excerpt, the teacher helped the student become more responsible through one-on-one processing. The following excerpt differs because the value or responsibility was taught to the entire class, instead of through one-on-one processing.

I kind of drill [Habit 1: Be Proactive into the students] right away. At the beginning of the year, the students that usually did not have any [homework] done, would have said, “Well, my mom...” Now they literally stop mid-sentence and say, “Okay, it was not my mom. It was me. I forgot to do this.” By this point in the school year, with this class that I have right now, they definitely take responsibility for their actions. They are owning up to their actions a lot more than they did in the beginning of the year (O’Connor, interview, 2016).

Although the school year was not complete, through the habits teaching, the teacher noticed a significant change with the student’s taking ownership for completing their school work. In addition, this excerpt demonstrates that the students became more honest about their school work as a result of becoming more responsible.

Helpful

Helpful is working for the benefit of other individuals (Rokeach, 1973). One teacher explained helpful as “part of being a servant leader and giving back to your school community. This occurs in many different ways such as: through services to the school, service to the community, and service globally” (Johnson, interview, 2016).

For example, Belvidere has a garden, which students nourish during the summer. At the end of the summer, the vegetables are given to the local food pantry. Through this garden, students are taught to be servant leaders as they spend their summers and summer weekends to benefit others.

Helpful is most associated with Habit 4: Think Win-Win and Habit 6: Synergize.

Habit 4 is mostly concerned with conscientiousness. It encourages students to consider themselves and others and to look for solutions that are beneficial for both

individuals. Habit 6 focuses on collaboration. Collaboration requires learning from others, celebrating and understanding diversity, and considering others ideas for problem solving. The value helpful is most associated with the two of the three habits that have an outward or other individuals focus.

I think one habit that has been consistent over the years is synergizing and the value is helpful. I have general education fourth grade students, but I have had a cluster of students who are on an individualized learning program for three-years. They are in Special Education classes most of the day for either English/Language Arts or math or both. So I have had students who are only in my classroom for 40 minutes a day for the entire year.

Through all the lessons and talking about synergizing, I think I have seen the biggest impact because I have a wide range of students with [differing] ability levels and social characteristics. Social characteristics are how they are with other people.

I think that I've really seen synergy flourish when I have kids working in groups, because we have gone through a lot of discussions about how everyone learns in different ways, and everyone acts differently and looks differently. I constantly refer back to that, "Synergy does not look like six people sitting in a circle but nobody talking and doing their own work. What synergy truly looks like is students that are communicating with one another and using polite language and engaging others in discussions that go back and forth."

I like the little phrase "together is better" that goes with [Habit 4] because there are a lot of things that students try to do on their own. They realize that they are stuck on number seven on the paper. When they synergize, and they have more heads, they realize that together is better makes a lot of sense (O'Connor, interview, 2016).

This quote embodies the intent of Habit 6. It teaches students the importance of valuing diversity of thought, learning styles, social skills, behavior, and physical characteristics. This quote demonstrates that students are taught that their differences

should not keep them from working together. Instead, the student's differences, when brought together, create solutions.

In the following excerpt, a teacher describes how students helped one another solve problems.

There are a couple of students that were having some issues in one of the classes that I worked in. They were not getting along. They had the talking stick. They used the talking stick to solve their problem. They listened really nicely to each other. They were able to each talk in their own time with the talking stick. They were able to come to a win-win conclusion and they were synergizing. They were being helpful. (Fredericks, interview, 2016).

This quote illustrates how the students were helpful with one another during conflict resolution. The students chose to work in a manner that benefitted one another, instead of themselves, resulting in a peaceful conclusion. Thus, helpful also looks like helping to resolve conflict even when you are in the midst of the conflict. Finally, the value helpful was again associated with Habits 4 and 6.

Ambitious

Ambitious is hard-working or aspiring (Rokeach, 1983). Specifically, ambitious was most associated with Habit 1: Be Proactive and Habit 2: Begin with the End in Mind. "Hard-working connects with having a plan and I'm in charge of me, Habits 1 and 2" (Johnson, interview, 2016). Teachers frequently cited students as ambitious with regards to their goals and plans.

I associate the ambitious hard-working students with proactive. I see a lot of the students being very proactive and taking care of work. I had a student, who was done with his other work, say today, “Can I work on my writing?” I said, “Of course, you can.” Right now was a great time to be doing it and the student was thinking ahead. The student was thinking ahead about what he had to do later on (Jones, interview, 2016).

Through Habits 1, the student learned to complete the assignments that he was given.

Habit 2, have a plan taught the students to work ahead. The value of ambitious, hard-working and aspiring was taught through Habits 1 and 2.

Teachers state that “students have to be ambitious to set a goal” (Thomas, interview, 2016). While teachers generally agreed that ambitious connected to habits 1 and 2, ambitious also connects with motivation. “Being ambitious kind of is a motivation when you see that you’re being successful. It motivates you to be more successful. If someone can help you see your strengths every day, then you feel like you can do anything” (Johnson, interview, 2016). First, students are ambitious with their goals and plans. After accomplishing their goals and plans, the students become motivated to be more ambitious because the students realize how successful they can become. Ambition is first, however, motivation is a requirement for the student’s ambitious plans and goal setting to continue. Motivation is required to be aspiring.

Self-controlled

Individuals who exercise self-control are restrained or self-disciplined (Rokeach, 1983). Qualitative interviews demonstrated that the value of self-controlled was most

associated with Habits 1, 2, 3, 4, and 5. Self-controlled was least associated with Habits 6 and 7. As a result, this section about self-controlled will focus on the value of self-controlled in connection with the habits in general and a few specific habits.

An administrator at Belvidere pointed out that students learn self-control from learning the habits. “Self-control comes from learning to apply the 7 Habits” (Johnson, interview, 2016). In another interview, a parent pointed out that the “7 Habits helped my daughter learn the value of self-control” (Morrison, interview, 2016). Each habit requires a certain amount of self-control from the students. Habit 1: Be Proactive, requires students to control their behavior, thoughts, and actions. Habit 2: Begin with the End in Mind, requires students to create a plan, live with the intent of fulfilling the plan, and to live with a purpose through their contributions.

Habit 3: Put First Things First, takes the student’s plan in Habit 2 to the next level. Habit 3 encourages the student to move beyond the intent of following the plan and implement the plan. In addition, students are encouraged to prioritize, exercise restraint, and to remain orderly. These skills will serve the student well in actually accomplishing their plans and goals made in Habit 2. Habit 3 requires that the students exercise self-control to fulfill the plan.

Habit 4: Think Win-Win, requires students to consider solutions that are best for all involved when conflicts arise.

I have a student who is really, really intelligent. His confidence is through the roof, which is great. He was not a think win-win or everyone can win player. He is truly gifted, not just high achieving, but truly gifted. He is very much about what he wants when he wants it, how he is going to do it, and he has a hard time being flexible. We have used a lot of win-win [language]. “How can you work things out with someone else that is going to make you both happy? We need to be thinking about the group as a whole and how does it affect everyone around you. It is not win-win to distract others. That does not help everyone learn.” His value of self-control is coming along through the use of Habit 4 (Kimball, interview, 2016).

This quote demonstrates how habit 4 also requires students to exercise self-restraint for the good of the group. The ability to stop and process solutions that benefit all requires self-control.

Habit 5: Seek First to Understand, Then to Be Understood, challenges students to consider the perspectives and ideas of others. It also encourages students to have a voice.

There is one girl in my class and her values of self-discipline and self-restraint have really grown this year. She was surrounding herself with friends that she thought were true friends. She was choosing to be friends with these girls so she would not be on their victim list and she would not be the object of their bullying. She made really poor choices because other girls were doing these things. She found herself, throughout the year, getting into some serious bullying issues. Through a lot of talks with the principal and myself (the teacher) I have been able to instill that value of self-control. She does not have to say these things because someone else tells her to. I refer it back to her being able to seek first to understand and then to be understood. I continue to tell her that she needs to say something in her head before it comes out of her mouth (O’Connor, interview, 2016).

This quote demonstrates how students are required to exercise discipline in being good listeners. Habit 5 also considers that students think before they speak. This excerpt also demonstrates the principal and the teacher investing time in the students to help the students grasp the meaning of the habits and to internalize the habits. As stated earlier, in the implementation process, teaching values to the students requires involvement from teachers, administrators and staff at all levels, the principal included. Per the qualitative interviews, the habits, to some degree, requires students to exercise self-control to successfully apply each habit.

Respect

It is important to note that Rokeach (1973) defines obedient as dutiful or respectful. During qualitative interviews, teachers chose to use the words dutiful or respectful in lieu of obedient. During the coding process, the words obedient, dutiful, and respect were all coded as respect. As a result, for the purpose of this research, respect or dutiful will be used in lieu of obedient. The qualitative interviews demonstrated that respect was similarly associated with Habits 1, 2, 3, 4, and 6. Respect was least associated with habits 5 and 7. Thus, respect is the second value that is associated with the habits in general. Below is an excerpt of respect being associated with the habits in general.

There is a shy student in my class. He is very respectful to everyone, even the students. I think part of it is that he has come up through the grades with The Leader In Me. He started in third grade with the program. The way that he is respectful, “No, thank you. Can I help you? Please?” He is a very nice, very respectful student. I think respectful is in tune to the 7 Habits and what he has come up with since third grade (Ross, interview, 2016).

This quote is an example of how a student demonstrated the value of respect, as a result of the habits. The teacher did not find that there was any one habit most associated with respect, but that the intent behind the habits in general is to be respectful. The reinforcement of TLIM program over a period of years, resulted in the value of respect being formed in this student.

In another excerpt, the value of obedient in terms of dutiful, is formed, through the habits, in spite of adverse circumstances.

There was a student with a home life that was a bit unstable. There was a little bit of neglect, but not to an extreme. When she came to school she was underperforming [academically]. She was a very smart girl. I think she worried a lot about if her parents would be able to pay the bills, keep her in her house. There was also a lot of emotional neglect, [with the student] taking care of herself. I think school probably was not the most important thing for her. I felt like I had to understand her whole picture and her whole background. If I could do that, then a lot of the pieces for her were you are in charge of you. This is your plan, your goal, let your awesomeness shine. It was there, but I just do not think she ever had a chance to really let it out with all the things that were happening at home and the stress her parents were feeling. I feel like that is where the habits kind of come into play. A value, maybe more obedient, in the dutiful way. She would do what she was supposed to do. I think she became more dutiful as a result of Habits 1, 2, and 3 (Kimball, interview, 2016).

This excerpt demonstrates a student overcoming his or her home life, through the habits, and forming values. It also demonstrates how an underperforming student applied the habits, with the help of her teacher, to begin completing her assignments and focusing on school. It is important to notice that the teacher chose to engage with

the student on a deeper level to ensure the student's success. The teacher became more invested in the student by seeking to understand the contributing factors that kept the student from succeeding at school. The teacher then applied the habits to help the student overcome the issues at home to focus on her education.

In the second excerpt, the value respect was used in terms of dutiful. It is important to note that in the first excerpt, for the value respectful, the student was deemed respectful because he treated everyone admirably or with high regard. Also, the habits in general were associated with the value of respect. In the second excerpt, the student was deemed dutiful because she completed her required tasks. The value dutiful, i.e. respect, was associated with Habits 1, 2, and 3.

Independent

Students who demonstrated independence were self-reliant or self-sufficient

(Rokeach, 1973). The value of independent was most associated with habits 1 and 2.

I think that Habit 1: Be Proactive: You're in charge is all about I. With my current students, the value that I see right away is independent. I constantly refer back to students that they cannot put that blame on anybody else. They start to realize they are responsible for only themselves. It makes students more independent and I think it allows them to think before they do things (O'Connor, interview, 2016).

This excerpt is an example of how Habit 1 instills the value of independence into students. The students first recognize that they are responsible for themselves and a resulting second value is independent. The student's independence leads the students

to consider their actions. In this excerpt, responsibility leads to independence. Specifically, the value of responsibility was the primary value and independent was the resulting secondary value.

This second excerpt also demonstrates the value of independent being associated with another value.

I had a student that would often come to school upset about something that happened at home and then be unable to move on from it. She would perseverate on it; it really impacted her whole day and her whole mood. As a result, she was upset all day and also not really available for learning. I used Habit 1: Be Proactive to teach her that she can be in charge of her attitude, although, she could not change what happened at home. She could change the way she felt for the rest of the day. This definitely had to work with some self-control for sure, but it also had to do with her being more independent as a result. She became able to think about things in a different way and be in charge of that. She was then able to move on without so much help from other people. She needed so much processing time with an adult in the beginning of the year, and Habit 1 really helped her to be more independent (Bennett, interview, 2016).

