

LEAD

TODAY EVALUATION
SUMMARY
GHANA 2016

LEAD TODAY

“Without wise leadership, a nation fails.” –Proverbs 11:14

When today’s teens in Ghana think of leadership, many think of position, abuse of power, bribery and corruption. In fact, according to OneHope’s ABY research, “...Of least importance to students for their future is the ability to influence the lives of other people.”

Conversations about leadership and the traits needed to be an effective leader are taking place around the world. In this atmosphere, OneHope partnered with The John Maxwell Company, and produced the 16-week Lead Today program to reverse the negative portrayal of leadership by offering a desirable portrait of leadership based on Biblical principles. Six sites across Ghana implemented the Lead Today program beginning in January 2016 and participated in a comprehensive evaluation. Results are based on 173 students between 12 and 21 years of age who completed the program. The results show a resounding success and strong potential for a new global program.



WHAT WE LEARNED



The Lead Today program aids in the development of key character traits.

Students grew significantly in leadership, humility, fairness, teamwork, judgment, kindness, and love of learning, as well as in nine additional character strengths.



The Lead Today program helps students understand key leadership and Biblical information.

Students showed significant growth in 90% of the items that addressed leadership content and 78% of the items focused on Biblical stories.



Students and teachers think highly of the Lead Today program.

Ninety-two percent of students reported personal growth as leaders through participation in the program. Teachers corroborated this sentiment and said that their students responded well to the program.



SIGNIFICANT GROWTH IN CHARACTER

The VIA Institute on Character is considered a global leader in the science of measuring character strengths. They created and scientifically validated a 96-question survey to measure 24 character strengths of youth.

This survey has been completed by thousands of youths all over the world.

OneHope administered this same survey to students both before and after the Lead Today program. **Amazingly, the VIA survey revealed significant growth in 16 of the 24 character strengths!** This independent measure speaks to the veracity of the Lead Today program on a global level.

Statistical results for the 16 character strength scales are illustrated in the following figures. By increasing these character strengths, the Lead Today Program shows great promise in its ability to positively impact the lives of young people and the communities where they live.

  = Highly Significant Growth ($p < .025$)

 = Significant Growth ($p < .05$)

Note: The most rigorous level of significance testing was applied to measuring the growth of these character strengths. Sample sizes varied from 166 to 172 as some items were missing responses, and in those instances, character strength scores were not calculated. Significance levels were based on a linear mixed model including site as a random effect and gender, age, and the number of sessions attended as fixed effects. Models for some character strengths also included interaction effects.





SIGNIFICANT GROWTH IN PROGRAM CONTENT



Participants showed a significant knowledge gain on 90% of the items addressing leadership content.



Participants showed a significant knowledge gain on 78% of the items addressing biblical content.

Each Lead Today lesson includes an example of leadership from Scripture as well as a challenge for youth to take action to begin developing **influence** with others. In this way, they can make their world a better place.

A survey directly related to the program content was developed to measure student knowledge before and after the program. Some items were developed directly from the program’s leadership content, while others focused on measuring knowledge about the program’s Biblical content. An understanding of influence is an important leadership concept emphasized by Lead Today. Note the large jump in students who correctly answered the following question at post-survey, demonstrating substantial growth.

QUESTION: How can you increase your leadership ability?

ANSWER: By growing in influence.



Answered correctly pre-survey



Answered correctly post-survey

Note: Paired sample t-tests were conducted to evaluate statistical significance at $p < .05$ for these knowledge gain determinations.



POSITIVE FEEDBACK

WHAT STUDENTS SAY

- **92% of the students reported personal growth as leaders through participation in Lead Today.**
- When asked what they would do to improve the program, students responded they would like to see the program continue on and they desired more content.
- Students recognized the importance of effective leaders displaying qualities of influence, vision, discipline, diligence, humility, and kindness.

“The Lead Today program helped me to build my leadership ability. It taught me how to lead people and to do the right thing. The program also showed me how important it is to have a positive attitude.”

WHAT TEACHERS SAY

- Overwhelmingly, teachers report that they would recommend the program to other leaders and teachers.
- Teachers suggested adding more content or developing a “continuation” program. Like the students, when asked how they would improve the program, the facilitators reported that they would like to see the program grow and continue in content (additional leadership topics) or duration (more weeks).
- Teachers recommended role-play into their teaching. When asked what additional activities the facilitators integrate into the program, most reported using dramatizations or role-playing and discussion groups to support the program content. This appeared to resonate well with the students.

MOVING FORWARD

Based upon partner, student, and teacher feedback, the following program design revisions are underway.

- Incorporating **more leadership content** into the student book.
- Developing **role modeling and role playing activities** for the teachers to incorporate into their lessons.
- Considering opportunities for program graduates to **mentor** and eventually lead small groups of students going through the program.
- Investigating an alternative **modular delivery method**, such as a shorter program in which teachers would present a set of core leadership concepts to their students and have the opportunity to add additional concepts as time permits.