This quote is another demonstration of the value independent being associated with another value, self-controlled. In this excerpt, self-controlled was the primary value and independent was the subsequent value, as it resulted from the primary value, self-controlled. This interconnectedness between independence, responsibility, and self-control shows that the values work in tandem. Independence was the only value, of the 7 values most associated with the habits, that resulted from the habits and other values.

Polite

The value polite is the third value that was associated with the habits in general.

Students who are polite are courteous or well-mannered (Rokeach, 1973). The following excerpt is an example of the value polite being associated with the habits in general.

It could be synergy. It could be win-win. It could be we want to play a game. So that is our end in mind. How are we going to create a plan, so that we can be working together? Sometimes these habits can overlap each other in the process. Sometimes, when I have them use Habit Five, a lot of times it is a miscommunication. They interpret something that maybe the other person did not mean. I suggest to the students that we find some sort of a solution or win-win, so we can all continue this activity. You have to be polite (O'Brien, interview, 2016).

This excerpt demonstrates how teachers found that polite applied to the habits in general. The students were using polite to collaborate, find a solution that is beneficial to all, create a plan, or listen to one another. Essentially, the value polite was linked to the habits in general to help students in their interactions with one another.

In a separate example, polite was used for students who were leading a project for the entire school.

Three students decided the playground equipment was kind of rusty and it needed some updating. The students took their idea to the teacher. The teacher's response was, "How are we going to be proactive about this? Let's think win-win. What can we do or how can we start this process to get something to happen and some change?" The students suggested a meeting and sent an email to the principal. The principal set up the meeting that the students attended and the

students arrived with their notes. They provided the principal with their ideas about the playground. The principal shared project costs and other components involved in changing playground equipment. The students did some research and concluded that they could buy paint to rehab the playground. After another meeting with the principal, the students decided to make a presentation to the PTO to request the funds. The PTO approved the project and the school received the funds to update the playground equipment. Afterwards, we sat down and processed it a little more. We talked about which of the habits it uses. [The students thought they used] Habit 4, Habit 1, Habit 6, Habit 2, and Habit 3. The students were very polite in the way they were acting (Stewart, interview, 2016).

This excerpt again demonstrates how polite was associated with multiple habits. In addition polite, in this example was associated with the student's behavior. In the first excerpt, polite was applied to the student's verbal interactions with one another. It is important in understanding the associations between the values and the habits to understand the definition assigned to the values by the participant interviews.

It appears that some values, such as responsibility and helpful, have a clear association with certain habits. The qualitative data demonstrates that other values, such as respect and self-controlled, are less associated with particular habits and are associated with the habits in their entirety. The impact of the students learning the habits and subsequently the values has been positive. Initially, students were leading themselves, however, over time they began to lead their school peers, extracurricular activities peers, and their families.

Student leadership

This section will explore the two types of student leadership that occurred as a result of the students learning the values. The first type of leadership is self-leadership. The second type of leadership is leading others.

Students lead themselves

As students began learning the habits and the values of responsibility and self-controlled were developed in the students, the students began to lead themselves. Self-leadership was exhibited through improved student learning, self-leadership during a health crisis, student's improved social skills, students improved emotional skill, and behavior.

Self-leadership became apparent through the student's increased responsibility for their learning.

I could see [the habits] having a positive impact in my classroom in small ways that made a big impact. For example, we would talk about when you're working, how can you be proactive and in charge of your learning. So instead of having students come and tell me that somebody was bothering them while they were working, they thought about how they could be in charge of their own learning. They would maybe move themselves away from the distraction or go and get a privacy partition that they would put up to help themselves stay focused and it gave them some more control (Bennett, interview, 2016).

This excerpt illustrates the students being responsible for their learning and the completion of their school work as a result of learning the habits and subsequently the values. This excerpt also illustrates that the students became independent problem

solvers. This was evident by getting a privacy petition for distractions instead of the student informing the teacher that there is a distraction.

Self-leadership was also apparent in one student's approach to a health issues.

We had a student who received a health diagnosis. He wrote a journal entry about how the 7 Habits helped him deal with it. "I chose how I could respond to it. I could feel sorry for myself and be upset and feel like why did this happen to me. I could also say I need to make good choices to be healthy for my body." That is what he chose to do. His mom sent in special cookies that he could have when kids brought in birthday treats. The student would say, "Can I have one of my cookies now?" He was responsible and self-controlled and honest. He acknowledged that he used the 7 Habits to help him through it. He is also very involved with gymnastics. He was commenting, "Oh, I see how the 7 Habits work really well for this. I am going to use them for gymnastics too." He was very aware and very conscious of using the habits and how they were helpful for him (Richards, interview, 2016).

Application of the habits and development of the values helped this student lead himself through a health crisis. He took ownership and responsibility for his health. He maintained a positive outlook and did the right thing.

Social skills

Students' social skills have improved as a result of learning the habits. Belvidere uses TLIM program as its social-emotional learning program (O'Brien, interview, 2016).

Qualitative data demonstrates that student interactions improved and students were more collaborative as a result of learning the habits.

[The students] learned how to collaborate with each other and learned how to talk [to each other]. It is so cool to hear a student say, "I want to expand on what he said. I respectfully disagree." It is not a forced

discussion. They understand what they are saying as opposed to, “Well, you are so wrong.” Those kinds of discussions are going to help [the students] as adults. I think it is those simple things that, hopefully, become values of their own, that they see that does mean a lot (Jones, interview, 2016).

The students get along well with one another because they have learned how to respectfully communicate with one another. The students have learned how to use language to resolve conflicts. The student’s improved ability to interact with their peers has improved the student’s interactions with their siblings (Morrison, interview, 2016).

Student’s emotional skills

The habits have also given students self-control of their emotions.

There is a student who struggles a lot with reactions to things. I talk a lot about matching the size of your reaction to the size of the problem, so not exploding over something that is a little deal. I found it was more effective with this student to be able to use the habits as an example for him, particularly because each habit has different concepts within them. The circle of influence versus the circle of concern linked directly to this form. Your reaction is very large. For example, someone cuts in front of him in the lunch line, and he is screaming and yelling and accusing them of pushing and they are bullying. The reactions get very large from something so simple and innocent. So being able to say I am not going to yell. I am not going to scream. I am going to do what I was supposed to do. I am going to be in charge and sort of putting yourself first and your good behavior, good thoughts, strategies to calm yourself first (Thomas, interview, 2016).

Through the habits, the student shifted his focus from others to himself. Instead of focusing on what has been done to him in the situation, he is focusing on his response to the situation. The student moved from a place, in which there was no control, to a

place in which the student can exercise control of himself. The students' ability to control their emotions and social interactions led to the improvement of the student's behavior.

Behavior

As a result of learning values, students exhibited self-leadership in their behavior.

One year I had a fifth grade student whom I had worked with for five-years. He struggled more with silliness and inattentiveness. Great kid, but he had a really hard time controlling himself. Because of that, over the years he had gotten himself into trouble. Somewhere around fourth grade, he started creating this identity for himself. I noticed that every time that something happened, he said, "Of course, I'm in trouble. I always get in trouble." He did not really have a belief that he could provide anything positive to his peers. Around this time is when we started teaching the habits. His teacher was a phenomenal teacher with being able to incorporate it and give him help. All the students had to write essays and submit them. The best ones were chose and they were the ones that they read at Leadership Day. He stood up and said, "I have never been a leader, but now I know how. I started off not doing all of those things. I did not think about what I was doing before I did it. I did not follow through on those things. But now I know how and now I know why it is important. I know how to [be a leader]. I know how to help other people and I can do that" (Thomas, interview, 2016).

The student had a paradigm shift and the student's outward behavior changed to align with what he valued internally. This student learned how to lead himself, as well as others, as a result of learning the values.

Qualitative data also indicates that teachers have found less negative interactions and aggressive behavior among students as a result of the values.

A lot of times at recess or in physical education classes, things that became more physical in the day, I have seen less negative interaction or aggressive reactions out there. When I do see them, [the students] are able to reflect in a way that I have not seen before and understand more long-term consequences of that behavior (Thomas, interview, 2016).

As a result of the habits, students are redirecting themselves. If the students express negative behavior, they use self-reflection to understand why their negative behavior is wrong. They are also able to consider the impact of their behavior for themselves and others.

Students lead others

During qualitative interviews, the teachers noted that students learn to lead others as a result of leading themselves.

I think sometimes students feel, especially in school settings where things are so structured, that they do not always have a lot of control over much. They are given directions, they have to follow them. They do not have as many choices. [The habits] were a way of having them take more ownership for their learning and their behavior. Those small changes were making a big difference. I saw kids working together in different ways in a group and knowing that they had control over a lot of things, including their attitudes, their thoughts, their behavior, and by leading themselves first, they just naturally started to lead others (Bennett, interview, 2016).

Leading others well starts with leading oneself well. Once students mastered self-leadership they began to lead others. The habits cultivate, foster, and nurture, values and leadership skills in students. The first three habits are about self-leadership and the last three habits are about leading others. Thus, the habits, if followed

appropriately, will guide students through self-leadership to leading others.

Qualitative data demonstrates that students lead their families and their peers both within and outside of school.

I have had parents say to me, “We were at the dinner table today and I said something. My student said to me, “Well, couldn’t you have done something about that first?” I have seen students calling their parents out on better ways to think about how to have a plan, set a goal, and get through things. I have had parents say, “It is wonderful. Can you give me more things that I can use at home?” We have had multiple families that have come back to us to say, “I am using it at home” (Thomas, interview, 2016).

The students have applied the habits at home to their parent’s lives. The students have demonstrated for their parents how to use the habits to plan and set goals. Through the students application of the habits at home for their parents, entire families have been transformed.

I have one family in particular who has a disabled older son and a younger son who has gone through the entire program here. The younger son started [using the habits] at home. He would say to the mom or the dad or even his older brother, “What are you doing? You should have thought about that first and what was going to happen. Or why are you playing on your phone when you should be going grocery shopping.” They used the habits in their family, and it has made a huge impact on how their older son with some disabilities has been able to process the world in a successful way. (Thomas, interview, 2016).

Through this student’s leadership of his family, the family was transformed. The habits positively touched each member of his family. The previous examples illustrate how teaching values at school touch those within the student’s sphere of influence.

The students are also leading their peers in the classroom through the habits.

I had a student early in the school year, she has since moved, who was a special needs student. I had a couple of students who really supported her and helped her. I did not think that would happen. It was surprising that this kid actually made sure that she knew where she was going, that she had the material out of her desk, and other assistance like that. It was really nice to see that. Near the beginning of the school year we do a review of the 7 Habits and I think that has helped a lot. This student is continuing to help other students now that the special needs student has moved. He is a student that I did not think would do that, but because of the 7 Habits, I think he has stepped up to the plate (Ross, interview, 2016).

The habits transform the students and the habits transform how the students lead their classmates. Most importantly, this excerpt illustrates that students seek out others that they can lead. When the special needs student moved, this student sought out other students to lead. Leadership does not begin and end with one individual, rather, leadership is a continual process. It is ongoing.

Leading others continues outside of the classroom. As the students internalize the habits and the values, the students begin to apply the habits and leadership skills to other areas of their lives besides school.

One of the students had a soccer game. His mom saw him round up his teammates. She asked him at the end of the game what he was doing. He responded, "I am trying to be a leader and we were trying to make a plan." He had read a book in class about a soccer game with a kid that gets the teammates in a huddle and makes a plan on how they are going to win the game. This student took the concept home and was using it (Fredericks, interview, 2016).

This student applied the leadership strategies he noticed in literature to a different context, his soccer game. By applying leadership to situations outside of school, students learn that leadership can occur anywhere.

One important impact of leading others is that it made students become more vocal.

Before goal setting, we start the year with what are your hopes and dreams. What do you hope for? What do you want to be when you grow up? What do you want to do? What do you want for your life? The students were having discussions. They were creating a model that showed what their hopes and dreams were. I had a student that wanted to be a professional soccer player. He made an offhanded comment that, "I don't need to know how to read or write or do math. I am just going to play soccer." Other students immediately jumped in. They said, "If you want to be a soccer player, you are going to have to read contracts." I was so proud at the moment because before I could say anything the students did. They asked, "What if soccer does not work out for you? What is your backup plan?" (Thomas, interview, 2016).

This excerpt demonstrates students leading a classmate in decision making and future planning. The students were exercising their voice or giving input to their classmate about his decision. Leaders cannot be silent. They must be vocal enough to lead others and drive change. "Even the quieter students feel like they can be leaders. They feel like people want to respect them and listen to them. I think [TLIM program] gives [the students] a voice" (Fredericks, interview, 2016). The habits foster vocal leadership in all students.

Learning values had positive impacts for students. The two most critical impacts were that students learned to lead themselves and others. Teachers, administrators, parents,

and the community also experienced positive impacts as a result of students learning the values. This next section will delve into those impacts.

Impact

The teachers, administrators, parents, and the community experienced positive impacts because students learned the values. The impacts included improved collegial relationships for the teachers, decreased discipline by administrators, and increased support of Belvidere by the parents. The community also benefitted from students learning values.

Impact of students learning values for teacher

Teacher's collegial relationships and student-teacher relationships had positive increases as a result of students learning values. "The teachers had tremendous respect and love for one another. The teachers also had tremendous concern for the students" (Johnson, interview, 2016). The teacher's concern for the students was demonstrated through the teacher's improved interactions with the students.

As a result of students learning the values, the teachers received a tool to be able to have conversations with students about life instead of just academics. Schools are so discipline focused and this gave us more tools to be able to work on the positive side of building students up and giving them tools that made them feel like they can change a situation from how it is happening. It helped us show students that they matter (Thomas, interview, 2016).

Through the habits, the teachers received the tools to focus on the whole child.

Teachers were able to engage with and pour into other areas of student's lives besides

academics. This attributed to the powerful change that have occurred in student's lives through the habits.

A powerful example of this, is the excerpt, page 106, of the student who refused to attend school and pulled a knife on the social worker and a police officer. The teachers made extra attempts to engage with the student's entire life, through speaking with his mom and sending school representatives to his home, to encourage the student to return to school. The teachers made use of the tools to focus on the whole child, provided by the habits to engage with a student, provide him with a leadership role, and ultimately develop a relationship with the student that encouraged his academic and social-emotional success.

Impact of students learning values for administrators

Qualitative interviews indicate that the administrators have more of a positive attitude as a result of applying the habits to their lives. "I think I've seen more of a positive attitude come out of the administration that filters down when they try to live the habits themselves and figure out how to apply and then guide their lives by the habits" (Thomas, interview, 2016). The administrators internalized the habits in much the same way that the students internalized the habits and subsequently the values. By allowing the values to guide them internally the administrators reflect the changes the values have led to externally in their attitudes.

The excerpt about the group of students on page 84, who took the initiative to request new playground equipment, impressed the administrators.

After [the students] presented, the parents, the Parent Teacher Organization, the panel of the board that was sitting there, they actually made a comment about Leader in Me. They said, “It is impressive to see students take such a leadership role and be proactive about something they feel they need.” The [district] superintendent was there too. He shook the [student’s] hands and commended them (Stewart, interview, 2016).

The students impacted the administrators at Belvidere at various levels of the school. The administrators were impressed by the student’s leadership role and their application of the habits.

Impact of student learning values for the parents

Parents have seen the positive impacts of the habits in their student’s lives. When the school offered parents the opportunity to learn the habits, parents attended the training. The result was three-fold. First, the parents began using the habits at home. “[The school] has given parents the opportunity to come in and learn [the habits] so that we can role model it at home as well. I use these terms quite frequently at home” (Banks, interview, 2016). The students have teachers model the habits at school and parents model the habits at home.

Second, the parents have begun using the habits for their personal lives. “I think it has helped my husband gain some perspective” (Morrison, interview, 2016). The parents have also begun using the habits in their workplace.

I have enjoyed [learning the habits] with my daughter. We have done lectures. I have put together a little lecture series for [the leaders I teach]. With this being my first year, I told them, “I am on this journey.” My students and I are on the journey [together]. I brought my class with me on this journey (Hamilton, interview, 2016).

This parent is a high school teacher. She was quite impressed with the impact of the habits for her daughter. She chose to implement the habits as her leadership program for her students. A resulting impact of this example is that the parents are teaching the habits to other members of the community.

As a result of students learning the values, their parents giving and commitment to Belvidere increased.

One time I said to a parent, “I want to bring in all the parents to discuss The Leader In Me. I want them to really understand The Leader In Me.” This particular parent and her husband own a restaurant. They said, “Ok, we will provide spaghetti dinner and salad. We will bring you all the food.” I said, “Ok we are going to put it on the website and we are going to publish it.” The father was the owner of the restaurant. He said, “We want students to experience The Leader In Me. Owning a restaurant is such hard work. I never want my students to have to do this kind of 24-hour a day job.” He wanted to give back to the community so that they could all see it in action. The students coordinated and led the event. The students went on stage and introduced the program. They taught the habits, served the food, and helped with cleanup. (Johnson, interview, 2016).

This parent realized the value of TLIM program for his student’s future careers. He provided a free meal, for an event, in which his students participated. Through this

event, the students were given leadership opportunities and an opportunity to interact with impact the local community through the habits.

The excerpts in this section demonstrate that when parents became involved with TLIM program, the impact of the values learned, by the students, has an exponential reach. The excerpts indicate that parents, through their careers, school programs, and modeling the habits for their families are able to increase the reach of the impact of the values.

Impact of students learning values for the community

The student impact the community through Leadership Day and Science Night.

[At Leadership Day,] the students write speeches. They walk guests to their classrooms and they ask the guests questions. The students model for the guests the things they have been learning and they teach the guests about what they have learned. The community sees the students teach the classes and share what they have learned is really powerful for the community. Our science night is similar to the Leadership Day because the students teach the community what they have taught (Johnson, interview, 2016).

On Leadership Day and Science Night the community and its leaders witness the students leading the school. The students lead the program. Specifically, on Leadership Day students discuss how they have become leaders and what leadership means for them. On Leadership Day and Science Night, the students lead the community through the school on tours to show the community their classrooms and science projects. Thus, through Leadership Day and Science Night the students are

able to teach the habits to the community and demonstrate their leadership skills.

“More people are interested in what you are doing. People support the schools more.

There is pride [in the community], they have never seen students taking over a school” (Johnson, interview, 2016). Community pride and support is increased for

Belvidere through Leadership Day and Science Night.

A former mayor came to my classroom for Leadership Day. I remember the Mayor came in and thought that they were talking about how the Mayor is a leader and how she has these leadership characteristics and traits. The students turned it around. The students made the whole time with her about their stories. They shared with her their leadership notebook and showed their ambitiousness, how hard they have been working, and all the goals they have accomplished. They helped each other out. They worked in small groups and they helped build each other up. The Mayor walked away very impressed with that age of students and the Leadership Day experience. The students showed how it was about them being leaders and how they have been leaders during the year (Lakewood, interview, 2016).

In this excerpt, a community leader is impressed by the student’s leadership. Through the student’s leadership, the community leader is able to see the habits at work and how different TLIM program is. This community leader also saw the impact of the habits for the students.

It is evident that the values, through the habits, have had an impact for students, their families, teachers, administrators, and the community. Most importantly, the values have taught students how to lead themselves and others. Through the student’s leadership, entire families and communities have been positively impacted. The qualitative data demonstrated that students learning and the student’s behavior

improved as a result of learning the values. The next section will discuss the quantitative academic and behavioral outcomes data received from Belvidere to determine if there is a correlation between the values and academic and behavioral outcomes.

Academic and behavioral outcomes data

The researcher received academic achievement outcomes data from Belvidere. It was impossible for the researcher to utilize the academic achievement outcomes data to determine a correlation between academic achievement and values for three reasons. First, the only consistent reading achievement scores were for one-year, 2015-2016 academic year. Second, the data tracking process was inconsistent. Due to staff turnover, different staff members utilized different academic achievement tracking processes.

Third, there have been multiple curriculum changes due to Common Core, PARCC, and other changes. As a result, the data cannot be analyzed due to the numerous changes that have occurred in education over the past few years. For these reasons, the academic achievement outcomes data cannot be applied to the qualitative research to determine if values have a positive impact for student's academic achievement. Although, academic achievement data was not useful for this study, behavioral data was used as the quantitative measure to assess the association between values and outcomes.

Behavioral outcomes data

Behavioral outcomes data was provided to the researcher by Belvidere's school district. The behavioral outcomes data consists of behavioral incidents for the past six academic years. The behavioral outcomes data begins with Academic Year 2.

Academic Year 2 is the earliest, consistent behavioral outcomes data available. Year 2 is also the school year that TLIM program was formally taught to the students by the teachers. As a result, tables and charts in this section will reflect Academic Years 2-7. Academic year 2, 3, 4, 5, and 6 correspond to the Academic years 2, 3, 4, 5, and 6 in the implementation process discussed in chapter 3. Academic Year 7, for the behavioral outcomes data, corresponds to the data in Chapter 4, Findings, as many of the excerpts are from Academic Year 7.

Since the data includes behavioral outcomes data for the past six years, data for the kindergarten-second grade school, Young, Belvidere, and the junior high school is included. The data was separated by individual student identifiers. The individual student identifiers were not real. They were created by the school district, for this research, to maintain student confidentiality.

The behavioral outcomes data also included the outcome of the behavioral incident. The researcher only received behavioral outcomes data for behavioral issues that led to internal or external school suspensions. Each incident was clearly identified such as, disruption, overt defiance, etc. Table 10 is a sample table, which does not include

any real behavioral outcomes data from the kindergarten – second grade school, Young, Belvidere or the junior high school, but is intended to serve as an example of the outcomes data received from Belvidere. This is a table that has sample data. The data from the actual tables received from the school district could not be included due to Family Educational Rights and Privacy Act (FERPA). FERPA protects the privacy of student’s academic records.

Table 10. Junior High School Behavioral Outcomes Data

Student ID	Class	District Exit Date	External or Internal Suspension	Category	Grade at time of incident	School Year of Incident	School at time of incident	Attended Belvidere during TLIM implementation
1	2013	6/1/2013	Internal	Attendance	6	2012 – 2013	Junior High	NO
1	2013	6/1/2013	External	Disruptive	6	2012-2013	Junior High	NO
2	2010	6/1/2014	Internal	Overt Defiance	4	2010-2011	Young	NO

Source: Adapted from . . .

In Table 10, Student ID is the false identifier the school district provided the researcher to help the researcher track repeating incident students. Repeating incident students are those that have 1 or more behavioral incidents. Using the above table as an example, Student #1 has two behavioral incidents. One is for attendance and it resulted in an internal school suspension. The other incident is for disruptive and it resulted in an external school suspension. Both incidents occurred in the same school year, while the student was attending 6th grade at the Junior High School. The student

did not attend Belvidere during the implementation of TLIM program. When counting the number of students that committed behavioral incidents within the school year, repeating incident students were only counted once for the academic year. Using Table 6, as an example, there were 2 behavioral incidents in the 2012-2013 school year. Those two incidents were committed by one student.

The behavioral incident data also listed the type of behavioral incident that the student had. Table 11 lists the types of behavioral incidents that the kindergarten-second grade students, Young, Belvidere, and the Junior High students had over a six-year academic period.

Table 11. Types of Behavioral Incidents

Attendance	Disorderly Conduct	Threat
Cheating	Fighting	Intimidation
Disruptive	Harassment/Teasing non-sexual	Vandalism
Inappropriate language	Other Major Offenses	Weapon possession
Other major offenses	Severe Bullying/Arrested	Drugs, not alcohol
Sexual Harassment	Stealing/Theft/Larceny	

Source: Adapted from . . .

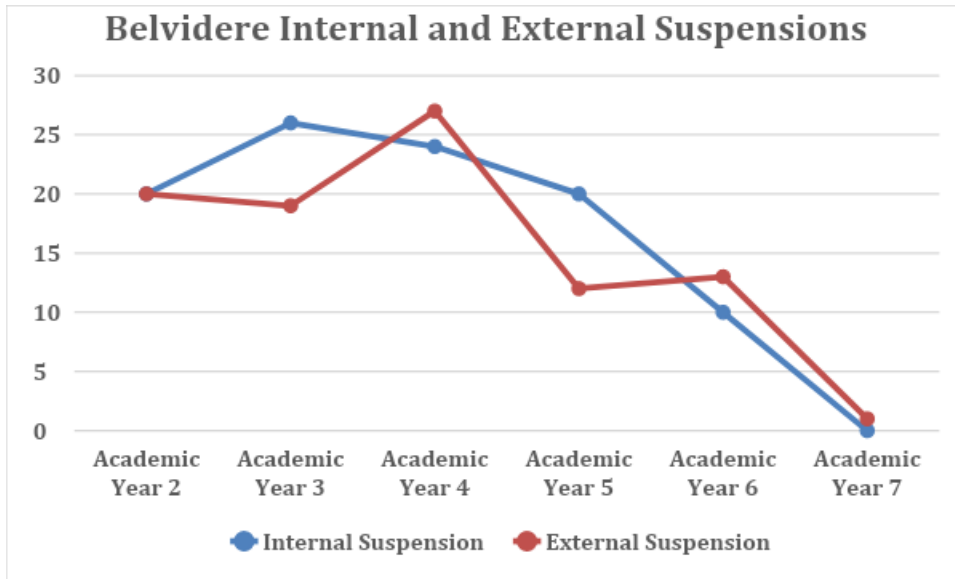
Belvidere behavioral outcomes data

It is expected that if the values teaching has positive benefits for students, then as the habits are implemented, behavioral incidents will decrease at Belvidere. In Academic Year 2, there were 18 behavioral incidents for Young. Of those, 11 resulted in an

external school suspension. The remaining 7 resulted in an internal school suspension. In Academic Year 2, there were 22 behavioral incidents for Belvidere. Of those 9 resulted in an external school suspension. The remaining 13 were internal school suspensions. In Academic Year 2, for Young and Belvidere, there was a total of 20 external school suspensions and 20 internal school suspensions for a total of 40 behavioral incidents for both schools.

Academic Year 2 is the year that teachers began to officially teach TLIM program. At the end of Academic Year 2, Young merged with Belvidere. TLIM program was not taught at Belvidere during Academic Year 3. The teachers began to teach TLIM program in Academic Year 4 at Belvidere. Beginning in Academic Years 5, within a year of teaching TLIM program, internal and external school suspensions decreased by 31%. Internal and external school suspensions continued to decrease in Academic Years 6, and 7 (Figure 8). It appears that there is a direct correlation between decreasing behavioral incidents by teaching values through the habits.

Figure 8. Belvidere Internal and External Suspensions



Junior high behavioral outcomes data

The number of behavior incidents for Junior High students was analyzed to determine if the values are having long-term impacts for students. Belvidere began teaching the values through TLIM program in academic year 3. The students who were in 5th grade at Belvidere in academic year 4 would have received one-year of values training, prior to matriculating into the Junior High School for 6th grade for academic year 5. See Table 12, Student A for an explanation of this.

Table 12. Values Teaching at Belvidere and Junior High Matriculation

	Academic Year 4	Academic Year 5	Academic Year 6	Academic Year 7	Number of years of values training

Student A	5 th grade (Belvidere)	6 th grade (Junior High)	7 th grade (Junior High)	8 th grade (Junior High)	1-year
Student B	4 th grade (Belvidere)	5 th grade (Belvidere)	6 th grade (Junior High)	7 th grade (Junior High)	2-years
Student C	3 rd grade (Belvidere)	4 th grade (Belvidere)	5 th grade (Belvidere)	6 th grade (Junior High)	3-years

Using Table 12, the students who were in 4th grade at Belvidere in Academic Year 4 would have received two years of values teaching and matriculated into the Junior High for sixth grade in Academic Year 6. The students who were in third grade at Belvidere in Academic Year 4 would have received 3 years of values teaching and matriculated into the Junior High for sixth grade in Academic Year 7.

Figure 9 demonstrates how behavioral incidents at the Junior High decreased with the first group of 6th grade students to matriculate into the Junior High from Belvidere. Belvidere is the only school in the school district that has students who matriculate into the Junior High. Therefore, except for the students that moved into the school district for 6th grade, all the students attending the Junior High for 6th grade have received values training.

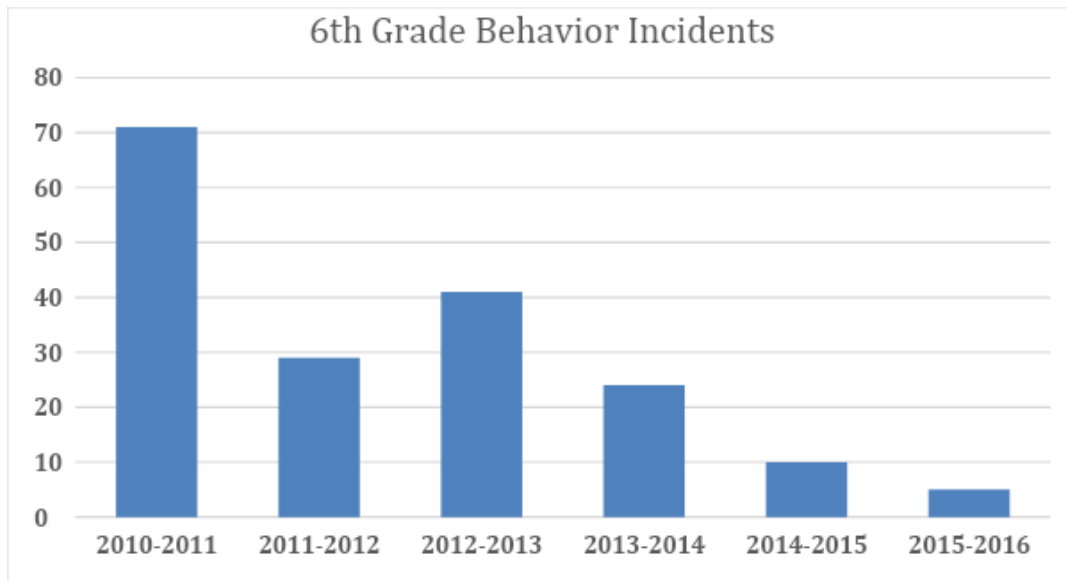


Figure 9. Behavioral Incidents – 6th Grade

Using Figure 9 as an example, there are two significant pieces of information to gather. The first is that behavioral incidents decreased by 42% from academic year 4 to academic year 5 when the first group of 6th grade students who received one year of values training matriculated into the school. In addition, behavioral incidents continued to decrease substantially through academic year 7. The 6th graders who matriculated into Belvidere during academic year 7 had received 3 years of values training and had the lowest number of behavior incidents.

This pattern remains consistent for 7th grade students. The first group of students matriculated into 7th grade with values training in Academic Year 6 (Figure 10).

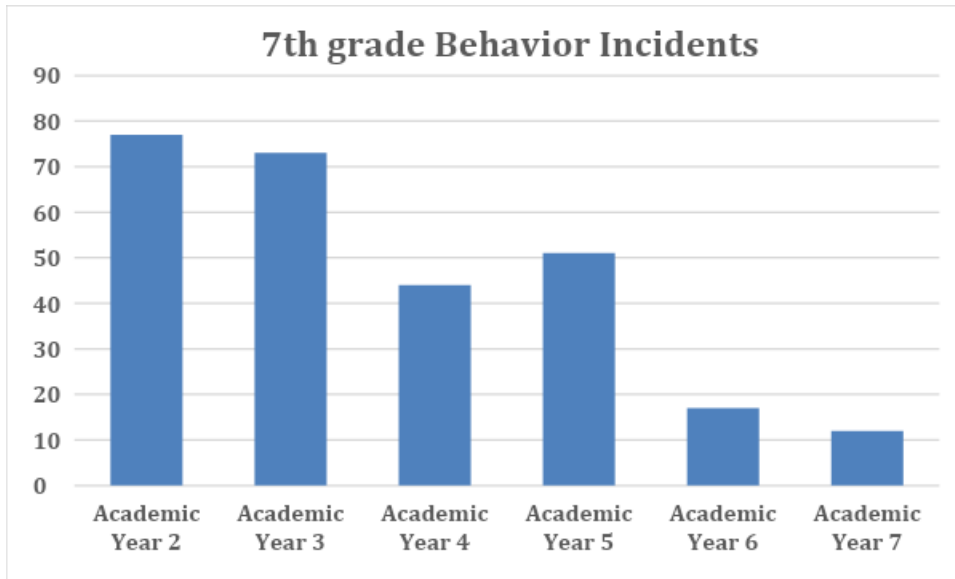


Figure 10. Behavioral Incidents – 7th Grade

When these students matriculated into 7th grade, behavioral incidents decreased by 66%. The values, continue to modify student’s behavior, two-years after receiving the values teaching.

The trend of decreasing behavioral incidents continued to remain consistent for the students that received one-year of values training and entered 8th grade. These students received one-year of values training because they were in 5th grade at Belvidere the first year that TLIM was taught to the students.

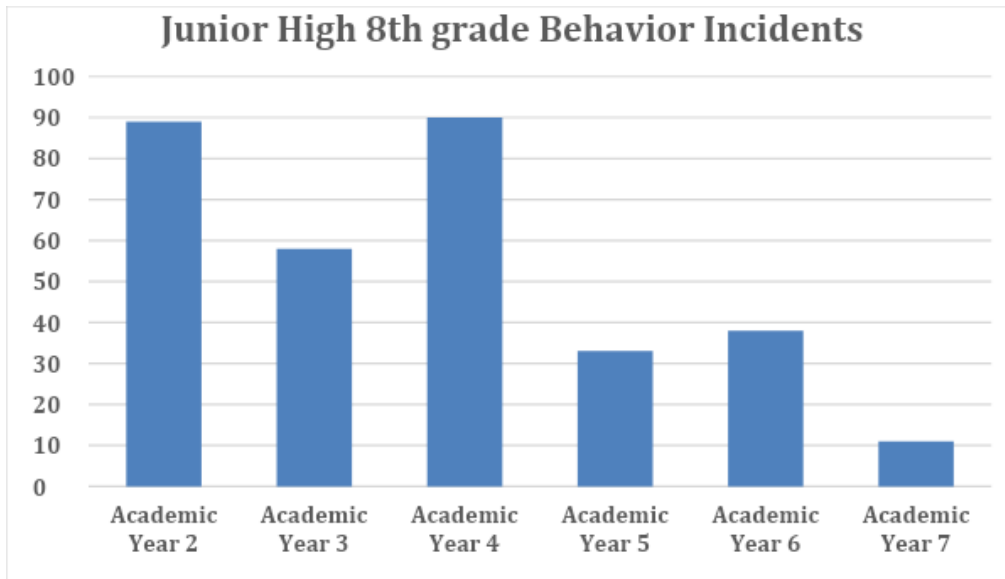


Figure 11. Behavioral Incidents – 8th Grade

Using Figure 11, in academic year 7, behavior incidents for 8th grade students decreased by 72%. The quantitative data indicates that TLIM program has long-term positive impacts for student’s behavior. The quantitative data suggests that TLIM positively impacts student’s behavior for three-years after students learn the values.

During academic year 7, the majority of the sixth, seventh, and eighth grade students in the Junior High had received the values teaching because they all matriculated from one school, Belvidere. Therefore, this was the first time that nearly 100% of the students in the Junior High School had received values training. The impact of this is reflected in Figure 12.

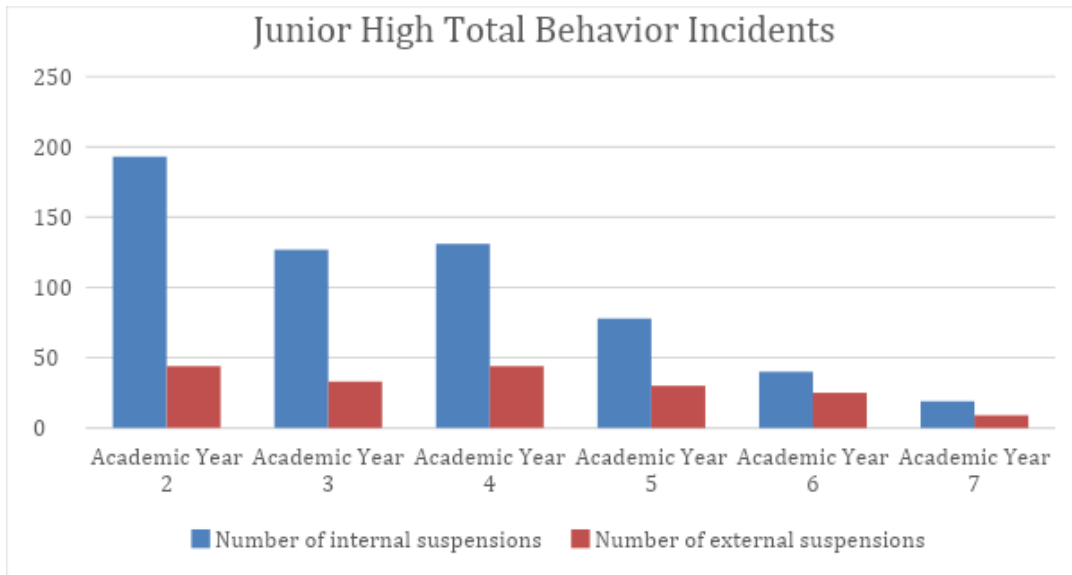


Figure 12. Junior High Total Behavior Incidents

The total number of behavior incidents in Academic Year 2, when none of the students had received values training was 238. The total number of behavior incidents in academic year 7, when the majority of the students had received values training was 28. That is an 88% decrease in behavior incidents over a six-year period. This study indicates that the values teaching, through the habits, can positively modify student’s behavior for at least three-years.

Values and Habits Relationship Model

To understand the connection between Rokeach’s Instrumental Values and Covey’s 7 Habits, a model was created (Figure 13).

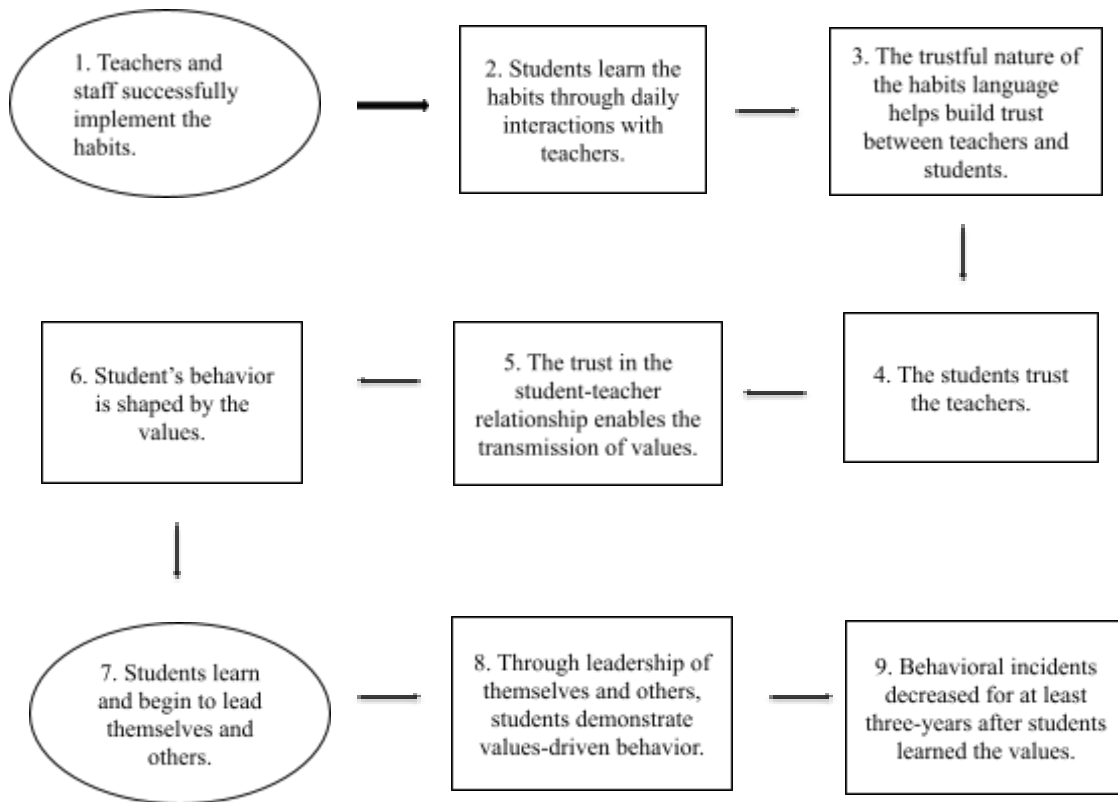


Figure 13. Values and Habits Relationship Model

The Values and Habits Relationship Model has eight stages. In stage 1, TLIM is successfully implemented. Successful implementation is best measured by a school's achievement as a Lighthouse School. A school's achievement as a Lighthouse School indicates that the implementation of TLIM program has been evaluated by a Covey team and is deemed to have met nine criteria. In the second stage, the students learn the habits through daily interactions with their teachers. These interactions include one-on-one processing, reflection, and the teachers giving students personal examples of how the teachers have applied the habits.

In stage three, the qualitative data indicate that trust is inherent to the 7 habits. By using the habits language, the teachers are using trustful and positive language, which increases the trust between the students and the teacher. This leads to stage four, in which the students trust the teachers. In stage five, the transmission of the values, through the student-teacher relationship, is dependent upon the students trusting the teachers. As the values are transmitted to the students, these values shape the students behavior in stage six. In stage seven, students begin to lead themselves and others. Self-leadership is first and leadership of others is second. The outcome of the transmission of values is that in stage eight students demonstrate values-driven behavior. The result of this values driven behavior is that, in stage nine, behavior incidents decrease for the students at Belvidere and the junior high. It appears that the values positively impact student's behavior for three-years after the values have been transmitted. An individual's behavior is an external reflection of the individual's values. Thus, the change in the student's behavior, after values are transmitted from the teacher to the student, appears to be associated with the values the students learned.

Chapter 5: Discussion

Introduction

I began my research seeking to understand the values most associated with the habits. I had an interest in the outcomes of teaching values to primary education students in a public school setting. My ingoing assumption was that TLIM program exhibited positive impacts because TLIM program taught moral values to students. I thought TLIM program was changing student's value system. My research revealed that TLIM teaches competency values to students. The results of teaching competency values to students is that students learn to lead themselves and others.

Kohlberg's Philosophy of Moral Development (1984) demonstrates that values development, for children ages 5-9 year of age and slightly older, occurs through reward and punishment given by adults, based upon the child's behavior. The qualitative date indicates that every interaction the students have with adults in education is how the values are formed.

Competence values

This finding led me to refer to research by Bogdan Wojciskze (1997) which distinguishes Rokeach's Instrumental Values into competence values and moral values. All the values used in this study are from Rokeach's Instrumental Values list. Rokeach's (1973) Instrumental Values refers to the manner in which one behaves. In addition, Rokeach (1968) believes that one's conduct, beliefs, attitudes, and values

are consistent or continuous. As a result, one's behavior is a reflection of what one believes to be important or what one values.

Wojciszke separated the Instrumental Values into individualistic and collectivistic values. The idea behind individualistic and collectivistic values is that values are goals and goals can serve the individual (self) or the group (collectivistic).

Wojciszke's research further identified the values as competence values or moral values. Competence values are those values related to the individual's themselves (Rokeach, 1973). Competencies are behaviors that improve an individual's performance (Sparrow, 1997). When an individual violates a competency value, he or she tends to feel inadequate.

Moral values pertain to a person's inter-personal relationships (Rokeach, 1973).

Morals are appropriate behavior and they guide our interactions with one another or our behavior towards one another (Kaur, 2015). When an individual violates moral values, he or she tends to feel remorseful (Rokeach, 1973).

Wojciszke then asked individuals to rate the values. The values were rated based upon competence, morality, self, and others. Those values that were competence values rated higher on competency than morality. The values that were moral values rated higher on morality than competency. The values that were individualistic values or related to self, rated higher for individualistic than collectivistic values. The values

that were collectivistic values or more related to others, rated higher for collectivistic than individualistic.

Below is a table that represents Wojciszke's table. Wojciszke's table included the ratings for each value. The ratings for the values are not pertinent to this research study, however, the classification of the values as collectivistic, individualistic, competence, and morality are. In Table 13, I is for individualistic and C is for collectivistic.

Table 13. Moral vs. Competence Values

Value	Competence	Morality	Self	Others
Ambitious (I)	√		√	
Capable (I)	√		√	
Cheerful (I)	√		√	
Courageous (I)	√		√	
Forgiving (C)		√		√
Helpful (C)		√		√
Honest (C)		√		√
Imaginative (I)	√		√	
Independent (I)	√		√	
Intellectual (I)	√		√	
Logical (I)	√		√	
Loving (C)		√		√
Obedient (C)	√		√	
Polite (C)		√		√

Value	Competence	Morality	Self	Others
Responsible (C)	√			√
Self-controlled (C)	√			√

Source: Adapted from Wojciszke, B. (1997).

Using Wojciszke’s values classifications, the seven values most associated with the habits are classified. Ambitious, independent, and respect are individualistic competence values. Responsible and self-control are collectivistic competence values. Helpful and polite are collectivistic moral values.

Five of the seven values – ambitious, independent, respect, responsible, and self-control – are competence values. Two of the values – helpful and polite – are moral values. Therefore, the habits primarily teach competence or performance improvement values, which causes students learning and behavior to improve. As a result, students lead themselves better and begin to lead others as well. Two of the key themes discussed in Chapter 4, about the impact of teaching values to students are self-leadership and leading others. The next section will focus on self-leadership first and leading others second.

Self-leadership

Self-leadership is the control individuals exercise over themselves to obtain the self-motivation and self-direction needed to perform in desirable ways (Manz, 1986; Manz & Neck, 2004). Pearce and Manz (2005) assert that self-leadership includes

controlling one's behavior to meet performance goals, and it includes assessing the standards one uses to measure him or herself and changing the goals if necessary. The theory of self-leadership emerged from theories of self-navigation (Carver & Scheier, 1981; Kanfer, 1970), self-control (Mahoney & Arnkoff, 1978), and self-management (Andrasik & Heimberg, 1982; Luthans & Davis, 1979; Manz & Sims, 1980). There are three types of self-leadership strategies which impact self-leadership outcomes. The strategies are behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies. This section will focus on behavior focused strategies and constructive thought pattern strategies as they are the two self-leadership strategies demonstrated through the habits training.

Behavior-focused strategies

Behavior-focused strategies increase self-awareness to help individual's manage their behavior, specifically behavior that involves completing unpleasant tasks (Manz & Neck, 2004). These strategies include "self-observation, self-goal setting, self-reward, self-punishment, and self-cueing. Self-observation involves raising one's awareness of when and why one engages in specific behaviors" (Neck & Houghton, 2006, p. 272). Research suggests that self-awareness aids in helping individuals modify and eliminate negative behaviors (Mahoney & Arnkoff, 1978, 1979; Manz & Sims, 1980; Manz & Neck, 2004).

In Chapter 4, the teachers used one-on-one processing and reflection to help students engage in self-observation with regards to their behavior. The students discussed their

behavior and why they behaved the way that they did with the teachers. The students also discussed different methods to manage their behavior in the future. Over a period of time, the student's behavior became more positive.

Self-goal setting is another strategy that was used to modify the student's negative behavior and improve the student's academics. Through the leadership notebooks, the students set behavior and academic goals for themselves. Setting academic goals required the students to complete homework and turn in assignments. The students tracked and accomplished their outcomes goals.

Constructive thought pattern strategies

Constructive thought patterns encourage positive thought patterns and repetitive thinking methods that can positively impact one's conduct (Manz & Neck, 2004; Neck & Manz, 1992). Constructive thought patterns replace negative thought patterns with positive thought patterns including "dysfunctional beliefs, assumptions, mental imagery, and positive self-talk" (Neck & Houghton, p. 272, 2006).

Qualitative interviews with teachers demonstrate that the habits use positive language. The teachers practice the positive language with the students and reinforce it through storytelling, personal stories, and one-on-one processing with the students. The positive language of the habits is also used when disciplining students (Johnson, interview, 2016). The teachers are helping the student's construct positive thought

patterns and are reshaping the student's perspective of themselves and the world around them.

For the students, self-leadership involves a paradigm shift. It involves the students changing their negative thought patterns to positive thought patterns, in an effort to positively impact the student's behavior. It also involves students shifting the locus of control from external to internal. Students must recognize that they are in control. The habits training is key in helping students shift their paradigms and locus of control as the language of the habits is positive. The guidance the habits provide, such as Habit 1: Be Proactive: You're in Charge and Habit 5: Seek First to Understand, Then to Be Understood gives students an example of how they should behave or what their reaction should look like. Self-leadership strategies are important for creating positive leadership outcomes.

Developing leaders and TLIM

Before discussing self-leadership, we must first discuss leadership development.

According to Van Velsor, McCauley, & Ruderman, leader development is "the expansion of a person's capacity to be effective in leadership roles and processes" (p. 2, 2010). Furthermore, leaders can learn, develop, and advance; leader's learning and developing increases their effectiveness (Van Velsor, McCauley, & Ruderman, 2010). This explains what the research has identified through the qualitative interviews.

In Chapter 4, in excerpt after excerpt, the interview participants detailed the positive impacts the values, through the habits, have had for the students. Most importantly, these excerpts detail how the students started positively impacting those in their sphere of influence, administrators, family, friends, and the community. One of the most profound ideas to emerge from the student's leading of others, is that the parents are spreading TLIM through the community by using the habits at work. Furthermore, the community has become fully invested. TLIM started by teaching students to lead themselves before they began to lead others.

Self-leadership and TLIM

Self-leadership is an important aspect of leadership because self-leadership is the beginning of leadership.

In a way self-leadership is the foundation for all leadership and management: if you are not able to lead yourself, how can you lead others. Self-leadership is an enabling process whereby a person learns to know him/herself better and through this better self-understanding is able to steer his/her life better (Sydanmaanlakka, p. 67, 2003).

Sydanmaanlakka describes self-leadership as a process of knowing oneself better. In order to know oneself better, individuals must become self-aware. "Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives" (Goleman, p. 2, 1998). When an individual has an understanding of their emotions, motivation, needs, strengths, and weaknesses, the individual is better equipped to make wise decisions for himself or herself.

Self-aware individuals also have an understanding of the impact of their emotions for other people (Goleman, 1998). Goleman (1998) believes that individuals who are self-aware have a comprehension of their values and purposes driving these individuals' to make decisions that are connected to their values. The theory that individuals make decisions connected to their values is consistent with the stories shared by the teachers in the qualitative interviews.

In Chapter 4, teachers describe how student's interactions with one another, attitudes, and thoughts were prior to the habits training. After the students received habits training, subsequently learning values, the student's interactions with one another, attitudes, and thoughts became more positive. The habits, used constructive thought pattern strategies to shift the student's paradigm and instill values. Since values guide individual's behavior, after learning the habits, the student's conduct aligned with what was most important to the students or their internal beliefs, which are values.

The habits use behavior-focused strategies and constructive thought pattern strategies to influence the student's self-leadership. As the teacher cited on page 107, with regards to self-leadership that once students were in control of their attitudes, thoughts, behavior, and through leading themselves first, they began to lead others. The next section of this paper will discuss the second key outcome of teaching values to students through the habits, leading others.

Leading others

To understand leading others, we must first understand leadership. Rost (1991) discovered that from 1900 to 1990 more than 200 different definitions of leadership were written. In 2012, there were more than 70,000 books about leadership in print (Cameron, 2012). For this research, Northouse's definition of leadership will be utilized. "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2013, p. 5). Leadership is leading others. Northouse's definition includes three primary components of leadership – influence, group, and common goal. According to Northouse (2013) the leader influences the followers. Leadership occurs in groups and the groups are seeking to achieve a common goal (Northouse, 2013).

In considering how an individual leads others, self-awareness and self-management play key roles. These two skills were necessary for self-leadership. However, they are also necessary to enable the leaders to be resonant leaders or "in tune with those around them" (Boyatzis & McKee, p. 4, 2005). Resonant leaders cause alignment to occur within the group because the group works in rhythm with one another (Boyatzis & McKee, 2005). Boyatzis and McKee discovered that resonant leaders have developed self-awareness, self-management, social awareness, and relationship management skills (p. 4, 2005). Resonant leaders are considered emotionally intelligent leaders.

Riggio and Tan (2014) would consider that a resonant leader or an emotionally intelligent leader has developed leadership soft skills. In their research, Reggio and Tan discuss leadership soft skills. Leadership soft skills are the relationship skills, that help leaders form bonds and build groups to create change. These skills are generally not taught in the North American education system (Riggio & Tan, 2014). Therefore, the education system continues to graduate individuals with hard leadership skills, which are “analyzing, planning, making decisions, and strategizing”, (Riggio & Tan, 2014), but these individuals lack the people skills to create change.

Riggio and Tan (2014) define the soft leadership skills as “inspiring, motivating, persuading followers, building good working relationships, networking, rallying, and cajoling” (p. 1). Developing these soft skills is difficult. “Researchers have developed no accepted, guiding models for categorizing leader soft skill (nor understanding where the hard skills leave off and the soft skills begin)” (Reggio & Tan, p. 1, 2014). TLIM has managed to capture these soft skills in its TLIM program. TLIM research, as stated in Chapter 2, outlines how excited managers are to have students learning soft leadership skills. For organizations, there is a dearth of candidates lacking soft skills, communication skills, work ethics, and leadership skills (Broody, Lasswell, Robinson, & Reade, 2014). Organizational leaders are excited that TLIM has incorporated another ‘R’ into the academic curriculum – reading, writing, arithmetic, and *relationships* (Hatch & Collinwood, 2010). Through TLIM students are learning the soft skills that will enable them to be effective change leaders.

These soft skills are learned through the student's growth and experiential learning opportunities (Van Velsor, McCauley, & Ruderman, 2010). The students learn these soft skills through the teacher's consistent one-on-one processing, experiential learning, and reflection. The habits facilitate these soft skills because habits 1-3 focus on leading self and habits 4-6 focus on leading others. The intent of the habits is to create these soft skills in students. For example, Habit 1 is Be Proactive; on page 91, the teacher shared with the students, through a bubble popping learning activity, the necessity of being proactive and using positive language. One of the soft leadership skills, as cited by Van Velsor, McCauley, and Ruderman (2010) is inspiring or motivating. Positive language inspires and motivates others, not negative language. This is a demonstration of a soft skill being taught through an experiential learning activity.

Through the competency values students are becoming emotionally intelligent leaders. The students are learning soft leadership skills that are necessary in the work environment, to effectively lead others to accomplish a common goal. Using these values and TLIM program as a model in a public school setting, students are learning to be values driven leaders who will lead themselves and others well.

By teaching competency values, through the habits, the students are learning to lead themselves first. After students learn to lead themselves, they lead others. The impact

of students leading others, using the values, is exponential. The student's classmates, teachers, school and district administrators, peers outside of school, parents, and the community are all positively impacted as the students conduct aligns with the values taught through The Leader In Me program.

Habits, values, and student leadership model

To understand the connection between Rokeach's Instrumental Values, Covey's 7 Habits, and how the students learned to lead themselves and others, a model was created (Figure 14).

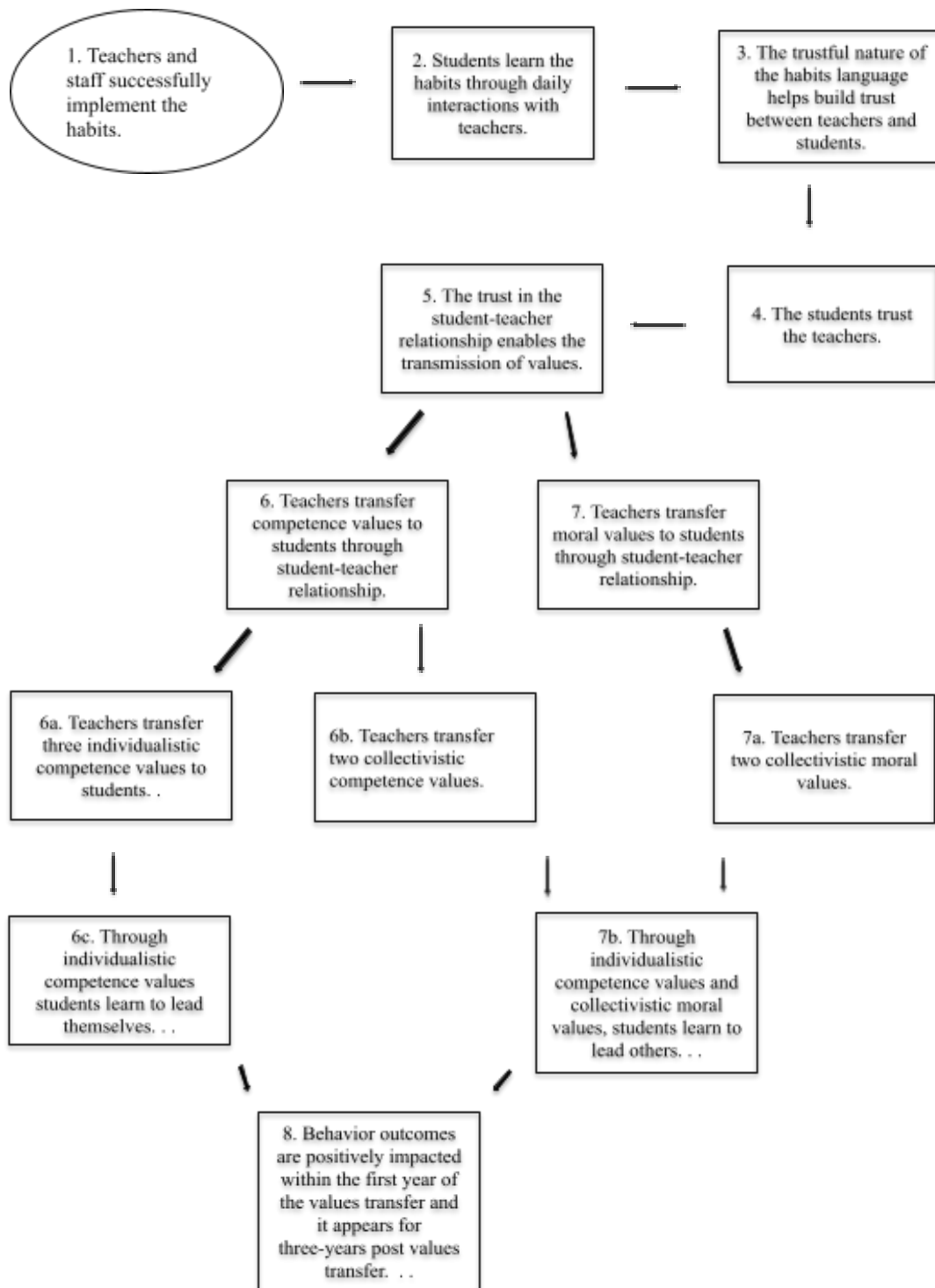


Figure 14. Students learn to lead themselves and others

The Habits, Values, and Student Leadership model has eight stages. The first five stages are similar to the Values and Habits Relationship Model in Chapter 4. In stage 1, TLIM is successfully implemented. Successful implementation is best measured by a school's achievement as a Lighthouse School. A school's achievement as a Lighthouse School indicates that the implementation of TLIM program has been evaluated by a Covey team and is deemed to have met nine criteria. In the second stage, the students learn the habits through daily interactions with their teachers. These interactions include one-on-one processing, reflection, and the teachers giving students personal examples of how the teachers have applied the habits.

In stage three, the qualitative data indicate that trust is inherent to the 7 habits. By using the habits language, the teachers are using trustful and positive language, which increases the trust between the students and the teacher. This leads to stage four, in which the students trust the teachers. In stage five, the transmission of the values, through the student-teacher relationship, is dependent upon the students trusting the teachers.

In Stage six, teachers transfer competence values to the students through the student-teacher relationship. Stage six breaks into two sub-stages – stage 6a and stage 6b. In stage 6a, teachers transfer three individualistic competence values to the students. Those values are ambitious, independent, and respect. Competencies are behaviors that improve an individual's performance (Sparrow, 1997). The research

indicates that ambitious, independent, and respect are the values that help students learn to lead themselves, which leads to stage 6c.

In stage 6b, teachers transfer two collectivistic competence values to the students. Those values are responsible and self-controlled. These values improve the students' performance, however, these two competence values serve the group, collectivistic, more than the individual.

In stage 7a, teachers transfer two collectivistic moral values to the students. The values are helpful and polite. These values serve the group, collectivistic, and are concerned with the individual's interpersonal relationships, moral. The research indicates that responsible, self-controlled, helpful, and polite are the values that help students learn to lead others, which is stage 7b.

In the last stage, which is stage 8, the student's leadership of themselves and others results in improved behavior outcomes. The improved behavior outcomes were demonstrated within the first year of values transmission at Belvidere. The improved behavior outcomes were also demonstrated three-year post values transmission at the junior high school. The behavior incidents for the junior high decreased as the number of students who had received values development training increased within the junior high school.

It is important to recognize that students do not become leaders of themselves and others until the competence and moral values have been transmitted to the students. It appears that when teachers transmit individualistic competence values students become better leaders of themselves. It appears that when teachers transmit collectivistic competence values and collectivistic moral values, students become better leaders of others. Students have to lead themselves well before they can learn to lead others well. Once students learn to lead themselves, they are better able to lead others.

Finally, it appears that these values give students soft leadership skills which are sorely lacking in the workforce. These values also cause students to become resonant or emotionally intelligent leaders. By transmitting values to students at a young age, the likelihood that the students will do the right thing for the individuals they are leading increases. Furthermore, it increases the likelihood that students will be ethical leaders. It is possible to teach values to primary education students, through a whole school transformation program, such as The Leader In Me. The outcomes are decreased behavioral benefits over a three-year period. The benefits to the students, educators, the community, and the workforce require additional research. Chapter 6 will discuss future horizons for values development in primary education students.

Chapter 6: Future Horizons

The purpose of this research was to discover the values most associated with the 7 Habits. I chose a case-study as my research strategy. I used a concurrent transformative mixed methods design to collect the data. To code the qualitative data, I started with open coding, which resulted in 156 codes (Appendix I). I grouped the initial codes into 32 first order concepts (Appendix J). The 32 first order concepts were then grouped into 15 2nd order themes (Appendix K). These themes were then grouped into four aggregate dimensions, 1) implementation, 2) values development, 3) students leadership, 4) and impact.

Within aggregate dimension two, values development, I was most surprised that helpful and polite were among the seven values most associated with the habits. I thought that honest would be most associated with the habits. After completing the analysis, I realized that helpful actually fits in well. The first three values most associated with the 7 Habits are related to the individual student. The last two values most associated with the 7 Habits are related to being conscientious of others. These follow the 7 Habits in which the first three habits are based on the student's independence and Habits 4-6 are based on the student's interdependence (Covey, 2014). In addition, I was surprised to learn that five of the top seven values most associated with the habits are competency values. I thought the habits were teaching moral values.

Finally, the values taught students how to lead themselves first and how to lead others. Based upon the qualitative data, students were successful at leading themselves with assistance from their teachers and parents. However, students were dynamic at leading others. The students were outspoken and led their peers, families, school and district administrators, as well as the community.

Recommendations for Future Research

The first idea for future research is that this research should extend beyond a case-study, to include three or four public primary education schools, which are lighthouse schools. This study examined the values most associated with the 7 Habits in one school. The possibility exists that the teachers are Belvidere are most comfortable teaching competency values, thus, those are the values that resulted from this study.

The second idea for future research is to complete this research in different regions of the United States at schools with different demographics. Would the values most associated with the habits be the same? Would these values change based upon the dominant industry in the community? Would these values change based upon the culture of various geographic regions?

A third idea for future research is to conduct this study at Lighthouse schools, which have religious affiliations. Would the teachers at a religiously affiliated Lighthouse School transmit more moral values? Would these teachers use different methods to

teach the habits and transmit the values? What role would the school's religious influence have for developing values in students?

A fourth idea for this research is to study values transmission through TLIM at international Lighthouse Schools. There are currently three Lighthouse Schools located outside of the United States, on three different continents. Rokeach's Instrumental Values are valid and cross cultural boundaries. Would the values most associated with the habits remain the same? How would the cultural values and customs of different countries impact the Habits, Values, and Student Leadership model?

A fifth idea for future research is to study the quantitative impact of values transmission, through TLIM, for the student's academic outcomes. This study was unable to study academic outcomes of values transmission due to not having sufficient data. It would be interesting to collect academic data from a Lighthouse school prior to the implementation of TLIM, during the implementation, and after the implementation to ascertain if TLIM impacts academic outcomes.

A sixth idea for future research would be to follow several cohorts of students that have received 7 Habits training and several cohorts of students that have not received college, and for several years post-college to determine the long-term impact of the habits and thereby, values transmission.

A seventh idea for future research is to study the behavioral outcomes associated with the TLIM program. This is the first TLIM research that has indicated that transmitting values, through TLIM, will result in long-term behavior outcomes. More research needs to be completed in this area to determine, specifically which values are causing the continued behavior modification three-years later. In addition, it would be interesting to learn which habit(s) students apply to their academics, behavior, and relationship with others, the most one, two, or even three-years later.

It would also be imperative to understand which of the 7 Habits teaching methods, mentioned in Chapter 4, are the most impactful. Do students remember how they learned to set goals and accomplish them through their leadership notebooks and goal setting several years later? Do students remember the lessons they learned about self-leadership and leading others through their leadership roles several years after completing the TLIM program.

Finally, TLIM does not define a good leader for students. This is important because while Hitler, Stalin, and Mussolini were considered bad examples of leadership, the fact remains that per the definition of leadership, they were leaders. It would be important to study student's definition of a leader prior to learning TLIM and after learning TLIM. It would also be important to provide students with a definition and an example of positive leadership. How would the recognition of a positive leader shape student's perception of the habits? Would the outcomes be different?

The research related to values development in primary education through TLIM, the habits, and leadership is new and exciting. There are also more studies, which need to be completed. The research about values development in youth as our future leaders has not been exhausted. It is necessary if we are to shift the tide of unethical leadership in all sectors from government to manufacturing. If we are to have reliable, trustworthy leaders, who will do the right thing, even when no one is looking, we must first consider teaching values to primary education students. We must consider our impact upon our future leaders during their formative years.

Appendix A: School A: Recruitment Email

Subject: School A: Research Focus

Dr. XXX,

My name is Chantel Ishola *nee* Moore. I am a PhD candidate in the Values-Driven Leadership program at Benedictine University in Lisle, IL.

I am writing to discuss with you the feasibility of collaborating with the School District to incorporate School A into my dissertation research. Schools that have incorporated The Leader In Me program note that their students have improved academic achievement, improved social-emotional skills, and decreased behavior referrals. I am interested in studying the values associated with The Leader In Me program. I believe it is the values inherent in the program that lead to improved student outcomes.

The benefit to School A, for participating in this research, is clarification of the values taught in conjunction with The Leader In Me program. Clarification of these values could help the School District create other programs to improve students' academic achievement, social-emotional skills, and behavior outcomes.

I would like to set up a time to meet with you and the Principal to discuss the feasibility of this study and a time line. I will follow up this email with a phone call to schedule an appointment.

Sincerely,

Chantel Ishola

Appendix B: Teacher/Administrator Recruitment Flyer

Wondering why The Leader In Me contributes to positive student outcomes?

If so, this is your opportunity to participate in original research directly related to SCHOOL A and its students!!

My name is Chantel Ishola and I am a PhD Candidate at Benedictine University. I am researching the values associated with the 7 Habits of Highly Effective People taught through The Leader In Me program.

This research could improve educators' understanding of why and how The Leader In Me improves academic achievement and behavioral outcomes. It can also serve as a guide for other whole-school transformation programs about the core components of the program, which lead to the positive outcomes that schools demonstrate as a result of implementing The Leader In Me.

Here's how to participate!

Mrs. Principal has given her consent for SCHOOL A to participate in this research study. I am inviting you as a teacher or administrator to participate in the research study. For you to participate in this study, the following is needed:

- 1) Inform Mrs. Fergus of your intent to participate.
- 2) Sign up for a 30-minute individual interview.
- 3) Read and sign the consent form, available from Ms. Fergus.
- 4) Attend a 30-minute individual interview during the week of March 7, 2016.

Mrs. Fergus will provide you with the interview date and time.

The following steps will be taken to ensure confidentiality of all interviews: 1) interview data will be scrubbed of all recognizable information, 2) data will be analyzed and compiled into aggregate data for the publishable research study, 3) an independent researcher, myself, will conduct the interviews and aggregate the data. I am not employed by or associated with the School District or The Leader In Me program.

Appendix C: Parent Recruitment Flyer

If so, this is your opportunity to participate in original research directly related to SCHOOL A and its students!!

My name is Chantel Ishola and I am a PhD Candidate at Benedictine University. I am researching the values associated with the 7 Habits of Highly Effective People taught through The Leader In Me program.

This research could improve educators' understanding of why and how The Leader In Me improves academic achievement and behavioral outcomes.

Here's how to participate!

Mrs. Principal has given her consent for SCHOOL A to participate in this research study. I am inviting you as a parent, to participate in the research study. For you to participate in this study, the following is needed:

- 1) Inform Mrs. Fergus of your intent to participate.
- 2) Sign up for a thirty-minute individual interview.
- 3) Read and sign the consent form, available from Ms. Fergus.
- 4) Attend a thirty-minute individual interview during the week of March 7, 2016.

Mrs. Fergus will provide you with the interview date and time.

The following steps will be taken to ensure confidentiality of all interviews: 1) interview data will be scrubbed of all recognizable information, 2) data will be analyzed and compiled into aggregate data for the publishable research study, 3) an independent researcher, myself, will conduct the interviews and aggregate the data. I am not employed by or associated with the School District or The Leader In Me program.

Appendix D: Teacher/Administrator Consent Form

Consent to Participate in Research

My name is Chantel Ishola. I am a doctoral candidate in Benedictine University's Values-Driven Leadership PhD program. I am researching the values most associated with the habits taught through The Leader In Me (TLIM) program. The Leader In Me focuses on creating character traits in students that lead to improved academic achievement and behavioral outcomes.

This research could improve educators' understanding of why and how TLIM improves academic achievement and behavioral outcomes. It can also serve as a guide for other whole-school transformation programs about the core components of TLIM, which lead to the positive outcomes that schools demonstrate as a result of implementing TLIM.

Thank you for participating in this study. Your participation is strictly voluntary. You can withdraw from this study at any time. There is no remuneration provided for participation in this study.

The following steps are being taken to ensure confidentiality of all interviews: 1) data will be scrubbed of all recognizable information, 2) data will be analyzed and compiled into aggregate data for the publishable research study, 3) an independent researcher, myself, will conduct the interviews and aggregate the data. I am not employed by or associated with the School District or TLIM.

For you or your student to participate in this study, the following is needed:

- 1) Read and sign this form.
- 2) Return this form to the SCHOOL A principal, Mrs. Tanya Fergus, by March 4, 2016.
- 3) Attend a 30-minute (for teachers) or 1-hour (for administrators) interview the week of March 7, 2016.

The individual interviews are audiotaped, face-to-face phone interviews with open-ended questions. The interview will be completed by me. It will be transcribed by an independent transcriber with no identifying information attached to the document for transcription. Your identity and confidentiality will be ensured through coding methods. The data will be transcribed and given to a Benedictine University faculty member (Dr. Marie DiVirgilio) for security and disposal after seven years.

Parts of and results from this study may be published or presented at academic conferences; however, your and/or your student's identity will not be disclosed, and the data will be in aggregate format only. All information will be stored in a secure place without your name or other identifying information. If, at a subsequent date, biographical data were relevant to a publication, a separate release form would be sent to you.

I would be grateful if you would check and sign this form on the line provided below to show that you have read and agree with the contents.

- I, _____, will participate in an individual face-to-face interview with the researcher, Chantel Ishola, for the purposes of studying the values associated with The Leader In Me.

Signature

This study is being conducted in part to provide data for a published dissertation study and fulfill requirements for my Values-Driven Leadership PhD from the business school of Benedictine University in Lisle, . The Institutional Review Board (IRB) of Benedictine University and the principal of SCHOOL A, Mrs. Tanya Fergus, have approved this study. The Chair of Benedictine University's IRB is Dr. Alandra Weller-Clarke. She can be reached at (630) 829-6295 and her email address is aclarke@ben.edu. The chairperson of this dissertation is Dr. Marie DiVirgilio. She can be reached at (630) 829-6225 for further questions or concerns about the project/research.

Sincerely,

Chantel Ishola
Benedictine University

Appendix E: Parent Consent Form

Consent to Participate in Research

My name is Chantel Ishola. I am a doctoral candidate in Benedictine University's Values-Driven Leadership PhD program. I am researching the values most associated with the habits taught through The Leader In Me (TLIM) program. The Leader In Me focuses on creating character traits in students that lead to improved academic achievement and behavioral outcomes.

This research could serve as a guide for the programs that educators create to improve students' academic achievement and behavioral outcomes.

Thank you for participating in this study. Your participation is strictly voluntary. You can withdraw from this study at any time. There is no remuneration provided for participation in this study.

The following steps are being taken to ensure confidentiality of all interviews: 1) data will be scrubbed of all recognizable information, 2) data will be analyzed and compiled into aggregate data for the publishable research study, 3) an independent researcher, myself, will conduct the interviews and aggregate the data. I am not employed by or associated with the School District or TLIM.

For you to participate in this study, the following is needed:

- 4) Read and sign this form.
- 5) Return this form to your student's teacher by March 2, 2016.
- 6) Attend a 30-minute individual interview. The interviews will be the week of March 7, 2016.

The group interviews are audiotaped face-to-face phone interviews with open-ended questions. The interview will be completed by me. It will be transcribed by an independent transcriber with no identifying information attached to the document for transcription. Your identity and confidentiality will be ensured through coding methods. The data will be transcribed and given to a Benedictine University faculty member (Dr. Marie DiVirgilio) for security and disposal after seven years.

Parts of and results from this study may be published or presented at academic conferences; however, your identity will not be disclosed, and the data will be in aggregate format only. All information will be stored in a secure place without your name or other identifying information. If, at a

subsequent date, biographical data were relevant to a publication, a separate release form would be sent to you.

I would be grateful if you would check and sign this form on the line provided below to show that you have read and agree with the contents.

- I, _____, will participate in a 30-minute individual interview with the researcher, Chantel Ishola, for the purposes of studying the values associated with The Leader In Me.

Signature

This study is being conducted in part to provide data for a published dissertation study and fulfill requirements for my Values-Driven Leadership PhD from the business school of Benedictine University in Lisle, . The Institutional Review Board (IRB) of Benedictine University and the principal of SCHOOL A, Mrs. Tanya Fergus, have approved this study. The Chair of Benedictine University's IRB is Dr. Alandra Weller-Clarke. She can be reached at (630) 829-6295 and her email address is aclarke@ben.edu. The chairperson of this dissertation is Dr. Marie DiVirgilio. She can be reached at (630) 829-6225 for further questions or concerns about the project/research.

Sincerely,

Chantel Ishola
Benedictine University

Appendix F: Interview Guide for Administrators

Interviewee	Interviewer	Date	Time	Duration

Introduction

Business schools teach ethics in an effort to produce leaders who, when faced with tough choices, will make the right decisions and do the right things. According to the literature, business schools have had no impact on the likelihood that someone will do the right thing. Research suggests that teaching students about right and wrong at the college level is too late.

I am a doctoral student in Benedictine University's Values-Driven Leadership program. I am interested in exploring a primary education level program, specifically, The Leader in Me (TLIM) program, which is designed to teach habits that foster the character traits and leadership skills necessary for personal, academic, and work life success.

Since character traits are a reflection of personal values, I want to understand the values most associated with the habits taught in The Leader In Me program, and how these values affect performance. Identifying these values will help inform efforts of educators to develop future leaders who are more likely to make the right choices and do the right things.

The main purpose of this interview is to capture your experience and perspectives with The Leader In Me program. The purpose, format, and questions for this interview were reviewed and approved by the Institutional Review Board (IRB) of Benedictine University. Your participation is entirely voluntary. You may withdraw your participation at any time during the interview, and you may choose to pass on any individual question.

As a reminder, I will be audio recording this interview and taking notes for data analysis purposes.

Would you please take a look at this timeline of TLIM program?

Interview Questions

1. Please tell me when you first got involved with TLIM. What did you do? How did you feel about it at the time?
2. Looking back on the entire TLIM program, think of a time when you felt that it was really working—when it was truly having a profound impact on students. Tell me the story. What was going on?

3. Thinking about the same story, without being modest, what was it about you that made it a great experience? Think about your values, strengths, skills, relationships, ways of working, specific strategies, etc.
4. Who else was involved in that story? What was it about them that made it a great experience?
5. What was it about the school as a whole that made it a great experience?
6. What values do you see being developed in students, teachers, and parents through the TLIM process? Here is a list of values to consider. [Hand them a values list. As they mention a value, ask them to share a story. Ask them which, if any, of the habits being taught through TLIM played a role in this story?]
7. Think of a time when you saw the positive values of the students really flourishing because of TLIM. Tell me the story. Specifically, what were the values you saw? Which, if any, of the habits being taught through TLIM, played a role in this story?
8. What impact did these values have on the students? Teachers? Administration? Parents? The community?
9. Can you think of another time when you saw the positive values of the students really flourishing because of TLIM? Please tell me the story.
10. Is there any more you would like to share with me about TLIM?

Thank you for your time. As a reminder, I will be transcribing this interview and would be glad to send you a copy if you would like. Would you like a copy?

Appendix G: Interview Guide for Teachers

1. Interviewee	Interviewer	Date	Time	Duration

Introduction

Business schools teach ethics in an effort to produce leaders who, when faced with tough choices, will make the right decisions and do the right things. According to the literature, business schools have had no impact on the likelihood that someone will do the right thing. Research suggests that teaching students about right and wrong at the college level is too late.

I am a doctoral student in Benedictine University's Values-Driven Leadership program. I am interested in exploring a primary education level program, specifically, The Leader In Me (TLIM) program, which is designed to teach habits that foster the character traits and leadership skills necessary for personal, academic, and work life success.

Since character traits are a reflection of personal values, I want to understand the values most associated with the habits taught in The Leader In Me program and how these values affect performance. Identifying these values will help inform efforts of educators to develop future leaders who are more likely to make the right choices and do the right things.

The main purpose of this interview is to capture your experience and perspectives with The Leader In Me program. The purpose, format, and questions for this interview were reviewed and approved by the Institutional Review Board (IRB) of Benedictine University. Your participation is entirely voluntary. You may withdraw your participation at any time during the interview, and you may choose to pass on any individual question.

As a reminder, I will be audio recording this interview and taking notes for data analysis purposes.

Would you please take a look at this timeline of TLIM program?

Interview Questions

1. Please tell me when you first got involved with TLIM. What did you do? How did you feel about it at the time?
2. Looking back on the entire TLIM program, think of a time when you felt that it was really working—when it was truly having a profound impact on students. Tell me the story. What was going on?

3. Thinking about the same story, without being modest, what was it about you that made it a great experience? Think about your values, strengths, skills, relationships, ways of working, specific strategies, etc.
4. What values do you see being developed in students through the TLIM process? [As they mention a value, ask them to share a story. Ask them, which, if any, of the habits being taught through TLIM, played a role in this story?]
5. Think of a time when you saw the positive values of the students really flourishing because of TLIM? Tell me the story. Specifically, what were the values you saw? Which, if any, of the habits being taught through TLIM, played a role in this story?
6. What impact did these values have on the students? Teachers? Administrators? Parents? The community?
7. Can you think of another time when you saw the positive values of the students really flourishing because of TLIM? Please tell me the story.
8. Is there any more you would like to share with me about TLIM?

Thank you for your time. As a reminder, I will be transcribing the interview and would be glad to send you a copy if you would like. Would you like a copy?

Appendix H: Interview Guide for Parents

1. Interviewee	Interviewer	Date	Time	Duration

Introduction

Business schools teach ethics in an effort to produce leaders who, when faced with tough choices, will make the right decisions and do the right things. According to the literature, business schools have had no impact on the likelihood that someone will do the right thing. Research suggests that teaching students about right and wrong at the college level is too late.

I am a doctoral student in Benedictine University's Values-Driven Leadership program. I am interested in exploring a primary education level program, specifically, The Leader In Me (TLIM) program, which is designed to teach habits that foster the character traits and leadership skills necessary for personal, academic, and work life success.

Since character traits are a reflection of personal values, I want to understand the values most associated with the habits taught in The Leader In Me program and how these values affect performance. Identifying these values will help inform efforts of educators to develop future leaders who are more likely to make the right choices and do the right things.

The main purpose of this interview is to capture your experience and perspectives with The Leader In Me program. The purpose, format, and questions for this interview were reviewed and approved by the Institutional Review Board (IRB) of Benedictine University. Your participation is entirely voluntary. You may withdraw your participation at any time during the interview, and you may choose to pass on any individual question.

As a reminder, I will be audio recording this interview and taking notes for data analysis purposes.

Would you please take a look at this timeline of TLIM program?

Interview Questions

1. Please tell me when you first got involved with TLIM. What did you do? How did you feel about it at the time?
2. Think of a time when you felt the program was really working—when it was truly having a profound impact on your child. Tell me the story. What was going on?

3. TLIM teaches seven habits. Please take a look at these habits. [Hand them the list of habits.] Have you seen any of these habits in your child? Please share a story with me.
4. What values are you seeing in your child as a result of TLIM? [Hand them the values list. As they mention a value, ask them to share a story. Ask them, which, if any, of the habits being taught through TLIM played role in this story?] Please share a story.
5. What impact have these values had on others? For example, other students, siblings, teachers, on you, or on your community.
6. Is there any more you would like to share with me about TLIM?

Thank you for your time. As a reminder, I will be transcribing the interview and would be glad to send you a copy if you would like. Would you like a copy?

Appendix I: Initial Codes

7 habits a tool for communication	improved behavior	students learn how to handle emotions
7 habits are a guide	improved focus	students living the habits
7 habits are internalized	improved student interaction with siblings	students model lives by habits
7 habits had positive impact for community	increased confidence	students perception of themselves difficult to change at a certain age
7 habits has to be practiced	increased leadership	students positive changes
7 habits has to be weaved into instruction	increased student reading level	students teaching habits to parents
7 habits has to be weaved into curriculum	initiative	students teaching habits to teacher
7 habits provide foundation	input	students understand long-term consequences
7 habits taught through stories	interested	students model what they are learning
Academic improvement	know the language	TLIM start date
Accountability	leadership day	teacher discussions with students about life
Administration living the habits	leadership notebooks	teacher facilitates 7 habits
Administrator excited students exemplified what they learned	leadership roles	teacher wants greater parent involvement
Administrators exhibit values	learning at an early age	teachers applying habits to everyday life
Administrators have more positive attitude	maturity	teachers engaged
Administrators impressed by student leadership role	mission statement	values increased teacher respect for other teachers
Administrators less disciplining of students	more involved	values increased teacher concern for students
Administrators think students come first	motivation	values increased teacher love for other teachers
Better learners	ownership	values increased teacher love for students
Brainstorming	parent communication tool	values increased teacher respect for students
Changed leadership style	parents and school work together	
Collaboration	parents enjoy learning habits with students	
	parents increased love for school work for students	
	parents increased respect for school's work with students	
	parents living habits	
	parents modeling habits	
	parents think TLIM program great	

Common language	personal mission statement	teachers modeling habits
Connecting habits to literature	perspective changes	teachers think program great
Creative methods to teach habits	positive about the habits	teaching habits to younger students impactful
culture	positive change in students	teachers thought TLIM a good idea
decreases bullying	positive methods to build up students	transfer of leadership
difficult to teach	positive perspective of students	transparency
easy to learn	pride	trust
empowerment	principal encourages goal setting	understanding
encourage long-term thinking	principal introduced TLIM to school	uproar
examples	principal led TLIM certification process	upheaval
experiential learning	receptive	values
families practicing habits at home	reflection	values instilled at early age
get along better with others	relationship	vision statement
gives students a voice	sadness about school b closing	V-E - creative
good functioning members of society	school communicates with parents	V-E - independent
Habit 1: Be Proactive	school merger	V-E - perseverance
Habit 2: Begin with the End in Mind	school organization	V-E - respect
Habit 3: Put First Things First	sense of belonging	V-E - responsible
Habit 4: Think Win-Win	setting goals	VR - ambitious
Habit 5: Seek First to Understand, Then to Be Understood	skeptical	VR - broad-minded
Habit 6: Synergize	staff helping students	VR - capable
Habit 7: Sharpen the Saw	process responses	VR - cheerful
Habits have to be important to students	less negative interaction or aggression	VR - clean
habits open dialogue between parent and student	students applying habits for extracurricular activities	VR - courageous
habits training for parents	students applying habits to everyday life	VR - forgiving
		VR - helpful
		VR - honest
		VR - imagination
		VR - independent
		VR - intellectual
		VR - logical
		VR - loving
		VR - polite

happier	students applying habits to	VR - respect
implementing habits felt	resolve conflict	VR - responsibility
overwhelming	students applying habits	VR - self-controlled
important to teach when	when sick	younger students
students are young	students enthusiastic about	
	learning habits	

Appendix J: 1st Order Concepts

Rokeach Instrumental Values most associated with the habits

Rokeach Instrumental values least associated with the habits

Values expressed by teachers

7 Habits

Learning habits at an early age is important

Age and developmental phase impact student's understanding of the habits

Student-teacher relationship impacts students learning the habits

Tools to teach habits

Teachers implement habits into curriculum

Important components for students to learn habits

Teachers use personal lives to teach habits

Roles habits played for students

Values positively impact student's academics

Student behavior improves as a result of learning values

Students social-emotional skills improve

Students using habits outside of school

Students leadership of others increases

Students become proactive leaders

Habits gave teachers tools for positive reinforcement of habits

Habits open dialogue between parent and student

Administrators have positive emotions about students learning the habits

Parents have positive feelings about Belvidere since students learned the habits

Parents and teachers have positive thoughts about TLIM program

Community has positive feelings about TLIM program

What was the impact of students learning the habits for the teachers?

What did the habits give administrators?

Administrators use the habits

Parents and families living the habits

Teachers emotions about implementing TLIM program

Teachers not pleased about Young mergeing with Belvidere.

Principal's role in implementation of TLIM

TLIM implemented into school's organizational structure

Appendix K: 2nd Order Themes

Values learned through the habits

Methods used to teach values

Methods used to teach habits

Students lead themselves

Students lead others

Communication increases

Positive reactions

Teacher and administrator impact of students learning habits

Administrators, parents, and families using habits

Teachers and staff lead TLIM implementation

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